

Chapter 3 – Worker-Oriented Methods

Exercises

1. Go online and search for one of these: (JEM, PAQ, TTAS, ARS, ORS, AET, JCI). It matters whether you use acronyms or spell them out, and some are harder to find than others. Describe what you learned.
2. Pick a job with which you are familiar. Write three different *elements* (we are talking JEM here) for the job. Rate each element on each of the four scales (B, S, T, P). If you are working in groups, rate the elements independently and then come to consensus about the rating scales. Were there disagreements about the ratings? If so, why?
3. How could you use the data in the previous item to assign elements to either selection or training?
4. Pick a job with which you are familiar. Go to Table 3.5 and complete the scales in the table for your chosen job. If you are working in groups, compare your answers to those of the other members of the group. Was there disagreement? If so, why?
5. Pick a job with which you are familiar. Suppose you were going to select people for the job from among a pool of applicants. What traits would you like to use for selecting them (never mind whether you have practical tests for these at the moment, just concentrate on what it takes to be successful at the job)? Compare the traits you chose to those listed in Table 3.6. Are there things on your list that are not well represented in Table 3.6? Are there things in Table 3.6 that would be useful but that did not occur to you while you were generating your list?
6. Pick a job with which you are familiar. Describe how you might go about analyzing the job with cognitive task analysis. What products might result from the analysis? How might they be used for selection or training?