Is there anything that is done only a few times a month that we might have missed?

The beginning of the year?

The end of the year?

Are there any tasks that we may have missed because they occur only once in a while?

You will note that often it is necessary to redefine the task statements for the incumbent. This art comes with practice. The following list contains some of the tasks and relevant KSAs obtained from the TNA.

TASKS	KSAs
Deal with customer complaints	Knowledge of effective listening processes Knowledge of conflict resolution strategies Listening skills Conflict resolution skills
Organize and prioritize jobs	Knowledge of types of jobs received Knowledge of time required for various jobs Organization and planning skills
Check on progress of subordinates' work and provide feedback on performance	Knowledge of proper feedback processes Communication skills
Deal with concerns of employees	Positive attitude toward treating employees with respect Knowledge of effective listening processes Knowledge of communication strategies Positive attitude toward helping employees

Next, for the person analysis, individual meetings with supervisors and one with the owner (supervisor of the supervisors) were conducted. The questions came right from the job analysis and asked about the supervisors' knowledge of the areas identified, the skills needed, and their attitudes toward issues identified as important in their job. The introduction to the interview was as follows:

From the interviews, I have listed a number of knowledge, skills, and attitudes that are necessary to be an effective supervisor here at Fabrics, Inc. I would like to ask you how proficient you believe you are in each of them. By the way, do not feel bad if you have no understanding of many of these concepts; many do not. Remember, the information gathered will be used to determine how to help you be a better supervisor, so candid responses are encouraged. In terms of having knowledge of the following, indicate to me if you have no understanding, a very low level of understanding,

some understanding, a fair amount of understanding, or complete understanding.

The results of the TNA identified a number of KSAs (training needs) that were deficient, as well as some nontraining needs.

Addressing Nontraining Needs

The following nontraining issues need to be addressed to help ensure that supervisory training will be transferred to the job:

- Have owner (either with others or on his own) determine the goals and objectives of the company and which aspects of performance should be focused on.
- Set up a formal appraisal system where, in one session, the owner sits down with each supervisor to discuss performance and set objectives. In another session, performance development is discussed.
- Use objectives set for the year and clarify how rewards (bonus, pay raises, and so forth) will be tied to the objectives.

(continued)

- Set up similar sessions for supervisors and subordinates in terms of developmental performance review (at a minimum). Also, consider incentives based on performance appraisals.
- Hire someone to relieve the supervisors of some of their paperwork so they can spend more time on the floor.

And so forth. . . .

Training Needs

Several training needs were evident from the needs analysis beyond what was indicated by the owner. Specific to those issues, however, supervisors were particularly candid in indicating that they had never been exposed to any type of feedback or communication skills. They had no knowledge or skills in these areas. Attitudes in this area were mixed. Some believed that the best way to provide feedback is to "call it like it is." "Some of these guys are simply not willing to listen, and you need to be tough" was a typical comment from these supervisors. Others believed that treating subordinates the way you would like to be treated goes a long way in gaining their support and willingness to listen.

A partial list of training needs includes lack of knowledge and skill in:

Effective listening
Communication
Conflict resolution
Effective feedback
Employee performance measurement
Employee motivation . . . and so forth

At this point, we will leave "the training program" with the needs identified. The next step is the design phase. We will return to Fabrics, Inc. at the end of Chapter 5.

KEY TERMS

- Actual criterion
- Actual organizational performance (AOP)
- Actual performance (AP)
- Assessment center
- Behavioral test
- Bias
- Bias in performance ratings
- Capital resources
- Cognitive test
- Competency
- Content validity
- Criteria
- Criterion contamination
- Criterion deficiency
- Criterion relevancy
- Error
- Expected organizational performance (EOP)
- Expected performance (EP)
- Group characteristic bias
- Halo effect
- Human resources
- Job aid
- Job-duty-task method
- Job expectation technique
- Knowledge of predictor bias
- Operational analysis
- Opportunity bias
- Organizational analysis
- Organizational environment
- Organizational performance gap (OPG)
- Performance gap (PG)
- Person analysis
- Proactive TNA
- Reactive TNA
- Reliability
- Self-ratings
- Split half reliability
- Strategic job analysis
- Succession planning
- Task-oriented job analysis
- Test retest reliability
- 360-degree performance review
- Training needs analysis (TNA)
- Validity
- Work sample
- Worker-oriented job analysis
- Ultimate criterion

QUESTIONS FOR REVIEW

1. What is the purpose of a TNA? Is it always necessary?
2. What is the difference between proactive and reactive TNA? When is proactive better?
3. What are competencies, and why are they popular in training departments? How are competency models related to job analysis?