Latham and Wexley
Chapter 6: Rating Errors

Definition of Rating Error vs. Accuracy

➢ Accuracy = degree of variation or "amount by which you are off" in your best estimate of someone's job performance.

➢ Rating Error = random and systematic influence that cause a performance rating to be inaccurate.

Things that can influence ratings to be something other than what they should be include:

1. Characteristics of the rate (present or past)
2. Characteristics of the rater (present or past)
3. Characteristics of the situation (present or past)

Common types of rating errors:

1. Contrast effect (added to by beliefs in latent distributions like the bell curve)
2. First impression error (primacy effect)
3. Halo error (insidious effects of social judgment about SES, attractiveness, etc.)
4. Similar-to-me error
5. Central tendency error
6. Leniency (negative and positive)

Cognitive Models of Performance Appraisal Information Processing

Examples:

➢ The old/young woman figure on page 143.
➢ Prospect theory and the county health official's choice.

Scotomas reflect the fact that people making memory-based judgments about other's performance use limited information, i.e., information that has been shaped and screened both when it was stored and when it was received. Implicit beliefs are shaped by and subsequently shape perceptions and decisions.

➢ Impressions management is an attempt by employees to manipulate supervisors' scotomas.
➢ Accuracy goes up when employee is performing in ways consistent with scotoma or expectations.

- ➢ Clear, specific, non-overlapping performance dimensions minimize rating error.
- ➢ Imposing a "time-sampling" requirement focuses the raters' cognitive task and minimizes error.

Employee Characteristics – when overwhelmed with task relevant information and when focused on behavioral indices of task performance, employee characteristics (gender, race, etc.) appear to have a minimal effect on PA ratings.

Training Programs to Minimize Error

Straight lectures or knowledge presentation tends NOT to work. Effective training programs tend to concentrate on . . .

- ➢ discussing the multi-dimensional nature of the job.
- ➢ The importance of objectively recording behaviors observed.
- ➢ Development of specific examples (critical incidents) of good and poor performance.

Problems with training evaluation, especially over the medium to long term. Workshops targeting "frame of reference" training in which appropriate performance 'macros' or schemata are taught tend to work best. Regardless, variation in training time, format, and rater characteristics cause "mixed" results in evaluating rater error training.

Finally, know what $r_{xy} \leq \sqrt{r_{xx}r_{yy}}$ means.