

Chapter 2—Performance Management Process

True/False Questions

- 2.1 Ability is the physical, emotional, intellectual, and psychological aptitude to perform the work.
(Suggested points: 2, [2.2])
- 2.2 Knowledge is having the information to do the job and having experience at the job.
(Suggested points: 2, [2.2])
- 2.3 Job descriptions stay stable over time and therefore do not need to be updated.
(Suggested points: 2, [2.3])
- 2.4 Results criteria fall into the following categories: quality, quantity, cost effectiveness, and timeliness.
(Suggested points: 2, [2.7])
- 2.5 Key accountabilities are the yardstick used to evaluate how well an employee has achieved each objective.
(Suggested points: 2, [2.7])
- 2.6 Employees should be measured exclusively on the results that they achieve.
(Suggested points: 2, [2.7])
- 2.7 Employees and supervisors should both evaluate employee performance during the performance assessment phase.
(Suggested points: 2, [2.9])
- 2.8 After the performance renewal and recontracting phase, the performance management process is complete.
(Suggested points: 2, [2.11])
- 2.9 It is very important that the phases of a performance management system all be linked to one another.
(Suggested points: 2, [2.1])

Multiple-Choice Questions

- 2.10 The two main steps in the prerequisites phase of performance management are:
A. Understanding the organization's mission and conducting job analysis
B. Developing the organization's mission and conducting job analysis
C. Conducting job analysis and writing a development plan
D. Understanding the organization's mission and writing a development plan
(Suggested points: 2, [2.6])

2.1 A job description includes a summary of:

- A. Job duties
- B. Working conditions
- C. Needed KSAs
- D. All of the above

(Suggested points: 2, [2.3])

2.1 _____ are clusters of measurable KSAs.

- A. Job duties
- B. Competencies
- C. Performance standards
- D. Key accountabilities

(Suggested points: 2, [2.7])

2.1 Performance execution is linked to _____ and _____.

- A. prerequisites; performance planning
- B. performance planning; performance review
- C. performance planning; performance assessment
- D. performance assessment; performance review

(Suggested points: 2, [2.1])

2.1 Self-ratings of performance are important because they do all of the following EXCEPT:

- A. Emphasize discrepancies between the employee's and supervisor's views of performance
- B. Reduce employee defensiveness during an appraisal meeting
- C. Decrease employee satisfaction with the performance management system
- D. Increase employee ownership and commitment to the programs

(Suggested points: 3, [2.9])

2.1 Performance reviews should focus on:

- A. What has been done and how (past)
- B. What compensation may be received as a consequence (present)
- C. Goals for the upcoming review period (future)
- D. All of the above

(Suggested points: 2, [2.10])

2.1 Performance renewal and recontracting is a phase similar to the _____ phase of the performance management process.

- A. performance planning
- B. prerequisites
- C. performance evaluation
- D. performance assessment

(Suggested points: 2, [2.11])

- 2.1 The correct order of the phases of a performance management process is:
- A. Performance planning, prerequisites, performance execution, performance assessment, performance review, performance renewal and recontracting
 - B. Prerequisites, performance planning, performance execution, performance assessment, performance review, performance renewal and recontracting
 - C. Performance planning, prerequisites, performance execution, performance review, performance assessment, performance renewal and recontracting
 - D. Prerequisites, performance execution, performance planning, performance assessment, performance review, performance renewal and recontracting
- (Suggested points: 2, [2.1])**
- 2.11 The poor implementation of the performance planning phase will result in the poor implementation of the:
- A. Performance execution phase
 - B. Performance assessment phase
 - C. Performance review phase
 - D. All of the above
- (Suggested points: 2, [2.4])**
- 2.12 The prerequisites to the implementation of a performance management system are:
- A. Money and time
 - B. Knowledge of the organization's culture and knowledge of the jobs in question
 - C. Knowledge of the organization's mission and knowledge of the organization's culture
 - D. Knowledge of the organization's mission and knowledge of the jobs in question
- (Suggested points: 2, [2.6])**
- 2.13 Methods of conducting a job analysis include all of these EXCEPT:
- A. Reading textbooks
 - B. Observation of employees in action
 - C. Off-the-shelf questionnaires
 - D. Interviews with employees
- (Suggested points: 2, [2.2])**
- 2.14 O*NET is:
- A. An online resource for pay scale information
 - B. An online resource for job testing
 - C. An online resource for finding jobs
 - D. An online resource for generic job descriptions
- (Suggested points: 2, [2.3])**
- 2.15 At the beginning of each performance cycle, the supervisor and employee meet to discuss and agree upon:

- A. The employee's salary
- B. Results, behaviors, and a development plan
- C. Performance, corrections, and a timeline
- D. The supervisor's expectations

(Suggested points: 2, .3[2.1]), .3[2.7]), .3[2.12])

2.16 Which of the following are primarily the responsibilities of the employee in terms of performance execution?

- A. Communication with supervisor
- B. Collection and sharing of performance data
- C. Commitment to goal achievement
- D. All of the above

(Suggested points: 2, [2.8])

2.17 Which of the following are primarily the responsibilities of the supervisor in terms of performance execution?

- A. Regular performance feedback and coaching
- B. Observation and documentation
- C. Reinforcement
- D. All of the above
- E. B and C only

(Suggested points: 2, [2.8])

2.18 Which of the following statements is true according to the text?

- I. Employees are primarily responsible for finding resources for development plans in the performance execution state.
 - II. Both employees and supervisors should rate performance in the performance assessment phase.
 - III. Any discrepancy between employee and supervisor ratings is unacceptable.
 - IV. Many sources can be utilized for data regarding performance.
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- A. All of the statements are correct.
 - B. I, II, and IV only are correct.
 - C. II and IV only are correct.
 - D. None of the statements are correct.

(Suggested points: 2, .5[2.8], .5[2.9])

2.19 The text offers six recommended steps for conducting productive performance reviews. Included in those steps are which of the following?

- A. Cite specific positive and negative behaviors
- B. Agree on a bonus
- C. Agree on an action plan
- D. A and C only
- E. None of the above
- F. All of the above

(Suggested points: 2, [2.10])

- 2.20 “KSA” in the text refers to what?
- A. Knowledge, social skills, and aptitude
 - B. Knowledge, skills, and abilities
 - C. Knowledge, skills, and agility
 - D. Knowledge of situation and action

(Suggested points: 2, [2.2])

- 2.21 Job descriptions are a key prerequisite for any performance management system because:
- A. Without them, employees will not “buy in” to the system.
 - B. Performance management systems are not applicable unless certain job elements are present.
 - C. They provide the criteria that will be used in measuring performance.
 - D. They provide information to employees as to what tasks are most important in their jobs.

(Suggested points: 2, [2.6])

- 2.22 In the performance planning stage, the term “results” refers to what?
- A. Customer reactions
 - B. Ratings that result from performance
 - C. Customer complaints resulting from performance
 - D. Outcomes an employee must produce

(Suggested points: 2, [2.7])

- 2.23 During the collection of information from individuals for the purpose of conducting a job analysis, why might different people in the same position and same job duties rate certain knowledge, skills, and abilities (KSAs) as more important than other KSAs?
- A. People tend to believe that the KSAs on which they score highly drive success in their jobs but not the KSAs on which they score poorly.
 - B. Insufficient rater training was provided prior to the collection of information from the individuals.
 - C. Even if the raters have the same position and duties, some of the raters may be more highly involved in certain job duties than are other raters.
 - D. All of the above

(Suggested points: 2, [2.2])

- 2.24 A Web-based training program, designed to reduce rater bias, does all of the following EXCEPT:
- A. Provides a common point of reference
 - B. Allows raters to define each rating criterion
 - C. Defines the scale anchors
 - D. Describes what behaviors were indicative of each rating criterion
 - E. Permits raters to practice their rating skills

(Suggested points: 2, [2.2])

- 2.25 People tend to attribute success to themselves and failure to external causes (i.e., factors outside of their control). This tendency is called:
- A. Social projection bias
 - B. Optimism bias
 - C. Availability heuristic
 - D. Self-serving bias
 - E. False consensus bias

(Suggested points: 2, [2.2])

- 2.26 _____ leads people to believe that others behave similarly to themselves and hence lead people to think about themselves instead of people in general when reporting KSAs for their jobs.
- A. Social projection bias
 - B. Optimism bias
 - C. Availability heuristic
 - D. Self-serving bias
 - E. False consensus bias

(Suggested points: 2, [2.2])

- 2.27 _____ leads people to believe that others share the same beliefs and attitudes as themselves.
- A. Social projection bias
 - B. Optimism bias
 - C. Availability heuristic
 - D. Self-serving bias
 - E. False consensus bias

(Suggested points: 2, [2.2])

Essay-Type Questions

- 2.35 Performance management is an ongoing process including the interrelated components of prerequisites, performance planning, performance execution, performance assessment, performance review, and performance renewal and recontracting. Please explain how the poor implementation of a phase in the process or how a disrupted link between any of the phases will have a negative impact on the performance management process as a whole.

(Suggested points: 3, .5[2.4], .5[2.5])

- 2.36 The employee and the supervisor both have important roles during the performance execution phase. Please list and explain each party's responsibilities in this phase of the performance management process.

(Suggested points: 2, [2.8])

- 2.37 Define knowledge in terms of competencies needed for performance planning.

- (Suggested points: 2, [2.2])**
- 2.38 Define skills in terms of competencies needed for performance planning.
(Suggested points: 2, [2.2])
- 2.39 Define abilities in terms of competencies needed for performance planning.
(Suggested points: 2, [2.2])
- 2.40 In what ways is self-appraisal beneficial for performance assessment?
(Suggested points: 2, [2.9])
- 2.41 Why is the performance review meeting considered the “Achilles’ heel of the entire process”?
(Suggested points: 2, [2.10])
- 2.42 A good performance appraisal meeting includes discussions of what?
(Suggested points: 2, [2.10])
- 2.43 What is the final stage in the performance management cycle?
(Suggested points: 2, [2.11])
- 2.44 List the six recommended steps for conducting productive performance reviews.
(Suggested points: 2, [2.10])
- 2.45 Define self-serving bias, and explain how it may affect the job analysis process.
(Suggested points: 3, [2.2])
- 2.46 Distinguish between social projection bias and false consensus bias.
(Suggested points: 3, [2.2])
- 2.47 How do the self-serving, social projection, and false consensus biases commonly affect the job analysis process?
(Suggested points: 3, [2.2])
- 2.48 How does a Web-based rater training program work to help raters become less susceptible to rater biases and thus more accurate in the ratings that are collected in a job analysis?
(Suggested points: 3, [2.2])
- 2.49 List the five steps that typically make up a Web-based rater training program.
(Suggested points: 3, [2.2])

Answers

- 2.1 T
- 2.2 F: Knowledge includes only having the information needed to do the job but not necessarily having done the work.
- 2.3 F: Jobs change, so job descriptions must be checked and updated as needed.
- 2.4 T
- 2.5 F: Performance standards are the yardstick used to evaluate how well an employee has achieved each objective.
- 2.6 F: Employees should be measured on results and behaviors.
- 2.7 T
- 2.8 F: The completion of the performance renewal and recontracting phase begins another performance management cycle. The process is never “complete.”
- 2.9 T
- 2.10 A
- 2.11 D
- 2.12 B
- 2.13 C
- 2.14 C
- 2.15 D
- 2.16 A
- 2.17 B
- 2.18 D
- 2.19 D
- 2.20 A
- 2.21 D
- 2.22 B
- 2.23 D
- 2.24 D
- 2.25 C
- 2.26 D
- 2.27 B
- 2.28 C
- 2.29 D
- 2.30 D
- 2.31 B
- 2.32 D
- 2.33 A
- 2.34 E
- 2.35 Each of the six components of the performance management process plays an important role. If any of these components is implemented poorly, then the entire performance management system suffers. For example, the lack of knowledge of the organization’s mission and the job in question (i.e., prerequisites) will not allow performance planning (i.e., performance roadmap) to be aligned with

organizational goals, thereby leading to poor performance execution. In short, a performance management system is only as good as its weakest component.

The links between the various components need to be established clearly. One example would be that performance planning needs to be closely related to performance execution. Performance planning is a futile exercise if execution does not follow from planning. The same applies to all the various components of performance management.

2.36 During the performance execution phase, these are the employee's responsibilities:

- A. Commitment to goal achievement. The employee must be committed to the goals that were set. One way to enhance commitment is to allow the employee to be an active participant in the process of setting the goals.
- B. Ongoing performance feedback and coaching. The employee should not wait until the review cycle is over to solicit performance feedback. Also, the employee should not wait until a serious problem develops to ask for coaching. The employee needs to take a proactive role in soliciting performance feedback and coaching from his or her supervisor.
- C. Communication with supervisor. Supervisors are busy with multiple obligations. The burden is on the employee to communicate openly and regularly with the supervisor.
- D. Collecting and sharing performance data. The employee should provide the supervisor with regular updates on the employee's progress toward goal achievement both in terms of behaviors and results.
- E. Preparing for performance reviews. The employee should not wait until the end of the review cycle approaches to prepare for the review. On the contrary, the employee should engage in an ongoing and realistic self-appraisal so that corrective actions can be taken if necessary. The usefulness of the self-appraisal process can be enhanced by gathering informal performance information from peers and customers (both internal and external).

During the performance execution phase, these are supervisor's responsibilities:

- A. Observation and documentation. Supervisors must observe and document performance on a daily basis. It is important to keep track of examples of both good and poor performance.
- B. Updates. As the organization's goals may change, it is important to update and revise initial objectives, standards, and key accountabilities (in the case of results) and competency areas (in the case of behaviors).
- C. Feedback. Feedback on progression toward goals and coaching to improve performance should be provided on a regular basis and certainly before the review cycle is over.
- D. Resources. Supervisors should provide employees with resources and opportunities to participate in developmental activities. Thus, supervisors should encourage (and sponsor) participation in training, classes, and special assignments.

- E. Reinforcement. Supervisors must let employees know that the employees' outstanding performance is noticed by reinforcing effective behaviors and progress toward goals. Also, supervisors should provide feedback regarding negative performance and how to remedy the observed problem. So, observation and communication are not sufficient. Performance problems must be diagnosed early on and appropriate steps taken as soon as the problem is discovered.
- 2.37 Knowledge is having the information needed to perform the work but not necessarily having done it.
- 2.38 Skills are the required attributes that are usually acquired by having done the work in the past.
- 2.39 Abilities are the physical, emotional, intellectual, and psychological aptitude to perform the work, but neither having done it nor having been trained to do the work is required.
- 2.40 With self-appraisal, there is a greater likelihood that the information will be used productively in the future. Self-appraisals can reduce employees' resentfulness and increase employee satisfaction with the performance management system. Also, the discrepancy between employee and supervisor appraisals is likely to trigger development efforts, particularly when supervisor appraisal is more negative than employee self-appraisal.
- 2.41 Many managers are uncomfortable with providing performance feedback, particularly when performance is deficient; this discomfort may lead to anxiety and the avoidance of the appraisal interview. Because each component of the performance management process plays an important role, when any of these components is implemented poorly or not at all, then the entire performance management system suffers.
- 2.42 A good performance appraisal meeting includes discussions of what has been done and how (the past); goals and development plans the employee will be expected to achieve during the following review period (the future); and what new compensation, if any, the employee may be receiving as a result of his/her performance (the present).
- 2.43 The final stage in the performance management cycle is performance renewal and recontracting.
- 2.44 The six recommended steps for conducting productive performance reviews are:
 - A. Identify what the employee has done well and poorly by citing specific behaviors.
 - B. Solicit feedback from the employee about these behaviors.

- C. Discuss the implications of changing or not changing the behaviors.
 - D. Explain to the employee how skills used in past achievements can help overcome any current performance problems.
 - E. Agree on an action plan.
 - F. Set a meeting to follow up and agree on the behaviors, actions, and attitudes that will be evaluated.
- 2.45 Self-serving bias is the tendency for people to attribute success to themselves and failure to external causes (i.e., factors outside of their control). As a result, this bias leads people to report that their own behaviors and personality traits are more needed for successful job performance compared to behaviors and personality traits of others.
- 2.46 Social projection bias leads people to believe that others behave similarly to themselves and hence leads people to think about themselves instead of people in general when reporting KSAs for their jobs. False consensus bias is different from social projection bias, because false consensus bias leads people to believe that others share the same beliefs and attitudes as themselves.
- 2.47 Self-serving, social projection, and false consensus biases affect job analysis ratings because they lead people to believe that their own KSAs are those driving success in their jobs. So, these lead to an exaggerated view regarding the KSAs needed—and this exaggeration is based on precisely the KSAs that job incumbents have.
- 2.48 Taken together, self-serving, social projection, and false consensus biases affect job analysis ratings because they lead people to believe that their own KSAs are those driving success in their jobs. So, these lead to an exaggerated view regarding the KSAs needed—and this exaggeration is based on precisely the KSAs that job incumbents have. Given such, a rater training program helps participants converge onto a common point of reference, which is a point where the exaggeration is significantly mitigated. As a result, rater training program participants tend to provide significantly lower ratings for certain KSAs than do nonparticipants who tend to exaggerate those KSAs.
- 2.49 A Web-based training program usually includes the following five steps:
- (1) Provide raters with a definition of each rating dimension.
 - (2) Define the scale anchors.
 - (3) Describe what behaviors were indicative of each dimension.
 - (4) Allow raters to practice their rating skills.
 - (5) Provide feedback on the practice.