



INDUSTRIAL/ORGANIZATION PSYCHOLOGY

PSY1208

C.M.ASANIDAD | S.Y2026-2027

TOPIC OVERVIEW

- A. THE FIELD OF I/O PSYCHOLOGY
- B. RESEARCH IN I/O PSYCHOLOGY
- C. ETHICS IN I/O PSYCHOLOGY

INTRODUCTION TO INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

INDUSTRIAL ORGANIZATION

- ★ IO Psychology is the study of human behavior in work settings and the application of psychological principles to change work behavior.
- ★ Why are I/O Psychologists referred to as Scientist-Practitioners?
 - *Industrial-organizational psychologists* are able to apply psychological theories to explain and enhance the effectiveness of human behavior in the workplace (Canadian Psychological Association)
- ★ Industrial-organizational psychologists rely extensively on research, quantitative methods, and testing techniques. They are trained to use empirical data and statistics rather than intuition to make decisions.
- ★ The purpose of I/O Psychology is “to 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).

1.0 THE FIELD OF I/O PSYCHOLOGY

MAJOR FIELDS OF I/O PSYCHOLOGY

TERM	INFO
PERSONNEL ORGANIZATION	Selection and evaluation Employee behavior in the organization
HUMAN FACTORS/ERGONOMICS	Interaction between human and machines
OCCUPATIONALS	Safety and Health Programs

BRIEF HISTORY OF I/O

- ★ I/O psychology was born in the early 1900s
 - The term “industrial psychology” was seldom used prior to World War I. Instead, the common terms for the field were

(Koppes & Pickren, 2007)

- ➔ “economic psychology,”
- ➔ “business psychology,”
- ➔ “employment psychology”

HISTORY OF I/O: 1900-1920

YEAR	INFO
1903	Walter Dill Scott publishes <i>The Theory of Advertising</i> (Psychology was first applied to business)
1913	Hugo Munsterberg publishes <i>Psychology and Industrial Efficiency</i>
1917	First Publication of Journal of Applied Psychology
1914-1918	Robert Yerkes Selection of soldiers • Army Alpha • Army Beta

- ★ **John Watson** developed perceptual and motor tests for pilots
- ★ **Henry Gantt** increased cargo ship efficiency

GRANT CHART

- ★ Project schedule
- ★ Dependency relationships between activities and the current schedule status

Task Name	Q1 2019			Q2 2019		Q3 2019
	Jan 19	Feb 19	Mar 19	Apr 19	Jun 19	Jul 19
Planning						
Research						
Design						
Implementation						
Follow up						

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● HISTORY OF I/O: 1920-1940

YEAR	INFO
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	Elton Mayo's Hawthorne Studies published

HAWTHORNE EFFECT

Better lighting, more regular breaks, etc. improve productivity. However, when workers see that people show concern for them, productivity rises more.

When workers know people are concerned about them their productivity increases.

● HISTORY OF I/O: 1920-1940 TO PRESENT

- ★ **1937:** American Association for Applied Psychology formed
- ★ **SIX ETHICAL PRINCIPLES OF APA CODE**
 - **COMPETENCE:** A psychologist only does work that he/she is competent to perform.
 - **INTEGRITY:** Psychologists are fair & honest in their professional dealing with others.
 - **PROFESSIONAL & SCIENTIFIC RESPONSIBILITY:** Psychologists maintain high standards of professional behavior.
 - **RESPECT FOR PEOPLE'S RIGHT & DIGNITY:** Psychologists respect the rights of confidentiality & privacy of others.
 - **CONCERN FOR OTHERS:** Psychologists attempt to help others through their professional work.
 - **SOCIAL RESPONSIBILITY:** Psychologists have a responsibility to use their skills to benefit society.
- ★ **1945:** Society for Industrial and Business Psychology established as Division 14 of APA (with 130 members).

YEAR	INFO
1951	Marion Bills elected first woman president of Division 14
1960	Renamed "Society for Industrial Psychology"

1964	First edition of <i>The Industrial-Organizational Psychologist</i> published
1982	Renamed "Society for Industrial and Organizational Psychology"
1986	SIOOP conference held separately from APA
1990	2,500 members
2000	3,600 members
2010	8,000 members
2022	10,000 members

● FACTORS INFLUENCING I/O PSYCHOLOGY TODAY AND THE FUTURE

- ★ rapid advancement in technology
- Multigenerational workforce
- women on the rise
- work inclusivity
- ★ manufacturing jobs are shifted to developing countries with lower wages (jobs requiring human relations skills)
- ★ increasing number of employees work in other countries (understand various cultures)
- ★ **OTHER FACTORS:**
 - high unemployment rates
 - flexible work schedules
 - family friendly work policies (flexible benefits)
 - Flatter organization structures
 - ARTIFICIAL INTELLIGENCE

1.1 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?

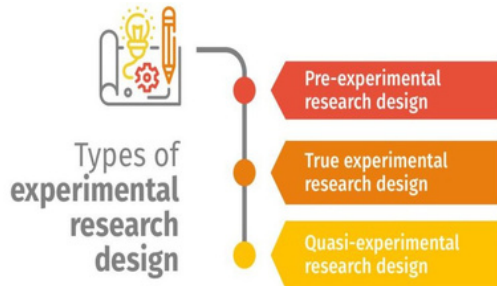
(CONSIDERATION IN MAKING RESEARCH)

- ★ Idea or question
- ★ Hypotheses or prediction (well thought out suggestions or ideas)
- ★ Theories or explanations (systematic sets of assumptions regarding the nature of cause of a particular event).

● WHAT RESEARCH METHOD SHOULD I USE?

- ★ Experiment
- ★ Quasi-experiment
- ★ Case study
- ★ Survey
- ★ Interview
- ★ Natural observation

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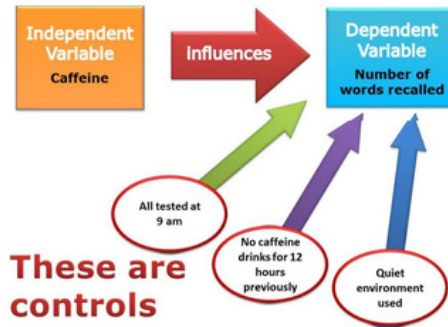
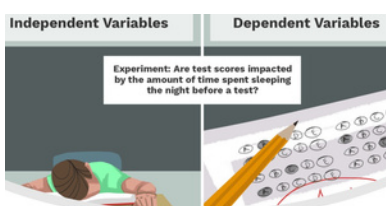


True experiments:	Quasi-experiments:
Emphasize <u>internal validity</u> - Assess cause & effect (in relatively artificial environment) - Test clear, a priori hypotheses	Emphasize <u>external validity</u> - Describe "real" / naturally occurring events - Clear or exploratory hypotheses
Participants <u>randomly assigned</u> to exp. or control groups Participants & experimenter <u>Blind</u> to assignment	Non-equivalent groups - Existing groups - Non-random assignment - Participants not blind - Self-selection
<u>Control</u> study procedures <u>Manipulate independent variable</u> - Control procedures & measures	Full control may not be possible - May not be able to manipulate the independent variable - Partial control of procedures & measures

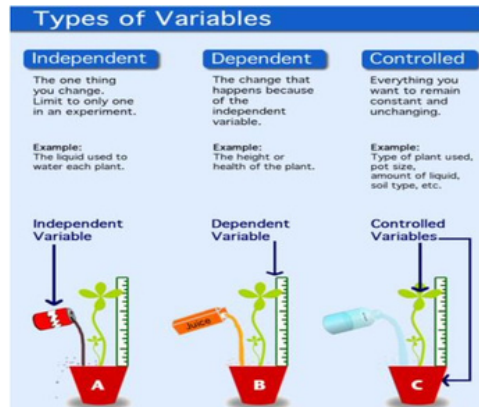
● VARIABLE

- ★ A variable is a concept or abstract idea that can be described in measurable terms.
- ★ In research, this term refers to the measurable characteristics, qualities, traits, or attributes of a particular individual, object, or situation being studied.
- ★ Anything that can vary can be considered a variable.
- ★ For instance, age can be considered a variable because age can take different values for different people or for the same person at different times. Similarly, Income can be considered a variable because a person's Income can be assigned a value.

Independent Variable	Dependent Variable	Controlled
Cause	Effect	Everything you want to remain constant and unchanging.
MANIPULATED	MEASURED	



These are controls



● 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:
 - Measurement of a learner's performance in a college on a weekly basis and then introducing a new teaching technique. Then again measuring on a weekly basis.

★ QUASI-EXPERIMENTAL DESIGNS

- Non-equivalent control groups design:
 - Pretest-posttest
- Example
 - ➔ Individuals high on self-esteem and low on self-esteem
 - ➔ Pretested on depression levels
 - ➔ Intervention given to low self-esteem group
 - ➔ Posttested on depression levels

Example

In a study of the effectiveness of a new management technique one branch office is given a new TQM method to implement another branch office retains the traditional management policy

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★ SURVEY

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

● DOES METHOD MATTER?

★ INCREASING RESPONSE RATES

➤ MAIL SURVEYS

- ➔ Pre-contact participants
- ➔ Personalize the survey (e.g., original signature)
- ➔ Ensure survey responses will be anonymous by using identification numbers.

➤ EMAIL SURVEYS

- ➔ Compared to regular mail, email surveys are:
- ➔ 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

➤ 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

➤ 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

Closed Question

Objective of Closed Questions:

To confirm Facys, clear-up confusion, or narrow the focus

Open Question

Objective Questions:

To get facts

Subjective Questions:

To get feelings and perspectives

Speculative Questions:

To be thought provoking, good for Creative potential

● META ANALYSIS

★ “A statistical method for cumulating studies”

★ A meta-analysis is a quantitative study wherein a set of statistical procedures is used to summarize and synthesize results of a number of independently conducted research studies.

★ If done well it can be very valuable to a researcher, because it provides an extensive bibliography of existing research on a topic while also providing a combined analysis of a number of studies.

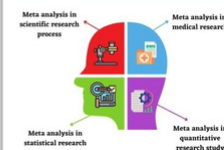
★ A very time consuming, understanding and usually conducted by a team of researchers.

★ STEPS OF META-ANALYSIS

- Define the Research Question
- Perform the literature search
- Select the studies
- Extract the data
- Analyze the data
- Report the results

“A statistical method for cumulating studies”

META ANALYSIS



1.2 ETHICS IN I/O PSYCHOLOGY

- Systemizing, defending, and recommending concepts of right and wrong conduct
- norms for conduct that distinguish between

acceptable and unacceptable behavior.

- Includes:

- ★ Informed Consent
- ★ Debriefing
- ★ Research Review Boards

- **ETHICAL DILEMMAS**

- ★ “Ambiguous situations that require a person’s judgment of what is right or wrong.”

Ethical Dilemmas

Type A	High level of uncertainty as to what is right or wrong, there appears to be no best solution, and there are both positive and negative consequences to a solution
Type B	“Rationalizing dilemma” rationalize unethical behavior because “everybody else does it

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

TOPIC OVERVIEW B: MODERN THEORIES OF ORGANIZATION

ORGANIZATION THEORIES & PRINCIPLES

• ORGANIZATIONAL THEORY

- ★ A set of propositions that explains or predicts how groups and individuals behave in varying organizational structures and circumstances.
- ★ A study of how organizations function and how they affect and are affected by the environment in which they function.

2.0 THREE MAJOR THEORIES OF ORGANIZATION

3 THEORIES OF ORGANIZATIONS	INFO
CLASSICAL THEORY (WORK)	Four Basic components to any Organization: System of differentiated activities. People. Cooperation toward a goal. Authority. Critique of the 4 structural principles of classical theory:
NEOCLASSICAL THEORY (WORKER)	Functional Scalar Line/Staff Span of control Five parts of an organization:
SYSTEM THEORY	Individuals Formal organization Small groups Status & Roles Psychical setting

• CLASSICAL THEORY

- ★ Focuses on Work
- ★ Formal organizational structure (to increase management efficiency by dividing professional tasks)

- ★ Taylor, Weber, Fayol
- ★ CLASSICAL ORGANIZATIONAL THEORY:
BASED ON 3 APPROACHES/THEORIES

APPROACHES/THEORIES

SCIENTIFIC MANAGEMENT APPROACH, FREDERICK TAYLOR, 1947

BUREAUCRATIC APPROACH, MAX WEBER, 1947

ADMINISTRATIVE THEORY, HENRI FAYOL, 1949

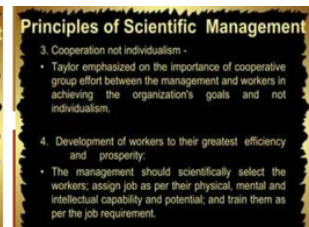
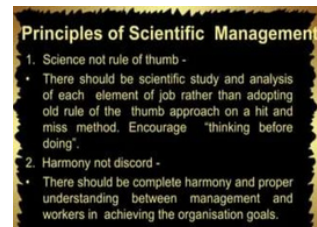
INFO

Planning of work to achieve efficiency, standardization, specialization and Simplification.

Bureaucracy
definition: "Bureaucracy is an organizational structure that is characterized by many rules, standardized processes, procedures and requirements, number of desks, meticulous division of labor and responsibility, clear hierarchies and professional, almost impersonal interactions between employees".
Accomplishment of tasks, and include principles of management, the concept of line and staff, committees and functions of management.

➤ PRINCIPLES OF SCIENTIFIC MANAGEMENT (FREDERICK TAYLOR, 1947)

- Science, not rule-of-thumb
- Scientific selection of the worker (*Job analysis*)
- Management and labor cooperation, rather than conflict (*cooperation not Individualism*)
- Scientific training of the worker (*be trained by experts; assigned according to mental and intellectual capacity*)



➤ BUREAUCRATIC THEORY

- The Bureaucratic Theory is related to the structure and administrative

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process of the organization and is given by Max Weber, who is regarded as the father of bureaucracy.

- What is Bureaucracy? The term bureaucracy means the rules and regulations, processes, procedures, patterns, etc. that are formulated to reduce the complexity of an organization's functioning.

BUREAUCRATIC APPROACH PRINCIPLES (MAX WEBER, 1947)

Structure
Specialization
Predictability & Stability
Rationality
Democracy

ADMINISTRATIVE MANAGEMENT THEORY

- According to Fayol, administrative management was concerned or focused on the formal organization structure and the delineation of the basic processes of general management:

TERMS	INFO
PLANNING	Examining the future & drawing up the plan of action.
ORGANIZING	Building up the structure, material, human resources of the undertaking.
COMMAND	Maintaining activity among the personnel.
COORDINATION	Binding together
CONTROL	Conformity

ADMINISTRATIVE THEORY'S ELEMENTS (HENRI FAYOL, 1949)

Line & Staff
Committee
Functions of Management (PLOC)
Principles (14)

HENRI FAYOL'S 14 PRINCIPLES OF MANAGEMENT

- 1) Principle of Division of Work
- 2) Principle of Authority and Responsibility
- 3) Principle of Discipline
- 4) Principle of Unity of Command
- 5) Principle of Unity of Direction
- 6) Principle of Subordination of Individual Interest to Organisational Interest
- 7) Principle of Centralization

- 8) Principle of Remuneration
- 9) Principle of Scalar Chain
- 10) Principle of Order
- 11) Principle of Equity
- 12) Principle of Stability of Tenure
- 13) Principle of Initiative
- 14) Principle of Esprit de corps (Team work)

NEOCLASSICAL THEORY

★ Focuses on Worker (and the emotional and psychological components of people's behavior in an organization like leadership, morale, cooperation)

★ Informal Organizational Structure

★ Hawthorne

★ Neo-classical theory is the extended version of classical theory, where behavioural science gets involved in the management.

★ Elton Mayo pioneered the neoclassical approach, and his subordinates performed the Hawthorne experiment to construct this theory's foundation.

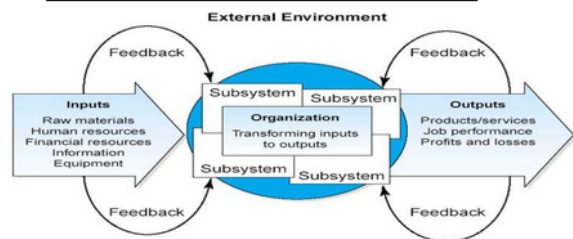
★ NeoClassical approach primarily focuses on the human beings in the organization. According to this theory, the organization is the social system, and its performance does get affected by human actions.

PRINCIPLES OF NEOCLASSICAL ORGANIZATIONAL THEORY

- Individual
- Work group
- Participative Management

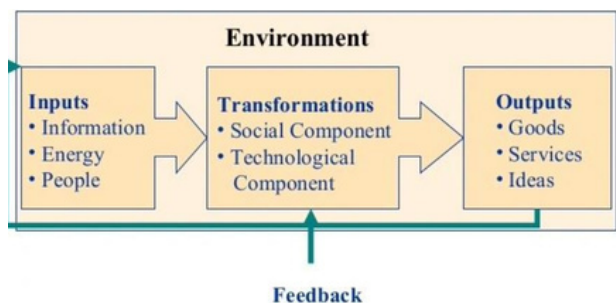
SYSTEM THEORY

ORGANIZATIONS AS OPEN SYSTEMS



(Source: Based on suggestions by Katz and Kahn, 1978; see Note 10.)

OPEN SYSTEMS MODEL



Cummings & Worley, 7e (c) 2001
South-Western College Publishing

5-36

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3 MAJOR THEORIES OF ORGANIZATION		
CLASSICAL THEORY	NEOCLASSICAL THEORY	SYSTEMS THEORY
Scientific Management Approach (F. Taylor)	Individual	INPUT
Bureaucratic Approach (M. Weber)	Work Group	Transformation (Process)
Administrative Approach (H. Fayol)	Participative	OUTPUT

2.1 MODERN THEORIES OF ORGANIZATION

MODERN THEORIES

★ Tend to be based on the concept that the organization is a system which has to adapt to changes in its environment.

★ This theory considers interactions between people within an organization and the surrounding environment, as well as the interpersonal interactions between members of the organization.

Workers

Environment

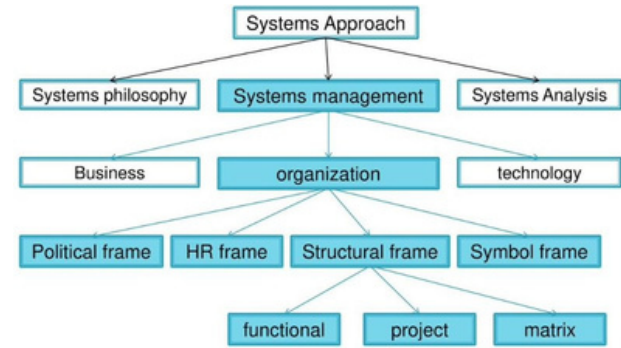
CHARACTERISTICS OF MODERN THEORY

- ★ It considers organizations as a system composed of many subsystems.
- ★ It regards individuals as complex beings who can be motivated in a multitude of ways.
- ★ It is a descriptive approach to studying organizations.
- ★ It is dynamic in interaction with the structure. It is constantly subject to change as the environment changes.
- ★ It is both macro and micro in its approach.
- ★ It ensures better flow of communication at all the levels and effective control.

MODERN THEORIES OF ORGANIZATION

SYSTEMS APPROACH

★ considers the organization as a system composed of a set of interrelated and thus mutually dependent sub-system.



ELEMENTS OF SYSTEM APPROACH COMPONENTS	INFO the individual
	the formal and informal organization
	patterns of behavior role comprehension
	the physical environment Communication Balance
LINKING PROCESS	Decision analysis growth stability interaction
GOALS OF ORGANIZATION	

SOCIO-TECHNICAL APPROACH

★ considers the organization as composed of a social system, technical system and its environment.

THE SOCIAL SYSTEM	THE TECHNICAL SYSTEM
Individual & team Behavior	Types of production
Organizational/ Team Culture	technology
Management practices	degree of interdependence
Leadership Styles	Physical work setting
	Complexity of work process
DESIGN FOR JOINT OPTIMIZATION	
Work roles, tasks, work flow	
Goals & Value	
Skills & Abilities	

It is not just job enlargement and enrichment which is important, but also transforming technology into a meaningful tool in the hands of the users.

People

Technology (environment)

CONTINGENCY/SITUATIONAL APPROACH

★ recognizes that organizational systems are

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interrelated with their environment and different environments require different organizational relationships for effective working.

- > Also sometimes called the SITUATIONAL APPROACH
- > There is no one universally applicable set of management principles (rules) by which to manage organizations.
 - > Organizations are individually different, face different situations (contingency variables), and require different ways of managing.

HERBERT A. SIMON

Contingency theory, also called decision theory, views organizations as a structure composed of choice-makers, and argues that there is no one right way to make a decision.

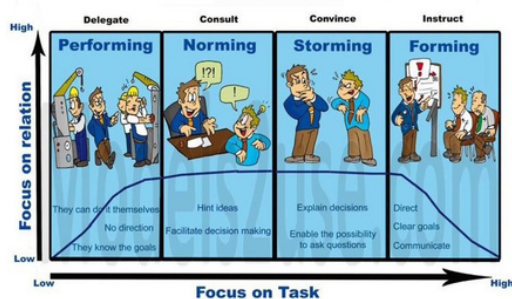
Contingency theorists believe that management is responsible for analyzing business situations and then acting accordingly to address any issues or challenges.



• FIEDLER'S CONTINGENCY MODEL OF LEADERSHIP

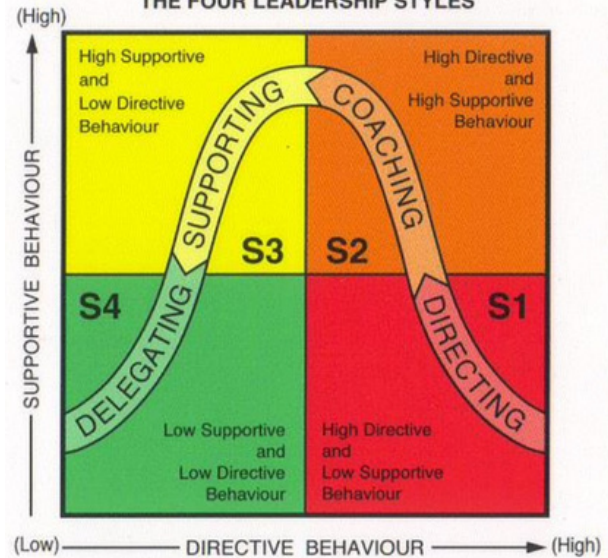


Situational Leadership



SITUATIONAL LEADERSHIP® II

THE FOUR LEADERSHIP STYLES



• MOTIVATION THEORY & OPEN SYSTEM THEORY

THEORY	DEF
MOTIVATIONAL THEORY	Includes the study of what drives & inspires members of an organization to work toward their professional goals. EX.: theory X & theory Y
OPEN SYSTEM THEORY	Concept that argues that an organization's environment influences it, and understanding the impact of this influence may help managers develop more effective leadership strategies.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

TOPIC OVERVIEW

- A. JOB ANALYSIS
- B. JOB EVALUATION

JOB ANALYSIS & EVALUATION

3.0 JOB ANALYSIS

- process of gathering and analyzing information about the work an employee performs, the conditions under which the work is performed, and the worker characteristics needed to perform the work under the identified conditions.

● IMPORTANCE OF JOB ANALYSIS

- Training
- Manpower Planning
- Performance Appraisal
- Employee Selection
- Writing Job Description
- Job Classification
- Compliance with Legal Guidelines
- Job Evaluation
- Job Design
- Organizational Analysis

● JOB ANALYSIS INTERVIEW

- ★ Obtaining information about a job by talking to a person performing it.

COMPONENTS OF JOB ANALYSIS	INFO
JOB DESCRIPTION	➔ Job Title ➔ Job Summary ➔ Duties and Responsibilities ➔ Tools and Equipment ➔ Work Context ➔ Performance Standards ➔ Compensation Information ➔ Competencies ➔ Qualification
JOB SPECIFICATION	➔ Experience ➔ Training ➔ Skills ➔ Responsibilities ➔ Emotional ➔ Characteristics ➔ Sensory Demands ➔

WHAT JOB ANALYSIS?

- ✓ Right PERSON for the
- ✓ Right JOB at the

- ✓ Right TIME and in a
- ✓ Right PLACE

● JOB DESCRIPTION

- ★ A written summary of tasks, duties and responsibilities of a job.
- ★ a brief, two-to-five page summary of the tasks and job requirements
- ★ it is the result of the job analysis
- ★ Job description is simply: “A description of the job”... intended to express the company’s expectations of the employee in that job
- ★ “transfer responsibilities to an employee” ... pass the baton on job responsibilities, not just give some a job.

SECTION 8	INFO
JOB TITLE	Describes the nature of the job ➔ Assists in employee selection and recruitment ➔ Affects perception of job worth and status ➔ <i>Job evaluation results</i> ➔ <i>Employees feelings of personal worth</i> ➔ Affects clarity of resumes
JOB SUMMARY	Useful for recruitment advertising • One paragraph in length, briefly stating the nature and purpose of the job • Jargon and abbreviations should not be used
DUTIES & RESPONSIBILITIES (WORK ACTIVITIES)	Organize by dimensions ▪ Similar activities ▪ Similar KSA ▪ Temporal order 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”

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TOOLS & EQUIPMENT	Use for employee selection and training.
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
WORK PERFORMANCE STANDARDS	Describes how performance is evaluated - This section might include - Standards used - Frequency of evaluation - Evaluation dimensions - The person doing the evaluating
COMPENSATION INFORMATION	Job evaluation dimensions - Exempt status - Pay grade (cluster of jobs with similar worth) - Job group - Common Names
JOB COMPETENCIES	- 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.

“Job Crafting”-process in which employees unofficially change their job duties to better fit their interests and skills.

Ideally reviewed annually or at least every 2 years

HOW DO WE ACHIEVE A BALANCE APPROACH TO JD?

2 things:

- ✓ Both manager & employee signs the JD
- ✓ JD is reviewed by the manager and employee annually

● JOB SPECIFICATION

- ★ The minimum skills, education and experience necessary for an individual to perform a job.
- ★ Outlines the qualifications that a person must possess to perform the job effectively

★ QUALIFICATION

- “Minimum qualifications required to successfully perform the job. These are the qualifications necessary for someone to be considered for the position.”
- Reminder!: If the position is part of a job family (ex: Staff, Senior Staff, be sure to show the increase in the knowledge, skills and abilities to perform the daily tasks and job duties.

➢ A. Education & Professional Certification

- ➔ Degree in
- ➔ Professional certification / specialized training in
- ➔ Holder of license in
- ➔ Other preferred qualification

➢ B. Work Experience, Training and/or Track Records

- ➔ Experience or equivalent experience in
- ➔ Broad knowledge in
- ➔ Demonstrated ability to
- ➔ Active affiliation/membership in
- ➔ Entry level (no prior-related work experience)
- ➔ Experienced (minimum of 2 years of job-related experience)
- ➔ Specialist (minimum 5 years of job related experience)
- ➔ Expert (established subject matter expert, 7+ years experience)

➢ C. Character & Personal Attributes

- ➔ Subscribes to the Christian values and

WHY DEFINE THE JOB CONTEXT IN THE JOB DESCRIPTION?

BREAKING BARRIERS: DISABILITY & EMPLOYMENT
(MY DISABILITY DOES NOT DEFINE MY WORKING ABILITY.)

HOW OFTEN SHOULD JD BE UPDATED?

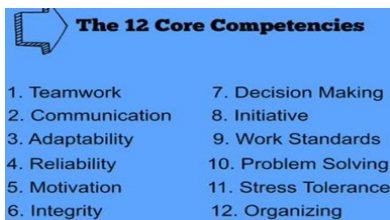
“When a job changes significantly”

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- ethical standards of the company
- Please list other qualities you are looking for
- the job holder
- D. Competencies
 - *Ethics* – Treats people with respect. Keeps commitments. Inspires the trust of others. Works with integrity and ethics. Upholds KMBI's organizational values and its business of transformation.
 - *Professionalism* – Approaches others in a tactful manner; reacts well under pressure; Treats others with respect and consideration regardless of status and position; Accepts responsibility for own actions; Follows through commitments.
 - *Team Values & Interpersonal skills* – Demonstrates effective working relationships; Focuses on solving conflict, not blaming; Maintains confidentiality; Openness and readiness to contribute

★ COMPETENCIES

- Competencies are the **knowledge, skills, abilities, personal characteristics and other "worker-based" factors** that help differentiate superior performance from average performance under specified circumstances to competencies define the essential functions of the job.



Physical Demands & Work Environment

What to write: What is physically required to perform the daily tasks and job duties? Be specific. If the job requires a person to work in special working conditions, this should be stated in the job description. Special working conditions cover a range of circumstances from regular evening and weekend work, shift work, working outdoors, working with challenging clients, and so forth. If the job is physically demanding, this should be stated in the job description. A physically demanding job is one where the incumbent is required to stand for extended periods of time, lift heavy objects on a regular basis, exposure to noise level, do repetitive tasks with few breaks, and so forth.

Example:

While performing the duties of this job, the employee is regularly required to sit, use hand and fingers to handle or feel, and talk and hear. The employee is frequently required to reach with hands and arms. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by the job include close vision, depth perception and ability to adjust focus.

Acknowledgement

ACKNOWLEDGEMENT & AGREEMENT

Job descriptions assist our company in making certain our hiring process is fairly administered and qualified employees are selected. We view job descriptions as essential to our performance appraisal system, and related staff movements.

All job descriptions are reviewed to ensure that essential functions and basis duties are included. Job requirements, skills and abilities have been determined to be the minimal standards required to successfully perform the job. In no instance however, should the job requirements, skills and abilities be interpreted as all-inclusive. Immediate superiors may assign additional appropriate activities and requirements.

_____ Employee Name	_____ Position Title	_____ Signature	_____ Date
_____ Immediate Superior's Name	_____ Position Title	_____ Signature	_____ Date

• WHO WILL CONDUCT IT?

- ★ Job analysis can either be done ... ★
- Committee-based job analysis (SMEs)* ★
- Field-based job analysis*

★ WHO WILL CONDUCT?

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

★ WHO WILL PARTICIPATE?

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

★ BASIC STEPS in CONDUCTING JOB ANALYSIS

IDENTIFY TASKS PERFORMED

- Gathering existing information
 - Interviewing subject matter experts (SMEs)

- Individual interviews
 - SME Conferences
- Ammerman Technique
- Observing incumbents
 - Job participation

Ammerman technique. A job analysis method in which a group of job experts identifies the objectives and standards to be met by the ideal worker.

1. Convene a **panel of experts** that includes representatives from all levels of the organization.
2. Have the panel **identify the objectives and standards** that are to be met by the ideal incumbent.
3. Have the panel **list the specific behaviors** necessary for each objective or standard to be attained.
4. Have the panel identify which of the **behaviors** from step 3 are “critical” to reaching the objective.
5. Have the panel **rank-order**

Cross-sell bank products.

- Study daily rate charts.
- Explain new products to customers.

Balance drawer within 30 minutes at end of day.

- Accurately count money.
- Trial balance drawer during downtimes.

Comply with federal and state regulations.

- Notify federal government of cash transactions in excess of \$10,000.
- Treat customers equally regardless of age, race, gender, or national origin.

Accurately complete paperwork.

- Obtain all necessary information from customers.
- Obtain all necessary signatures.

Make each customer feel a “part of the family.”

- Know each customer's name.
- Refer to customers by their first names.
- Smile and greet each customer.

WRITE TASK STATEMENTS

Task inventory. A questionnaire containing a **list of tasks** each of which the job incumbent rates on a series of scales such as importance and time spent.

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

CHARACTERISTICS OF A WELL WRITTEN TASK STATEMENT:

- ✓ 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

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

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 and importance

RATING SCALE USING THE RATING:

- 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:

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- Average rating is greater than .5 for both frequency and importance (or)
- Combined rating is 2.0 or higher

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

	Raters						Combined Average		
	John			Peter					
Task #	F	I	CR	F	I	CR	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

- Average rating is greater than .5 for both frequency and importance (or)
- Combined rating is 2.0 or higher

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



“When competencies are tied to an organization’s strategic initiatives and plans rather than to specific tasks, the process is called competency modeling.”

SELECT TESTS TO TAP KSAOs



POSITION ANALYSIS QUESTIONNAIRE (PAQ)

- A structured instrument of job analysis to measure job characteristics and relate them to human characteristics, developed at Purdue University by McCormick, Jeanneret, and Mecham (1972)
- The PAQ contains 194 job elements that describe generic human work behaviors organized into six main dimensions
 - ~~Easy to use~~
 - Standardized
- Difficult to read for average employee

PAQ Model - Position Analysis Questionnaire PAQ model is known as Position analysis questionnaire is a job analysis questionnaire and a technique that **evaluates job skill level and basic characteristics of the applicants**. This method involves a series of detailed questioning the employees or the expert we are hiring and to evaluate them on the basis of these questionnaires and analysis the final reports. **The questionnaires are designed and evaluated by the Experience job analyst and subject matter experts.** The PAQ Model is largely based of Worker-oriented Method and it **focus area is to analyze the employee or the worker behavior at their work**. This Position Analysis Questionnaire is filled by job incumbents and their superiors and one **can use this PAQ Model Tools and techniques at all types of job across levels.**

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Contents of PAQ method/technique

194 items of job elements includes 6 categories:	
Interpersonal activities	36 elements
Work situation and job context (the physical and social environment)	19 elements
Information input	35 elements
Mental processes (decisions; arrangements)	14 elements
Work output (physical activities and tools needs)	49 elements
Other related aspects (such as working time arrangement or way of compensation)	41 elements

FIGURE 4-5
Portion of a Completed
Page from the Position
Analysis Questionnaire

The 194 PAQ elements are grouped into six dimensions. This exhibits 11 of the "information input" questions or elements. Other PAQ pages contain questions regarding mental processes, work output, relationships with others, job context, and other job characteristics.

Sample Position Analysis Questionnaire

INFORMATION INPUT

1.1 Sources of Job Information

Rate each of the following items in terms of the extent to which it is used by the worker as a source of information in performing his job.

1.1.1 Visual Sources of Job Information

Item	Extent of Use (1-5)
1. Written materials (books, reports, office notes, articles, job instructions, signs, etc.)	4
2. Quantitative materials (materials which deal with quantities or amounts, such as graphs, accounts, specifications, tables of numbers, etc.)	2
3. Pictorial materials (pictures or picturelike materials used as sources of information, for example, drawings, blueprints, diagrams, maps, tracings, photographs, films, x-ray films, TV pictures, etc.)	1
4. Patterns/related devices (templates, stencils, patterns, etc., used as sources of information when observed during use; do not include here materials described in item 3 above)	1
5. Visual displays (dials, gauges, signal lights, radarscopes, speedometers, etc.)	2

Score: www.icd.edu/humanresources/positions/APAQ2009.pdf Accessed May 10, 2007
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Figure 3 - 4

Job Structure Profile (JSP)

- Designed as a replacement for the PAQ, developed by Patrick and Moore (1985) to be used more by the job analyst than by the job incumbent
- Easier to read than the PAQ
- Good reliability

Job Elements Inventory (EI)

- Developed by Cornelius and Hakel (1978)
- 153 items
- 10th grade readability level
- Correlates highly with PAQ

Job Task Inventory

Our job task inventory includes each occupation at Company Name. This inventory is reviewed every year and updated when tasks or occupations change.

Position	Job Task	Job Rating	Critical Task
Office staff (administration, dispatch)	Office administration including filing, photocopying, data entry, telephone handling	Low	No
	Dispatch and issue work orders	Low	No
Driver (including owner operators)	Loading and unloading	Med	No
	Tarping	High	No
	Human handling (lifting)	Med	No
	Driving, including vehicle backing	Med	No
	Use of pallet jack and hand dolly	Low	No
	Handling dangerous goods	Med	No
Warehouse worker	Loading and unloading trailer	Med	No
	Drive forklift, including backing operations	Med	No
	Use of pallet jack and hand dolly	Low	No
	Human lifting	Med	No
	Handling dangerous goods	Med	No
Maintenance personnel	Vehicle and equipment inspection and repair	Med	No
	Test drive vehicle and mobile equipment	Med	No

* This list of Positions and Job Tasks is not exhaustive. Please add positions and tasks to match your company environment.

Functional Job Analysis (FJA)

- Designed by Sidney Fine (1955) that rates the extent to which a job incumbent is involved with functions in the categories of:
- Data (information and ideas)
- People (clients, customers, coworkers)
- Things (machines, tools, equipment)

FJA: A Real World Example

Data	People	Things
0. Synthesizing	0. Mentoring	0. Setting up
1. Coordinating	1. Negotiating	1. Precision work
2. Analyzing	2. Instructing	2. Operating
• Compiling	3. Supervision	3. Driving
• Computing	4. Diverting	4. Manipulating
• Copying	5. Persuading	5. Tending (nurturing)
• Comparing	6. Speaking	6. Feeding
	7. Serving	7. Handling
	8. Helping	

*U.S. Department of Labor, Dictionary of Occupational Titles, 4th ed. Revised (Washington, D.C.: Government Printing Office, 1991), p. xix.

fixation on their remuneration.

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

EQUITY

TYPES OF EQUITY

TERM	DEF.
INTERNAL EQUITY	Fairness of the pay structure, relationship among jobs within a single organization
EXTERNAL EQUITY	Comparisons of similar jobs in different organizations
INDIVIDUAL EQUITY	Comparisons among individuals in the same job within the same organization

INTERNAL PAY EQUITY

- the comparison of employee positions in your business to ensure fair pay
- 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

DETERMINE COMPENSABLE FACTORS

Compensable (Universal) Factors - A Definition

Compensable factors - measurable qualities, features or requirements (attributes) that are common to many different kinds of jobs. They are:

- qualities required to accomplish the job
- easy to describe and document
- must be addressed in an acceptable manner if the job is to be performed satisfactorily
- should yield consistently similar results, regardless of the evaluator

What factors make one job worth more than the another? Examples:

3.1 JOB EVALUATION

- It aims to provide this equity & consistency by defining the relative worth of different jobs in an organization. The process of determining the relative worth of different categories of jobs by analyzing their responsibilities & consequently,

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- responsibility
- complexity/difficulty
 - skill needed
- physical demands
- work environment

Example of Compensable Factor Weighting

Factor	Max Points	% of Possible Points
Skill	(62.6%)	
knowledge	120	14.6%
work experience	135	16.4%
analytical skill	110	13.3%
independent judgment	150	18.3%
Effort	(9.4%)	
mental/visual strain	77	9.4%
Responsibility	(21.9%)	
contact	75	9.1%
supervision	105	12.8%
Working Conditions	(6.1%)	
physical environment	50	6.1%

DETERMINE LEVEL FOR EACH COMPENSABLE FACTORS

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

DETERMINE FACTORS WEIGHTS

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

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

ASSIGN POINTS TO EACH JOB

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

TABLE 6-9 Sample Job Evaluation Worksheet

Job Title: _____

Evaluation Date: _____

Name of Evaluator: _____

Compensable Factor	Degree					Total
	1	2	3	4	5	
<i>Skill</i>						
Mental skill	60	120	180	240	300	300
Manual skill	60	120	180	240	300	120
<i>Effort</i>						
Mental effort	10	20	30	40	50	50
Physical effort	10	20	30	40	50	30
<i>Responsibility</i>						
Supervisory	25	50	75	100	125	75
Department budgeting	25	50	75	100	125	25
<i>Working conditions</i>						
Hazards	10	20	30	40	50	40
Total job value						640



Point Assignments for Four Compensable Factors

Compensable Factor	Weighted percentage	Degree/Points				
		1	2	3	4	5
Skill	(40%)	20	32	48	72	100
Responsibility	(30%)	15	24	36	54	75
Effort	(20%)	10	16	24	36	50
Working Conditions	(10%)	2	8	12	18	25
Example:						
Regind Operator	Compensable Factor	Degree		Points		
	Skill	3		48		
	Responsibility	2		24		
	Effort	4		36		
	Working Conditions	4		18		
	Total Points			126		

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★ EXTERNAL PAY EQUITY

- the use of salary surveys is critical in your ability to determine if your compensation and benefits are comparable to similar roles in other organizations
- DETERMINING EXTERNAL PAY EQUITY
 - Worth based on external market
 - Determined through salary surveys
 - Information obtained
 - salary range
 - starting salary
 - actual salaries paid
 - benefits

Salary Survey Example

	# of orgs	# of emp	Weighted Average	Salary Range				
				Low	Q1	Median	Q3	High
Production								
Foreperson	18	286	\$22.21	11.67	18.96	21.67	27.69	36.44
Machinist	9	419	\$19.83	9.28	16.79	18.63	21.09	25.80
Planner	9	36	\$18.73	16.64	18.68	20.63	23.59	36.44
Production	15	3,487	\$17.91	8.49	12.24	15.05	15.62	23.27
Quality Ins	10	45	\$14.23	10.00	12.84	14.01	20.31	23.18
Maintenance								
Janitor	10	322	\$11.00	7.85	9.02	10.15	11.04	19.81
Maint A	17	112	\$14.90	9.65	12.54	14.97	19.40	26.78
Mechanic	11	382	\$18.80	11.99	17.10	18.30	20.27	24.98

Salary Survey Report Example

Managerial Supervisory & Professional Salary Survey

Job 41-11: ACCOUNTANT (STAFF)
Under the direction of the Chief Financial Executive or Manager, Accounting, perform professional accounting functions involving the application of accounting standards, principles and practices. This job is responsible for one or several aspects of general and subsidiary ledger maintenance and preparation of operating and financial statements. Analyze financial data and make recommendations regarding accounting of expenses.

Job Title	Min	Max	Average	Rate Pay				Cash	Total
				Min	Max	Average	Standard Deviation		
Total Responses (Job 41-11)	130	203	\$44,103	\$44,102	\$29,990	\$44,893	\$45,817	\$35,152	\$53,474
Geographic Area									
Region 1 - Pacific & Mountain counties	4	4	\$37,906	\$37,906	-	\$38,001	-	2	-
Region 2 - Oklahoma & Missouri counties	77	138	\$45,171	\$44,846	\$45,818	\$46,896	\$49,408	\$35,193	\$55,952
Region 3 - Colorado & Mississippi counties	10	12	\$45,756	\$44,300	\$47,754	\$46,692	\$36,316	\$50,996	9
Region 4 - East Center	21	27	\$42,213	\$40,599	\$37,003	\$39,999	\$45,323	\$32,344	\$50,793
Region 5 - North & West Center	4	5	\$45,697	\$42,217	-	\$46,802	-	2	-
Region 6 - Southwest	18	31	\$45,166	\$44,820	\$38,480	\$45,760	\$46,612	\$35,672	\$54,724
Company Size (Employees)									
Less than 100 employees	36	41	\$42,896	\$43,371	\$36,182	\$41,754	\$47,009	\$34,320	\$51,404
100 to 249 employees	47	63	\$45,406	\$44,043	\$39,000	\$43,513	\$50,003	\$35,006	\$55,340
250 to 499 employees	36	43	\$44,863	\$44,440	\$38,001	\$47,756	\$50,044	\$32,968	\$58,244
500 to 999 employees	11	28	\$45,603	\$41,119	\$40,801	\$41,537	\$46,612	\$36,750	\$46,612
1,000 employees or more	13	47	\$44,827	\$45,004	\$41,837	\$46,817	\$49,942	\$37,710	\$55,827
Industry Type									
Manufacturing (multiple companies)	77	92	\$45,791	\$43,493	\$38,884	\$41,820	\$47,756	\$35,592	\$59,196
Service - Non-Manufacturing	13	36	\$45,234	\$43,347	\$38,576	\$42,713	\$48,008	\$35,314	\$56,334
Finance - Insurance - Real Estate	18	35	\$45,245	\$43,359	\$38,000	\$46,639	\$48,817	\$38,006	\$55,292
Health Care	5	32	\$45,226	\$47,008	\$41,142	\$49,608	\$50,044	-	-

Legend: Min - Minimum # of Orgs reporting; Max - Maximum # of Orgs reporting; Average - Average; Standard Deviation - Standard Deviation

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POTENTIAL SALARY SURVEY PROBLEM

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

CRITICAL PAY SURVEY PROBLEMS

- Obtaining a proper job match.
- Collecting useful pay data.
- Ensuring an acceptable sample of organizations and jobs.
- Relating data to organizational pay policies.



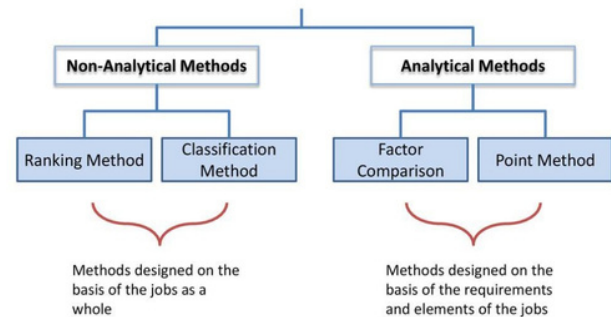
Focus on Ethics

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 in making money for its shareholders?
- What might be other ethical factors surrounding this issue?



Job Evaluation Methods



RANKING METHOD

Ranking of Jobs						Total	Rank
Job	Skill	Mental Requirement	Physical Requirement	Responsibility	Working Conditions		
Toolmaker	1	1	2	1	4	9	5
Welder	2	2	3	2	3	12	4
Electrician	3	3	4	3	5	18	2
Assembler	4	4	5	5	2	20	1
Office Boy	5	5	1	4	1	16	3

1: Highest and 5: Lowest

Under this system, all jobs are arranged or ranked in the order of their importance from the simplest to the hardest, or in the reverse order, each successive job being higher or lower than the previous one in the sequence. It is not necessary to have job descriptions, although they may be useful. Sometimes, a series of grades or zones are established, and all the jobs in the organization are arranged into these.

PREPARING FOR SALARY SURVEY

- Identification of market / organizations/ Compensation components.
 - Job to be surveyed.
 - Job contents.
 - Potential issues.
- Methods to be used.
 - Job matching.
 - Class matching.
 - Job evaluation.
 - Occupational Survey Method.



CLASSIFICATION METHOD

HR	Finance	Marketing
C-level CEO	C-level CFO	C-level CMO
Director HR-director	Director Finance-director	Director Marketing-director
Manager HR-manager	Manager Finance-manager	Manager Marketing-manager
Analyst HR-analyst	Analyst Finance-analyst	Analyst Marketing-analyst

Job Classification or Grading Method:
Under this system, a number of predetermined grades or classifications are first established by a committee and then the various jobs are assigned within each grade or class. Grade descriptions are the result of the basic job information which is usually derived from a job analysis. After formulating and studying job descriptions and job specifications, jobs are grouped into classes or grades which represent different pay levels ranging from low to high.

FACTOR COMPARISON METHOD

Job	Hourly rate	Skill	Effort	Responsibility	Working Conditions
Admin Assistant	£9.00	£4.50	£2.00	£2.00	£0.50
Secretary	£11.00	£5.50	£2.50	£2.50	£0.50
Supervisor	£15.00	£8.00	£3.50	£4.00	£1.50
Manager	£21.00	£9.00	£3.50	£7.00	£1.50

Under this system, jobs are evaluated by means of standard yardstick of value. ('benchmark' jobs for which there are clearly understood job descriptions and counterparts in other organizations).

Under this method, each job is ranked several times – once for each compensable factor selected. For example, jobs may be ranked first in terms of the factor 'skill'. Then, they are ranked according to their mental requirements. Next, they are ranked according to their 'responsibility', and so forth. Then these ratings are combined for each job in an overall numerical rating for the job.

POINT METHOD

This method is the most widely used type of job evaluation plan. It requires identifying a number of compensable factors (i.e., various characteristics of jobs) and then determining degree to which each of these factors is present in the job.

A different number of points is usually assigned for each degree of each factors. Once the degree to each factor is determined, the corresponding numbers of points of each factor are added and an overall point value is obtained.

The point system is based on the assumption that it is possible to assign points to respective factors which are essential for evaluating an individual's job. The sum of these points gives us an index of the relative significance of the jobs that are rated.

Factors	Points	Weights	Levels			
			1st	2nd	3rd	4th
Job						
• Education		15	30	45	60	75
• Experience		20	40	60	80	100
• Knowledge	250	50%	15	30	45	60
Effort						
• Physical Demand		10	20	30	40	50
• Mental Demand	75	15%	5	10	15	20
Responsibility						
• Equipment or process		5	10	15	20	25
• Material or product		5	10	15	20	25
• Safety of others		5	10	15	20	25
• Administrative	100	20%	5	10	15	20
Job Conditions						
• Work Condition		10	20	30	40	50
• Hazards	75	15%	5	10	15	20
Total Points	500					

Factors	Points	Weights	Levels				Total Job Points
			1st	2nd	3rd	4th	
Job							
• Education		15	30	45	60	75	
• Experience		20	40	60	80	100	
• Knowledge	250	50%	15	30	45	60	105
Effort							
• Physical Demand		10	20	30	40	50	
• Mental Demand	75	15%	5	10	15	20	80
Responsibility							
• Equipment or process		5	10	15	20	25	
• Material or product		5	10	15	20	25	
• Safety of others		5	10	15	20	25	
• Administrative	100	20%	5	10	15	20	70
Job Conditions							
• Work Condition		10	20	30	40	50	
• Hazards	75	15%	5	10	15	20	85
Total Job Points							820