FJAS

Fleishman Job Analysis Survey by Edwin A. Fleishman, Ph.D.

Job Analysis Report

Job name: SAMPLE
Organization: SAMPLE LTD

UNDERSTANDING THIS REPORT

This report is aimed at a better understanding of characteristics inherent to the job you have analysed. Every job in an organization has its own particularities. Even when similar in job title, two jobs from two different organizations may have different characteristics. Therefor, experts recommend the running of a job analysis for every job in every organization. The FJAS is an instrument which helps the HR specialist in running the job analysis, drawing with great clarity and validity the abilities which could later form the job requirements or job specifications.

The FJAS is the result of over 40 years of research and consultancy and is considered to be one of the most valid systems of job and occupational analysis.

The FJAS may be used by human resources specialists, work/industrial/organizational psychologists, but also by consultants and managers, in their activity.

Aside of this introductory section you may find in this report two big sections:

1. Operational details of the analysis,
2. Detailed results for avery ability you have analysed.

The section containing the operational details of the analysis contains a listing of (a) the evaluators who have participated in the analysis and (b) the evaluated abilities. You may find there the names of every job expert whose opinion was included in the analysis, as well as the time every evaluation was collected. You will also find all the included abilities, listed by section, together with a preliminary view of the averages resulted from the analysis, for every ability.

The section containing the detailed results for every ability offers many more details. This section is structured as a sequence, offering at the beginning a definition of the analysed ability, as well as a few examples of activities and tasks where the specific ability would need to be thoroughly developed. After this, averages and standard deviations of all the evaluations are presented.

The average is the statistical measure which states for every specific ability the level of development deemed necessary by the job experts, in order for a job incument to obtain a good job performance. A higher average describes a critical ability, very important for the job. Critical abilities are usually hard to find and special care should pe affected by the hiring organization in order to attract and train these abilities. These abilities are usually included in personnel selection systems, as well as in training and coaching strategies. A smaller average describes an ability which is not deemed by the evaluators to be important and which may be subsequently ignored or addressed as secondary in importance by possible personel selection procedures.

The standard deviation is the statistical measure which states how much opinions collected from different job experts tend to be convergent. A small standard deviation states that opinions are homogenous a that the probability of a systematic evaluation error is small; thus the evaluations are probably reliable and trust may be placed on the results. A larger standard deviation signifies lack of convergence among evlaluators and states that there is some possibility of an evaluation error; thus the trust you may place on the results of the analysis in the respective dimension is limited.

Finally, this section offers for every ability a description of typical test aimed at measuring that ability. Because one of the most important goals of a job analysis based on abilities is the development of personnel selction systems, these details are important for the HR or I/O specialist, offering a sound technical horizon.

We heartily recommend obtaining supplementary details and data about every critical ability from the "Handbook of Human Abilities. Definitions, Measurements, and Job Task Requirements".

PART 1.
OPERATIONAL DETAILS OF THE PRESENT ANALYSIS

This section will present you with a brief analysis of the job experts who have participated in this analysis, as well as of the dimensions (abilities) included therein, with their respective averages.

1. EVALUATIONS

Total number of evaluations in project: 9
Number of evaluations included in analysis: 9
Number of evaluations excluded from analysis: 0

Evaluation ID	Date of evaluation	Name of expert	Gender/Age
00057595	2007/02/15	MARIAN	M / 65
00057596	2007/02/15	MIHAI	M / 54
00057597	2007/02/15	DAN	M / 47
00057598	2007/02/15	MARIA	F / 48
00057599	2007/02/15	ALINA	F / 40
00057600	2007/02/15	COSMIN	M / 31
00057601	2007/02/15	SORIN	M / 46
00057602	2007/02/15	COSTIN	M / 35
00057603	2007/02/15	LILI	F / 36

2. DIMENSIONS / ABILITIES

Total number of abilities analysed in project: 17
Cognitive abilities: 8
Psychomotor abilities: 4
Physical abilities: 2
Sensory / perceptual abilities: 3
Social / interpersonal abilities: 0

COGNITIVE ABILITIES	*MED*
1. Oral Comprehension	*(3.56)*
2. Written Comprehension	*(3.22)*
3. Oral Expression	*(5.22)*
4. Written Expression	*(5.33)*
5. Fluency of Ideas	*(7.00)*
8. Problem Sensitivity	*(6.44)*
9. Mathematical Reasoning	*(3.44)*
10. Number Facility	*(3.22)*

PSYCHOMOTOR ABILITIES	*MED*
27. Arm-Hand Steadiness	*(3.78)*
28. Manual Dexterity	*(4.78)*
29. Finger Dexterity	*(4.11)*
30. Wrist-Finger Speed	*(4.00)*

PHYSICAL ABILITIES	*MED*
38. Gross Body Coordination	*(3.56)*
39. Gross Body Equilibrium	*(4.44)*

SENSORY / PERCEPTUAL ABILITIES	*MED*
41. Near Vision	*(3.44)*
51. Speech Recognition	*(2.22)*
52. Speech Clarity	*(5.78)*

PART 2.
DRILLDOWN OF ABILITY EVALUATIONS

This section offers a detailed discussion about the way every ability was evaluated in the present analysis. For every ability, we will discuss the average (the level of development of the ability deemed to be necessary) and the standard deviation (the convergence of opinions). Samewise, the distribution of frequencies will be presented for every ability, together with more qualitative data about the way a test may assess the ability. These tests may be included in personnel selection procedures, if such a system is considered to be necessary.

1. ORAL COMPREHENSION

1 DEFINITION

Oral comprehension is the ability to understand spoken English words and sentences. This ability involves listening to and understanding the meaning of words, phrases, sentences, and paragraphs. It involves receiving spoken information and understanding it. It does not involve receiving and understanding written information or giving oral information.

2 TASKS BASED ON THIS ABILITY

Oral comprehension may be used in listening to and understanding lectures or instructions, descriptions of events, places, or people, and tele¬phone, television, or radio messages.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.56

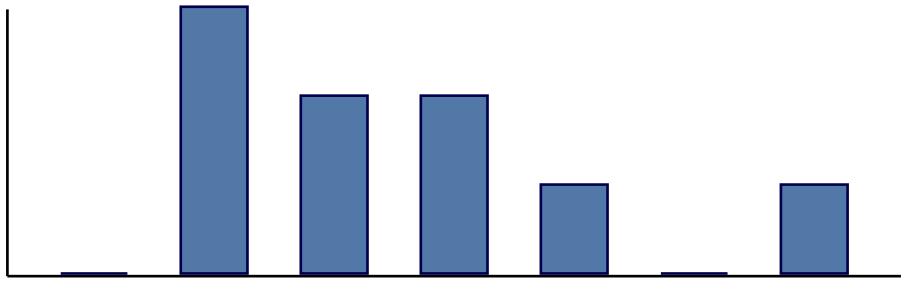
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.67

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	3	2	2	1	0	1	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(33.3%)*	*(22.2%)*	*(22.2%)*	*(11.1%)*	*(0.0%)*	*(11.1%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of oral comprehension usually require subjects to listen to a tape-recorded passage of information and then answer written questions about the content of the recording.

A good example of a test of Oral Comprehension is the Watson-Barker Listening Test. This test requires subjects to listen to audiotaped material and an¬swer questions on the following areas: Evaluating Message Content, Understanding Meaning in Conversations, Understanding and Remembering Information in Lectures, Evaluating Emotional Meanings in Messages, Following Instructions and Directions, and Total (comprehension). The test has two forms with 50 items on each form. It takes 30 minutes to complete each form. Normative data are available for college students and adults in business and professional jobs.

2. WRITTEN COMPREHENSION

1 DEFINITION

Written comprehension is the ability to understand written sentences and paragraphs. This ability involves reading and understanding the meaning of words, phrases, sentences, and paragraphs. It involves reading; it does not involve writing, listening to, or understanding spoken information.

2 TASKS BASED ON THIS ABILITY

Written comprehension may be used in reading books, articles, technical manuals, written instructions, work orders, and apartment leases.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.22

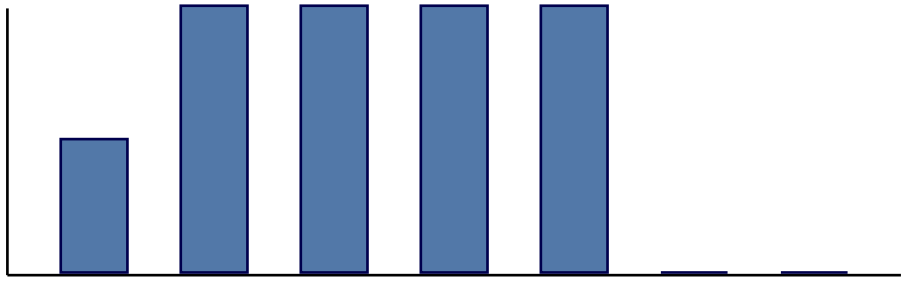
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.39

The job experts who have evaluated this ability are not always in accord regarding the appropriate level of ability development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is of average intensity. You should consider some supplementary discussions with the outliers among the job experts who have evaluated this ability. Correlational analyses may also prove that certain characteristics of the job experts, like gender, tenure, location in another plant etc. influence their assessments. In order to be able to place trust on these results, we recommend supplementary discussions and analyses.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	2	2	2	2	0	0	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(22.2%)*	*(22.2%)*	*(22.2%)*	*(22.2%)*	*(0.0%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of written comprehension usually present subjects with one or more passages of information. They then answer multiple-choice questions about the information. The emphasis of the test may be on following directions, understanding the general meaning of paragraphs, or understanding the meaning of specific words. Other tests of written compre¬hension are strictly vocabulary-oriented, focusing on identifying definitions, synonyms, or antonyms.

A good example of a test of Written Comprehension is the Guilford-Zimmerman Aptitude Survey: Verbal Comprehension. This test measures the ability to understand the meaning of words using a 72-item multiple-choice test. Twenty-five minutes are allowed to complete the test. It has been used to assess academic aptitude and suitability for fields in which reading ability is an impor¬tant factor. Normative data are provided for college groups.

3. ORAL EXPRESSION

1 DEFINITION

Oral expression is the ability to use English words or sentences in speaking so others can understand. It includes the ability to orally com¬municate information and the meaning of ideas to other people. This ability involves knowledge of the distinctions between words, and of how words should be put together to communicate the intended meaning of a message.

2 TASKS BASED ON THIS ABILITY

Oral expression is involved in giving instructions or directions, pre¬senting a speech, and in describing an event.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 5.22

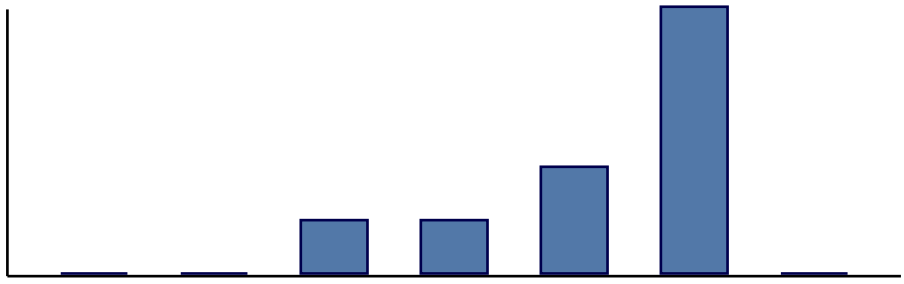
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.09

The job experts who have evaluated this ability are not always in accord regarding the appropriate level of ability development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is of average intensity. You should consider some supplementary discussions with the outliers among the job experts who have evaluated this ability. Correlational analyses may also prove that certain characteristics of the job experts, like gender, tenure, location in another plant etc. influence their assessments. In order to be able to place trust on these results, we recommend supplementary discussions and analyses.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	0	1	1	2	5	0	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(0.0%)*	*(11.1%)*	*(11.1%)*	*(22.2%)*	*(55.6%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Oral expression is usually assessed in an interview or in an assessment center. No standard tests of oral expression were identified.▫

4. WRITTEN EXPRESSION

1 DEFINITION

Written expression is the ability to use English words or sentences in writing so others can understand. It includes the ability to communicate information and ideas in writing. This ability involves knowledge of grammar, the meaning of words, distinctions between words, and how to organize sentences and paragraphs. This ability does not involve speaking words or sentences, nor does it involve understanding spoken or written words or sentences. It deals with how well one can explain ideas in written form, rather than with the number of ideas or their creativity.

2 TASKS BASED ON THIS ABILITY

Written expression is involved in writing articles, technical manuals, instructions, job recommendations, letters, and memos.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 5.33

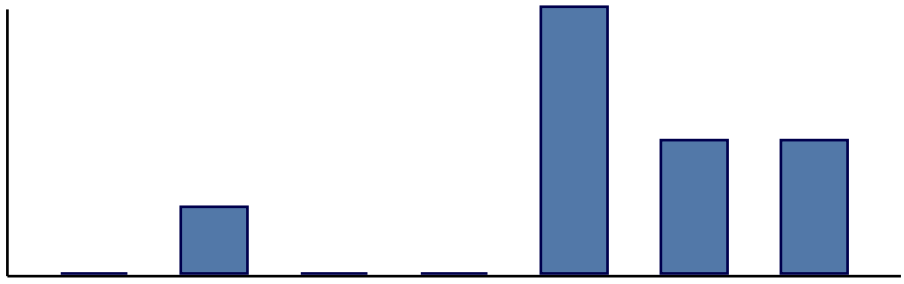
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.50

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	1	0	0	4	2	2	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(11.1%)*	*(0.0%)*	*(0.0%)*	*(44.4%)*	*(22.2%)*	*(22.2%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of written expression usually present subjects with written material. They are then asked to formulate a written response to the presented stimulus.

A good example of a test of Written Expression is the Ennis-Weir Critical Thinking Essay Test. This test measures an individual's ability to critically evaluate an argument and formulate a written responding argument. Subjects are given a letter to the editor of a newspaper in a fictitious city regarding parking problems. They are instructed to respond in writing to each argument presented in the letter, evaluate the overall quality of the argument of the stimulus letter, and defend their evaluation. The test takes 40 minutes to complete.

5. FLUENCY OF IDEAS

1 DEFINITION

Fluency of ideas is the ability to produce a number of ideas about a given topic. This ability concerns the number of ideas generated rather than the quality, correctness, or creativity of the ideas. It deals with generating a number of ideas, rather than conveying these ideas clearly to others. It differs from category flexibility in that it focuses purely on the number of ideas rather than on the number of categories from which the ideas are generated.

2 TASKS BASED ON THIS ABILITY

Fluency of ideas may be used in thinking of a number of alternative solutions to a problem, different uses of a new tool, alternative possibilities for examining and fixing equipment malfunctions, and generating alternative names for a product.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 7.00

The job, task or activity assessed requires a VERY HIGH level of development for this specific ability. This means that a high development of this ability is critical for a high job performance, being required either in important points of the job or being required frequently during the job. A relatively small number of people typically have abilities developed in this range. The personnel selection process should consider this potential scarcity of resources and include the assessment of this ability. Also, special care should be devoted to this ability in the training process.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 0.00

Absolutely all the job experts who have evaluated this ability have rated the appropriate level of ability development for a good job performance in exactly the same way. This means that all the experts see the need for this ability in the same way. Convergence of opinions is maximum, and the reliability of the evaluations is with a high probability very good. The results of this analysis may be treated wit a maximum of trust.

5 FREQUENCY DISTRIBUTION

Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	0	0	0	0	0	9	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(100.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of fluency of ideas are usually open-ended. They require subjects to generate as many words or ideas as possible about a given theme or topic within a specified time frame.

A good example of a test of Fluency of Ideas is the “Alternate Uses” test. This is a multiple-item paper-pencil test that requires subjects to produce a variety of ideas relating to the use of an object. Normative data are available for sixth-grade, ninth-grade, and college students. Eight minutes are allowed to complete the test. It has been used for research and experimental purposes.

8. PROBLEM SENSITIVITY

1 DEFINITION

Problem sensitivity is the ability to know when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as the elements of a problem. It does not involve the ability to solve a problem, only the ability to recognize that there is a problem.

2 TASKS BASED ON THIS ABILITY

Problem sensitivity is involved in recognizing symptoms of equip¬ment malfunction, the early stage of an illness, the likelihood of a prison riot, and the accuracy of data received.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 6.44

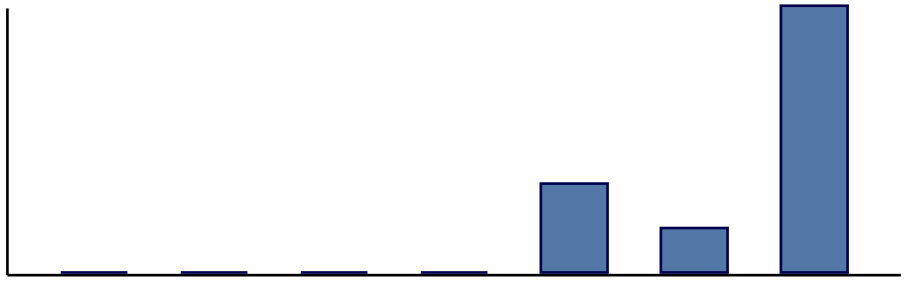
The job, task or activity assessed requires a VERY HIGH level of development for this specific ability. This means that a high development of this ability is critical for a high job performance, being required either in important points of the job or being required frequently during the job. A relatively small number of people typically have abilities developed in this range. The personnel selection process should consider this potential scarcity of resources and include the assessment of this ability. Also, special care should be devoted to this ability in the training process.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 0.88

Most of the job experts who have evaluated this ability have homogenous opinions regarding the appropriate level of ability development for a good job performance. Even though some of them evaluate the level of development for this ability somehow different from the others, convergence is high. Supplementary discussions are thus not absolutely necessary. If time permits, discussions with those experts who have expressed very polarized opinions could bring in important supplementary data. In every case, trust may be placed on these results.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	0	0	0	2	1	6	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(22.2%)*	*(11.1%)*	*(66.7%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of problem sensitivity present subjects with a plan or scenario and ask them to list the faults or problems that may arise. No standard tests of problem sensitivity were identified.

9. MATHEMATICAL REASONING

1 DEFINITION

Mathematical reasoning is the ability to understand and organize a problem and then to select a mathematical method or formula to solve the problem. It encompasses reasoning through mathematical problems to determine appropriate operations that can be performed to solve problems. It also includes the understanding or structuring of mathematical problems. The actual manipulation of numbers is not included in this ability.

2 TASKS BASED ON THIS ABILITY

Mathematical reasoning is involved in developing the mathematical equations for describing the course of a missile launch, applying a method for analyzing production data, determining the area of a building, and deciding how to calculate business profits.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.44

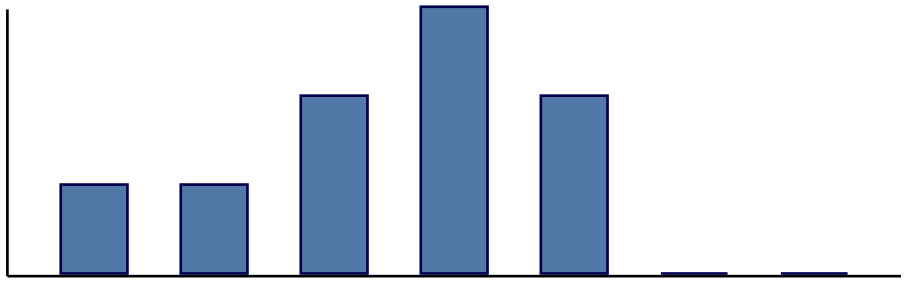
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.33

The job experts who have evaluated this ability are not always in accord regarding the appropriate level of ability development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is of average intensity. You should consider some supplementary discussions with the outliers among the job experts who have evaluated this ability. Correlational analyses may also prove that certain characteristics of the job experts, like gender, tenure, location in another plant etc. influence their assessments. In order to be able to place trust on these results, we recommend supplementary discussions and analyses.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	1	2	3	2	0	0	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(11.1%)*	*(22.2%)*	*(33.3%)*	*(22.2%)*	*(0.0%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of mathematical reasoning are sometimes referred to as tests of general reasoning or problem solving. These tests usually present subjects with a short word problem that requires a numerical answer. Calculations are sometimes required; however, the emphasis is always on understanding the problem and applying the appropriate solution.

A good example of a test of Mathematical Reasoning is the Guilford-Zimmerman Aptitude Survey: General Reasoning. This is a multiple-choice, paper-pencil test consisting of arithmetic-reasoning items graded in difficulty. Numerical computation is kept to a minimum, removing most of the numerical-facility component from the measure. The results yield C-scale, centile, and T-scale norms for college groups. Thirty-five minutes are allowed to com¬plete the test and it is suitable for group use. It has been used as an aptitude test for a variety of problem-solving tasks.

10. NUMBER FACILITY

1 DEFINITION

Number facility is the ability to add, subtract, multiply, divide, and manipulate numbers quickly and accurately. It is required for steps in other operations, such as finding percentages and taking square roots. This ability does not involve understanding or organizing mathematical problems.

2 TASKS BASED ON THIS ABILITY

Number facility is involved in filling out income tax returns, keeping track of financial accounts, computing interest payments, adding up a restaurant bill, and balancing a checkbook.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.22

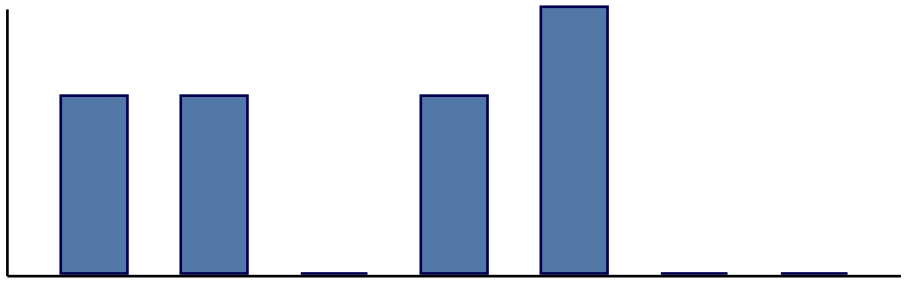
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.72

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	2	2	0	2	3	0	0	Number of evaluations
Percentage of evaluations	*(22.2%)*	*(22.2%)*	*(0.0%)*	*(22.2%)*	*(33.3%)*	*(0.0%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of number facility usually require subjects to quickly perform numerical operations such as addition or subtraction. Tests of this type require subjects to either provide the correct answer or choose the correct answer from multiple-choice items.

A good example of a test of Number Facility is the Addition Test—N-l. On this test of number facility, subjects are asked to quickly and accurately add sets of three 1- or 2-digit numbers. They are told that the test is speeded, so they should not expect to finish all of the problems in the time allowed. The test has 2 parts and allows 2 minutes for each part.

27. ARM-HAND STEADINESS

1 DEFINITION

Arm-hand steadiness is the ability to keep the hand and arm steady. It includes steadiness while making an arm movement or while holding the arm and hand in one position. This ability does not involve strength or speed, and is not involved in adjusting equipment controls (e.g., levers). However, it can involve using small, light tools.

2 TASKS BASED ON THIS ABILITY

Arm-hand steadiness is involved in cutting facets in a diamond, firing a rifle, threading a needle, lighting a cigarette, and some kinds of welding.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.78

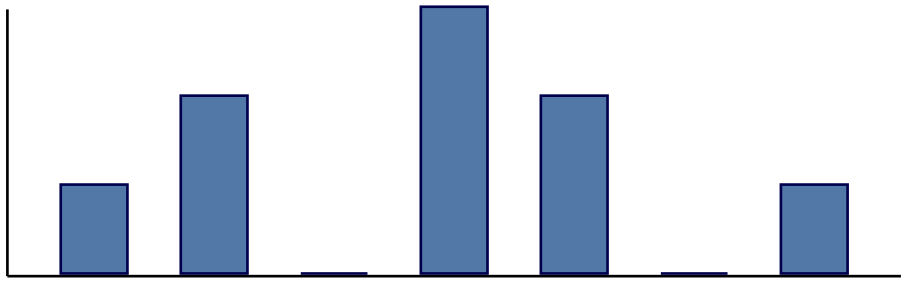
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.86

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	2	0	3	2	0	1	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(22.2%)*	*(0.0%)*	*(33.3%)*	*(22.2%)*	*(0.0%)*	*(11.1%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of arm-hand steadiness usually require subjects to place or move a stylus in a straight and steady fashion and/or within certain boundaries.

A good example of a test of Arm-Hand Steadiness is the Track Tracing Test. The test unit is a box with a grooved, maze-like pattern. Subjects are required to insert the stylus in the slot and move it slowly and steadily and at arm's length, trying not to hit the sides or back of the slot. The score is the number of times the stylus hits a side during a trial.

28. MANUAL DEXTERITY

1 DEFINITION

Manual dexterity is the ability to make skillfully coordinated movements with one hand, a hand together with its arm, or two hands in grasping and manipulating objects. The required movement can be to place, move, or assemble objects such as hand tools or blocks. This ability requires the use of the whole hand in using tools, manipulating objects requiring the whole hand, or assembling or fitting objects together. It involves the degree to which these arm-hand movements can be carried out quickly. It does not involve moving machine or equipment controls, such as levers.

2 TASKS BASED ON THIS ABILITY

Manual dexterity is involved in performing open-heart surgery, putting the parts of an engine back together, using tools in making a bookcase, packaging oranges in crates as rapidly as possible, disassembling and assem¬bling a rifle, and tying a necktie.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 4.78

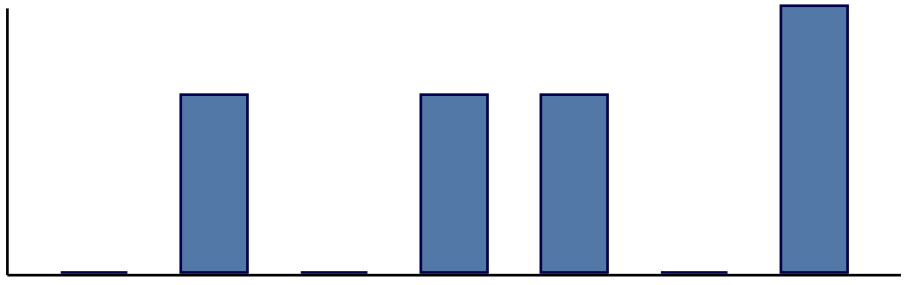
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.99

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	2	0	2	2	0	3	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(22.2%)*	*(0.0%)*	*(22.2%)*	*(22.2%)*	*(0.0%)*	*(33.3%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of manual dexterity usually require subjects to assemble and/or disassemble objects (usually containing nuts and bolts, etc.), or to place pegs into holes on a board according to some rule. Written tests that require subjects to mark mazes, checks, or dots as quickly as possible are not good measures of manual dexterity.

A good example of a test of Manual Dexterity is the Minnesota Manual Dexterity Test. The test materials consist of a board with 60 holes arranged in four rows containing 60 round pegs painted red on one side and black on the other. For the first test, subjects transfer pegs (same color up) to the empty board using one hand (finger dexterity). For the second test, the pegs are left in the board and subjects remove each peg, one at a time with one hand, turn it over, transfer it to the other hand, and replace it in the same position on the board until all pegs have been turned. Subjects are allowed 6-10 minutes to complete the test.

29. FINGER DEXTERITY

1 DEFINITION

Finger dexterity is the ability to make skillful, coordinated movements of the fingers of one or both hands and to grasp, place, or move very small objects. This ability involves the degree to which these finger movements can be carried out quickly.

2 TASKS BASED ON THIS ABILITY

Finger dexterity is involved in fixing a watch, assembling small elec¬tronic components, and using tweezers.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 4.11

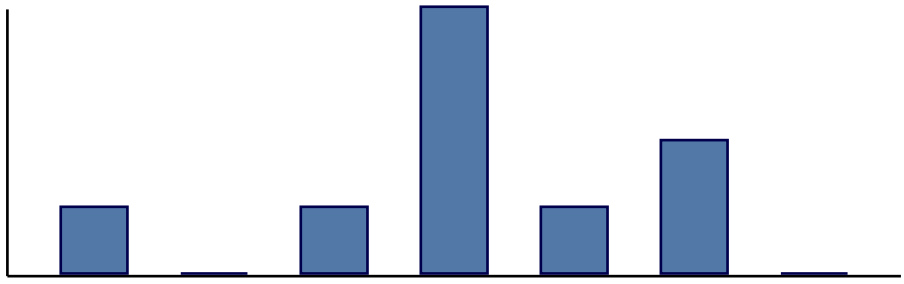
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.54

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	0	1	4	1	2	0	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(0.0%)*	*(11.1%)*	*(44.4%)*	*(11.1%)*	*(22.2%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of finger dexterity usually require subjects to manipu¬late small objects with or without tweezers or to assemble small objects or intricate pieces of equipment.

A good example of a test of Finger Dexterity is the Purdue Pegboard Test. This is a multiple-operation manual test of gross- and fine-motor movements of hands, fingers, arms, and tips of fingers. Subjects are required to insert as many pegs as possible into the holes of a peg-board. Normative data are available for a variety of industrial jobs as well as for males and females in general. Subjects are allowed 5-10 minutes to complete the test. It has been used in the selection of business and industrial personnel.

30. WRIST-FINGER SPEED

1 DEFINITION

Wrist-finger speed is the ability to make fast, simple, repeated movements of the fingers, hands, and wrists. It involves little, if any, accuracy or eye-hand coordination. Speed of carrying out a movement is involved rather than starting a movement.

2 TASKS BASED ON THIS ABILITY

Wrist-finger speed is involved in rapidly sending Morse code messages using a manual telegraph key, scrambling eggs with a fork, and using a pencil sharpener.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 4.00

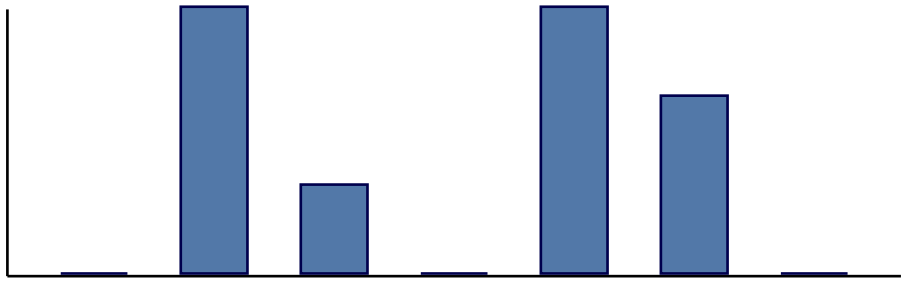
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.73

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	3	1	0	3	2	0	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(33.3%)*	*(11.1%)*	*(0.0%)*	*(33.3%)*	*(22.2%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of wrist-finger speed usually require subjects to tap one object against another as quickly as possible.

A good example of a test of Wrist-Finger Speed is the Tapping Board. This is a multiple-item task-performance test. Subjects are required to tap with a stylus, as rapidly as possible, two stainless steel plates located at each end of an 18-inch fiber-resin board.

38. GROSS BODY COORDINATION

1 DEFINITION

Gross body coordination is the ability to coordinate the move¬ment of the arms, legs, and torso in activities in which the whole body is in motion. It is not involved in coordinating arms and legs while the body is at rest.

2 TASKS BASED ON THIS ABILITY

Gross body coordination is involved in performing a skilled ballet dance, parachuting from an airplane, completing an obstacle course (with no time limit), diving, and swimming.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.56

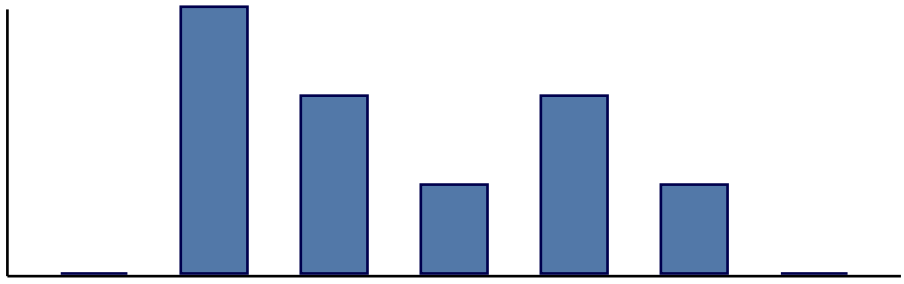
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.51

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	3	2	1	2	1	0	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(33.3%)*	*(22.2%)*	*(11.1%)*	*(22.2%)*	*(11.1%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of gross body coordination require subjects to coordi¬nate different parts of the body while executing a movement of the entire body.

A good example of a test of Gross Body Coordination is the Cable Jump Test. Subjects are told to hold a short jump rope in front of them, one end in either hand. They must attempt to jump through this rope without tripping, falling, or releasing the rope.

39. GROSS BODY EQUILIBRIUM

1 DEFINITION

Gross body equilibrium is the ability to keep or regain one's balance or to stay upright when in an unstable position. This ability includes maintaining one's balance when changing direction, either while moving or standing motionless. It does not include balancing objects.

2 TASKS BASED ON THIS ABILITY

Gross body equilibrium is involved in walking on narrow beams in high-rise construction, working on a telephone pole, walking on a rolling deck, riding a surfboard, walking on ice across a pond, and standing on a ladder.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 4.44

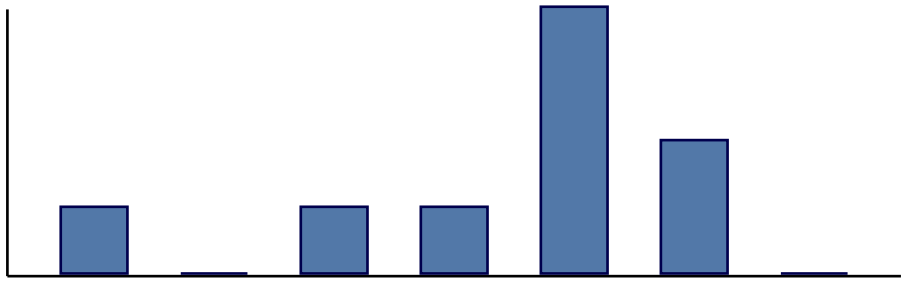
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.59

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	0	1	1	4	2	0	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(0.0%)*	*(11.1%)*	*(11.1%)*	*(44.4%)*	*(22.2%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Gross body equilibrium tests usually require subjects to balance on a platform or beam, generally with eyes closed.

A good example of a test of Gross Body Equilibrium is the Rail Walking test. Subjects are required to walk along a narrow rail, for as long as possible, without falling off.

41. NEAR VISION

1 DEFINITION

Near vision is the capacity to see close environmental surround¬ings. It is the ability to see details of objects, numbers, letters, designs, or pictures within a few feet of the observer. These details should be in sharp focus. Deficits in near vision are associated with the visual acuity impairment of myopia (farsightedness).

2 TASKS BASED ON THIS ABILITY

Near vision is involved in reading books, manuals or plans, watching a computer monitor, inspecting products for defects, looking through micro¬scopes, and watching gauges and instruments on control panels.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 3.44

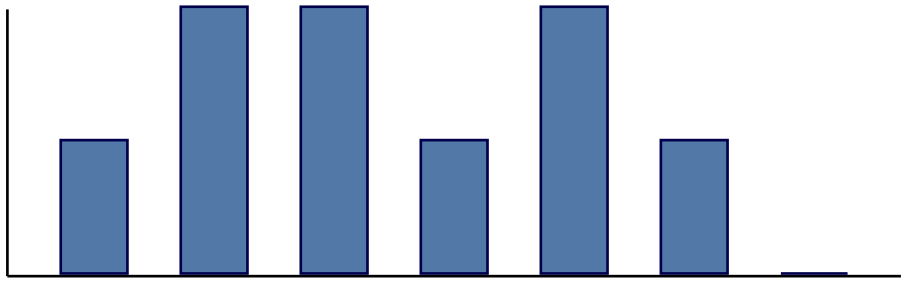
The job, task or activity assessed requires an AVERAGE level of development for this specific ability. This means that this specific ability is sometimes important for a good job performance, but is not necessary in critical areas or tasks. Most people have abilities developed in this range, and thus the recruiting of necessary talents for the organization should not be a problem. The recruiting and selection process may nevertheless evaluate the presence and development level of this ability, but not necessary with the help of tests or structured methods.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.67

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	1	2	2	1	2	1	0	Number of evaluations
Percentage of evaluations	*(11.1%)*	*(22.2%)*	*(22.2%)*	*(11.1%)*	*(22.2%)*	*(11.1%)*	*(0.0%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of near vision usually require subjects to read letters or numbers on a chart. The distance from which subjects can read the chart is compared with that of a person with normal vision. The standard distance for near vision is 14 inches. Vision charts for those who cannot read English are also available. Tests of near vision are often administered using a telebinoc-ular apparatus.

A good example of a test of Near Vision is the Visual Survey Telebinocular (Vision Screening Telebinocular). Subjects are asked specific questions about slides that are presented to them via telebinocular equipment. Responses are scored to determine near and far acuity.

51. SPEECH RECOGNITION

1 DEFINITION

Speech recognition is the ability to identify and understand the speech of another person. These stimuli are complex at the acoustic level, due to the sequential and parallel transmission characteristics of a speech signal. Speech recognition also involves cognitive processing. Speech recognition differs from hearing sensitivity in that the stimuli are always loud enough to hear.

2 TASKS BASED ON THIS ABILITY

Speech recognition is involved in understanding oral instructions, identifying a spoken foreign language, recognizing a person's voice, under¬standing someone with a heavy foreign accent, and understanding someone with a speech impediment.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 2.22

The job, task or activity assessed requires a LOW level of development for this specific ability. This means that this specific ability is not important for a good job performance, or that a low level of development is enough in order to perform even the most difficult tasks. Almost all people have abilities developed at least at this level, thus the selection of good employees with this level of ability should never be a problem. The selection process may ignore this ability, with the possible exception of those cases where this ability is asked for by work group or organizational culture pressures.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 1.86

The job experts who have evaluated this ability do not have a high level of congruence regarding the appropriate level of development for a good job performance. Some of them deem the needed level to be higher, and some of them to be lower, in such a way that divergence of their opinions is rather high. You should consider some supplementary discussions with the job experts who have evaluated this ability or at least with the outliers among them. You should also consider running some correlational analyses, because certain variables, like gender, tenure, location in another plant etc. could influence the assessment. In absence of supplementary analyses, the results presented here are not of a high reliability.

5 FREQUENCY DISTRIBUTION

Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	3	5	0	0	0	0	1	Number of evaluations
Percentage of evaluations	*(33.3%)*	*(55.6%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(11.1%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Speech recognition tests typically present subjects with a signal which is barely audible. Subjects are tested for how much of the message they can recognize or follow. These tests generally use monosyllabic words to avoid redundancy. Some use nonsense syllables in order to detect absolute semantic recognition. Tests are either administered in quiet rooms to measure maximum performance or in rooms with background noise to measure everyday performance. Speech recognition tests differ from tests of hearing sensitivity in that the signals are presented at a high enough level to hear. These tests are designed instead to detect hearing difficulties due to distorted processing in the aud¬itory system.

A good example of a test of Speech Recognition is the Lindamood Auditory Conceptualization Test (LAC). This is a 40-item performance response test that requires subjects to arrange colored blocks (each symbolizing one speech sound) in a row to represent a sound pattern spoken by the examiner. The color of each block indicates one speech sound. Repeated sounds in the pattern are symbolized by the same color block and different sounds by different colors.

52. SPEECH CLARITY

1 DEFINITION

Speech clarity is the ability to communicate orally in a clear fashion that is understandable to a listener. This ability refers to the diction, syntactic construction, and correct semantic usage by a speaker rather than the breadth of the speaker's vocabulary.

2 TASKS BASED ON THIS ABILITY

Speech clarity is involved in presenting a financial status report to an executive board, presenting a briefing at a press conference, and giving a lecture.

3 ABILITY LEVEL IN THIS ANALYSIS

M = 5.78

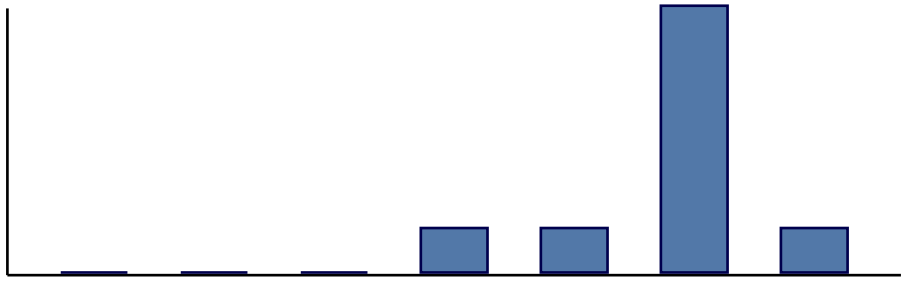
The job, task or activity assessed requires a HIGH level of development for this specific ability. This means that a high or medium-high development of this ability is important for a good job performance. The recruiting and selection process should take this into consideration and assess the presence and development level of this ability.

4 CONVERGENCE OF EXPERT OPINIONS

SD = 0.83

Most of the job experts who have evaluated this ability have homogenous opinions regarding the appropriate level of ability development for a good job performance. Even though some of them evaluate the level of development for this ability somehow different from the others, convergence is high. Supplementary discussions are thus not absolutely necessary. If time permits, discussions with those experts who have expressed very polarized opinions could bring in important supplementary data. In every case, trust may be placed on these results.

5 FREQUENCY DISTRIBUTION



Rating	"1"	"2"	"3"	"4"	"5"	"6"	"7"	Rating
Number of evaluations	0	0	0	1	1	6	1	Number of evaluations
Percentage of evaluations	*(0.0%)*	*(0.0%)*	*(0.0%)*	*(11.1%)*	*(11.1%)*	*(66.7%)*	*(11.1%)*	Percentage of evaluations

6 TESTS MEASURING THIS ABILITY

Tests of speech clarity usually assess subjects' speech by requiring them to orally identify pictures, repeat sentences, or read sentences or paragraphs.

A good example of a test of Speech Clarity is the Test of Minimal Articulation Competence (T-MAC). This test has a flexible format that requires subjects to either identify pictures, read sentences, or repeat sentences. Measures of articulation are obtained for 24 consonant phonemes, frequently occurring "s," "r," and "1" blends, 12 vowels, 4 diphthongs, and variations of vocalic "r." The test takes 10 minutes to complete.

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