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A JOB ANALYSIS OF FINANCIAL COACHES & CASE MANAGERS:
ENHANCING SELECTION, PERFORMANCE MANAGEMENT,
& IDENTIFYING TRAINING OPPORTUNITES

by

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ABSTRACT

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University of Houston-Clear Lake, 2018

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This project studies two positions at a social services Agency in the southern region of the U.S. The purpose of the project was to identify the most critical tasks performed by case managers and financial coaches in order to enhance selection procedures and performance evaluations and identify training opportunities. Four subject matter experts were interviewed, and the information gathered was used to create a survey that was administered to the remainder of the subject matter experts. The project depicts the most critical tasks, groups them by categories, and compares their respective degrees of difficulty. The findings suggest that even though both positions do not consider their responsibilities to be very difficult, there is an expressed need for additional training. Selection for these two positions should be based on relevant knowledge, skills, abilities, and other characteristics, rather than past performance of the job.

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THE AGENCY AND JOB ANALYSIS

The organization of interest is a non-profit social services agency that aims to create a stronger community by helping individuals and families meet their challenges. With confidentiality in mind, the organization will be referred to as “the Agency”. The Agency offers three main services: mental health counseling, financial stability, and case management. As an industrial-organizational psychology graduate student, I have conducted a job analysis for two separate positions at the Agency: financial coaches and case managers. By completing the job analysis, I developed a multipurpose toolkit for the benefit of the Agency in three human capital areas. The toolkit is intended to enhance selection procedures and performance evaluations and identify training opportunities.

Selection procedures can be enhanced by understanding and owning a database of the most critical responsibilities and the necessary knowledge, skills, abilities, and other characteristics (KSAOs) that candidates must possess to be successful case managers or financial coaches. The toolkit will highlight the KSAOs, tasks, and duties that are required at the time of hire and differentiate between those that could be learned on the job. The toolkit also identifies training opportunities that will benefit the individuals in the positions of interest and the Agency as well. Organizations should conduct a job analysis before determining selection procedures, assessments, or criteria (Reed, McCloy, & Whetzel, 2010).

A proper job analysis provides enough information to develop resources that can be accessed and utilized by management to design performance evaluations that are focused on talent development (Gatewood, Field, & Barrick, 2015). Evaluations should focus on the employees’ performance, which is comprised of tasks and behaviors. Task performance can either be measured using judgmental or production data (Gatewood et al., 2015). The number of clients that case managers and financial coaches serve can be

considered part of their production data, and the remainder of their tasks can rely on judgmental data. There are several advantages to behavioral performance evaluations, such as clearer standards, constructive feedback, and more consistency (Rarick & Baxter, 1986).

A job analysis is a unique method that is based on data-driven results. The toolkit is an information bank of tasks, behaviors, duties, knowledge, skills, abilities, and other characteristics that are needed in order to be a successful financial coach or case manager. I organized the toolkit with the purpose of enhancing three human capital functions for the two positions: selection, performance evaluation, and training. The Agency benefits from the toolkit because management will have access to critical information that is presented clearly in order to facilitate data driven decision making.

Currently, there is no detailed job description for financial coaches. O*NET (Occupational Information Network; <https://www.onetonline.org/>) describes the KSAOs for financial planners/advisors or credit counselors; however, O*NET does not specifically address financial coaches (O*NETonline.com, 2018). The Agency currently does not have concrete standards for the selection of financial coaches or published criteria for what is necessary to succeed in the role. This may be due to the vast amount of non-technical skills the position requires. Case managers are not described on O*NET either, and it is imperative that the Agency also has selection and performance criteria for its case management team, as it grows and reacts to dynamic needs in the community. These two positions are heavily influenced by non-technical skills, personal characteristics (i.e. compassion, altruism), and specific knowledge. A job analysis imposes selection standards that can be used to track progress and evaluate performance (Reed et al., 2010). Having a streamlined way to measure individual performance will make it easier for the Agency to conduct program evaluations.

Purpose

The purpose of these job analyses is to examine two pivotal direct service positions from the Agency: case managers and financial coaches. The intention of these job analyses is to use the information gathered from the subject matter experts to identify appropriate predictors of employee performance, set performance criterion measures, and understand where training may benefit the individuals and the organization.

COMPONENTS OF A JOB ANALYSIS

Job Analysis

It is important to recognize that a job analysis is not one specific methodology, but rather a generic term that can include techniques such as subject matter expert (SME) interviews, observations, and surveys (Gatewood et al., 2015). A job analysis is a systematic process for collecting and analyzing information about jobs, which are comprised of many different tasks and duties (Gatewood et al., 2015; SHL Group 2005). The primary goal of a job analysis is to identify critical tasks of the job and the necessary KSAOs required to complete core job tasks. The uses for that information vary systematically and in practicality (Gatewood et al., 2015). The information gathered from a job analysis can be used to create and validate selection instruments, write job descriptions, identify knowledge gaps, design appropriate trainings, establish performance criteria, and create performance appraisals (Schmidt, Bejarano, & Nolan, 2013).

An appropriately-conducted job analysis facilitates the connection of the right person with the right position (EEOC, 1978; Reed et al., 2010). With the critical tasks and duties in mind, the required KSAOs can be identified, which makes it easier to find the candidate most likely to succeed in the job (EEOC, 1978). By conducting a job analysis, an organization can gather relevant information to provide candidates with a realistic job preview. A realistic job preview is a good approach to prevent turnover and is a viable option for those jobs that are not easily understood by the public (i.e. financial coaching and case management; Brown, 2010).

Uniform Guidelines on Employee Selection Procedures

The Uniform Guidelines on Employee Selection Procedures were established in 1978 and adopted by The Equal Employment Opportunity Commission, the Civil Service Commission, the Department of Labor, and the Department of Justice. The purpose of these guidelines is to implement a single set of principles that encourages the use of valid and reliable selection instruments and procedures which are designed to select on merit and avoid discrimination of sex, race, color, gender, religion, and national origin. These guidelines apply to selection procedures, tests, and assessments that are used to make employment decisions, such as hiring and promoting (EEOC, 1978).

The Uniform Guidelines on Employment Selection (1978) state that a job analysis includes an analysis of the important work behaviors necessary for successful performance. It states that if certain behaviors are not observable, such as in the realm of financial coaching and case management, where the bulk of the work occurs behind closed doors, then the analysis should analyze the aspects of the job that can be observed, such as the outcomes and necessary KSAOs to perform successfully. The Uniform Guidelines stress that a job analysis that highlights the importance and criticality of tasks should be conducted. Lastly, the Uniform Guidelines suggest that organizations should be able to describe the steps of their job analysis.

Organizations are ethically and legally obliged to participate in fair selection procedures (EEOC, 1978). An organization with a properly-conducted job analysis on all positions can legally defend itself if any questions were to arise. A properly-conducted job analysis can serve as evidence that employees are selected based on merit, and no other discriminating factors. Identifying subject matter experts (SMEs) and obtaining information from them about the job is a crucial step in a proper job analysis. An SME can be someone who has successfully performed the job or a similar job. An SME can

also be someone who is creating a new position and understands the job demands. In the absence of SMEs, O*NET has public information on the tasks, knowledge, skills, abilities, characteristics, and typical education levels required for 1,110 different occupations as of 2018; however, this resource does not specifically include financial coaches or case managers (O*NET, 2018).

Subject Matter Experts (SMEs)

Subject matter experts are individuals who fully understand their position and perform at the expected level daily. From five eligible case managers, two were interviewed. From six financial coaches, two were interviewed. The supervisors of each position decided who would participate in the interview process, based on experience and availability. The SMEs were informed of the purpose of the project and told that their answers would determine the survey content for their colleagues. The SMEs were open, honest, and willing to share the ins and outs of their respective positions.

Interview and Survey

Interview questions were selected and designed with the purpose of obtaining as much information as possible about the job from the SMEs. The interviews had a duration of one hour and took place in the SMEs' offices. The results of the interview were used to develop surveys, which were distributed to the remaining SMEs to identify and organize the most critical components of the job. The survey was created and distributed through an anonymous link on Qualtrics (an online platform for survey development and administration). Five case managers and five financial coaches responded to the surveys, and four of the five from each group completed the survey in its entirety. The surveys were sent to each group respectively, and the SMEs were informed that their responses were anonymous and unable to be tracked.

Data Analysis

I collected data from the interviews and surveys to identify all of the knowledge, skills, and abilities required to perform each job. The surveys included four dimensions per item: the frequency of the behavior performed, the importance of the behavior performed, the perceived difficulty of the behavior, and whether there is need for pre-hire knowledge of the behavior. The necessary KSAOs were extracted from the behaviors and were ranked by criticality (criticality is the importance of the behavior multiplied by frequency of the behavior). For example, if a mental health counselor's task is *to encourage clients to share their thoughts and feelings*, the counselors would rate how often they find themselves engaging in that behavior and how important they believe that behavior is for the successful performance of the job. Criticality was considered for all the tasks that case managers and financial coaches perform. The criticality score of the tasks is important to make selection decisions, to identify the SMEs strengths and weaknesses, and to understand what SMEs find most critical in the job. By having this information, it is more likely for management and front-line staff to be on the same page regarding job demands, performance expectations, and role clarity. Each task is tied to a set of KSAOs, so by understanding the most critical task, we can also understand the most critical KSAOs for financial coaches and case managers.

The level of perceived difficulty attributed to each task/duty is used to determine training opportunities. The tasks that are rated as the most difficult may require additional training and coaching to ensure that performance increases and that it is a priority to teach those tasks to new employees as soon as they are hired.

Among financial coaches, *generating client buy-in* and *facilitating behavioral change* were rated as the two most difficult tasks. Each of those tasks had an average of 3/5 on difficulty. The majority of the tasks received a rating of low difficulty.

Case managers also rated the majority of their tasks as low difficulty. The most difficult task they rated was *handling hostile client situations*. The task had an average rating of 3 on a 5-point scale; however, it also received one of the lowest frequency ratings, suggesting that it does not happen often. *Entering case notes* and *completing referral paperwork* were noted as the second most difficult tasks among case managers. This information should be explored further to determine whether it is difficult to complete these tasks because of organizational constraints, lack of time, or if the tasks are inherently difficult and require additional training.

Financial coaching tasks were organized by five different task groups: coaching, client engagement, data entry, networking, and finances. The financial coaching data suggested that data entry was the most critical task group and the least difficult to accomplish. I encourage the Agency's management to explore that information.

Case management coaching tasks were organized by four different task groups: client interaction, problem solving, data entry, and networking & referrals. Case managers rated all groups similar in difficulty; however, data entry was the most critical task group.

RESULTS

Implications and Practicality

A job analysis can help make the link between the right candidate and the right job by identifying the appropriate KSAOs for the job (Gatewood et al., 2015). Without a job analysis, a new job cannot be designed as the purpose and requirements change, suggesting an accurate description could not be posted. A successful job analysis can be used as a tool to set standards for performance. Eventually, a job analysis can even be used to develop an original performance evaluation tool (EEOC, 1978; Gatewood et al., 2015). Performance is based on the successful completion of responsibilities, duties, and tasks. The duties performed between financial coaches and case managers are different and are comprised of different KSAOs, so the performance evaluations for each position should also be different (Coens & Jenkins, 2002).

By completing a job analysis, the organization may use the information to predict performance and strategically select for employees based on their current knowledge, skills, and abilities (Scott & Reynolds, 2010). The information can also help distinguish from what crucial KSAOs could be learned on the job versus which ones need to be had prior to being hired. Identifying training opportunities for these two positions will also become easier (i.e., technical and non-technical training). By knowing the necessary KSAOs to perform the task successfully, finding relevant training can be facilitated (EEOC, 1978; McKillip, 2001). An effective training should have a direct relationship to job tasks that are related to successful job performance, and job analyses can also be used to evaluate the effectiveness of current trainings (McKillip, 2001). By understanding the most important tasks and the crucial KSAOs, the Agency can streamline expectations and procedures for the positions, and eventually for the departments. Conducting the job analyses provided me with the information to develop a toolkit that management can

draw from in certain situations to make data-driven decisions, which is a growing component and requirement of funders and supporting agencies.

On an individual level, the toolkit can also be presented to incumbents. Employees that understand their job and role are less likely to be dissatisfied. Role ambiguity and role conflict are related to job satisfaction, which is associated to turnover, counterproductive work behaviors, and withdrawal (Johns, 2001; Palomino, 2016). An employee who understands his or her job fully is more likely to be engaged at work and more likely to participate in organizational citizenship behaviors (Saks & Rotman, 2005).

Selection

A thorough job analysis supports selection procedures because it can provide evidence that candidates were selected based on the required KSAOs for successful performance of the job (Uniform Guidelines on Employment Selection, 1978.) Accepting the results of the job analyses can help the Agency with the onboarding and training process. Currently at the Agency, onboarding and training occur in real time with real clients and real situations. Thorough onboarding and preparation can set the expectations and define the roles of the SMEs from the beginning, thus leading to consistent quality performance from the beginning. In the selection process, it is important that the hiring managers understand how the job requirements relate to the KSAOs and how this relationship can be used to write behavioral interview questions. In the case that certain knowledge is required, it would be useful to know how to test for that knowledge, whether it be verbally or written. The job analyses toolkit highlights the KSAOs that can be learned on the job. For example, it is critical that financial coaches understand how to read a credit report; however, it is not necessary to select based on that knowledge, because dissecting a credit report is something that can be taught in a workshop setting.

Selection for financial coaches is found in Appendix A. Selection for case managers is found in Appendix B.

Performance Management

The results of the job analyses can also be used to design a performance evaluation with behaviorally-anchored rating scales (BARS). BARS are created through critical incident reports in which SMEs are interviewed and asked to share detailed examples of effective and ineffective work behaviors and to organize different performance levels of the same behavior. Another group of SMEs then validates the set of behaviors by rank-ordering the behaviors. Having exact behaviors diminishes subjectivity and ambiguity, which facilitates the feedback process during a review session, sets clearer standards, sets higher interrater reliability. Having higher interrater reliability means that if different supervisors were to evaluate the same employee, they would get similar results (Rarick & Baxter, 1986). The performance evaluation table for financial coaches can be found in Appendix A. For case managers, this information can be found in Appendix B.

Training

Training is needed to maintain a modern and proven approach to client interactions and problem solving. Often, organizations shy away from training opportunities due to the associated costs. Because the purpose of financial coaches and case managers is to be client driven, non-technical skills, such as communication, active listening, and presentation skills could be trained by inhouse experts or a partnering organization. These trainings can and should be worked into the lifestyle of the Agency (perhaps through its Learning and Growth Committee). Investing in training opportunities is part of creating a positive work context and can increase employee

engagement (Kahn & Fellows, 2013). The training table for financial coaches can be found in Appendix A. The training table for case managers can be found in Appendix B.

Interviews

I interviewed two financial coaches and two case managers about their respective jobs. Each interview had 20 base questions, and I would use probing questions if I felt that an answer was unclear or that the job analysis could benefit from more information. For example, during the SME interview I said, “Tell me about a time in which you or a colleague demonstrated excellence in this role.” A probing question may be “How did you know that you had done good work? What separates that work event from others?” All the interview questions used are found in Appendix A and B, for financial coaches and case managers, respectively.

The interview data were then organized in an Excel document. All of the behaviors mentioned during the interviews were organized in a column on the left, with the columns on the right describing the knowledge, skills, abilities, and other characteristics needed for each behavior. A total of 22 behaviors were identified for financial coaches and 20 behaviors were identified for case managers. This is the same table that was used for the selection component of the job analysis.

Financial Coaching

Both financial coaches who were interviewed independently disclosed that the purpose of the job is to serve clients through financial coaching and education to improve the clients’ financial stability. Although each coach had a unique perspective about the job, there were many similarities in their interview responses. Both financial coaches agreed that generating buy-in and engaging in frequent client follow-ups is a difficult task. While both coaches understood the crucial nature of entering data, it was not valued as much as client interactions and engagement. Emphasizing and having the financial

coaches share client engagement techniques with each other may be a beneficial strategy to maintaining client engagement.

According to the survey responses and feedback, creating an environment where the client feels comfortable enough to disclose their personal finances was the most critical task. This was the only task that received a criticality score of 25, meaning that every financial coach said it had a 5 (highest possible rating) on importance and a 5 on frequency. The next five tasks for financial coaches all received a criticality score of 23.75. These tasks include two components in common: client buy-in and data entry. The five tasks include generating client buy-in, making follow up connections, registering clients into the database, entering client notes, and entering client finances into the database. The following tasks included building rapport, demonstrating financial knowledge, empowering individuals, and teaching financial literacy in a one-on-one setting. The least critical tasks were making referrals, client advocacy, and carrying out independent research around financial stability. Conducting workshops was also considered low in criticality, because this task was rated high in importance and low in frequency.

The surveys asked financial coaches what training or education could be beneficial to their position. Responses included training on personal finances, empathy, and how to tailor a financial workshop or presentation to a specific audience. The financial coaching data results are found in Appendix A.

Case Management

Both case managers separately disclosed that the purpose of their role is to end unhealthy patterns that are preventing community members from improving their quality of life. There was an understanding from both case managers that having access to resources that can be relayed to the client is a crucial part of the job. Both case managers

expressed during their interview that there should be a distinction between short-term and long-term case management. The type and intensity of the service differs by severity of the situation. Some clients may need a referral to get through an uncomfortable moment; typically in these interactions, the referrals are made and the clients do not seek help again for another few years. Long-term clients may be those who need a lifestyle change, not a product or a service to patch the wound. Both case managers that were interviewed expressed a need for training in mental health and self-care. Case managers disclosed that the job tends to be emotionally exhausting, and they believed they would benefit as a team from a mental-health day and workshops that prepared the case managers to prevent burnout.

The case management surveys indicated that the most critical responsibility was to assess client needs through conversation, followed by entering client notes into the database, locating resources in the community, making referrals for client resources, and assessing their needs through a structured interview format. The least critical responsibilities included visiting clients in their homes and participating in health fairs.

When asked about training opportunities that could enhance their service delivery, case managers responded by asking for SNAP, Social Security, Medicare, Medicaid, affordable health insurance, housing, and transportation services. Case managers expressed a need for education on community resources so that they can better serve their clients.

Case managers also expressed a need for cultural sensitivity, teambuilding, time management, and self-care trainings. Survey responses indicated that case managers would appreciate the opportunity to network and meet with other Agency partners to collaborate. All data results for case managers are in Appendix B.

Survey

The behaviors that were considered from the interviews shaped the surveys for the rest of the financial coaches and case managers. The surveys were designed and administered through Qualtrics. The surveys included a list of behaviors/tasks with four dimensions per item: importance, frequency, difficulty, and whether the behavior can be learned on the job. Appendix A contains the financial coaching survey. Appendix B contains the case management survey.

Enhancement Toolkit

While the process, development, and purpose of the toolkit is the same for financial coaches and case managers, they differ by nature due to the different objectives and roles of each position. I used Microsoft Excel to organize and analyze all data. After averaging the response for each task, they were ordered by criticality. Most of the responsibilities, duties, and tasks that case managers and financial coaches perform can be learned on the job. This means that rather than hiring for previous task experience, managers should hire based on relevant knowledge, skills, abilities, and characteristics.

Based on the information gathered, the Agency would benefit from offering trainings on using the primary database. Using TNO (the Agency's database) is a critical component of financial coaching and case management. Aside from training on computer and technical skills, the Agency should provide learning and training opportunities for staff members to develop client communication skills to engage clients in the program. Communication and active listening skills can not only help staff members with their clients and case-loads, but they can also help with communicating with each other. This can lead to more collaboration, open communication, and higher performance.

It is important that the Agency considers selecting individuals that are motivated by altruism and are willing to work in social services, rather than by technical

background. It was disclosed during an SME interview that it is more valuable to hire someone who is compassionate and genuine, rather than hire someone who has the technical experience but cannot navigate through a sensitive client interaction. The toolkit includes the necessary KSAOs for management to use as a guideline when selecting for financial coaches and case managers.

The toolkit provides the Agency with the most critical responsibilities according to the SMEs. It is necessary that the annual performance evaluations are measuring the incumbents' performance on the most critical tasks identified by the surveys. If management does not include the critical tasks in the performance evaluation, then there may be a disconnect between what management believes is critical and worth measuring and what the incumbents believe is a critical component of the job. Alignment and role clarity are imperative for all organizations and all positions. Appendix A is the toolkit for the financial coach position, and Appendix B is the toolkit for the case manager position.

CONCLUSION

A job analysis is not the solution to organizational effectiveness, it is a catalyst that provides organizational leaders with the appropriate information to make data driven decisions. In this case, the job analyses provided the Agency with a source of information for improving selection by recognizing the most critical KSAOs and tasks. This information can be used to align upper management and front-line staff on performance metrics and to define role clarity. The job analyses also uncovered that case managers and financial coaches are asking for more training opportunities. Case managers may require additional technical education on certain programs and benefits, while financial coaches require technical financial education. Both positions require enhanced communication, teamwork, and empathy training. A proper job analysis conducted on all positions (not just direct service positions) can help prepare the Agency to go through change with minimal resistance and hire effectively as it focuses on the mission.

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APPENDIX A: TECHNICAL REPORT OF FINANCIAL COACHES

**Job Analysis of Financial Coaches:
Enhancing Selection, Performance Management,
and Identifying Training Opportunities**



University of
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UNIVERSITY OF HOUSTON-CLEAR LAKE

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

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EXECUTIVE SUMMARY

Background

The purpose of this project is to provide the Agency with a toolkit to access relevant information and make data driven decisions regarding selection, performance evaluations, and training for financial coaches. Improving workforce capabilities of financial coaches is a crucial component of ensuring that the Agency adheres to its mission of creating a stronger community for tomorrow by helping individual and families meet the challenges they face today. The intention of the project is to use the information gathered from subject matter experts (SMEs) to identify performance predictors, set performance criteria, and identify training opportunities for financial coaches.

Project Overview

I conducted a job analysis of financial coaches to understand the critical tasks and behaviors of this specific position. Once the tasks were identified, I was able to organize the information and connect each task/behavior to the required knowledge, skills, abilities, and other characteristics (KSAOs) necessary to be a successful financial coach. The information was obtained through two face-to-face interviews with subject matter experts (SMEs). From the results of these interviews, I designed and administered a survey for the rest of the financial coaches to organize and validate the information. The survey measured frequency of the task, importance of the task, difficulty of the task, and whether the task can be learned on the job or if it should be known before being hired.

Project Results

Results indicated that most financial coaching behaviors can be learned on the job. The results suggest that certain knowledge, skills, abilities, and characteristics should be considered when selecting for this position. The behaviors identified can be used to design behaviorally anchored rating scales for performance evaluations to be combined with the functionality of TNO, and a coaching supervision style. Financial coaches expressed a need for more training opportunities regarding client communication and engagement. Results indicated that engaging clients and generating retention are the most challenging tasks. Financial coaching tasks were separated into five groups: coaching, engagement, networking, data entry, and finances. Data entry was the most critical task group followed closely by coaching, engagement, finances, and networking. While data entry was the most critical group, meaning most important and frequent, it was also the least difficult.

PROJECT OVERVIEW

Objectives

1. Improve selection by identifying critical tasks and the required KSAOs to succeed on the job.
2. Provide information to design a behaviorally anchored performance evaluation measure.
3. Identify training opportunities based on quantitative and qualitative data.

Procedure

To begin the job analysis, I created an open-ended interview with 20 questions. I interviewed two financial coaches separately and would ask probing questions if I felt that the SME was not specific enough or if the project could benefit from more information. I used the information that the financial coaches provided to identify 22 work-related behaviors. Each behavior was connected to a set of knowledge, skills, abilities, and other characteristics (KSAOs) required for effective completion of that task. Once each of the 22 behaviors had KSAOs tied to it, I designed a survey to administer to the rest of the financial coaches.

The survey measured the frequency of the work-related behavior, the importance of the behavior, the difficulty of the behavior, and whether the SMEs believed that the behavior is necessary-at-hire, or if it can be learned on the job. The SMEs ranked the importance and frequency on a scale from 1-5, and the difficulty on a scale from 1-4. Whether it can be learned on the job was measured using a dichotomous scale. Once all the survey responses were in, I organized the tasks/behaviors from most critical to least.

I analyzed the data and grouped the financial coaching tasks. The data is depicted on tables, bar graphs, and line graphs. The tables indicate item response averages, the graphs provide a visual comparison of the task groups by importance, frequency, criticality, and difficulty.

Report Structure

I first describe the methodology, which includes a description of the interviews, survey design, and survey administration. The following part of the report includes the results, which detail the importance of the dimension (i.e., importance, frequency, criticality, difficulty), the highest rated tasks for that dimension, a chart of all the task responses organized by highest average rating, and a visual comparison of the groups accompanied with a brief data summary.

The next part of the project includes tables which can be used as reference guides.

- Selection- Each behavior has the set of KSAOs and potential selection criteria matched with it
- Performance Evaluation- Each behavior has a suggestion for how to evaluate that task
- Training- Each behavior has training suggestions to improve the KSAOs affiliated with task

The project concludes with implications and future directions, followed by an appendix section which includes interview questions, surveys, and supporting data.

JOB ANALYSIS METHODOLOGY

Structured Interviews

Purpose

The interviews were conducted to obtain information about work related behaviors of financial coaches. The interview results served as the base of the project because they determined the survey content for the rest of the SMEs.

Content

The interview was comprised of 20 open-ended questions. The questions asked about what tasks the financial coaches performed, why the tasks are performed, how, and what KSAOs they believe were crucial to accomplishing those tasks. I also asked the SMEs to share an event that emphasized excellence on the job and an event that was poorly handled.

Participants

Two out of seven financial coaches with different tenure levels were interviewed.

Process

Interviews lasted 60 minutes and were held in the financial coach's office. Interviews were recorded to avoid extensive note taking during the process and to further analyze the conversation.

Survey Administration

Purpose

The surveys were designed from the interview data to organize and rate the information. While the results of the interview generated the task statements, the survey results provided information about the importance, frequency, and difficulty of the tasks. The survey also gauged whether each task is necessary-at-hire.

Content

Each task listed in the online survey was specific and meaningful to the job. The task lists the behavior followed by the reasoning for that behavior (e.g., Enter client financial data into the computer to document client progress). Each task had a section to rate frequency, importance, difficulty, and whether it is necessary-at-hire.

Participants

Five out of seven financial coaches of different tenures provided survey answers, and four of those completed the survey, resulting in a 57% completion rate.

Process

The survey was developed on Qualtrics and administered online through an anonymous link.

JOB ANALYSIS RESULTS

Purpose

The results of the financial coach job analysis are organized to facilitate interpretation and use. The tables are used to quickly identify the tasks with the highest ratings in each dimension. The purpose of the graphs is to serve as a visual comparison tool between the task groups. The workforce tables are used to compare each task with the suggested selection criteria, performance evaluation method, and training ideas.

Process

The data were organized on Microsoft Excel®. The responses of all SMEs on frequency, importance, difficulty, criticality, and necessary-at-hire were averaged. Criticality is measured by multiplying the average importance by the average frequency. Criticality is a key measurement of the tasks because it serves as a snapshot and immediate reference of tasks required to be an effective financial coach at the Agency.

The 22 tasks were grouped into 5 different groups: coaching, client engagement, finances, data entry, and networking.

Organization

The results of the analyses have been divided into seven sections. Each section offers a unique perspective that can be used to enhance workforce functions such as selection, performance evaluation, and identifying training opportunities. The job dimensions (importance, frequency, criticality, difficulty) are listed first with a data summary, followed by the workforce functions (selection, performance evaluation, training) accompanied with suggestions for improvement.

- Importance
- Frequency
- Criticality
- Difficulty
- Selection
- Performance Evaluations
- Training

Appendices

This section includes the interview questions used, the survey questions, data organization, and spreadsheets that contributed to the development of this project. This information can be used if the Agency wants to repeat the exact or a similar process with a different position.

IMPORTANCE RATINGS

Item Importance

Measuring item importance shows us what the financial coaches believe are the most important tasks for their job- these items can be revised by management to assure that there is not a disconnect between what management expects to be important and what financial coaches value as important. Items with an average rating of 4.6 or higher are considered extremely important. From the 22 items, 12 were considered as extremely important. 3 items were unanimously rated as a 5 by all survey participants on level of importance.

Importance ratings can be used to determine where to focus on for training by enhancing the existing strengths of financial coaches. Importance ratings organize the most important tasks, and therefore the necessary KSAOs to be a successful financial coach, which is beneficial to selection procedures.

Rating Scale

1. Not at all important
2. Somewhat important
3. Moderately important
4. Very important
5. Extremely important

Items scored between 4.6 – 5 are considered Extremely important.

Items scored between 3.6 – 4.5 are considered Very important.

Items scored between 2.6 – 3.5 are considered Moderately important.

Highest rated items

- *Create an environment where the client feels comfortable enough to disclose personal financial matters.*
- *Follow up with clients after their meeting to facilitate engagement and recurring appointments.*
- *Serve clients through financial coaching and education to improve their financial literacy and consider what they would like to accomplish.*

Each item above came from a different task group; coaching, client engagement, and finances.

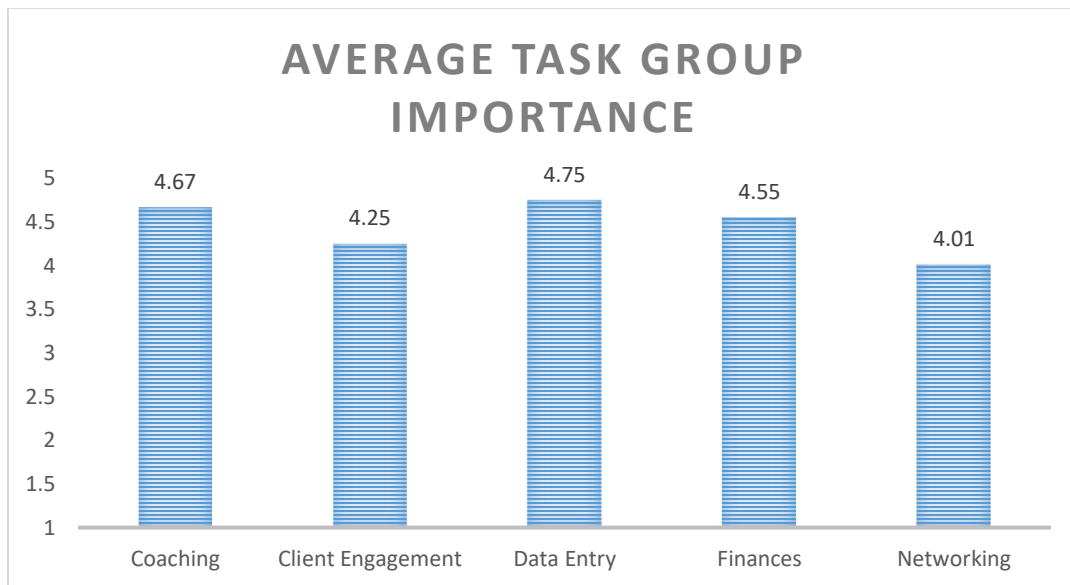
Lowest rated items

- *Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.*
- *Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.*

Importance – All Tasks by Average

Tasks in Order of Importance	Task Group	Mean
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Coaching	5
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	Client Engagement	5
Serve the clients through financial coaching and education to improve their financial literacy.	Finances	5
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Coaching	4.8
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Coaching	4.8
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	Client Engagement	4.75
Register clients by inputting their demographic and personal information into TNO.	Data Entry	4.75
Enter client financial data into the computer to document client progress.	Data Entry	4.75
Enter client notes into TNO to maintain records of who has been served and how.	Data Entry	4.75
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	Finances	4.75
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Coaching	4.75
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Finances	4.6
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Client Engagement	4.5
Conduct workshops in the community to educate the audience on financial stability.	Finances	4.4
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Networking	4.25
Coach clients to facilitate articulation of their own goals.	Coaching	4
Build relationships in the community to refer clients to other agencies for different services.	Networking	4
Communicate with colleagues to share best practices in coaching.	Networking	4
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Finances	4
Refer clients to other agencies who offer different services and can assist them with their needs.	Networking	4
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Networking	3.8
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Client Engagement	2.75

Average Importance Ratings



Data Summary

While no task from data entry was rated unanimously as a 5, it is worth noting that as a task group, data entry had the highest average.

The bar graph depicts that the most important group is data entry, which is closely followed by coaching and finances respectively. Client engagement and Networking are also rated on average as very important.

The data depicts that almost all the tasks were considered at least very important. The following three tasks were rated with a 5 by all participants.

Create an environment where the client feels comfortable enough to disclose personal financial matters.

This task is part of the coaching group. Creating a comfortable environment requires demonstrating a genuine interest in helping the client. During the SME interviews it was disclosed that for coaching to occur, the financial coach must make the client feel comfortable by being genuine and non-judgmental.

Follow up with clients after their meeting to facilitate engagement and recurring appointments.

This task is part of the client engagement group and rated as important because it reflects the Agency's expectations of financial coaches. Seeing this item as highly rated demonstrates that management and staff are on the same page regarding client retention and engagement.

Serve clients through financial coaching and education to improve their financial literacy and consider what they would like to accomplish.

This behavior is part of the financial group and is a precursor to coaching. Without the establishment of financial literacy, financial coaching is unlikely to be successful.

FREQUENCY RATINGS

Item Frequency

Measuring item frequency shows us what financial coaches believe they spend the most time doing. By identifying the behaviors in which financial coaches most frequently engage, the Agency can decide what tasks should be focused on and streamlined. Five items were unanimously rated as a 5 on frequency.

Considering frequency of task performance helps depict a holistic image of financial coaching. There may be some tasks that are important, however not performed frequently; and tasks that may not be considered very important but performed frequently.

Rating Scale

1. Never performed
2. Rarely
3. Occasionally
4. Frequently
5. Almost all the time

Items scored between 4.6 – 5 occur Almost all the time

Items scored between 3.6 – 4.5 occur Frequently

Items scored between 2.6 – 3.5 occur Occasionally

Items scored between 1.6 – 2.5 occur Rarely

Highest rated items

- *Create an environment where the client feels comfortable enough to disclose personal financial matters.*
- *Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.*
- *Register clients by inputting their demographic and personal information into TNO.*
- *Enter client financial data into the computer to document client progress.*
- *Enter client notes into TNO to maintain records of who has been served and how.*

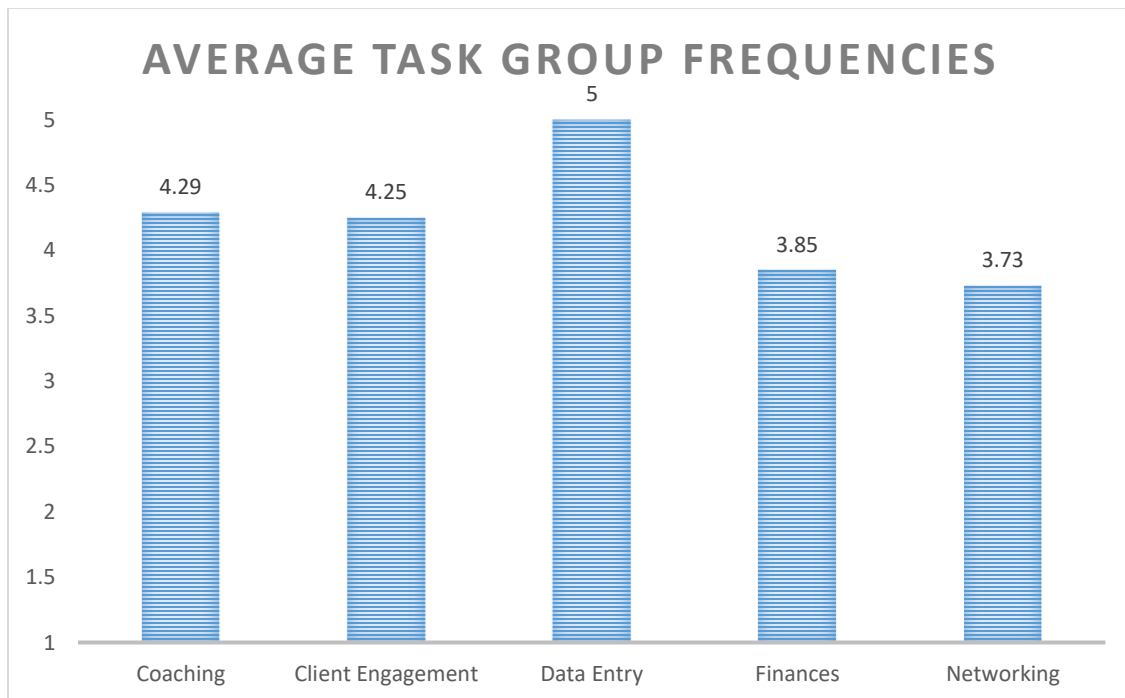
Lowest rated items

- *Decipher and present client credit reports so that clients understand the credit system and their current standing.*
- *Conduct workshops in the community to educate the audience on financial stability.*
- *Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.*

Frequency – All Tasks by Average

Tasks in Order of Frequency	Task Group	Mean
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Coaching	5
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	Client Engagement	5
Register clients by inputting their demographic and personal information into TNO.	Data Entry	5
Enter client financial data into the computer to document client progress.	Data Entry	5
Enter client notes into TNO to maintain records of who has been served and how.	Data Entry	5
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	Client Engagement	4.75
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Client Engagement	4.75
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	Finances	4.5
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Coaching	4.25
Serve the clients through financial coaching and education to improve their financial literacy.	Finances	4.2
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Coaching	4.2
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Coaching	4
Coach clients to facilitate articulation of their own goals.	Coaching	4
Build relationships in the community to refer clients to other agencies for different services.	Networking	4
Communicate with colleagues to share best practices in coaching.	Networking	3.8
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Networking	3.75
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Finances	3.75
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Networking	3.6
Refer clients to other agencies who offer different services and can assist them with their needs.	Networking	3.5
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Finances	3.4
Conduct workshops in the community to educate the audience on financial stability.	Finances	3.4
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Client Engagement	2.5

Average Frequency Ratings



Data Summary

The bar graph depicts that data entry as a group occurs almost all the time as reported by financial coaches. Data entry was the highest rated group on importance and it is the highest rated group in frequency as well. The data suggest that attention should be given to this task group. The italicized lines are the 5 tasks that received a maximum frequency average of 5.

*Register clients by inputting their demographic and personal information into TNO.
Enter client financial data into the computer to document client progress.
Enter client notes into TNO to maintain records of who has been served and how.*

The three tasks above occur after every virtual, in person, or group interaction. Financial coaches spend a lot of time recording client interactions for several reasons: financial coaches benefit from the notes to maintain updated case information, the data is required for program evaluations, and financial coaches must tie every client interaction to the time sheet in TNO.

Create an environment where the client feels comfortable enough to disclose personal financial matters.

This task occurs almost all the time because it is a necessary component of financial coaching. It should occur each time a coach meets with a client one-on-one or conducts a workshop.

Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.

Generating client engagement and buy-in should occur with every client to ensure a successful coaching session. This task belongs to the client engagement group and helps ensure client retention.

CRITICALITY

Item Criticality

Criticality is the product of importance and frequency, which means it will be on a rating scale of 25 points. When determining appropriate training opportunities, it is ideal to invest time and resources in tasks that are important and frequently performed. A score of 25 on criticality indicates a task that is extremely important and performed almost all the time.

Highest rated items

- *Create an environment where the client feels comfortable enough to disclose personal financial matters.*
- *Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.*
- *Register clients by inputting their demographic and personal information into TNO.*
- *Enter client notes into TNO to maintain records of who has been served and how.*
- *Follow up with clients after their meeting to facilitate engagement and recurring appointments.*

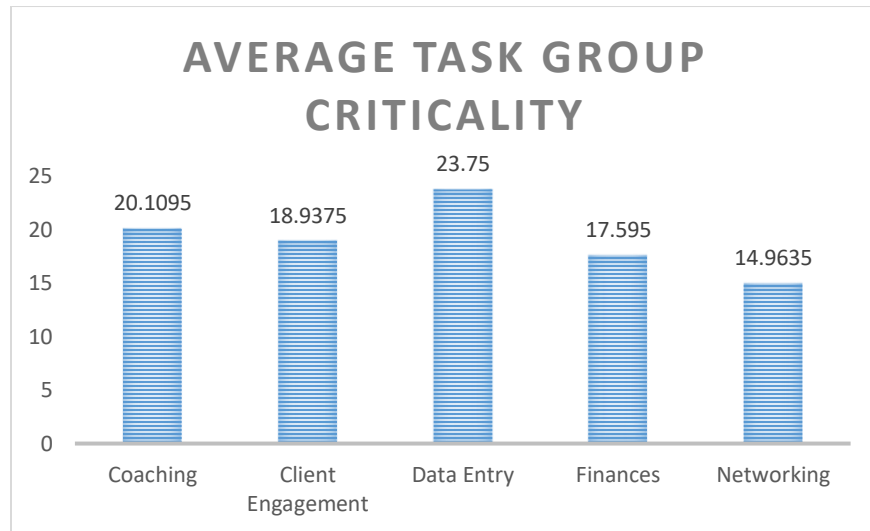
Lowest rated items

- *Conduct workshops in the community to educate the audience on financial stability.*
- *Refer clients to other agencies who offer different services and can assist them with their needs.*
- *Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.*
- *Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.*

Criticality- All Tasks by Average

Tasks in Order of Criticality	Task Group	Mean
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Coaching	25
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	Client Engagement	23.75
Register clients by inputting their demographic and personal information into TNO.	Data Entry	23.75
Enter client financial data into the computer to document client progress.	Data Entry	23.75
Enter client notes into TNO to maintain records of who has been served and how.	Data Entry	23.75
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	Client Engagement	23.75
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Client Engagement	21.375
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	Finances	21.375
Serve the clients through financial coaching and education to improve their financial literacy.	Finances	21
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Coaching	20.188
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Coaching	20.16
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Coaching	19.2
Coach clients to facilitate articulation of their own goals.	Coaching	16
Build relationships in the community to refer clients to other agencies for different services.	Networking	16
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Networking	15.938
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Finances	15.64
Communicate with colleagues to share best practices in coaching.	Networking	15.2
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Finances	15
Conduct workshops in the community to educate the audience on financial stability.	Finances	14.96
Refer clients to other agencies who offer different services and can assist them with their needs.	Networking	14
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Networking	13.68
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Client Engagement	6.875

Average Criticality Ratings



Data Summary

The results suggest that tasks dealing with data entry are the most critical. This means that they are the most important and most frequently occurring. The next group of tasks is coaching, followed by client engagement, finances, and networking.

Data entry is critical because it is tied to everything that a financial coach does, regardless of whether it is client driven or not. Every client interaction, meeting, and workshop is documented in TNO.

Coaching clients is a huge component of the job. All financial coaches attend a 5-day coaching training soon after being hired. In this training, they learn the values and styles of coaching, which involves working *with* the client, not *for* the client. Coaching requires the financial coach to guide and provide resources and options, rather than dictating what the client should do.

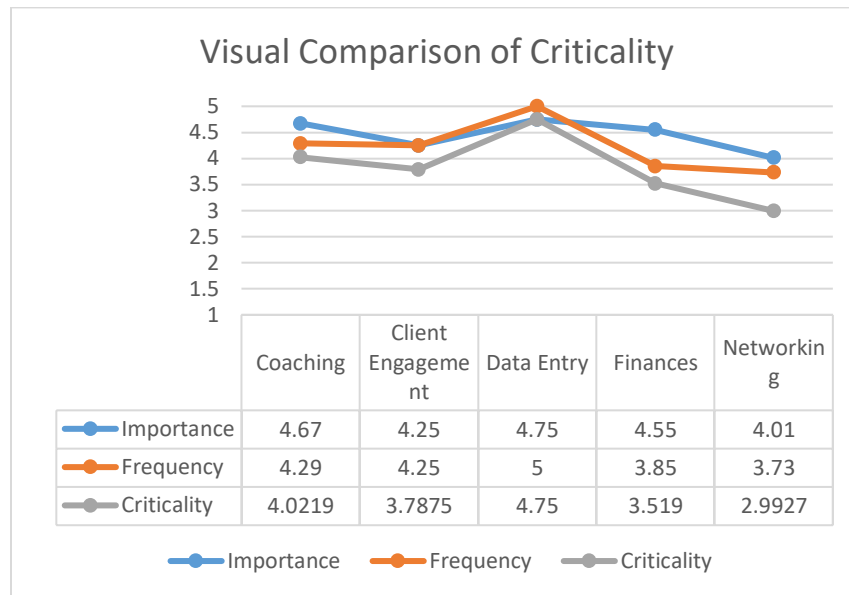
Client engagement is critical for the client's development and for the Agency to record data and tell the story of financial stability. Client engagement is a critical component of the job because the more clients succeed (which is documented through data entry), the more stable the funding for the financial coaching program is.

The finance group of tasks is less critical than the other components. Even though the title is *financial* coach, the coaches are not financial experts, rather change

catalysts and change managers who work with individuals on the topic of change and in the development of their new behaviors and attitudes about their personal finances.

Networking is the least critical group because it plays a supportive function. Engaging in the networking tasks helps financial coaches build relationships that can make client referrals.

Visual Comparison of Criticality



Data Summary

Since criticality is measured on a different scale, all criticality scores were divided by 5 to be proportionate to the importance and frequency ratings.

This line graph suggests that coaching tasks are considered more important than they occur, however both importance and frequency are on the high end of the measurement, with a criticality rating of 4.

Client engagement tasks are viewed proportionately on importance and frequency by financial coaches, with a criticality score of 3.78.

Data entry is viewed as important, however, financial coaches' responses depict that the frequency is higher than it is important. The criticality score for data entry is 4.75.

The finance group of tasks is viewed as important and occurs less frequently (3.5/5 on criticality). Networking has a criticality score of 2.99.

DIFFICULTY SCORES

Item Difficulty

Task difficulty is an indicator of training opportunities for financial coaches. Difficulty ratings can inform management of what the financial coaches believe are the most challenging parts of the job. Comparing criticality of tasks with the difficulty of tasks can provide management with guidance on performance management and training opportunities.

Rating Scale

1. Not difficult at all
2. Somewhat difficult
3. Very difficult
4. Extremely difficult

Items scored between 3.6 – 4 are considered Extremely difficult.

Items scored between 2.6 – 3.5 are considered Very difficult.

Items scored between 1.6 – 2.5 are considered Somewhat difficult

Items scored between 1 – 1.5 are not considered difficult at all

Highest rated items

- *Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching session.*
- *Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.*

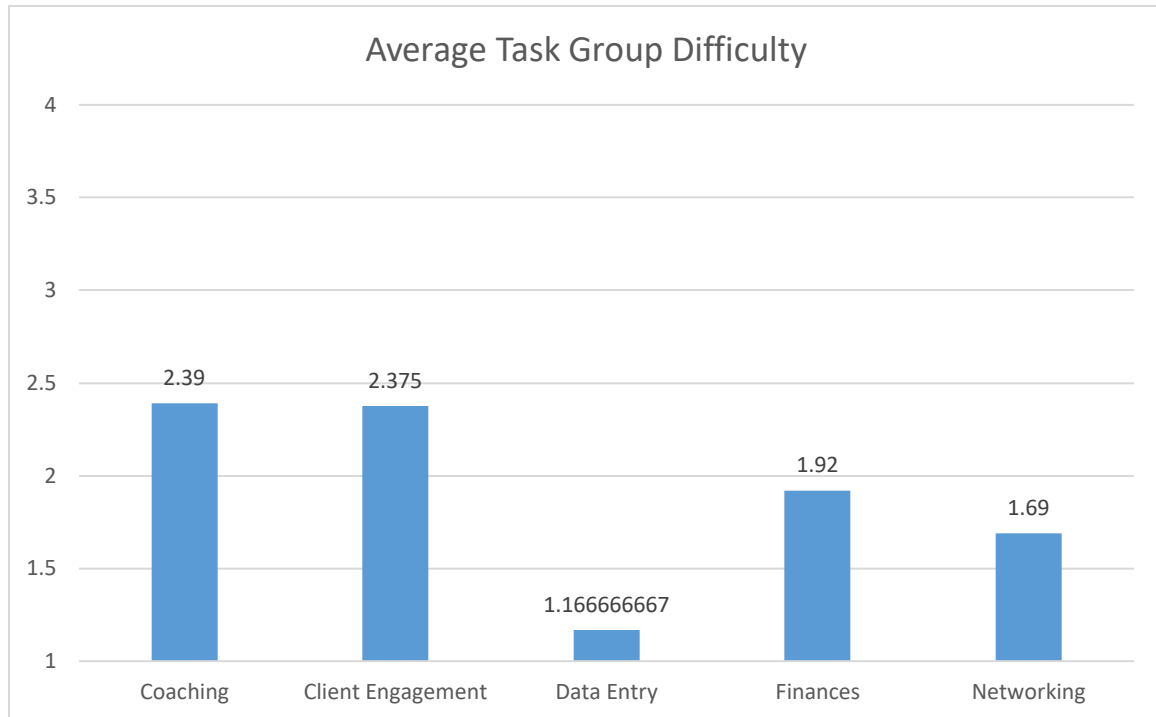
Lowest rated items

- *Register clients by inputting their demographic and personal information into TNO.*
- *Enter client financial data into the computer to document client progress.*
- *Enter client notes into TNO to maintain records of who has been served and how.*

Difficulty – All Tasks by Difficulty

Tasks in Order of Difficulty	Task Group	Mean
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	Client Engagement	3
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Coaching	3
Coach clients to facilitate articulation of their own goals.	Coaching	2.5
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Coaching	2.25
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	Client Engagement	2.25
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	Finances	2.25
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Client Engagement	2.25
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Coaching	2.2
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Client Engagement	2
Serve the clients through financial coaching and education to improve their financial literacy.	Finances	2
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Coaching	2
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Networking	2
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Finances	2
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Networking	1.8
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Finances	1.75
Build relationships in the community to refer clients to other agencies for different services.	Networking	1.74
Conduct workshops in the community to educate the audience on financial stability.	Finances	1.6
Refer clients to other agencies who offer different services and can assist them with their needs.	Networking	1.5
Communicate with colleagues to share best practices in coaching.	Networking	1.4
Register clients by inputting their demographic and personal information into TNO.	Data Entry	1.25
Enter client financial data into the computer to document client progress.	Data Entry	1.25
Enter client notes into TNO to maintain records of who has been served and how.	Data Entry	1

Average Difficulty Scores



Data Summary

Data entry was noted as the most critical group of tasks, which means it is the most important and most frequently performed, however, it is also worth noting that it is considered the least difficult. Data entry is a straight forward task that may require basic training and a few refreshers. As a group, client engagement and coaching were considered the most difficult. Coaching and client engagement are the part of the job that is interaction driven and based on others. Coaching is a skill that requires to be taught and has a lot of variance dependent on the coach and the client. Client engagement is a difficult part of the job because it stems from high performance and demonstrating the worth in the service that is being offered.

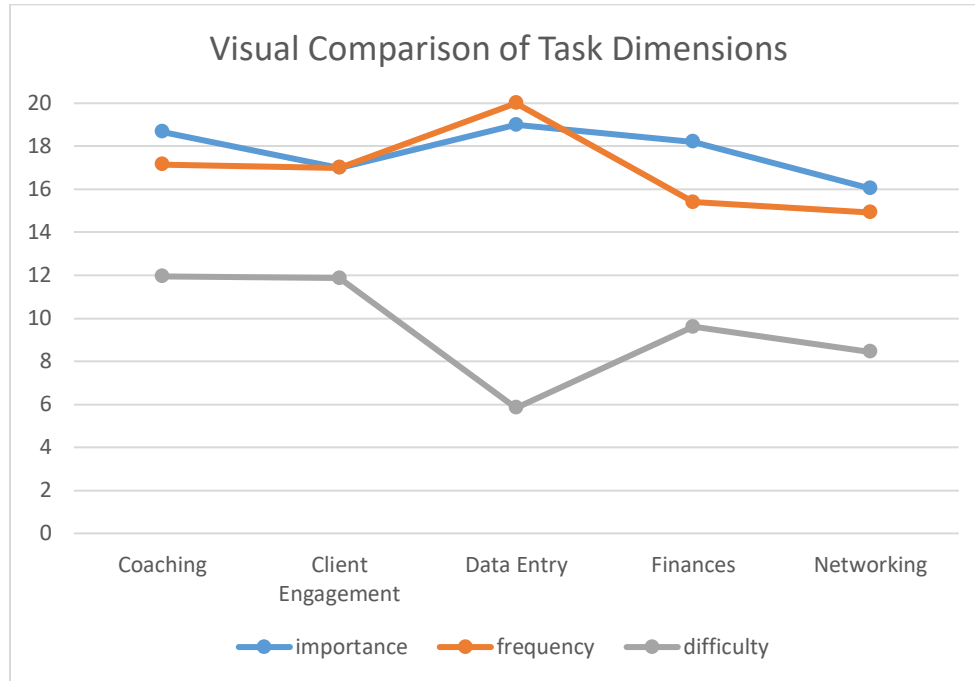
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.

It is important to understand why generating buy-in one of the most difficult tasks, as it is also one of the most critical tasks with a score of 24/25. Generating buy-in benefits multiple parties, such as the client, the coach, and the Agency.

Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.

This task describes coaching in detail, it requires understanding others and helping them understand themselves. Ideally, every coaching session should have this component in. Why coaches perceive this item to be one of the most difficult should be explored and partnered with additional training.

VISUAL COMPARISON OF TASK DIMENSIONS



Data Summary

Since difficulty is measured on a different scale than importance and frequency, the data were standardized to ensure that the depictions are proportionate. As the line graph shows, most financial coaching tasks are important and critical, however, most of the tasks are viewed as low difficulty in comparison. The large gap between data entry criticality and difficulty is worth noting. Data entry is the most important group and the most frequently performed as well, however it is noted as the least difficult. There is a 45% decrease in average data entry difficulty compared to the average difficulty of the other four groups combined.

This information can help management make decisions regarding how financial coaches spend their time and energy completing different tasks. Because so many of the tasks are viewed as having relatively low difficulty, SMEs agree that most of the tasks can be learned on the job and are not necessary at the time of hire.

Necessary-At-Hire

Considering 22 different tasks listed, only 3 tasks had at least two responses indicating that the task is necessary-at-hire. This suggests that KSAOs may hold more weight than task experience when selection for new financial coaches.

The three tasks are outlined below.

Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.

This task has relatively low criticality compared to other tasks, however, selection for a candidate that is driven to seek new information and resources may be a plus for the team and the clients.

Create an environment where the client feels comfortable enough to disclose personal financial matters.

Based on the data, this task is the most important, frequent, and critical. Selecting a candidate that can create a comfortable environment may require considering other characteristics, rather than knowledge and skills.

Communicate with colleagues to share best practices in coaching.

This task is of medium criticality. It might be best to consider candidates who have worked in a team environment in the past.

SELECTION

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Create an environment where the client feels comfortable enough to disclose personal financial matters.	compassion, empathy, professionalism	therapeutic principles, coaching model	interpersonal, active listening, deductive & inductive reasoning	verbal communication, customer service	empathetic, compassionate, sympathetic, nonjudgmental, caring, patience
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	assertiveness	personal finances, program	active listening, sales	customer service, speak clearly	genuine, belief in coaching model
Register clients by inputting their demographic and personal information into TNO.	attention to detail	computers, TNO	time management	N/A	N/A
Enter client notes into TNO to maintain records of who has been served and how.	attention to detail	client cases, TNO	typing, time management	concise summarization	N/A
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	works under minimal supervision	client cases, TNO	interpersonal, sales, interrogative	verbal, written communication, problem recognition	genuine, compassionate
Enter client financial data into the computer to document client progress.	attention to detail	computers, TNO	time management	detail oriented	N/A
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	willingness to help others	coaching model	interpersonal, ask questions, systems thinking	teaching, instructing	empathetic, altruistic, interrogative

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Build rapport with clients by demonstrating financial competence and compassion for their situation.	strong Interpersonal skills	personal finances, coaching model	interpersonal communication, active listening	speak clearly, verbal communication	confidence, compassion
Serve the clients through financial coaching and education to improve their financial literacy.	candidates with a healthy experience in personal finances	financial management, coaching model	teaching, coaching, instructing	customer service	approachable, compassionate
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	willingness to help others	coaching model, human behavior, behavioral change	systems thinking	encourage others	compassionate
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	compassion, demonstrated patience	finances, budgeting, savings, credit system	teaching, coaching, systems thinking	verbal and written communication	approachable
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	demonstrates an ability to think systematically, understanding of financial management	personal finances, coaching model, human behavior, budgeting	teaching, coaching, active listening, systems thinking, goal setting	long-term thinking, questioning, problem recognition	compassionate, nonjudgmental, patience

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Build relationships in the community to refer clients to other agencies for different services.	interpersonal communication skills	other community services, program knowledge	networking, sales	speak clearly, verbal communication, written communication	N/A
Coach clients to facilitate articulation of their own goals.	active listening, conveys messages clearly	coaching models, goal setting models	interpersonal, active listening, systems thinking	speak clearly, verbal communication	compassion, nonjudgmental
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	interpersonal communication skills	other community services	interpersonal, sales, time management	network, set up plans	self-driven
Decipher and present client credit reports so that clients understand the credit system and their current standing.	comfortable with finances, confidentiality	credit system, personal finances	reading, teaching, coaching	problem recognition	nonjudgmental, patience, confidentiality
Communicate with colleagues to share best practices in coaching.	team players	N/A	teamwork, active listening	verbal communication	team oriented
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	personal finances, not seeking immediate results	personal finances, general finances, math	Microsoft Office, systems thinking	long-term planning, detail oriented	N/A
Conduct workshops in the community to educate the audience on financial stability.	comfortable with public speaking or teaching	personal finances	public speaking, conduct presentations	engage an audience	charismatic, engaging, genuine

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Refer clients to other agencies who offer different services and can assist them with their needs.	comfortable reaching out to strangers	other community services, program knowledge	interpersonal	verbal communication, written communication	compassionate, nonjudgmental
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	works under minimal supervision	banking, financial resources, internet	deductive and inductive reasoning, research, internet use	learn quickly, communicate information thoroughly	collaboration
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	not a necessary – Organizational Citizenship Behavior	other community services, general finances	interpersonal skills	speak clearly, communication	patience

Selection Summary

The tasks on the left-hand side each have a selection suggestion. Following the suggestion for selection criteria, are the knowledge, skills, abilities, and characteristics required to complete that task successfully. Since most of the financial coaching tasks can be learned on the job, it may benefit the Agency to select for individuals who possess the relevant KSAOs and provide on the job training for the specific tasks. There are many recurring themes regarding financial coaching characteristics. It was noted during interviews and open-ended survey questions that empathy, compassion, and a genuine altruistic intention to help others and improve the community is a resonating characteristic of financial coaches at the Agency.

PERFORMANCE EVALUATIONS

Task / Behavior	Performance Management
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Self-evaluations, supervisor feedback sessions to discuss comfortable cases and challenging cases
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	TNO can show returning clients, supervisor feedback for positive and challenging client engagements
Register clients by inputting their demographic and personal information into TNO.	TNO verification
Enter client notes into TNO to maintain records of who has been served and how.	TNO verification
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	TNO can show returning clients, supervisor feedback for positive and challenging client engagements
Enter client financial data into the computer to document client progress.	TNO verification
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	FC client success stories
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Supervisor feedback sessions, 360 evaluations
Serve the clients through financial coaching and education to improve their financial literacy.	Client surveys, FC client success stories
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Client success stories, supervisor feedback sessions, share goal settings and client visions with colleagues and supervisor
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Client success stories, client reviews
Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Hold a standard for review plans and submit it to supervisor

Task / Behavior	Performance Management
Build relationships in the community to refer clients to other agencies for different services.	Set standard for networking / resource fairs attended
Coach clients to facilitate articulation of their own goals.	Client success stories, client reviews
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Set standard for networking / resource fairs attended
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Client credit score over time, provide training so that this does not have to be a measured item
Communicate with colleagues to share best practices in coaching.	Share at team meetings, share information via email
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Client success story, document action plan in notes
Conduct workshops in the community to educate the audience on financial stability.	Audience surveys, self-evaluations
Refer clients to other agencies who offer different services and can assist them with their needs.	Count number of referrals
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Share at team meetings, share information via email
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Not a necessary metric - OCB

Performance Evaluation Summary

Based on the nature of the tasks and my training on performance appraisals, I have made suggestions for measuring the performance of each task. Since coaches are performing these tasks to complete the job, there should be a standard of what performing that tasks looks like, rather than subjective ratings. To facilitate the performance evaluation process and to generate buy-in, formal or informal evaluations should occur multiple times throughout the year. It should also be made clear to the employees whether the performance evaluations are used to determine salary increases or if they are purely developmental. If financial coaches receive yearly increases based on tenure, then that allows the evaluation to be for developmental purpose and make it an engaging part of the job. Performance evaluations should be based on behaviors and tasks that the financial coaches perform. Frequent supervisory check ins regarding performance, constructive feedback, and genuine support from the Agency can lead to higher employee engagement and productivity.

TRAINING

Task / Behavior	Training
Create an environment where the client feels comfortable enough to disclose personal financial matters.	Financial coaching training, therapeutic principles training, interpersonal communication (active listening)
Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	Client engagement and sales training (you are selling a service [for free])
Register clients by inputting their demographic and personal information into TNO.	TNO training
Enter client notes into TNO to maintain records of who has been served and how.	TNO training, training on how to write proper case notes
Follow up with clients after their meeting to facilitate engagement and recurring appointments.	Customer service
Enter client financial data into the computer to document client progress.	TNO training
Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	Financial Coaching training
Build rapport with clients by demonstrating financial competence and compassion for their situation.	Financial coaching training, personal financial trends, active listening
Serve the clients through financial coaching and education to improve their financial literacy.	Financial coaching training, personal financial trends
Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	Financial coaching training, therapeutic principles, change principles
Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	Personal finances, instructing

Meet with clients one-on-one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	Financial coaching, personal finances
Build relationships in the community to refer clients to other agencies for different services.	Networking training, financial coaching elevator speech
Coach clients to facilitate articulation of their own goals.	Financial coaching, active listening, goal setting
Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	Networking training, financial coaching elevator speech
Decipher and present client credit reports so that clients understand the credit system and their current standing.	Credit report training, credit building training
Communicate with colleagues to share best practices in coaching.	More encouragement to share during team meetings
Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	Financial coaching, personal finances
Conduct workshops in the community to educate the audience on financial stability.	Public speaking training, engaging audience, conducting workshops
Refer clients to other agencies who offer different services and can assist them with their needs.	Attend inter agency meetings with other companies
Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	Provide information banks and valuable websites / resources
Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	Not a necessary metric - OCB

Training Summary

Training is an important component of any job, it encourages the SMEs to be up-to-date on best practices and can lead to higher perceived organizational support, meaning that if SMEs feel that the Agency is investing in them and taking care of them, they will feel supported by the organization and more likely to support the organization in return.

Sales training is mentioned several times, when networking in the community, financial coaches often take on the role of the Agency ambassadors. It is important that financial coaches know how to sell the service that is being provided, even if it is free. Client engagement is a critical component of this job and to engage clients, financial coaches need to not only perform well, but sell the idea of a long-term and recurring relationship to the clients. Having a standardized message that is delivered by all financial coaches is also important. If all financial coaches convey the same message when networking with other providers or with clients, then it will be easier for the Agency's financial stability team to set its own brand.

Many of the trainings mentioned could be taught either by an internal or external representative. Financial coaches expressed a need for more financial training, communication training, and workshops on empathy. Connecting with the clients on a personal level is an important part of coaching and client engagement.

CONCLUSION, FUTURE DIRECTION, & APPLICATION

Summary of Results

Results indicated that financial coaches view most of their tasks as critical. The tasks they perform can be grouped into five different categories: coaching, engagement, data entry, finances, and networking. Data entry is the most critical group of tasks, it is also the least difficult. Client engagement and coaching were the most difficult task groups. Networking and finances are a valuable part of financial coaching that play a supporting role in coaching.

Training and Training Evaluation

The knowledge, skills, and abilities that are tied to each financial coaching task can be used to determine training opportunities and evaluate training opportunities as well. Knowing the KSAOs that make up financial coaching can help the Agency identify appropriate internal or external training.

Future Direction

Moving forward, the Agency should consider using this data to make decisions related to financial coaching. This report provides enough information to develop a selection instrument that is based job performance. The data in this report can be further explored by interviewing SMEs and holding focus groups to determine poor and excellent examples of each task mentioned to develop a behaviorally anchored rating scale. The information in the report can be used to provide training opportunities to financial coaches as well. Management should consider the worth of financial coaches' most frequent tasks being data entry. The Agency can consider different options of data entry, since it was also the easiest group of tasks to perform. Perhaps if financial coaches spent less time entering data, there may be more room to improve performance on client engagement and retention, which was depicted as a critical component of financial coaching.

The Agency can benefit from conducting a job analysis on other direct service and supportive positions. As the nature of the job changes with program evaluations and funder requirements, it is important to have a baseline of what the subject matter experts have to say. In order to move in a certain direction, one must first know where they are standing.

ADDITIONAL RESOURCES

SME Interview Questions

1. Describe the purpose of your job and the contribution to the department and organization.
2. List the tasks you do in order of importance, anywhere between 5 and 10 tasks is suitable. How often do you perform these tasks?
3. Which one of your tasks is the most difficult? Why is it? This is not necessarily the most important.
4. What decisions do you make in your job and how often?
5. What problems do you solve and how often?
6. What characteristics make a good fit for this position?
7. Tell me about a time when you or a colleague demonstrated excellence in this role.
8. Tell me about a time when you or a colleague could have handled a work situation better.
9. How do you know when you've done a good job? How does your supervisor know when you've done a good job?
10. What basic knowledge and skills must a person have to perform your job?
11. What abilities would you say someone needs to succeed in this position?
12. What machines, equipment, tools, or work aids are used in this job?
13. Tell me what you do on a typical day. Start from when you come in the door and take me through the things you do.
14. Are there any things that are part of your job that you don't do every day? Things you do weekly, monthly, quarterly, or yearly?
15. What is the minimum level of education required for this job?
16. What is the minimum level of experience required for this job?
17. How much autonomy does your position have?
18. Are there any other things you do as part of your job that we haven't discussed yet? Is there anything about the job we missed?
19. Human perception: to what extent does the job require: vision, audition, sensation, smell?
20. Are there any other key areas of knowledge, skills, or abilities that we haven't discussed yet that are important to your job?

Financial Coaching Survey

Thank you for participating in the Financial Coach survey.

The Financial Coach job tasks will be measured on four dimensions. Following the task there will be a drop-down box for each dimension in this order:

- Importance of the task
- Frequency of the task
- Whether you need to know how to complete the task before being hired, or if you can learn it on the job
- Difficulty of the task

		Importance					Frequency					Necessary at Hire		Difficulty			
Task #	Financial Coaching Job Task	Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
1	Serve the clients through financial coaching and education to improve their financial literacy.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
2	Educate clients on financial management so that they can understand where they are financially and consider what they would like to accomplish.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
3	Actively carry out independent research to learn about news and financial products that may benefit or harm the clients.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

		Importance					Frequency					Necessary at Hire		Difficulty			
Task #	Financial Coaching Job Task	Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
4	Meet with clients one on one to assess their current financial situation and develop an individualized plan that can help them achieve their goals.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
5	Conduct workshops in the community to educate the audience on financial stability.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
6	Communicate with colleagues to share best practices in coaching.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
7	Decipher and present client credit reports so that clients understand the credit system and their current standing.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

		Importance					Frequency					Necessary at Hire		Difficulty			
Task #	Financial Coaching Job Task	Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
8	Generate client buy-in so that they are engaged in the program and able to get the most out of the coaching sessions.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
9	Build relationships in the community to refer clients to other agencies for different services.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
10	Refer clients to other agencies who offer different services and can assist them with their needs.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
11	Advocate for clients by making phone calls with them, for them, or sending emails so that they can overcome a barrier they are facing.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

Task #	Financial Coaching Job Task	Importance					Frequency					Necessary at Hire		Difficulty			
		Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
12	Register clients by inputting their demographic and personal information into TNO.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
13	Enter client notes into TNO to maintain records of who has been served and how.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
14	Coach clients to facilitate articulation of their own goals.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
15	Help people develop the tools, knowledge, and skills necessary to grow their own assets and be economically stable by providing coaching and education.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

		Importance					Frequency					Necessary at Hire		Difficulty			
Task #	Financial Coaching Job Task	Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
16	Network in the community to form partnerships with other agencies who can refer clients to financial coaching or host financial coaches for workshops.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
17	Create an environment where the client feels comfortable enough to disclose personal financial matters.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
18	Assess the client's current situation to provide options to an individualized savings plan or debt reduction plan.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

Task #	Financial Coaching Job Task	Importance					Frequency					Necessary at Hire		Difficulty			
		Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
19	Follow up with clients after their meeting to facilitate engagement and recurring appointments.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
20	Enter client financial data into the computer to document client progress.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
21	Build rapport with clients by demonstrating financial competence and compassion for their situation.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
22	Facilitate behavioral change by helping people understand where they are now and why, where they want to be and why, and how that's going to happen.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

APPENDIX B: TECHNICAL REPORT OF CASE MANAGERS

**Job Analysis of Case Managers:
Enhancing Selection, Performance Management,
and Identifying Training Opportunities**



University of
Houston Clear Lake

UNIVERSITY OF HOUSTON-CLEAR LAKE

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

OLAGUIBEL SAMPOGNA

EXECUTIVE SUMMARY

Background

The purpose of this project is to provide the Agency with a toolkit to access relevant information and make data driven decisions regarding selection, performance evaluations, and training for case managers. Improving workforce capabilities of case managers is a crucial component of ensuring that the Agency adheres to its mission of creating a stronger community for tomorrow by helping individual and families meet the challenges they face today. The intention of the project is to use the information gathered from subject matter experts (SME) to identify performance predictors, set performance criteria, and identify training opportunities for case managers.

Project Overview

I conducted a job analysis of case managers to understand the critical tasks and behaviors of this specific position. Once the tasks were identified, I was able to organize the information and connect each task/behavior to the required knowledge, skills, abilities, and other characteristics (KSAOs) necessary to be a successful case manager. The information was obtained through two face-to-face interviews with subject matter experts (SMEs). From the interviews, I designed and administered a survey for the rest of the case managers to organize and validate the information. The survey measured frequency of the task, importance of the task, difficulty of the task, and whether knowing how to complete the task is necessary-at-hire.

Project Results

Results indicated that most case management behaviors can be learned on the job. The results suggest that knowledge, skills, abilities, and characteristics should be considered when selecting for this position. The behaviors identified can be used to design behaviorally anchored rating scales for performance evaluations. Case managers expressed a need for more training opportunities regarding client services and resources. Results indicated that the most critical tasks are those that deal with data entry, followed closely by client interaction, problem solving, and networking & referrals. Case managers have a diverse job because their duties can range from providing education, referrals or advocating for clients.

PROJECT OVERVIEW

Objectives

1. Improve selection by identifying critical tasks and the required KSAOs to succeed on the job.
2. Provide information to design a behaviorally anchored performance evaluation measure.
3. Identify training opportunities based on quantitative and qualitative data.

Procedure

To begin the job analysis, I created an open-ended interview with 20 questions. I interviewed two case managers separately and would ask probing questions if I felt that the SME was not specific enough and that the project could benefit from more information. I used the information that the case managers provided to identify 20 work related behaviors. Each behavior was connected to a set of knowledge, skills, abilities, and other characteristics (KSAOs) required for effective completion of that task. Once each of the 20 behaviors had KSAOs tied to it, I designed a survey to administer to the rest of the case managers.

The survey measured the frequency of the work-related behavior, the importance of the behavior, the difficulty of the behavior, and whether the SMEs believed that the behavior is necessary-at-hire. The SMEs ranked the importance and frequency on a scale from 1-5, the difficulty on a scale from 1-4, and whether it can be learned on the job on a dichotomous scale. Once all the survey responses were in, I organized the tasks/behaviors from most critical to least.

Report Structure

I first describe the methodology, which includes a description of the interviews, survey design, and survey administration. The following part of the report includes the results, which detail the importance of the dimension (i.e. importance, frequency, criticality, difficulty), the highest rated tasks for that dimension, a chart of all the task responses organized by highest average rating, and a visual comparison of the groups accompanied with a brief data summary.

The next part of the project includes tables which can be used as reference guides.

- Selection- Each behavior has the set of KSAOs and potential selection criteria matched with it
- Performance Evaluation- Each behavior has a suggestion for how to evaluate that task
- Training- Each behavior has training suggestions to improve the KSAOs affiliated with task

The project concludes with implications and future directions, followed by an appendix section which includes interview questions, surveys, and supporting data.

JOB ANALYSIS METHODOLOGY

Structured Interviews

Purpose

The interviews were conducted to obtain information about work related behaviors of case managers. The interview results served as the base of the project because they determined the survey content for the rest of the SMEs.

Content

The interview was comprised of 20 open ended questions. The questions asked about what tasks the case managers performed, why the tasks are performed, how, and what KSAOs they believe were crucial to accomplishing those tasks. I also asked the SMEs to share an event that emphasized excellence on the job and an event that was poorly handled.

Participants

Two out of seven case managers with different tenure levels were interviewed.

Process

Interviews lasted 60 minutes and were held in the case manager's office. Interviews were recorded to avoid extensive note taking during the process and to further analyze the conversation.

Survey Administration

Purpose

The surveys were designed from the interview data to organize and rate the information. While the interview provided the tasks, the survey results provided importance, frequency, and difficulty of the tasks. The survey also gauged whether each task is necessary-at-hire.

Content

Each task listed in the online survey was specific and meaningful to the job. The task lists the behavior followed by the reasoning for that behavior (e.g. Locate resources in the community that will assist the client to become self-sufficient). Each task had a section to rate frequency, importance, difficulty, and whether it is necessary-at-hire.

Participants

Five out of eight case managers of different tenures provided survey answers, and four of those completed the survey, resulting in a 50% completion rate.

Process

The survey was developed in Qualtrics and administered online through an anonymous link.

JOB ANALYSIS RESULTS

Purpose

The results of the case manager job analysis are organized to facilitate interpretation and use. The tables are used to quickly identify the tasks with the highest ratings in each dimension. The graphs serve as a visual comparison tool between the task groups. The workforce tables are used to compare each task with the suggested selection criteria, performance evaluation method, and training ideas.

Process

The data were organized on Microsoft Excel®. The responses of all SMEs on frequency, importance, difficulty, criticality, and necessary-at-hire were averaged. Criticality is measured by multiplying the average importance by the average frequency. Criticality is a key measurement of the tasks because it serves as a snapshot and immediate reference of tasks required to be an effective case manager at the Agency.

The 20 tasks were grouped into 4 different groups: networking & referrals, client interaction, data entry, and problem solving

Organization

The results of the analyses have been divided into seven sections. Each section offers a unique perspective that can be used to enhance workforce functions such as selection, performance evaluation, and identifying training opportunities. The job dimensions (importance, frequency, criticality, difficulty) are listed first with a data summary, followed by the workforce functions (selection, performance evaluation, training) accompanied with suggestions for improvement.

- Importance
- Frequency
- Criticality
- Difficulty
- Selection
- Performance Evaluations
- Training

Appendices

This section includes the interview questions used, the survey questions, data organization, and spreadsheets that contributed to the development of this project. This information can be used if the Agency wants to repeat the same or a similar process with a different position.

IMPORTANCE RATINGS

Item Importance

Measuring item importance shows us what case managers believe are the most important tasks for their job. These items can be revised by management to assure that there is not a disconnect between what management expects to be important and what case managers value as important. Items with an average rating of 4.6 or higher are considered extremely important. From the 20 items, 7 were considered as extremely important.

Importance ratings can be used to determine where to focus on for training by enhancing the existing strengths of case managers. Importance ratings organize the most important tasks, and therefore the necessary KSAOs to be a successful case manager, which is beneficial to selection procedures.

Rating Scale

1. Not at all important
2. Somewhat important
3. Moderately important
4. Very important
5. Extremely important

Items scored between 4.6 – 5 are considered Extremely important.

Items scored between 3.6 – 4.5 are considered Very important.

Items scored between 2.6 – 3.5 are considered Moderately important.

Highest rated items

- *Locate resources for clients through research and online searches.*
- *Meet with clients to assess their needs through conversation.*
- *Assess the situation, stabilize the situation, and create an individualized plan that empowers them.*
- *Educate Clients on how to maneuver through certain services.*

Each item above came from a different task group: networking & referrals, client interaction, problem solving.

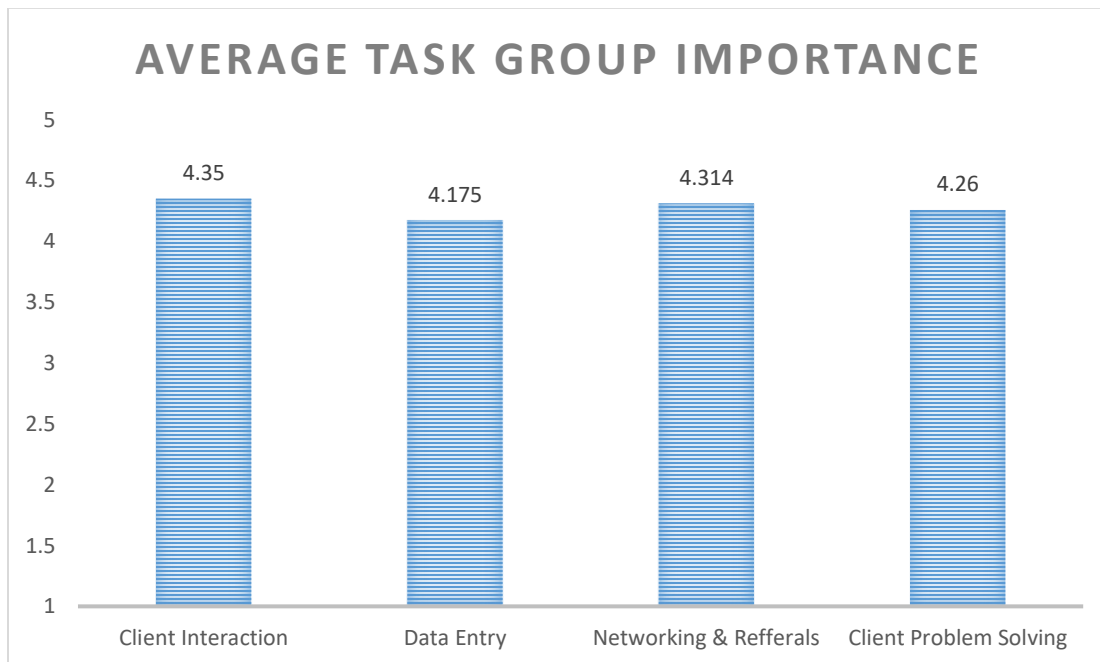
Lowest rated items

- *Complete employee timesheet for Agency documentation.*
- *Call clients for follow ups to see how they are doing and how the benefits have impacted them.*
- *Participate in health fairs to advertise all the department and programs offered at the Agency.*

Importance – All Tasks by Average

Tasks in Order of Importance	Task Group	
Locate resources for clients through research and online searches.	Networking & Referrals	4.8
Meet with clients to assess their needs through conversation.	Client Interaction	4.8
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Problem Solving	4.75
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Client Interaction	4.75
Locate resources in the community that will assist the client to become self-sufficient.	Networking & Referrals	4.6
Enter case notes and client data into TNO for Agency documentation.	Data Entry	4.6
Appropriately handle hostile client situations.	Client Interaction	4.6
Advocate for clients to receive certain services that are causing barriers to their daily living.	Networking & Referrals	4.5
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Problem Solving	4.5
Meet with clients to assess their needs through structured formats.	Client Interaction	4.4
Complete paperwork and documentation for client referrals and requests.	Networking & Referrals	4.4
Submit referrals to certain agencies that can help clients receive services.	Networking & Referrals	4.25
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Problem Solving	4.25
Fill out client benefits application by collecting required documents from clients.	Networking & Referrals	4.25
Identify client needs and differentiate between long-term and short-term needs.	Problem Solving	4
Develop an individualized plan for clients to overcome their difficult situation.	Problem Solving	3.8
Conduct home visits for elderly clients who cannot move around the city easily.	Client Interaction	3.8
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Client Interaction	3.75
Complete employee timesheet for Agency documentation.	Data Entry	3.75
Participate in health fairs to advertise all the departments and programs offered at the Agency.	Networking & Referrals	3.4

Average Importance Ratings



Data Summary

Based on the participants' responses, most tasks are considered very important or higher. The data implies that the Agency case managers believe all task groups are about as equally important, with little difference in their average ratings.

Locate resources for clients through research and online searches.

Completing this task provides case managers with the tools they need to share resources with their clients. It was mentioned in the interviews with SMEs that there is already a general understanding of the available community resources.

Meet with clients to assess their needs through conversation.

During the interview with the SMEs, it was disclosed that addressing client needs is done mostly through a conversation that evaluates the client's situation and necessities.

Assess the situation, stabilize the situation, and create an individualized plan that empowers them.

Case managers find themselves solving problems for their clients. It was expressed that a large component of their job is addressing symptoms of a problem first, and then developing a preventative solution to the problem. Case managers mentioned that there should be a difference between clients with quick solutions and those who may need long-term support and resources.

Educate clients on how to maneuver through certain services.

It is important that clients are aware of the sort of benefits they can receive. When case managers are not solving the problems for clients, they provide them with the tools and knowledge to access those services and do it themselves.

FREQUENCY RATINGS

Item Frequency

Measuring item frequency shows us what case managers believe they spend the most time doing. By identifying the behaviors that case managers most frequently engage in, the Agency can decide what tasks should be focused on and streamlined. From 20 items, 2 were rated as being performed almost all the time.

Considering frequency of task performance helps depict a holistic image of case management. There may be some tasks that are important, however not performed frequently, and tasks that may not be considered very important but performed frequently.

Rating Scale

1. Never performed
2. Rarely
3. Occasionally
4. Frequently
5. Almost all the time

Items scored between 4.6 – 5 occur Almost all the time

Items scored between 3.6 – 4.5 occur Frequently

Items scored between 2.6 – 3.5 occur Occasionally

Items scored between 1.6 – 2.5 occur Rarely

Highest rated items

- *Meet with clients to assess their needs through conversation.*
- *Enter case notes and client data into TNO for Agency documentation.*
- *Complete employee timesheet for Agency documentation.*

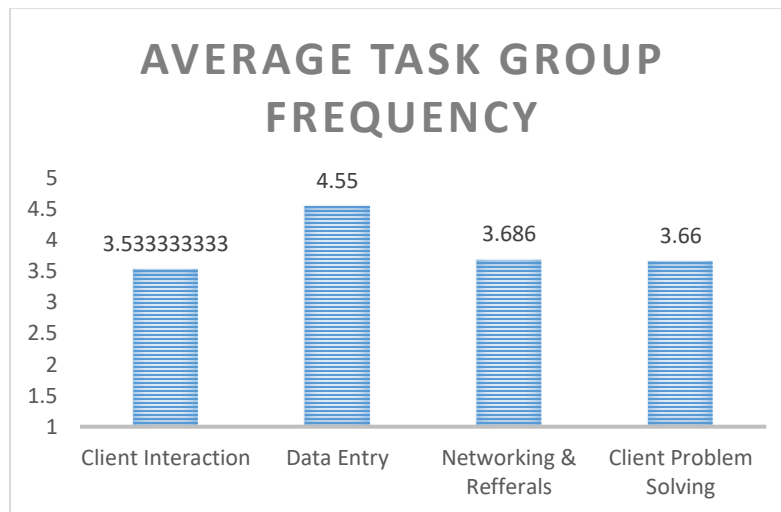
Lowest rated items

- *Appropriately handles hostile client situations.*
- *Participate in health to advertise all the departments and programs offered at The Agency.*

Frequency – All Tasks by Average

Tasks in Order of Frequency	Task Group	
Meet with clients to assess their needs through conversation.	Client Interaction	4.6
Enter case notes and client data into TNO for Agency documentation.	Data Entry	4.6
Complete employee timesheet for Agency documentation.	Data Entry	4.5
Locate resources for clients through research and online searches.	Networking & Referrals	4.4
Complete paperwork and documentation for client referrals and requests.	Networking & Referrals	4.4
Meet with clients to assess their needs through structured formats.	Client Interaction	4
Fill out client benefits application by collecting required documents from clients.	Networking & Referrals	4
Develop an individualized plan for clients to overcome their difficult situation.	Problem Solving	4
Identify client needs and differentiate between long-term and short-term needs.	Problem Solving	3.8
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Client Interaction	3.75
Advocate for clients to receive certain services that are causing barriers to their daily living.	Networking & Referrals	3.75
Locate resources in the community that will assist the client to become self-sufficient.	Networking & Referrals	3.6
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Problem Solving	3.5
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Problem Solving	3.5
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Problem Solving	3.5
Submit referrals to certain agencies that can help clients receive services.	Networking & Referrals	3.25
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Client Interaction	3.25
Conduct home visits for elderly clients who cannot move around the city easily.	Client Interaction	3
Appropriately handle hostile client situations.	Client Interaction	2.6
Participate in health fairs to advertise all the departments and programs offered at the Agency.	Networking & Referrals	2.4

Average Frequency Ratings



Data Summary

The data entry group is comprised of just two items, however, when averaged, the group is considered the most frequent. This may be due the necessity of recording all interactions and work tasks. Client interaction, networking & referrals, and problem solving all have similar frequency averages.

Meet with clients to assess their needs through conversation.

This task was also one of the most important. Assessing clients' needs happens every time that a case manager meets with a new client or touches base with a client that has already been helped before.

Enter case notes and client data into TNO for Agency documentation.

Case managers frequently enter case notes and client data into TNO to demonstrate how they have helped those specific clients. Registering this information leaves a trail of the client history with the organization and within the case management program.

Complete employee timesheet for Agency documentation.

Completing the employee timesheet is something that case managers do frequently as well, every client interaction is tied to the timesheet. The timesheet is used to depict how case managers spend their time throughout the day.

CRITICALITY

Item Criticality

Criticality is the product of importance and frequency. When determining appropriate training opportunities, it is ideal to invest time and resources in tasks that are important and frequently performed. Importance and frequency are measured on scales from 1 to 5, so a score of 25 on criticality indicates a task that is extremely important and performed almost all the time.

Highest rated items

- *Meet with clients to assess their needs through conversation.*
- *Enter case notes and client data into TNO for Agency documentation.*
- *Locate resources for clients through research and online searches.*

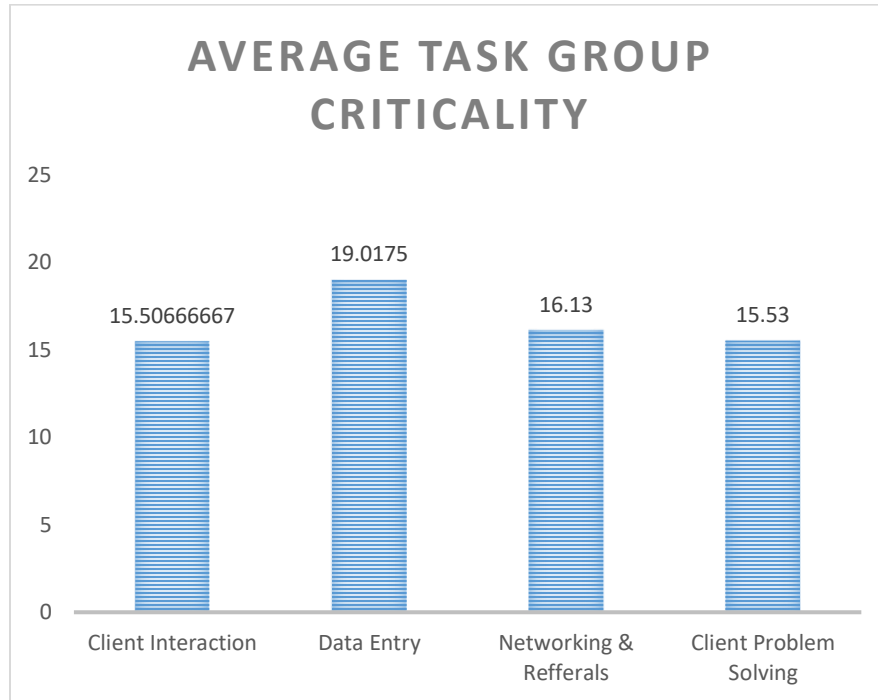
Lowest rated items

- *Appropriately handle hostile client situations.*
- *Conduct home visits for elderly clients who cannot move around the city easily.*
- *Participate in health fairs to advertise all the departments and programs offered at the Agency.*

Criticality – All Tasks by Average

Tasks in Order of Criticality	Task Group	
Meet with clients to assess their needs through conversation.	Client Interaction	22.08
Enter case notes and client data into TNO for Agency documentation.	Data Entry	21.16
Locate resources for clients through research and online searches.	Networking & Referrals	21.12
Complete paperwork and documentation for client referrals and requests.	Networking & Referrals	19.36
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Client Interaction	17.81
Meet with clients to assess their needs through structured formats.	Client Interaction	17.6
Fill out client benefits application by collecting required documents from clients.	Networking & Referrals	17
Complete employee timesheet for Agency documentation.	Data Entry	16.88
Advocate for clients to receive certain services that are causing barriers to their daily living.	Networking & Referrals	16.88
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Problem Solving	16.63
Locate resources in the community that will assist the client to become self-sufficient.	Networking & Referrals	16.56
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Problem Solving	15.75
Develop an individualized plan for clients to overcome their difficult situation.	Problem Solving	15.2
Identify client needs and differentiate between long-term and short-term needs.	Problem Solving	15.2
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Problem Solving	14.88
Submit referrals to certain agencies that can help clients receive services.	Networking & Referrals	13.81
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Client Interaction	12.19
Appropriately handle hostile client situations.	Client Interaction	11.96
Conduct home visits for elderly clients who cannot move around the city easily.	Client Interaction	11.4
Participate in health fairs to advertise all the departments and programs offered at the Agency.	Networking & Referrals	8.16

Average Criticality Ratings



Data Summary

The bar graph suggests that the most critical group is data entry. The data entry tasks were rated as being performed most frequently and as the most important. The following group is networking & referrals, which is closely followed by problem solving and client interaction.

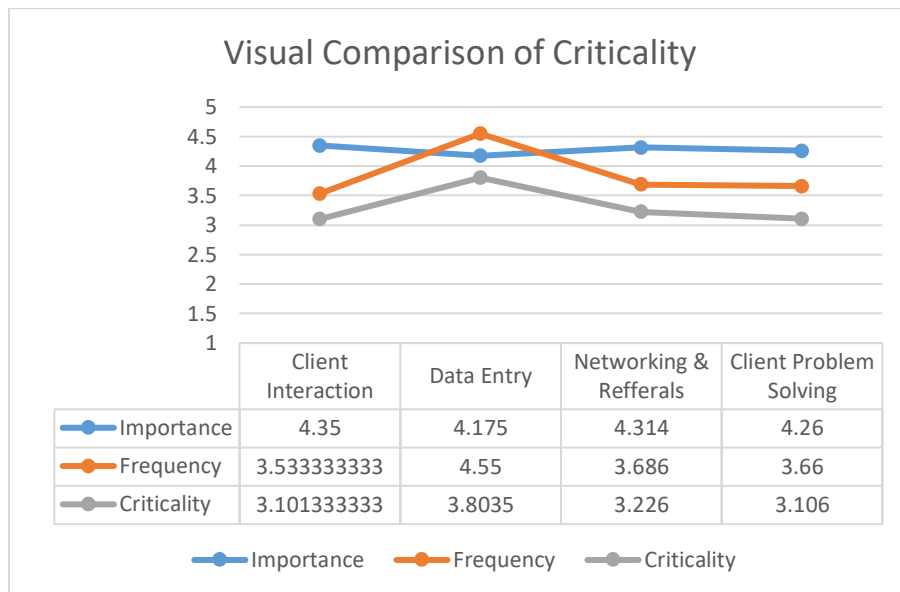
Data entry for case managers includes completing client notes and the time sheet. Based on the results, case managers believe that data entry is more critical than client interaction, problem solving, and making appropriate referrals. Even though the data entry group has the most critical combined average, the most critical tasks come from the client interaction and networking & referrals groups.

Networking & referrals is a critical component of case management. Referring clients to other agencies or state benefits for resources is a necessary part of the job. Case management clients often require some sort of tangible resource. If the Agency cannot provide that resource, case managers will advocate for the client to the Agency partners.

Problem solving is critical because case managers must often think about what the most appropriate resource or assistance may be for a client. This requires thinking systematically and helping clients through prevention and problem solving, rather than treating a symptom.

Client Interaction boils down to when the case manager is speaking with a client, following up with a client, or assessing their needs. Client interaction is a critical component of case management.

Visual Comparison of Criticality



Data Summary

Since criticality is measured on a different scale, all criticality scores were divided by 5 to be proportionate to the importance and frequency ratings. The line graph shows that client interaction is more important than it occurs, thus leading to a standardized criticality score of 3.1. Data entry is considered very important and occurs frequently, thus giving it a higher criticality score. Networking & referrals and problem solving have a high importance and have a mid-range frequency.

Criticality follows a similar trend as frequency, in that it spikes and drops over the same groups. Importance is relatively stable across the groups. This suggests that case managers consider all task groups to be important, but all are performed on different frequency levels.

DIFFICULTY SCORES

Item Difficulty

Task difficulty is an indicator of training opportunities for case managers. Difficulty ratings can inform management of what the case managers believe are the most challenging parts of the job. Comparing criticality of tasks with the difficulty of tasks can provide management with guidance on performance management and training opportunities.

Rating Scale

1. Not difficult at all
2. Somewhat difficult
3. Very difficult
4. Extremely difficult

Items scored between 3.6 – 4 are considered Extremely difficult.

Items scored between 2.6 – 3.5 are considered Very difficult.

Items scored between 1.6 – 2.5 are considered Somewhat difficult

Items scored between 1 – 1.5 are not considered difficult at all

Highest rated items

- *Appropriately handle hostile client situations*
- *Enter case notes and client data into TNO for Agency documentation.*
- *Complete paperwork and documentation for client referrals and requests.*
- *Identify client needs and differentiate between long-term and short-term needs.*

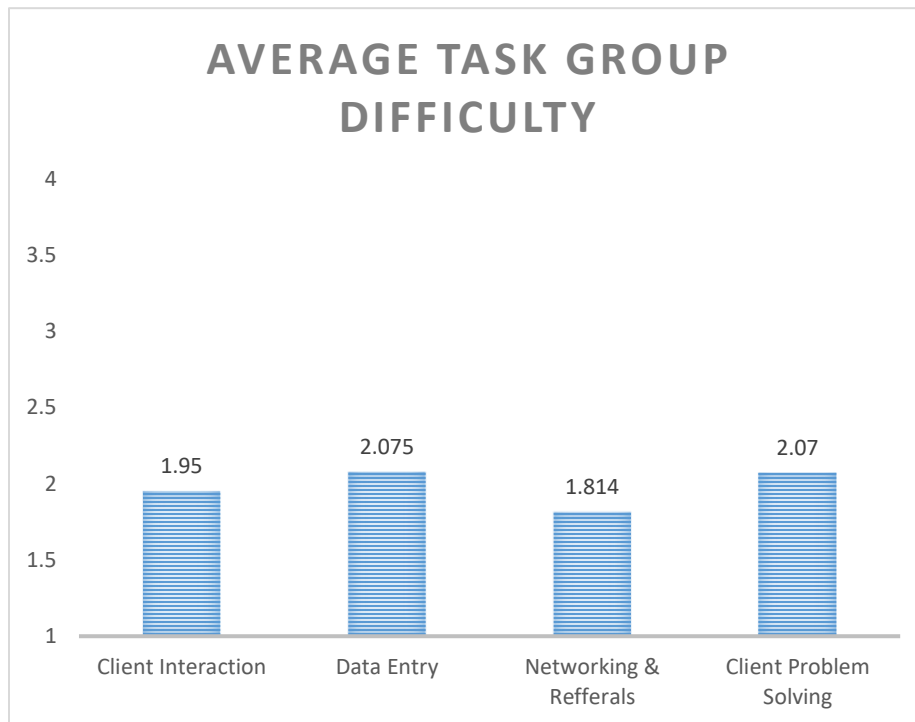
Lowest rated items

- *Educate clients on how to maneuver through certain services and advocate for themselves in some programs.*
- *Call clients for follow ups to see how they are doing and how the benefits have impacted them.*
- *Participate in health fairs to advertise all the department and programs offered at the Agency.*

Difficulty – All Tasks by Average

Tasks in Order of Difficulty	Task Group	
Appropriately handle hostile client situations.	Client Interaction	3
Enter case notes and client data into TNO for Agency documentation.	Data Entry	2.4
Complete paperwork and documentation for client referrals and requests.	Networking & Referrals	2.4
Identify client needs and differentiate between long-term and short-term needs.	Problem Solving	2.4
Meet with clients to assess their needs through structured formats.	Client Interaction	2.2
Develop an individualized plan for clients to overcome their difficult situation.	Problem Solving	2.2
Conduct home visits for elderly clients who cannot move around the city easily.	Client Interaction	2.2
Locate resources for clients through research and online searches.	Networking & Referrals	2
Advocate for clients to receive certain services that are causing barriers to their daily living.	Networking & Referrals	2
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Problem Solving	2
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Problem Solving	2
Meet with clients to assess their needs through conversation.	Client Interaction	1.8
Locate resources in the community that will assist the client to become self-sufficient.	Networking & Referrals	1.8
Complete employee timesheet for Agency documentation.	Data Entry	1.75
Fill out client benefits application by collecting required documents from clients.	Networking & Referrals	1.75
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Problem Solving	1.75
Submit referrals to certain agencies that can help clients receive services.	Networking & Referrals	1.75
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Client Interaction	1.5
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Client Interaction	1
Participate in health fairs to advertise all the departments and programs offered at the Agency.	Networking & Referrals	1

Average Difficulty Scores



Data Summary

According to case managers, the tasks they perform range from low to mid difficulty levels.

Appropriately handle hostile client situations was rated as the most difficult task with a rating of 3/4. This task was rated as extremely important and had an average of 4.6/5, however, it happens rarely and scored a 2.6 on frequency. When I interviewed the SMEs, they mentioned that though hostile situations happen rarely, the training is important.

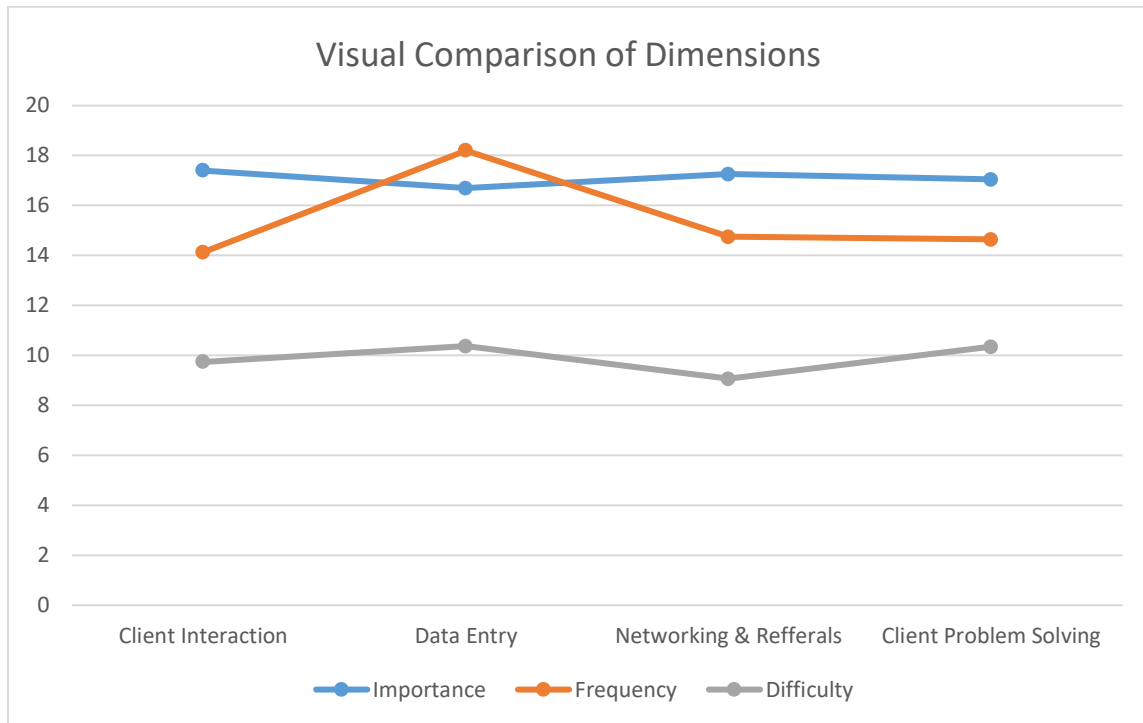
The following tasks are next on difficulty level and had an average of 2.4:

Enter case notes and client data into TNO for Agency documentation.

Complete paperwork and documentation for client referrals and requests.

Identify client needs and differentiate between long-term and short-term needs.

Visual Comparison of Task Dimensions



Data Summary

Since difficulty is measured on a different scale than importance and frequency, the data were standardized to ensure that the depictions are proportionate. As the line graph shows, most case management tasks are important and occur frequently, however, most of the tasks are viewed as low difficulty in comparison. This information is beneficial because it shows that there may not be a need for intensive training in the tasks that the case managers are already performing. Case managers could benefit from refresher trainings instead.

Necessary-At-Hire

Of the 20 tasks, there are 7 tasks that two or more case managers agreed should be necessary-at-hire.

- *Locate resources for clients through research and online searches. Criticality of 21*
- *Meet with clients to assess their needs through conversation. Criticality of 18*
- *Appropriately handle hostile client situations. Criticality of 12*
- *Advocate for clients to receive certain services that are causing barriers to their daily living. Criticality of 17*
- *Educate clients on how to maneuver through certain services and advocate for themselves in some programs. Criticality of 18*
- *Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing. Criticality of 15*
- *Address the root of the problem so that clients may be able to permanently escape their recurring negative circumstances. Criticality of 16*

When selecting for case managers, it is important to consider how these necessary-at-hire tasks are relevant to the job, what their criticality is, and if the candidate can possess the KSAOs to learn the task on the job quickly, rather than coming in already knowing how to do that task.

SELECTION

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Meet with clients to assess their needs through conversation.	verbal & written communication	what to assess for, basic needs, crisis situations	communication, interpersonal, customer service, active listening,	inductive reasoning, interpersonal	compassionate, approachable, competent
Enter case notes and client data into TNO for Agency documentation.	computer use, conscientious, experience submitting assignments on time	TNO, computer use	organization, attention to detail, time management	N/A	N/A
Locate resources for clients through research and online searches.	computer use, conscientious	served, underserved populations, agencies with resources, computer use	research, computer skills	deductive, inductive, decipher information quickly	compassionate
Complete paperwork and documentation for client referrals and requests.	experience submitting assignments on time	databases and referral points	organization, attention to detail, time management	work quickly, work under pressure	conscientious
Meet with clients to assess their needs through structured formats.	verbal communication, reading, written communication	what to assess for	systemic thinking, active listening, coaching	problem recognition, inductive reasoning,	compassionate, emotional stability
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Social work experience or education	community resources, basic needs	teaching, coaching	verbal, written communication	patience, compassionate

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Fill out client benefits application by collecting required documents from clients.	experience submitting assignments on time	application requirements	organization, time management	set deadlines for clients	compassionate
Advocate for clients to receive certain services that are causing barriers to their daily living.	phone etiquette, passion for social work	other community resources, social trends, basic needs	Networking, interpersonal, communication, sales	verbal, written communication	patience
Complete employee timesheet for Agency documentation.	experience submitting assignments on time, conscientious	TNO, computer use	organization, time management	reading, writing	N/A
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	problem solving, communication	community resources, social work principles	organization, systemic thinking	deductive, inductive, planning	conscientious
Locate resources in the community that will assist the client to become self-sufficient.	passion for social work	served, underserved populations, community resources	research, networking	deductive reasoning, decipher information quickly	compassionate
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	problem solving, communication, passion for social work	social trends	systems thinking, active listening	deductive reasoning, inductive reasoning	compassionate, confident, patience

Task / Behavior	Selection	Knowledge	Skills	Abilities	Characteristics
Develop an individualized plan for clients to overcome their difficult situation.	problem solving, conscientious, communication	other community resources, basic needs	organization, systemic thinking	deductive, inductive reasoning	N/A
Identify client needs and differentiate between long-term and short-term needs.	problem solving, communication	basic needs	systemic thinking, active listening, coaching	problem recognition, inductive, deductive reasoning	N/A
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	communication, passion for social work, coaching	other community resources, client situation	systems thinking	deductive, inductive reasoning, verbal communication	patience, compassionate
Submit referrals to certain agencies that can help clients receive services.	communication, experience submitting assignments	other community resources, basic needs	organization, time management	N/A	N/A
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	disciplined, organized	client cases	organization, active listening, time management, interpersonal	verbal, written communication	compassionate, patience
Appropriately handle hostile client situations.	approachable	N/A	active listening	empathetic	assertive
Conduct home visits for elderly clients who cannot move around the city easily.	reliable transportation	client cases	active listening	drive	compassionate
Participate in health fairs to advertise all the departments and programs offered at The Agency.	reliable transportation, networking	Departments and programs at FH	Networking, interpersonal, communication, sales	verbal communication	approachable

Selection Summary

The tasks on the left-hand side each have suggested selection criteria which is noted directly to the right of it. Following the suggestion for selection criteria, are the knowledge, skills, abilities, and characteristics required to complete that task successfully. Since most of the case manager tasks can be learned on the job, it may benefit the Agency to select for individuals who possess the relevant KSAOs and provide on the job training for the specific tasks. There are many recurring themes regarding case management characteristics. The Agency should consider selecting for case managers who are familiar with computer use, research skills, and can communicate in a genuine manner with clients about difficult situations while maintaining a strong emotional composure during those events.

PERFORMANCE EVALUATIONS

Task / Behavior	Performance Management
Meet with clients to assess their needs through conversation.	Meet with supervisor to discuss easy and challenging cases
Enter case notes and client data into TNO for Agency documentation.	Verify in TNO
Locate resources for clients through research and online searches.	Meet with supervisor and colleagues to share resources
Complete paperwork and documentation for client referrals and requests.	Client success stories
Meet with clients to assess their needs through structured formats.	Tracking the type of help clients need
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Client success stories
Fill out client benefits application by collecting required documents from clients.	Verify in TNO
Advocate for clients to receive certain services that are causing barriers to their daily living.	Meet with supervisor to discuss easy and challenging cases
Complete employee timesheet for Agency documentation.	Verify in TNO
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Client success stories
Locate resources in the community that will assist the client to become self-sufficient.	Meet with supervisor and colleagues to share resources
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Client success stories (long-term)
Develop an individualized plan for clients to overcome their difficult situation.	Supervisor coaching

Identify client needs and differentiate between long-term and short-term needs.	Supervisor coaching
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Client success stories
Submit referrals to certain agencies that can help clients receive services.	Verify in TNO
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Verify in TNO
Appropriately handle hostile client situations.	N/A
Conduct home visits for elderly clients who cannot move around the city easily.	Verify in TNO
Participate in health fairs to advertise all the departments and programs offered at the Agency.	N/A

Performance Evaluation Summary

Based on the nature of the tasks and my training on performance appraisals, I have made suggestions for measuring the performance of each task. To engrave a culture of high performance, I recommend a coaching approach to the case managers' performance evaluations. While it may seem counter-productive to take time out of the day or the week to catch up with case managers on their duties, it is important for them to be able to discuss their practice with their supervisor and receive promising feedback. Case management is an emotionally taxing job with a high burnout rate. Burnout can be prevented by engaging employees and providing organizational and managerial support.

If case managers receive yearly increases based on tenure, then that allows the evaluation to be for developmental purpose and make it an engaging part of the job. Performance evaluations should be based on behaviors and tasks that the case managers perform. Frequent supervisory check ins regarding performance, constructive feedback, and genuine support from the Agency can lead to higher employee engagement and productivity.

TRAINING

Task / Behavior	Training
Meet with clients to assess their needs through conversation.	Active listening, communication
Enter case notes and client data into TNO for Agency documentation.	TNO training
Locate resources for clients through research and online searches.	Provide access to resource data bases, 211 training
Complete paperwork and documentation for client referrals and requests.	Benefits application training
Meet with clients to assess their needs through structured formats.	Structured interview on basic needs
Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	Instructing
Fill out client benefits application by collecting required documents from clients.	Benefits application training
Advocate for clients to receive certain services that are causing barriers to their daily living.	Education on community and state resources
Complete employee timesheet for Agency documentation.	TNO training
Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	Role playing scenarios
Locate resources in the community that will assist the client to become self-sufficient.	Education on community and state resources
Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	Active listening, educate on systems thinking
Develop an individualized plan for clients to overcome their difficult situation.	Provide resource options for CM, practice scenarios

Identify client needs and differentiate between long-term and short-term needs.	Provide resource options for CM, practice scenarios
Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing.	Practice situations, coaching training
Submit referrals to certain agencies that can help clients receive services.	Provide information for CM
Call clients for follow ups to see how they are doing and how the benefits have impacted them.	Customer service
Appropriately handle hostile client situations.	Hostile client training
Conduct home visits for elderly clients who cannot move around the city easily.	Shadow an experienced CM
Participate in health fairs to advertise all the departments and programs offered at The Agency.	Shadow an experienced CM

Training Summary

Training is an important component of any job, it encourages the SMEs to be up-to-date on best practice and can lead to higher perceived organizational support, meaning that if SMEs feel that the Agency is investing in them and taking care of them, they will feel supported by the organization and will be more likely to support the organization in return.

Service Delivery Trainings:

Case managers expressed a need for training on the topics of SNAP, Social Security, Medicare, Medicaid, affordable healthcare, housing, transportation, community resources, and cultural sensitivity.

Skills Trainings:

Case managers expressed a need for team building activities, visiting inter-agency meetings, time management, self-care, and community collaboration with other agencies.

CONCLUSION, FUTURE DIRECTION, & APPLICATION

Summary of Results

The data suggest that case managers view most of their tasks as critical. The 20 case manager tasks were separated into four groups: client interaction, problem solving, networking & referrals, and data entry. Data entry was considered the most critical task group among case managers. This is something that should be explored further, as case managers described their purpose as locating and providing resources for community members. Most of the case management tasks are not considered to be difficult, however, most case managers expressed a need for certain trainings to gain and refresh skill sets. The results indicate that selection should focus on individuals with an understanding of social work principles, time management skills, and those with the necessary KSAOs to be a successful case manager.

Training and Training Evaluation

The knowledge, skills, and abilities that are tied to each case management task can be used to determine training opportunities and evaluate training opportunities as well. Knowing the KSAOs that make up case management can help the Agency identify appropriate internal or external training. Case managers expressed a need for training opportunities and selfcare workshops.

Future Direction

Moving forward, the Agency should consider using this data to make decisions related to case management. This report provides enough information to develop a selection instrument that is based on job performance. The data in this report can be further explored by interviewing SMEs and holding focus groups to determine poor and excellent examples of each task mentioned to develop a behaviorally anchored rating scale. The information in the report can be used to provide training opportunities to case managers as well.

The Agency can benefit from conducting a job analysis on other direct service and supportive positions. As the nature of the job changes with program evaluations and funder requirements, it is important to have a baseline of what the subject matter experts have to say. In order to move in a certain direction, one must first know where they are standing.

ADDITIONAL RESOURCES

SME Interview Questions

1. Describe the purpose of your job and the contribution to the department and organization.
2. List the tasks you do in order of importance, anywhere between 5 and 10 tasks is suitable. How often do you perform these tasks?
3. Which one of your tasks is the most difficult? Why is it? This is not necessarily the most important.
4. What decisions do you make in your job and how often?
5. What problems do you solve and how often?
6. What characteristics make a good fit for this position?
7. Tell me about a time when you or a colleague demonstrated excellence in this role.
8. Tell me about a time when you or a colleague could have handled a work situation better.
9. How do you know when you've done a good job? How does your supervisor know when you've done a good job?
10. What basic knowledge and skills must a person have to perform your job?
11. What abilities would you say someone needs to succeed in this position?
12. What machines, equipment, tools, or work aids are used in this job?
13. Tell me what you do on a typical day. Start from when you come in the door and take me through the things you do.
14. Are there any things that are part of your job that you don't do every day? Things you do weekly, monthly, quarterly, or yearly?
15. What is the minimum level of education required for this job?
16. What is the minimum level of experience required for this job?
17. How much autonomy does your position have?
18. Are there any other things you do as part of your job that we haven't discussed yet? Is there anything about the job we missed?
19. Human perception: to what extent does the job require: vision, audition, sensation, smell?
20. Are there any other key areas of knowledge, skills, or abilities that we haven't discussed yet that are important to your job?

Case Management Survey

Thank you for participating in the Case Manager survey.

The Case Manager job tasks will be measured on four dimensions. Following the task there will be a drop-down box for each dimension in this order:

- Importance of the task
- Frequency of the task
- Whether you need to know how to complete the task before being hired, or if you can learn it on the job
- Difficulty of the task

		Importance					Frequency					Necessary at Hire		Difficulty			
Task #	Financial Coaching Job Task	Not at all Important	Somewhat Important	Moderately Important	Very Important	Extremely Important	Never Performed	Rarely	Occasionally	Frequently	Almost all the time	Before Entry	On the Job	Not at all difficult	Somewhat difficult	Very difficult	Extremely difficult
1	Locate resources in the community that will assist the client to become self-sufficient.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
2	Locate resources for clients through research and online searches.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
3	Meet with clients to assess their needs through conversation.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
4	Meet with clients to assess their needs through structured formats.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
5	Develop an individualized plan for clients to overcome their difficult situation.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

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6	Complete paperwork and documentation for client referrals and requests.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
7	Enter case notes and client data into TNO for Agency documentation.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
8	Identify client needs and differentiate between long-term and short-term needs.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
9	Conduct home visits for elderly clients who cannot move around the city easily.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
10	Appropriately handle hostile client situations.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

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11	Participate in health fairs to advertise all the departments and programs offered at the Agency. Importance	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
12	Assess the situation, stabilize the situation, and create an individualized plan that empowers them.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
13	Advocate for clients to receive certain services that are causing barriers to their daily living.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
14	Submit referrals to certain agencies that can help clients receive services.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

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15	Educate clients on how to maneuver through certain services and advocate for themselves in some programs.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
16	Act as problem solvers for clients to help them break out of certain situations that are impeding their wellbeing. Importance	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
17	Address the root of the problem (not the symptom) so that clients may be able to permanently escape their recurring negative circumstances.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

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18	Call clients for follow ups to see how they are doing and how the benefits have impacted them. Importance	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
19	Fill out client benefits application by collecting required documents from clients.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4
20	Complete employee timesheet for Agency documentation.	1	2	3	4	5	1	2	3	4	5	1	2	1	2	3	4

