

## Chapter 6 | Answers | Questions about the chapter

1. **What is a career policy?**

**Career policy** includes all activities relating to employee progress, from the moment they join the company to the moment they leave. The policy aims to match the skills and abilities of employees with their ambitions as closely as possible. **Career policy** also aims to develop and maintain professionalism and continuity at the company. Other aspects of **career policy** include promotion policy, education and training policy, and policy on older persons.

2. **What is the purpose of holding meetings with employees (staff assessment)?**

Based on the assessment, appropriate measures can be taken in relation to the employee, his/her role and position and how he/she is supervised. If the assessment is carried out properly, the employee can be encouraged to continue his/her development and this process can be managed appropriately. This also contributes to the employee's self-confidence and motivation, which has a positive effect on the entire company. The ultimate goal of **assessing staff** is to create a clear win-win situation. On the one hand, it helps employees to perform better and on the other hand, it means that business goals can be achieved better and more quickly.

3. **Which different forms of assessment are there?**

**Performance evaluation.** The purpose of evaluating performance is to assess the work done by an employee over a particular period of time.

**Performance assessment.** The manager assesses an employee's performance and attitude at work in order to identify areas for improvement: advice, encouragement, and continued development.

**Assessment of potential.** The assessment of potential is an instrument that determines the future career opportunities for the employee within the organisation.

4. **Which requirements does a good assessment need to meet?**

The assessment method needs to fulfil a number of requirements:

- The method of assessment must be objective and correct.
- The assessment method must be reliable.
- When the measurement is repeated, the same result needs to be achieved.
- If different managers use the same assessment method, the outcome must be the same.

5. **Which five methods of assessment are there?**

The assessment methods that are used in practice are:

1. Management by objectives (MBO)
2. Self-evaluation
3. Critical-incident method
4. Assessment scales
5. 360° feedback method

6. **State the advantages and disadvantages of each method of assessment.**

1. **Management by objectives (MBO)**

**Advantages**

- Objective; personal preferences are not important, only the result counts.
- Motivates an employee to reach the objectives set.
- Can be used to assess team performance.

**Disadvantages**

- Circumstances beyond the control of the employee can adversely affect the result.
- Achieving the objective is often rewarded with a bonus, which over the long term can reduce the effectiveness of this system.
- Measuring the performance of the team as a whole can make employees who are performing particularly well feel they are not getting the credit that they deserve.

# Chapter Performance Tasks Answers

**Douglas G. Wren**



## **Chapter Performance Tasks Answers:**

**English Teacher's Guide to Performance Tasks and Rubrics** Amy Benjamin, 2013-11-12 This book provides step by step procedures student hand outs and samples of student work

**Assessing Deeper Learning** Douglas G. Wren, 2019-08-01 Deeper learning has been defined as the skills and knowledge that students must possess to succeed in 21st century jobs and civic life William and Flora Hewlett Foundation 2013 Assessing Deeper Learning Developing Implementing and Scoring Performance Tasks examines the role of performance assessment to facilitate student attainment of the core competencies of deeper learning The book details a journey that a large school district undertook to create a system of performance tasks designed to assess students proficiency in critical thinking problem solving and effective communication Chapters devoted to the development and implementation of the district s high quality performance tasks and rubrics highlight successes and lessons learned during the journey Additional chapters focus on such topics as types of performance assessments instructional methods that promote student engagement and deeper learning policy and how teacher leaders can drive this innovation to serve the teaching learning assessment and accountability needs of schools

**Assessing Deeper Learning** Developing Implementing and Scoring Performance Tasks was written for teachers administrators superintendents and policy makers to better understand the challenges and opportunities afforded by using performance assessment to promote deeper learning

**In Search of Synergy in Small Group Performance** James R. Larson, Jr., 2013-01-11 This volume critically evaluates more than a century of empirical research on the effectiveness of small task performing groups and offers a fresh look at the costs and benefits of collaborative work arrangements The central question taken up by this book is whether and under what conditions interaction among group members leads to better performance than would otherwise be achieved simply by combining the separate efforts of an equal number of people who work independently This question is considered with respect to a range of tasks idea generation problem solving judgment and decision making and from several different process perspectives learning and memory motivation and member diversity As a framework for assessing the empirical literature the book introduces the concept of synergy Synergy refers to an objective gain in performance that is attributable to group interaction Further it distinguishes between weak and strong synergy which are performance gains of different magnitude The book highlights the currently available empirical evidence for both weak and strong synergy identifies the conditions that seem necessary to produce each and suggests where the search for synergy might best be directed in the future The book is at once a high level introduction to the field a review of the field s history and a scholarly critique of the current state of the art As such it is essential reading for graduate students advanced undergraduate students and researchers interested in group dynamics generally and small group performance in particular

**Human Resources JumpStart** Anne M. Bogardus, 2006-07-14 Launch Your Human Resources Career Quickly and Effectively Written by an experienced HR specialist Human Resources JumpStart provides all the core information you need

to approach a human resources career with confidence Introduction to the essential employment laws Staffing requirements Compensation and benefits Occupational health and safety Employee relations Employee communications Training and development Performance management Maintaining employee records Introduction to strategic management in HR

**Glencoe Mathematics** William Collins,1999 **Harcourt Science: Physical science, [grade] 3, units E and F, teacher's ed** ,2000 *Setting Performance Standards* Gregory J. Cizek,2012-03-22 Setting standards of performance is a ubiquitous task in education licensure certification and credentialing It is found in elementary schooling the professions commercial applications and governmental and private organizations It is one of the most complex controversial and vexing issues facing specialists and policy makers today This second edition solidifies *Setting Performance Standards* as the only book providing a comprehensive profile of both the issues and the how to methods that define this thorny field Four chapters have been removed 11 chapters have been added 2 chapters have major revisions and all chapters have been updated Comprehensive Part I provides a conceptual overview of standard setting and its overarching issues Part II provides practical how to information on the newest standard setting methods Part III provides information and advice on persistent and potential challenges in standard setting Practical Part II the heart of the book reviews 16 of the newest standard setting methods far more than any other book Expertise Most of the well known authors from the 1st edition return with authors of equal stature contributing new chapters **Science Interactions** Robert W. Avakian,1995-07-17 *General Science* Patricia A. Watkins,Watkins,1989 *Harcourt Science* ,2000 **Health: Teacher edition** Linda Brower Meeks,1987 *Educative Assessment* Grant Wiggins,1998-03-30 Examines the elements of educative or learning centered assessment presents a logical order and criteria for considering assessment design elements and looks at the implications of the design work

**Houghton Mifflin Discovery Works** William Badders,1999-06 **Measurement and Assessment in Teaching** Robert L. Linn,M. David Miller,2005 For Test and Measurement courses this volume introduces prospective teachers to all of the elements of measurement and assessment that are essential to good teaching including the techniques needed to create use evaluate and interpret the full spectrum of both published and self created assessment vehicles *Drug Dosage Calculations* Geraldine Ann Medici,1988 **The Effects of Different Visual Strategies, Selected Individual Differences, and Learner Control on Student Word-problem Solving Performance** SiewKoon Philip Wong,1988

**Classroom Assessment** W. James Popham,2005 I have an extremely high opinion of this textbook This is the only assessment text I have ever used that students actually read consistently Students frequently comment about their enjoyment of the text and their appreciation for the humor injected throughout the chapters Marcy Blackburn Cameron University The topics are presented very clearly are very well organized and are sufficiently comprehensive for pre service teachers Brian C McKeivitt Iowa State University Written in Jim Popham s characteristic witty style the Fourth Edition of *Classroom Assessment* addresses the range of assessments that teachers are likely to use in their classrooms The forces of

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*Effects of Knowledge Organization on Task Performance* Bat-Sheva Eylon, 1979

*Assessment for Effective Teaching* Gerald S. Hanna, Peggy Dettmer, 2004 Written in a straightforward and conversational manner this book integrates assessment and instruction to provide educators with an understanding of when and why to use different assessment techniques to optimize student learning Emphasis is on realistic applications taken from the author s experiences using mainstream assessment principles The subject matter in each chapter is frequently expanded with examples from a broad range of educational settings ranging from classroom teaching to school administration school counseling special education and related special services for students with special needs Features Discussion of individual differences among students helps readers understand the reality of individual differences so as to employ assessment to influence learning for all students Separate chapters on product assessment with rubrics and performance assessment methods present balanced and contemporary treatment of authentic assessment in Chapters 8 and 9 Simple easily managed data sets and computation exercises for developing concepts throughout the text eliminate intricate calculations that often get in the way of important principles An entire chapter 13 on assessment issues in special education helps readers address the thicket of special education issues and mandates in which assessment plays a vital role Learning aids such as Discussion Questions Thinking Cap Exercises and computational problems are embedded throughout the book to provide assistance in identifying key issues checking comprehension and review Instructor s Manual Test Bank developed by the authors is available to adopters Companion website for students and instructors is available at [www.ablongman.com/hannadettmer](http://www.ablongman.com/hannadettmer) Related Titles Program Evaluation Alternative Approaches and Practical Guidelines 3 e Jody L Fitzpatrick James R Sanders Blaine R Worthen Order No 0 321 07706 7 Designing and Using Tools for Educational Assessment 1 e Madhabi Chatterji Order No 0 205 29928 8 Consultation Collaboration and Teamwork for Students with Special Needs 4 e Peggy Dettmer

Norma Dyck Linda P Thurston Order No 0 205 34073 3      *Educational Assessment of Students* Anthony J. Nitko, Susan M. Brookhart, 2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment

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