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The Influence of Direct Versus Indirect Observation, Candidate Report Format, and Assessor Training on the Accuracy of Assessor Ratings

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THE INFLUENCE OF DIRECT VERSUS INDIRECT OBSERVATION,
CANDIDATE REPORT FORMAT, AND ASSESSOR TRAINING
ON THE ACCURACY OF ASSESSOR RATINGS

by

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B.A. May 1980, James Madison University
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Approved by:

Terry H. Dickinson (Director)

DEDICATION

To my parents, who have sacrificed unfailingly in order that I may
achieve.

ACKNOWLEDGMENTS

My graduate training has taken many different directions since it began. And while this dissertation represents the culmination of my formal training, it is equally symbolic of the beginning of my real education. Along the way there have been many people instrumental in my growth and development, and whose influence and friendship I hope to continue to enjoy. It is with great pleasure and sincere appreciation that I am now able to recognize these individuals for their contribution.

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To Todd Silverhart, thanks for your friendship for the past two years. We have "suffered" through this existence together, as colleagues and friends. I hope this will continue. I wish you the best.

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ABSTRACT

THE INFLUENCE OF DIRECT VERSUS INDIRECT OBSERVATION,
CANDIDATE REPORT FORMAT, AND ASSESSOR TRAINING
ON THE ACCURACY OF ASSESSOR RATINGS

Rudolph L. Johnson, Jr.
Old Dominion University, 1987
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Within the assessment center method, assessors' preliminary evaluations of candidates' performance are typically based on information obtained through direct observation of the candidate's performance in the situational exercise, or on another assessor's report of that performance. This variation is somewhat disconcerting, however, in that its impact on assessor ratings remains largely unstudied. The primary focus of the present study was to assess the differential effects of observation type (i.e., direct observation, dimension-specific report, narrative report) on various measures of rating accuracy. In addition, the present study investigated cognitive modeling as an assessor training strategy, and its impact on rating accuracy. Seventy-three undergraduates majoring in business administration were either trained or not trained, and either observed and rated nine videotapes depicting individuals conducting performance review sessions, or reviewed and evaluated corresponding dimension-specific or narrative reports describing the same performance. A two (cognitive modeling training, no training) by three (direct observation, dimension-specific report, narrative report) analysis of variance design was used to assess the effects of training and observation type on rating accuracy.

Moderate support was found for the hypotheses that direct observation would yield greater accuracy than report-based ratings. While ratings obtained in the direct observation condition were generally more accurate than narrative-report based ratings, dimension-specific report ratings produced superior accuracy. In addition, those participants receiving the cognitive modeling training, as predicted, were significantly more accurate in their ratings than the no-training participants.

These results suggest that in assessment situations where assessors must rely on reports to evaluate candidate performance, those reports should be constructed in a dimension-specific format. Furthermore, cognitive modeling appears to be a viable strategy for assessor training. Future research should examine reports which more closely typify actual assessment center products and their effects on rating accuracy. The cognitive modeling approach to assessor training should also be given greater attention in further study.

THE INFLUENCE OF DIRECT VERSUS INDIRECT OBSERVATION,
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I. INTRODUCTION

Since its introduction by the American Telephone and Telegraph Company (AT&T) in 1956, the assessment center has proven to be a notably effective means of managerial selection (Byham, 1971; Borman, 1982; Finkle, 1976; Sackett, 1982; Thornton & Byham, 1982). Numerous studies have empirically demonstrated a relatively strong positive relationship between assessment center performance and subsequent managerial performance (e.g., Bray & Grant, 1966; Moses & Byham, 1977). The generally favorable conclusions reached by such research has increased popularity and stimulated use of the assessment center technique.

The sharp growth in assessment center activity has been accompanied by numerous variations in assessment center procedures (Finkle, 1976, p. 865; Sackett, 1982). Organizations alter the assessment process in a number of ways to fit their specific needs, objectives, resources, and clientele (Cohen, 1978; Finkle, 1976; Sackett, 1982). Given the variety of ways the assessment center can be conducted, particularly with respect to the procedures assessors use to obtain information concerning assessee performance, it remains unclear how well the reported research findings regarding the assessment center can be generalized from one center to another

(Sackett, 1982). These variations are of particular practical and theoretical interest when they affect assessors' ratings, and are the primary focus of present study.

The Assessment Center Process

The term "assessment center" is somewhat misleading in that it implies some physical location in which the activities occur. In fact, rather than a location, the assessment center is a procedure designed to assess the relative strengths and weaknesses of individual employees for the purposes of selection, promotion, and/or development. The Task Force on Development of Assessment Center Standards (1977), made up of assessment center researchers and practitioners, has adopted the following definition.

An assessment center consists of a standardized evaluation of behavior based on multiple inputs. Multiple trained observers and techniques are used. Judgments about behavior are made, in part, from specially designed assessment simulations. These judgments are pooled by the assessors at an evaluation meeting during which all relevant assessment data are reported and discussed, and all assessors agree on the evaluation of the dimensions and an overall evaluation is made (p. 305).

The generic assessment process has been characterized by observation, behavioral integration, and evaluation (Byham, 1971; Thornton & Byham, 1982; Zedeck, 1986). Briefly, individual employees engage in a series of job simulations and situational exercises (e.g., interview simulations, leaderless group discussions, an in-basket, individual presentations) that have been constructed to elicit behaviors critical to successful managerial performance. These behaviors represent conceptually distinct ability dimensions (e.g., leadership, problem analysis, planning and organizing, communication).

In the observation phase of the assessment process, multiple, trained assessors observe and record, in as much detail as possible, the behaviors of these participants in the situational exercises. Assessors may observe participants in different exercises but on similar dimensions. For example, one assessor may observe and record leadership and decision-making performance in a role-play exercise, while a second assessor observes and records performance on these dimensions for a group exercise. Assessors are rotated for the next participant. Immediately after each exercise, the assessor who observed the candidate categorizes these behavioral observations on the target dimensions. Preliminary dimension ratings are then made privately by that assessor.

All information pertaining to one candidate is then integrated and a report summarizing the candidate's performance is prepared during the behavioral integration phase. This report may include a variety of information, including the candidate's role in the exercise, the behaviors observed and recorded, and the preliminary dimension rating. Ultimately, this report will be shared with the remaining members of the assessment team. Other assessors record significant behaviors relevant to each dimension, and then form independent ratings for each of the performance dimensions. This integration continues until information from all of the exercises have been reviewed.

Assessors share preliminary dimension information and ratings and engage in discussion until consensus is obtained during the evaluative phase of the assessment center. Typically, an overall assessment rating (OAR) that takes into account performance throughout the

process is also generated. These ratings, like the dimension ratings, are made independently by each assessor, and then shared and discussed until a consensus is reached.

Variations in the Assessment Center Process

Despite the fact there are several distinguishing features that define the assessment center scheme (e.g., multiple exercises, multiple assessors, assessor reports, consensus discussion), individual assessment centers may vary considerably (Finkle, 1976). Early reviews of managerial assessment programs (e.g., Fitzgerald & Quaintance, 1982; Howard, 1974) have shown dramatic variation in the number of dimensions evaluated (10 to 52), the number and content of situational tests employed (3 to 10), the ratio of assessor(s) to candidate (4:1 to 1:1), and the length and content of assessor training (ranging from only brief duration to several weeks of intensive training).

Similar variability exists within the assessment center. Variations may be found in the assessor's role (observer and recorder, role player in a situational exercise, evaluator), the mode of candidate performance presentation (videotape, face-to-face, assessor report), the assessor's report (e.g., narrative versus dimension-specific format), (Zedeck, 1986), and the methods of assessee evaluation and group consensus. For example, dimension ratings may be generated after viewing each situational exercise or withheld until all exercises have been reviewed and discussed (Silverman, Dalessio, Woods, & Johnson, 1986).

Despite the considerable variability in the manner in which assessment centers are actually conducted, to date, few comparative

studies have seriously addressed the potential impact of these and other variations on how assessors may process information, and the quality of the ratings that are subsequently obtained (Cohen, 1978; Klimoski, Friedman, & Weldon, 1980; Sackett, 1982). These studies have produced mixed results. For example, Greenwood and McNamara (1969) compared the evaluations of professional (psychologists and sociologists) and non-professional (high-level managers with only minimum assessment experience) assessors and found no significant differences in interrater reliability. Thomson (1969) has reported similar findings.

Cohen and Sands (1978) investigated the effects of exercise order on assessment center performance. Sixty-seven government service managers were randomly assigned to one of four different schedules of exercises over a two-day period. All other features of the center were held constant. It was hypothesized that different sequences of exercises might differentially affect participants' performance. Specifically, it was believed that participation in a sequence of exercises in which the first exercise was designed to induce stress would be detrimental to performance in the remaining exercises. The results of this study, however, suggested that participants were not differentially affected by the order of exercise presentation.

Klimoski, Friedman, and Weldon (1980), in an effort to more clearly understand the behavioral integration phase of the assessment center process, investigated the impact of two chairholder attributes: (a) formal voting privileges in the group's decision, and (b) previous exposure to the candidate. It was hypothesized that chairholders with formal voting privileges and having prior knowledge of the candidate

would exert the greatest influence on the group's decision. Undergraduate women ($N = 152$) were randomly assigned to one condition of a two (formal vote-no vote) by two (prior knowledge of assessee-no prior knowledge) design. Furthermore, subjects were randomly assigned to the roles of group members and chairholders. Measures of group process and decision, accuracy, and group member attitudes supported the hypothesis.

More recent evidence also suggests that variations in assessment center methods may force assessors to organize and process assessment center information in ways that influence their ratings (Silverman et al., 1986). In this study, assessors were randomly assigned to one of two evaluation conditions. In the first condition, the "within-exercise method," assessor teams observed and recorded behavioral information for the participant in three situational exercises. Upon completion of each exercise, assessors then privately rated the candidate's performance on six performance dimensions. In the "within-dimension method," assessor teams also observed and recorded behavioral information relevant to the candidate's performance in the three exercises. However, assessors withheld making ratings until the completion of the exercises. Next, information pertaining to a specific dimension from all three exercises was placed on an overhead, and assessors were asked to generate privately a rating of the candidate's performance on that dimension. These ratings were then shared and discussed until differences had been reconciled. Finally, assessors privately rated the candidate's performance on the dimension for each of the three exercises after all exercises had been completed.

Silverman et al. (1986) analyzed the ratings to determine whether different methods of evaluation produced differences in the convergent and discriminant validities and overall dimensionality of the ratings. The pattern of results revealed observable differences in the convergent and discriminant validities, and in the factor structures of the ratings produced by the two methods. Very clear exercise factors were found for the within-exercise method, while there was a substantially greater number of complex factor loadings (i.e., dimensions loading on more than one factor) for the within-dimension method. These results suggest that the two methods of evaluation differentially affect the way in which assessors process and organize assessment center data.

One of the most important aspects of the assessment center is the procedure the assessor uses to obtain information about the candidate's performance on the exercises. Assessors may actually engage in the situational exercise with the participant so that they become the test stimulus to which the candidate must respond (Zedeck, 1986) or they may be present in the room during the exercise, in which case there is some kind of face-to-face interaction with the candidate. Observation of the candidate's performance in a videotaped recording is yet another form of assessor activity. Finally, an assessor may rely upon information in a report of the candidate's performance prepared by another assessor who has directly observed the candidate in a face-to-face interaction or a videotape presentation.

Assessor evaluations are used to make important organizational decisions, including selection or promotion, placement, and developmental decisions. Hence, the factors which may influence these

evaluations in any fashion merit further study. In traditional assessment centers, particularly where videotape is not used, some assessors must rely on the reports of other assessors to make their appraisals. However, one advantage in directly observing the candidate's performance is that the assessor is not forced to rely on the second-hand reports of candidate performance prepared by others with the inherent added risk of miscommunication, distortion, and error. There is some evidence in the social cognition literature that observing the candidate directly, rather than indirectly (i.e., other assessor's report), results in higher quality ratings (Nisbett & Ross, 1980). Furthermore, in situations where assessors must rely on a report prepared by other assessors to make an evaluation of candidate performance, the format of the report information may impact the quality of the ratings.

The purpose of this study is to investigate the impact of two assessment center variations on the quality of assessor ratings. Specifically, this study will focus on the preliminary ratings made by assessors and will investigate the effects of direct versus indirect observation (i.e., other assessor's report) on rating accuracy. In addition, the effects of two report formats (narrative vs. dimension-specific), and of assessor training on the accuracy of assessors' ratings will be examined. The research hypotheses corresponding to each assessment center variable follow a review of the individual issues (i.e., observation type, report format, and training issues).

Accuracy and its Importance in Performance Judgments

Previous attempts to improve the quality of performance ratings have focused on various psychometric error indices, including leniency

or halo (Bernardin & Walter, 1977; Borman, 1975; Latham, Wexley, & Pursell, 1975). However, a notable shortcoming of such research has been its failure to investigate rating accuracy as the appropriate criterion (Borman, 1979). Several studies have shown that reductions in more traditional rater errors have little bearing on subsequent improvements in rating accuracy (Borman, 1977, 1978, 1979), and, in fact, may decrease the accuracy of performance ratings (Bernardin & Pence, 1980). Furthermore, studies that have included an accuracy criterion have operationalized accuracy inconsistently. For example, Bernardin and Pence (1980) and Heneman and Wexley (1983) have defined accuracy as the average absolute deviation of individual ratings from true scores (i.e., undistorted measures of performance) generated from students and supervisors, respectively, while Klimoski, Friedman, and Weldon (1980) have operationalized accuracy as the correlation between the ratings given by the consensus team chairholder and the average of ratings generated privately by the consensus group members.

Defining accuracy in such global terms may obscure important effects (Dobbins, Cardy, & Bienn, 1984). Thus, rating accuracy must be conceptualized as a multidimensional construct (Cronbach, 1955; Dickinson & Silverhart, 1986; Murphy & Balzer, 1986; Murphy, Garcia, Kerkar, Martin, & Balzer, 1982). Cronbach (1955) has developed a model of rating accuracy in which overall accuracy is a composite measure of four components: elevation, differential elevation, stereotype accuracy, and differential accuracy (Borman, 1977; Murphy et al., 1982; Schneider, Hastorf, & Ellsworth, 1979). The multivariate nature of the overall accuracy score becomes especially relevant when several individuals are rated on more than one

performance dimension.

Elevation refers to the average rating, across all ratees and dimensions, that is given by the rater (Murphy et al., 1982). This rating may be above or below the true score rating (Dobbins et al., 1984). Thus, the closer the observer's average rating to the true score, the more accurate the observer is considered to be. Here, accuracy in the overall level of rating (i.e., the elevation component) can be conceptualized as the degree to which the leniency-severity error has been committed and may be corrected by adding or subtracting from the rater's predictions (Schneider et al., 1979).

Differential elevation is associated with the average rating given to each ratee across all performance dimensions above or below the true level of performance for that ratee. Thus, it is a measure of the rater's accuracy in discriminating among ratees, and reflects the rater's ability to differentially order individuals based upon their overall performance level. Observers who correctly rank order individuals are considered more accurate than those who do not (Murphy et al., 1982).

Stereotype accuracy refers to accuracy in discriminating among dimensions of performance. It differs from differential elevation in that the unit of analysis in stereotype accuracy is dimensions rather than rates. Thus, it is associated with the average rating given to each dimension across ratees (Murphy et al., 1982). Those assessors who are more aware of the relative prevalence with which some behavioral characteristics are likely to be represented in a given group of ratees can more correctly assess the group members' relative strengths. Consequently, their ratings for a particular performance

dimension will more closely reflect the true score for that dimension than those less able to do so.

Finally, differential accuracy reflects the rater's ability to discriminate among ratees within each performance dimension. This measure represents the ability to order ratees appropriately for each performance dimension (Schneider et al., 1979). Borman (1977) has argued that differential accuracy is the most appropriate measure of rating accuracy from both a theoretical and practical standpoint.

Differential elevation, stereotype accuracy, and differential accuracy all reflect rater discriminations among performance dimensions, ratees, or both (Murphy & Balzer, 1986). Emphasis upon one or another of these components may result in fundamentally different impacts upon the quality of assessment center decisions. Cronbach (1955) has argued that these different components are only minimally correlated, a contention later demonstrated empirically by Cline (1964), and more recently by Murphy et al. (1982). If, for example, the assessor is called upon to rank order all candidates before selecting that candidate considered most likely to succeed, then differential elevation is important. Other aspects of accuracy, however, may have little bearing on this decision. Elevation, for example, should not result in a differential ordering of candidates because it is simply an indication of leniency-severity bias. Similarly, the discriminations required for both stereotype accuracy and differential accuracy should not affect the gross ordering of candidates.

However, other facets of accuracy become increasingly important when the quality of these discriminations is critical to the feedback

and development objective of the assessment center. Subsequent to their assessment center participation, effective and ineffective candidates may enter training programs designed to remedy weaknesses and build on the strengths that have been identified in the assessment process. Clearly, it is of great practical importance for the organization that training program emphasis and employees' general needs be congruent. Thus, if the assessor must decide upon the relative strengths and weaknesses of the assessees as a group, and the appropriate training emphasis to be given, then stereotype accuracy becomes critical while other accuracy components are of secondary concern. A measure of assessors' stereotype accuracy would provide preliminary evidence regarding the match between training emphasis and employee needs.

Of increasing concern is the construct validity of the dimension ratings (Archambeau, 1979; Neidig, Martin, & Yates, 1979; Sackett & Dreher, 1982; Silverman et al., 1986). In this regard, differential accuracy is most important given the fundamental assumption of the assessment center that it is dimension driven; that is, the "technique generates dimensional scores that can be interpreted as representing complex constructs such as leadership, decision making, or organizational acumen" (Sackett & Dreher, 1982, p. 409). Poor differential accuracy on the part of the raters may be reflected by poor construct validity.

Furthermore, if the assessment center is to adequately fulfill its feedback and development objectives, assessor sensitivity to assessee in behavioral patterns (namely, differential accuracy) is essential. Proponents of the assessment center argue that it is for

meeting these feedback and development objectives that the assessment center has greatest utility (Ginsburg & Silverman, 1972; Sackett & Wilson, 1982). Therefore, to ignore the importance of accurately assessing rater dimensions of performance would be to seriously impede the center's achievement of these purposes. Although more global comparisons between rateres that naturally obtain with elevation and differential elevation are adequate for the selection or promotion purposes of the assessment center, finer discriminations among rateres become increasingly important when these purposes include placement, and feedback and development.

The Effects of Information Processing on Rating Accuracy

Recently, numerous researchers have argued that to fully understand the assessment center process, greater consideration for how individuals process information is essential (Sackett, 1982; Shack, 1983; Zedeck, 1986). In fact, Feldman (1981) has suggested the observation and evaluation of behavior represents a specific case of the general cognitive processing model. Consideration of the cognitive processes that transform observations into some rating is a recent development in the performance rating domain (DeNisi, Cafferty, & Meglino, 1984). However, several cognitive models have been proposed to explain the rater's cognitive operations (Cooper, 1981; Feldman, 1981; Ilgen & Favero, 1985). Although these models may be distinguished in the number of operations proposed, they describe the information processing operations in similar fashion. That is, individuals observe, encode, store, retrieve, and integrate information to form a judgment. The influence of these operations on the ratings made by direct and indirect observers of performance will

be considered in this section.

The observation of performance, though seemingly a relatively simple concept, belies the complexity of the operation. Cognitive psychologists hold a fundamental assumption that the amount of information that an assessor must observe and attend to, greatly exceeds that person's information processing capacity (Broadbent, 1958; Hogarth, 1980; Mischel, 1980; Taylor & Fiske, 1981). Hence, to compensate for this limited processing capacity, the information must be simplified in some fashion.

Broadbent introduced his filter theory of selective attention in an effort to distinguish the role of attention in the encoding process (Shack, 1983). As the sensory receptors receive information, a selective operation is performed, attending to those sensory events sharing common features. This operation is not considered to be random. Rather, the probability that certain sensory information will be selected is increased or decreased as a function of particular properties of the stimulus, the situational context, and the individual observer. The potential effects of the stimulus and the observer characteristics will be discussed here.

Observer effects. One simplification strategy that has received considerable attention is the use of categories by the observer to process information (Feldman, 1981). Cognitive categories represent classes of objects, events, or properties that share similar features. Higgins and King (1981) have distinguished between a variety of categories that may be salient for the observer. For example, social categories may contain information about social groups (e.g., blacks, Catholics). Categories may also exist for various roles and

occupations (e.g., parent, policeman), for social types (e.g., introvert, redneck), and for social events (e.g., bachelor's party, wedding). Generally speaking, these categories derive from information about the prototypic attributes of category members, and establish the qualitative boundaries within which these attributes must be contained if they are to be regarded as representative of the category.

The primary function of categories is to reduce the quantity and complexity of information to a more organized and manageable level. From their experience, individuals develop meaningful categories in which to place people and objects. Observers will be likely to attend to behaviors that are familiar, and encode them in a manner that is consistent with previously held beliefs. These preconceptions have been variously termed stereotypes, expectations, implicit theories (Nathan & Alexander, 1985), knowledge structures (Nisbett & Ross, 1980), prototypes (Rosch & Mervis, 1975), or schemas (Hastie, 1981).

Although there are some categories that hold similar meanings for most individuals in a given culture (e.g., mother), people vary in the number and nature of categories in their personal inventory, available for information processing (Feldman, 1981). Many researchers have shown dramatic individual differences in category systems or schemas (e.g., Feldman & Hilterman, 1975; Kelly, 1955). Thus, it can be said that different categories will be salient, and therefore, accessible, for different individuals (Feldman, 1981), a fact that will have an important bearing, whether one is directly observing an assessee or is hearing or reading a report of the assessee's performance.

The likelihood that certain categories are more accessible than

others results from an individual's experience or training (i.e., chronic category accessibility), or from some physical or social occurrence that enhances the salience of certain categories (i.e., situationally determined accessible categories) (Higgins & King, 1981). For example, Zandy and Gerard (1974) have shown that category accessibility can affect the selection and recall of information. In this study, subjects were instructed to watch a skit in which a student attempted to enroll in classes. Different academic categories were manipulated by informing subjects that the student in the skit was a major in chemistry, psychology, or music. The results indicated that subjects' recall was best when the student's major matched their own reported major. Thus, the experience of the subjects differentially affected the categories used to process the information. Furthermore, Hastie (1981) has concluded that recall is greater for information relevant to categories currently accessible than for information that is considered irrelevant to these categories.

These findings raise questions regarding the accuracy with which the assessor who does not directly observe an assessee's performance can evaluate that performance, particularly with respect to specific performance dimensions. For the direct observer, the sequence of information processing steps includes the observation of behavior, the encoding of these behaviors into the performance dimensions, the storage and recall of the behavioral information, and the preparation of the report. The information processing literature discussed thus far indicates that the amount of information assessors must observe is tremendous, and that attention to behaviors relevant to the

performance dimensions being evaluated is necessarily selective. Features of the stimulus that are salient for the individual increase the likelihood that certain information will be observed and processed.

While observing the assessee's performance in a particular exercise, the assessor encodes information and preliminarily sorts it into categories or dimensions (Zedeck, 1986), which in turn, influence the interpretation of this information. Thus, the salient cue elicits a category that, in turn, allows for selection of the information, and the subsequent interpretations. Furthermore, when called upon to report on the performance of the assessee, Wyer and Srull (1981) argue that observers recall and report only the information that is most related to accessible categories. Thus, information included in his or her report has been selectively filtered by the direct observer. What one person considers to be irrelevant behavior or "noise" (Lord, 1985), another may regard as a very pertinent clue, essential to evaluation on one or more dimensions.

In addition, the information that is reported during the discussion phase may include not only behaviors that were actually exhibited by the assessee, but also features of the reporting assessor's category system or schema. If an assessor's schema serves an interpretative function, and if assessors hold profoundly different schemas, it is highly likely that the direct and indirect observer will encode information in a different manner (Zedeck, 1986). Furthermore, the indirect observer is forced to evaluate the assessee with less information available than the direct observer. Thus, he or she must rely more heavily on schematic processing to fill in the gaps

of information in the report (Zedeck, 1986). By making assumptions regarding other behaviors that the assessee would likely have exhibited according to the direct observer's "theory," the indirect observer uses the schema to develop a "best guess" strategy to appraise the assessee's performance (Taylor & Crocker, 1981). Such reliance on schematic processing may diminish the indirect observer's ability to discriminate among specific ratee attributes.

Stimulus effects. A second plausible explanation for why direct observation may produce more accurate overall performance ratings has been offered by Nisbett & Ross (1980). They argue that vivid information, defined as "the emotional interest of information, the concreteness and imaginability of information, and the sensory, spatial, and temporal proximity of information" (Nisbett & Ross, 1980, p. 62), is more likely to be attended to and encoded than less vivid information. In an assessment center context, vivid information (i.e., information obtained firsthand through direct observation) would provide the assessor with greater detail about the candidate's performance than that obtained second-hand (i.e., an assessor's report of the candidate's performance).

One factor inherent in the direct observation of behavior that contribute to the vividness of information is the concreteness of the information. Concreteness can be summarized as the degree of detail and specificity concerning the stimulus persons, their behavior, and the situational context in which the behavior occurs. Arguably, directly observing a videotaped performance of the ratee should give greater informational vividness than another assessor's report of that behavior because more detail is available (Nisbett & Ross, 1980). In

addition, McArthur (1981) concluded that more intense behaviors were "looked at more, segmented into finer units, and better recalled" (p. 217). Written descriptions of that same information, as one is likely to see in an assessor's report of a candidate's performance, may be ignored because of the lack of concreteness or emotional interest (Nisbett & Ross, 1980). A number of researchers have supported this contention by showing significantly greater recall for pictures than either words or sentences (Shepard, 1967; Standing, Conezio, & Haber, 1970; Gehring, Taglia, & Kimble, 1976). A comparison of a video stimulus presentation of the candidate's performance to a written description of that same performance represents an analogous situation.

Fundamental to the operationalization of vividness is the conceptually similar salience effect (Taylor & Thompson, 1982). Salience refers to "the phenomenon that when one's attention is differentially directed to one portion of the environment rather than to others, the information contained in that portion will receive disproportionate weighting in subsequent judgments" (Taylor & Thompson, 1982, p. 175). The salience of one's behavior is facilitated by directing the observer to focus his or her attention on one rater engaged in some social interaction such as a role play simulation. However, raters forced to rely on reports to make judgments regarding others' behavior may not have available to them the distinctive elements or the attention-getting properties that otherwise would have been available had they directly observed the rater. McArthur (1981) has concluded that more intense behaviors draw more attention than less intense behaviors. Furthermore, salient

individuals are better recalled than non-salient individuals. Thus, in a complex situation like the assessment center in which raters are forced to attend, encode, and evaluate tremendous amounts of information, both salience and vividness may contribute to more accurate overall judgments.

To date, the impact of these stimulus effects on the various accuracy components has not been investigated. However, the previous discussion suggests the salience-vividness effect may differentially affect rating accuracy. For example, the greater amount of information available as a result of direct observation may facilitate the assessor's ability to form global judgments of target ratees, and to discriminate among specific performance dimensions. In contrast, the lack of information available to the indirect observer should result in a heavier reliance on schematic processing. Such behavior on the part of the indirect observer contributes to increased correlations among dimensions or inaccuracy (Zedeck, 1986).

Research Hypotheses

It is expected that the greater availability of information provided by directly observing the assessee's performance will provide a clearer overall impression than reliance upon an assessor's report that may then be more easily compared to the assessor's management behavior schema. Assessors who directly observe the assessee should more accurately rank order the candidates in terms of overall performance. Thus, the following hypothesis can be formulated.

Hypothesis 1a. Ratings made on the basis of direct observation will exhibit greater differential elevation than report-based ratings.

This reliance on schematic information to fill in missing

information (i.e., dimension-specific information) should also contribute to increased correlations among dimensions. Thus, it is hypothesized that:

Hypothesis 1b. Ratings made on the basis of direct observation will result in greater differential accuracy than report-based ratings.

No formal hypothesis concerning elevation accuracy, or stereotype accuracy will be offered for the direct versus indirect observation comparison. Elevation measures the accuracy of the rater's overall ratings. Stereotype accuracy requires the rater to make discriminations much like that required in the differential accuracy component. However, the discrimination needed in stereotype accuracy is in estimating the differential prevalence with which some traits are exhibited by a specified group of ratees. There is little theoretical basis to hypothesize how the direct observation may affect either of these two accuracy components. In this study, we will examine elevation accuracy and stereotype accuracy for supplementary indication as to how direct or indirect observation of the ratee may impact their quality.

Content of Assessor Reports

A logical extension of the previous discussion concerns the format of the assessor's report, and its effects on the quality of subsequent ratings. The following discussion is a review describing in detail the potential effects of variations in the nature of this report on rating accuracy.

Zedeck (1986) has noted that the assessment report typically adheres to one of two formats. In the first, a narrative report is

generated in which the assessor reports candidate behaviors "as they occurred in sequence and in response to particular cues..." (p. 11). In the second, the assessor notes for each performance dimension, behaviors that are reflective of those specific dimensions.

The difference in the report formats represents an important distinction. In the narrative format, performance information is presented without an extensive effort to direct others' attention to the performance dimensions. Behaviors are presented across all dimensions. Unlike this narrative report, the presentation of dimension-specific behavior should facilitate greater direction to and awareness of the dimensions to be rated. The added degree of control that the dimension-specific format provides in the information processing by raters, should produce more accurate performance judgments if the report accurately and representatively sorts behaviors into dimensions, because raters are forced to attend to the same dimensions throughout the report.

When information is presented in a narrative, sequential format, the ability of the assessor hearing or reading this report to accurately discriminate among performance dimensions may be reduced. This was suggested in the study reported by Silverman et al. (1986) in which a variation in the method by which candidates were evaluated produced observable differences in the underlying dimensionality of the ratings. One potential explanation for why the "within-exercise" model produced such clean exercise factors in this particular study is that it may have created a framework that forced the assessor to organize the information accordingly. Similarly, presenting all of the information about a candidate's exercise performance may interfere

with this dimensional categorization. In contrast, reporting behavioral information representative of each dimension provides a categorization scheme with which raters can make their judgments, much like having observers rate performance dimensions after hearing each exercise in the within-exercise method (Sackett & Dreher, 1982; Silverman et al., 1986). Thus, reporting behavioral information within each dimension in a dimension-specific report should produce ratings that more accurately discriminate among dimensions (i.e., greater stereotype accuracy), and among ratees within dimensions (i.e., differential accuracy) than narrative reports.

Recent research in both rater training and cognitive psychology also tends to support the idea that directing raters to focus on specific behaviors and behavioral dimensions, as is done with the dimension-specific report, can have beneficial effects on subsequent ratings (Bernardin & Buckley, 1981; Borman, 1983; Latham & Wexley, 1981; Pulakos, 1984; Silverman, 1985). Two studies that have shown improvement in rating accuracy by directing raters' attention to specific performance dimensions are Barnes-Farrell and Coutre (1983) and Pulakos (1984). An important similarity of these two studies was the subjects' familiarity with the performance dimensions that they would later use to rate performance.

In both studies, subjects who had been previously exposed to the rating dimensions produced the most accurate ratings. Taken together, these studies provide preliminary support for the idea that directing raters' attention to the dimensions results in more accurate performance ratings than when observations are not directed (Silverman, 1985). Thus, based upon this research, it would be

expected that reports which continued to emphasize and direct the assessors' attention to the performance dimensions would result in greater stereotype and differential accuracy in raters' preliminary judgments than more narrative reports containing behavioral sequences, but no reference to the target dimensions.

Cognitive psychology, with its emphasis on priming, provides a second plausible explanation for why directing raters' attention to specific dimensions should result in greater differential accuracy (Hastie, Park, & Weber, 1984).

Priming may be defined as the activation of a category or schema prior to the presentation of a target stimulus (Lingle, Alton, & Medin, 1984). Priming the rater with the dimensions to be evaluated enhances the salience and accessibility of the dimensional categories, thereby increasing the likelihood that the dimensions will be used to encode and evaluate new information (Hastie, Park, & Weber, 1984). In the performance rating context, such priming of the performance dimensions serves to minimize bias by forcing raters to replace the idiosyncratic categories in which behaviors are frequently encoded with job-relevant dimensions (e.g., leadership, decision-making, interpersonal sensitivity). Thus, the accessibility of the performance dimension categories is situationally determined by the dimension-specific report.

In a comparative study of four rater training strategies, Pulakos (1984) has shown that subjects trained with the job-relevant categories produced the most accurate ratings as compared to Rater Error Training, both Rater Accuracy and Rater Training, and no training. This finding was attributed to the different categories

used by subjects to encode the information. If, as the social cognition literature suggests, individuals categorize information to insure cognitive processing efficiency, reports which emphasize job-relevant dimensions through priming should improve rating accuracy by focusing attention upon relevant behaviors (Borman, 1983; Pulakos, 1984), and by facilitate encoding.

In sum, both cognitive psychology and rater training research draw similar conclusions that directing raters to focus on performance dimensions will improve the quality of those ratings. The dimension-specific report manipulates the accessibility of the categories or dimensions to be rated. By increasing the accessibility of these dimensions, greater amounts of information relevant to the rating dimensions are used as the basis for the judgments that are made.

Finally, while the narrative report presents information more broadly than the dimension-specific report, it shares the contextual feature possessed in the direct observation format. That is, information is presented as a coherent whole. Furthermore, the narrative report presents a consistent point of view that may facilitate forming global comparisons among ratees (Zedeck, 1986). The investigation of the potential differences between the two report formats on the differential elevation component is exploratory in nature.

Research Hypotheses

The second purpose of the proposed study is to investigate the effects of report format on rating accuracy. The previous review leads to the hypothesis that the dimension-specific format better directs raters' attention to the dimensions than the narrative report.

Thus, the following hypothesis can be made:

Hypothesis 2a. Ratings made on the basis of the dimension-specific format will result in greater differential accuracy than ratings made on the basis of narrative reports.

The dimension-specific format should also help the assessor to take into account the prevalence with which the dimensions are exhibited across the target rates. Therefore, it is hypothesized that:

Hypothesis 2b. Ratings made on the basis of the dimension-specific format will result in greater stereotype accuracy than ratings made on the basis of a narrative report.

The coherent nature of the narrative report, however, may facilitate the differential ordering of candidates in terms of their overall performance. Thus, it is further hypothesized that:

Hypothesis 2c. Narrative reports may result in more accurate differential elevation than dimension-specific reports.

The Influence of Assessor Training on Rating Accuracy

Earlier, the importance of rater training was described for improving the accuracy of performance ratings. In the section that follows, training research relevant to rating accuracy will be reviewed. In addition, the training strategy employed in the present study, and the rationale for its selection, will be discussed.

Only recently have researchers begun to consider rater training as a strategy for improving performance ratings (Smith, 1986; Spool, 1978). Smith (1986) has reviewed twenty-four studies that evaluated the effects of rater training on the psychometric quality of the ratings. Generally speaking, the majority of these training studies

have attempted to improve the quality of the ratings through rater error training by admonishing raters to avoid making inappropriately global judgments of assessee performance. However, the results suggest this strategy has little effect on rating accuracy (Borman, 1975, 1979) and, in fact, may serve to reduce the accuracy of performance ratings (Bernardin & Pence, 1980).

Several training studies that have shown improvements in rating accuracy have included group discussion among group members to ensure a common understanding of the performance dimensions and to resolve rater differences in the ratings generated, and practice and feedback as integral components of training (Athey, 1983; Bernardin & Buckley, 1981; Fay & Latham, 1982; Latham, Wexley, & Pursell, 1975; Pulakos, 1984).

The discussion and practice and feedback activities in those training programs represent components also shared in the behavior modeling training advocated by Goldstein and Sorcher (1974). Behavior modeling has become routinely acknowledged as a viable training strategy for supervisory skills, and such programs have become firmly entrenched in countless organizational programs (Decker, 1982; Decker & Nathan, 1985; Kraut, 1976). However, the potential contributions of this method to rating accuracy have not been investigated.

Grounded in Social Learning Theory (Bandura, 1969), the efficacy of behavior modeling as a training strategy can be attributed to four major activities outlined by Goldstein and Sorcher (1974). These activities include: (1) modeling appropriate or effective behavior, (2) practice of these behaviors, (3) social reinforcement or feedback regarding the behavioral reproduction, and (4) transfer of training

through continued application of the three previous components. Only the Latham et al. (1975) study has included all four components in an effort to reduce rating errors, but not to improve rating accuracy. Subjects in that study participated in an intensive workshop which consisted of observing videotaped interview simulations between a manager and hypothetical job applicants, and then rating how they thought the manager evaluated the applicant. Subjects also evaluated the job applicants. Group discussions regarding the subjects' rationale for their evaluation of the applicant then followed. Thus, workshop participants were given the opportunity to observe other managers making errors, rather than effective rating behavior, and given practice and feedback in making error-free ratings. Transfer of training was facilitated by developing the training content so as to closely resemble the actual job. The workshop participants also rated hypothetical job applicants six months later. The results revealed that all of the rating errors (e.g., similar-to-me, halo, contrast, first impression) had been essentially eliminated.

The covert nature of performance rating does not preclude application of the fundamental principles of behavioral modeling. It does, however, imply the need for a verbal presentation of the model's mental strategies. Bandura (1969) has variously termed this process verbal or descriptive modeling. More recently, cognitive modeling has become the accepted vernacular for a model's verbalizations to make explicit his/her thought processes (Bruch, 1978; McIntyre & Bentson, 1986; Michenbaum, 1972). The verbalization of otherwise covert cognitive strategies emphasizes "the observer's learning 'how to' generate desired responses, not just 'what is' the appropriate

response" (Bruch, 1978, p. 148).

Unlike behavior modeling, the research evidence for cognitive modeling has been limited primarily to clinical applications (Bruch, 1978; McCordick, Kaplan, Finn, & Smith, 1979; Meichenbaum, 1972). More recently, however, McIntyre and Bentson (1986) have used cognitive modeling to improve students' observations of college lecturers. Subjects were 84 undergraduates were randomly assigned to one of eight experimental conditions in a two (practice and feedback) by four (training type) completely crossed design. In the modeling training condition, a confederate was introduced as an expert in behavioral observation. A practice videotape was developed which depicted a male drama student delivering a lecture on "self-fulfilling prophecy." While the videotape was running, the model described the behavioral observations that he was making. Observational accuracy served as the dependent variable, and was defined as the proportion of experts' behavioral observations that subjects identified. Results indicated that cognitive modeling produced the greatest degree of observational accuracy (McIntyre & Bentson, 1986). Thus, with the foregoing evidence, and research that confirms the relationship between observational accuracy and the accuracy of performance ratings (Murphy et al., 1982), it appears that cognitive modeling shows promise as a training technique for improving rating accuracy and merits further study.

Hypothesis 3. Subjects trained using a cognitive modeling strategy will produce more accurate performance ratings than those who receive no training.

No formal hypotheses regarding the interactive effects of

training and observation type are developed.

This proposed investigation extends previous research in a number of important ways. First, the operationalization of rating accuracy using Cronbach's (1955) component measures, and two correlational accuracy indices provides more specific information about the way information is presented affects assessor ratings than is provided by more global accuracy measures. This information should result in a clearer understanding of the rating process.

Furthermore, the use of these accuracy measures should help establish the amount of potential utility the findings would have for various assessment purposes (Dobbins et al., 1984; Murphy et al., 1982). From both a theoretical and applied perspective, the accuracy component measures provide an essential measure of the adequacy with which the assessment center is able to meet its objectives (i.e., selection or promotion, feedback and development).

Finally, the proposed investigation extends previous assessment center research by co-manipulating three variables in the assessment center technology. Thus, this research is responsive to the call of a number of researchers (e.g., Cohen, 1978; Cohen & Sands, 1978; Howard, 1974; Sackett, 1982; Sackett & Wilson, 1982; Silverman et al., 1986) for comparative studies which investigate the impact of different assessment center methods on assessors' cognitive processes and the ratings obtained.

In summary, the following hypotheses were investigated in the present study:

1a. Direct observation of the candidate's performance will result in greater differential elevation than for either narrative report or

dimension-specific report conditions.

1b. Ratings made on the basis of direct observation will exhibit greater differential accuracy than report-based ratings.

2a. Ratings made on the basis of the dimension-specific report will reveal greater differential accuracy than the narrative report conditions.

2b. Ratings made on the basis of the dimension-specific report format will result in greater stereotype accuracy than ratings made on the basis of a narrative report or direct observation.

2c. Ratings made on the basis of the narrative report may result in greater differential elevation than ratings made from the dimension-specific report.

3. Ratings obtained from subjects trained with a cognitive modeling strategy will reveal greater accuracy than subjects who receive no training.

II. METHOD

Participants

Participants were 73 graduate and undergraduate business students attending Old Dominion University. Subjects were paid \$40 for their participation. Of the 73 participants, 60% were male and 40% were female. Their ages ranged from 19 to 37 with a mean of 23 years. Approximately 81% of the participants were White, 5% were Black, 2% were Hispanic, and 5% were Asian. The remaining 2% were of other ethnic origins. The largest percentage of the participants were of senior class standing ($n = 35$ or 49%), while 39% ($n = 28$) were juniors, 7% ($n = 5$) were sophomores, and the remaining 6% ($n = 4$) were enrolled in graduate study.

Stimulus Videotapes

The videotapes used in the investigation presented individuals participating in a performance review simulation. This role play was one component of an assessment center that had been previously constructed for a research grant supported by the Air Force Human Resources Laboratory. The purpose of that research was to identify training methods that were most effective in improving rater accuracy.

In the role-play exercise, participants assumed the role of a store manager, and were required to resolve several performance problems (e.g., overordering of merchandise, poor scheduling, poor subordinate relations) of a subordinate department manager. Participants were provided a written description of the circumstances,

and instructed to meet with the subordinate to determine the nature of these problems and to develop some plan of action for their resolution. The information given to the role-play participants prior to the performance, entitled "Interview Simulation," is presented in Appendix A. Each participant's role play simulation was videotaped.

Ten of these videotaped performances (5 male and 5 female) were carefully selected to be representative of the various levels of performance effectiveness on different rating dimensions exhibited in the original 43 performance review simulations. These role plays were then transcribed and scripts generated. Drama students from the same university were given these scripts and instructed to reenact the original performance verbatim. This was done in order to improve the technical quality of the videotapes (e.g., sound, lighting). Each drama student was given extensive training. They were shown the original performance, and given practice and videotaped feedback on their own performance. The actors' final performance conformed closely to the original script. These reenacted performance review simulations were filmed and served as the stimulus videotapes. Final versions of the ten videotaped performance review sessions ran 3 to 12 minutes. Final scripts for each of the videotaped sessions are included in Appendix B.

Stimulus Reports

During target score generation phase, expert raters were asked to list a behavioral rationale for each rated dimension. This information was collected and used to develop the narrative and dimension-specific reports. A narrative and dimension-specific report was prepared for each of the ten target rates. Every effort was made

to equate the amount of inference required in interpreting the behaviors included in the report. Thus, each of the reports was written to include the actual behaviors that were exhibited in the final videotaped scripts. Similar steps were taken to ensure that report information was equivalent to that presented in the videotaped display. For example, subjects in the report conditions were permitted the opportunity to read through the report once very carefully before evaluating each of the dimensions, and were instructed not to continue to review the reports while making these ratings. This was done to equate the report conditions to the one-time viewing opportunity in the direct observation condition. Again, the reports included questions, statements, and behaviors taken from the final scripts such that inference levels between direct observation and report conditions were equivalent. The reports are presented in Appendix C.

Rating Instrument

The performance review simulation was designed to elicit from the participant behaviors relevant to three behaviorally-based dimensions. Ratings of each participant's performance were made for the following dimensions: (1) Problem Analysis: defined as- asking questions to uncover unknown aspects of the problem or stating how different parts of a problem are related; (2) Problem Solution: defined as- suggesting, recommending, or outlining one or more specific ways to resolve the problems; and (3) Sensitivity: defined as- showing concern for the individual and the individual's problems. The performance dimension definitions are presented in Appendix D.

Participants were asked to use BARS (behaviorally anchored rating

scales) to evaluate the ratees' performance on these three performance dimensions. Each dimension was defined and followed by five scaled behavioral anchors indicative of various levels of effectiveness. These dimension evaluation instruments (i.e., BARS) are presented in Appendix E.

In addition, participants in the direct observation condition were instructed to record observed behaviors on a behavioral checklist as they viewed the videotaped simulations. This checklist consisted of fifteen behavioral items representative of varying levels of effectiveness on the three dimensions (i.e., problem analysis, problem solution, and sensitivity). The checklist appears in Appendix F.

Target Scores

In order to assess the accuracy of the subjects' ratings, target scores depicting true or undistorted measures of performance were developed. Borman (1977) has suggested that an effective strategy for obtaining these scores is to enhance the opportunity for expert judges to observe ratee behavior, and then use the mean rating of these judges as the true score. This technique was used in the present study. Target scores were obtained for each performance dimension on both the checklist and BARS formats across all ten videotaped stimuli.

Five advanced graduate students in industrial/organizational psychology served as expert raters. Each individual was knowledgeable in the areas of performance rating and assessment centers, and was thoroughly familiar with the performance review simulation and the performance dimensions to be rated. Each expert rater had experience with the assessment center as students or as practitioners in applied settings, and had conducted research in the assessment center and

performance appraisal areas. Furthermore, three of the expert raters were responsible for the development of the exercise and the selection of performance dimensions used in this research.

Prior to viewing the videotapes, the expert raters spent several hours discussing each behavioral item presented on the checklist to obtain a common understanding of the item. The expert raters then viewed each videotape simulation and took extensive notes. Written transcripts of the videotapes were then distributed prior to a second presentation of the videotapes. The experts were given the opportunity to examine these transcripts, and were instructed to use them as a means for identifying dimension-relevant behaviors during subsequent presentations of the stimulus videotapes.

When each of the expert raters affirmed that he had observed and recorded the dimension-relevant behaviors exhibited by the ratee, a counterbalancing procedure was used to make the ratings. Three of the expert raters completed the checklist referring to their notes and the scripts before completing the BARS ratings. The other two expert raters made BARS ratings before completing the checklist. This process was then reversed for the next videotape. That is, the two raters who had completed the BARS prior to generating checklist ratings, now completed the checklist first. Similarly, those raters who had completed the checklist initially were instructed to complete the BARS first. This procedure was used as a precaution against biases that may have been invoked from completing either format before the other.

Mean "expert" ratings were used as target score measures. The target scores for the BARS are presented in Appendix G. An analysis

of variance (ANOVA) procedure was conducted to examine the convergent and discriminant validities of the expert ratings (Borman, 1978; Kavanagh, MacKinney, & Wolins, 1971). The results of this analysis revealed a significant Assessee main effect (convergent validity), $F(9, 36) = 102.56$, $p < .01$, and a significant Assessee x Dimension interaction (discriminant validity), $F(18, 72) = 29.65$, $p < .01$. Thus, it appeared the expert raters exhibited substantial convergent and discriminant validity. Furthermore, the Rater main and interaction effects were nonsignificant, indicating high interrater agreement. These results are summarized in Table 1.

Procedure

Each group of subjects was randomly assigned to one of six experimental conditions in a two (training, no training) by three (type of observation: direct, dimension-specific report, narrative report) factorial design. This design was embedded in a larger factorial design in which an additional level of training and a dimension-training control condition were included, but their data are not included in this study. Subjects were run in groups of twelve to thirteen individuals. All participants provided informed consent (see Appendix H). Testing occurred in two sessions, one day apart. During the first session, subjects were administered either the cognitive modeling training or the no-training manipulations. Subjects were then asked to return the following day when they viewed and rated nine videotaped performance review sessions, or read and evaluated nine narrative or dimension-specific reports corresponding to the videotaped performances.

Table 1

Summary of the Analysis of Variance for the Target Scores

Source	df	MS	F
Rater (R)	4	0.0567	0.47
Assessee (A)	9	12.2696	102.56*
Dimension (D)	2	20.6467	6.99* ^a
R x A	36	0.1196	No Test
R x D	8	0.0467	0.47
A x D	18	2.9207	29.65*
R x A x D	72	0.0985	

Note. df = degrees of freedom; MS = mean squares.

^a

Quasi-F ratio (df = 2, 19).

*p < .01

Assessor Training

Two levels of training were employed in this investigation: (a) cognitive modeling, and (b) no-training control. Training in the two conditions was presented on videotape. The script for the cognitive modeling training program appears in Appendix I. In both training conditions, the trainer discussed the importance of behavioral observation and performance rating accuracy in managerial performance. The performance review simulation was then presented and discussed. All subjects were presented the BARS and checklist formats. A videotape of the performance review simulation was also shown to all subjects.

Cognitive modeling. The cognitive modeling training differed from the no-training conditions in several ways. The trainer defined each of the dimensions, and provided an extensive description as to how to use the checklist and evaluation forms when evaluating the target ratees. For example, subjects were presented a dimension definition form (see Appendix D) that defined each of the performance dimensions, which were reiterated verbally by the trainer.

Each of the behavioral checklist items was read, and where appropriate, the trainer described how an item should be interpreted in relation to the interview simulation. Furthermore, each of the scale anchors on the evaluation forms was read and a behavioral rationale given to explain each of the five levels of performance.

After the example performance review had been shown, the trainer discussed each behavior and the behavioral observations he was making. A script for the example performance review session was carefully prepared which included 40 of the 45 possible behavioral items. This

script is included as Appendix J. For these 40 behaviors, videotaped examples were shown as they occurred in the example review session. The trainer discussed each behavior, and verbalized a behavioral rationale for why each behavior was indicative of a particular performance dimension. The remaining five behavioral items that were not exhibited in the videotape were discussed in a similar fashion. The trainer also demonstrated how he had used this information to evaluate the assessee's performance by "thinking aloud" his rationale for the rating he had provided (McIntyre & Bentson, 1986). This constituted the cognitive modeling component of the training. This procedure was followed for each of the three performance dimensions. Finally, all subjects practiced with the checklist and evaluation forms by observing and rating one target ratee (i.e., Interview Simulation #1).

The practice session was adapted to the report conditions to take into account the differences in the two forms (i.e., narrative or dimension-specific report) to be rated during session two. That is, subjects in the direct observation condition observed and rated a target ratee presented on videotape. Subjects assigned to the narrative and dimension-specific conditions, respectively, reviewed and rated a narrative or a dimension-specific report in the practice session. Checklist and BARS ratings were then compared and discussed to provide raters with a common frame of reference. This discussion session included information on target score feedback and behavioral rationales for the ratings. All rating differences were discussed in this manner. Target scores for the videotape used in training are presented as Training Simulation in Row 1 of Appendix G. The

dimension-specific and narrative reports corresponding to the target ratee evaluated in training are presented as Interview Simulation #1 (see Appendix C).

No-training control. Subjects in this condition were asked to read the checklist and the evaluation forms, and then instructed to use these instruments when observing the practice target ratee or reviewing the respective report.

Type of Observation

Observation type was manipulated by having subjects evaluate with one of three observational forms.

Direct observation. Subjects in this condition viewed videotapes and rated the hypothetical managers (target ratees) conducting the performance review session.

Narrative report. Subjects read and evaluated narrative reports corresponding to the videotaped performances of the target ratees conducting the performance review session.

Dimension-specific report. Subjects read and evaluated dimension-specific reports describing each target ratee's performance in the performance review session.

Manipulation Checks

Subjects first completed a performance dimension importance form to ascertain their perceptions of the criticality for effective managerial performance of ten dimensions, including problem analysis, problem solution, and sensitivity. Subjects were also asked to list three dimensions that best distinguished between effective and ineffective managerial behavior. This questionnaire (see Appendix K) was designed to determine if the three performance dimensions noted

above were part of the subjects' managerial schema, and was included to provide an alternative explanation for the findings if needed.

Subjects also completed two questionnaires during training (pre- and post-training) to assess the efficacy of training in familiarizing subjects with the performance dimensions, and behaviors representative of those dimensions. For these questionnaires, subjects were instructed to match behavioral items to the performance dimension that was most indicative of the behavior.

A third matching questionnaire (pretask) was administered in session two immediately prior to presentation of the rating stimuli. This was done to refamiliarize subjects with the performance dimensions and their behavioral components, and to ascertain if there had been any information loss between training and the rating task. These questionnaires are presented as Appendices L, M, and N, respectively.

A post-experimental questionnaire was administered at the conclusion of the session two rating task. The post-questionnaire items were selected to (a) assess the efficacy of the training manipulation, and to measure participants' reactions to (b) the perceived utility of the research experience, and (c) the presentation of the training material. Coefficient alpha reliability for the post-experimental questionnaire was .79. This questionnaire appears in Appendix O.

Analytic Strategies for Evaluating Accuracy

Three strategies were used to evaluate rating accuracy: (1) the person perception accuracy design (Cronbach, 1955), (2) an extension of this accuracy design using analysis of variance procedures

(Dickinson, 1987), and (3) correlational measures of accuracy.

All of Cronbach's (1955) four accuracy measures within the person perception design were used. These include: (1) elevation, (2) differential elevation, (3) stereotype accuracy, and (4) differential accuracy. These measures were directly computed with the person perception design, utilizing the formulae set forth by Cronbach. The computational formulae for these accuracy measures are presented in Appendix P.

An analysis of variance approach was also used to summarize and interpret the rating sources of variance. Dickinson (1987) has described the analysis of variance (ANOVA) design that underlies Cronbach's accuracy components (i.e., the person perception design), and suggested extensions of that design. The basic accuracy design includes the factors of rating sources (experts' scores vs. raters' scores), assessees, and dimensions. A summary of the sources of variation and their psychometric interpretations for the design is presented in Table 2.

As described in the table, the rating variance accounted for by Rating Sources can be interpreted as elevation accuracy. Large Rating Source variation indicates a larger discrepancy between the overall mean rating of the expert and that of the rater, suggesting that the rater is inaccurate. Those sources of variation that interact with the Rating Sources factor are of primary interest in assessing rating accuracy (Dickinson, 1987).

Differential elevation accuracy is reflected in the Rating Sources x Assessees interaction. The larger this interaction, the more inaccurate is the rater in rank ordering the rates.

Table 2

Summary Table for the Psychometric Interpretations of the
Basic Accuracy Design

Source	Psychometric interpretation
Rating Sources (S)	Elevation Accuracy
Assesseees (A)	Convergent Validity
Dimension (D)	Dimension Bias
S x A	Differential Elevation Accuracy (Differential Convergent Validity by Rating Sources)
S x D	Stereotype Accuracy
A x D	Discriminant Validity
S x A x D	Differential Accuracy (Differential Discriminant Validity by Rating Sources)

The Rating Sources x Dimensions interaction reflects stereotype accuracy, and is an indication of how closely the raters agree with the experts concerning the relative amount of the attributes exhibited in a group of ratees. A large interaction would be indication that the raters are inaccurate in their assessment of the group's relative strengths.

Finally, the Rating Sources x Assesseees x Dimensions interaction reflects differential accuracy, and indicates the raters' sensitivity, in relation to the experts, to individual differences among the ratees. A significant interaction would indicate the raters are inaccurate in their discriminations among ratees within each performance dimension.

Extensions of the accuracy design (Dickinson, 1987) permit interpretation of additional sources of variation (e.g., training and observation type in the present study) that may differentially affect the sources of variation discussed above. Thus, by extending the basic accuracy design, one can interpret where the inaccuracies occur at the ratee level. Accordingly, a five-factor design was used to analyze the data. The design had Observation Type and Training as the between factors, and Rating Sources, Dimensions, and Assesseees as the within factors. Table 3 summarizes the psychometric interpretations for the sources of variation in the extended accuracy design. In addition, the sources of variation and the error terms used to test each source are given in Table 4.

Two additional measures of correlational accuracy were also included and are defined below.

Table 3

Summary Table for the Sources of Variation and Their Psychometric Interpretations for the Extended Accuracy Design Analysis

Source	Psychometric Interpretation
<u>Between Subjects</u>	
Observation Type (OT)	Research conditions
Training (TR)	Research conditions
OT x TR	Research conditions
<u>Within Subjects</u>	
Rating Sources (S)	Elevation accuracy
Dimensions (D)	Dimension bias
Assesseees (A)	Convergent validity
S x OT	Elevation accuracy differing by observation type
S x TR	Elevation accuracy differing by training
S x OT x TR	Elevation accuracy differing by observation type x training
D x OT	Differential dimension bias x observation type
D x TR	Differential dimension bias x training
D x OT x TR	Differential dimension bias x observation type x training
A x OT	Differential convergent validity x observation type
A x TR	Differential convergent validity x training

Table 3 (concluded)

Source	Psychometric Interpretation
A x OT x TR	Differential convergent validity x observation type x training
S x D	Stereotype accuracy
S x D x OT	Differential stereotype accuracy x observation type
S x D x TR	Differential stereotype accuracy x training
S x D x OT x TR	Differential stereotype accuracy x observation type x training
S x A	Differential elevation accuracy
S x A x OT	Differential elevation accuracy x observation type
S x A x TR	Differential elevation accuracy x training
S x A x OT x TR	Differential elevation accuracy x observation type x training
D x A	Discriminant validity
D x A x OT	Differential discriminant validity x observation type
D x A x TR	Differential discriminant validity x training
D x A x OT x TR	Differential discriminant validity x observation type x training
S x D x A	Differential accuracy
S x D x A x OT	Differential accuracy x observation type
S x D x A x TR	Differential accuracy x training
S x D x A x OT x TR	Differential accuracy x observation type x training

Table 4

Summary Table for the Extended Accuracy Design Error Terms
Used to Evaluate Accuracy

Source	Error Term
<u>Between Subjects</u>	
Observation Type (OT)	$R/OT \times TR + A \times OT - A \times R/OT \times TR$
Training (TR)	$R/OT \times TR + A \times TR - A \times R/OT \times TR$
OT x TR	$R/OT \times TR$
Raters (R/OT x TR)	$A \times R/OT \times TR$
<u>Within Subjects</u>	
Rating Sources (S)	$S \times R/OT \times TR + S \times A - S \times A \times R/OT \times TR$
Dimensions (D)	$D \times R/OT \times TR + D \times A - D \times A \times R/OT \times TR$
Assesseees (A)	$A \times R/OT \times TR$
S x OT	$S \times R/OT \times TR + S \times A \times OT - S \times A \times R/OT \times TR$
S x TR	$S \times R/OT \times TR + S \times A \times TR - S \times A \times R/OT \times TR$
S x OT x TR	$S \times R/OT \times TR$
S x R/OT x TR	$S \times A \times R/OT \times TR$
D x OT	$D \times R/OT \times TR + D \times A \times OT - D \times A \times R/OT \times TR$
D x TR	$D \times R/OT \times TR + D \times A \times TR - D \times A \times R/OT \times TR$
D x OT x TR	$D \times R/OT \times TR$
D x R/OT x TR	$D \times A \times R/OT \times TR$
A x OT	$A \times R/OT \times TR$
A x TR	$A \times R/OT \times TR$
A x OT x TR	$A \times R/OT \times TR$
A x R/OT x TR	No Test

Table 4 (concluded)

Source	Error Term
S x D	$S \times D \times R/OT \times TR + S \times D \times A - S \times D \times A \times R/OT \times TR$
S x D x OT	$S \times D \times R/OT \times TR + S \times D \times A \times OT - S \times D \times A \times R/OT \times TR$
S x D x TR	$S \times D \times R/OT \times TR + S \times D \times A \times TR - S \times D \times A \times R/OT \times TR$
S x D x OT x TR	$S \times D \times R/OT \times TR$
S x D x R/OT x TR	$S \times D \times A \times R/OT \times TR$
S x A	$S \times A \times R/OT \times TR$
S x A x OT	$S \times A \times R/OT \times TR$
S x A x TR	$S \times A \times R/OT \times TR$
S x A x OT x TR	$S \times A \times R/OT \times TR$
S x A x R/OT x TR	No Test
D x A	$D \times A \times R/OT \times TR$
D x A x OT	$D \times A \times R/OT \times TR$
D x A x TR	$D \times A \times R/OT \times TR$
D x A x OT x TR	$D \times A \times R/OT \times TR$
D x A x R/OT x TR	No Test
S x D x A	$S \times D \times A \times R/OT \times TR$
S x D x A x OT	$S \times D \times A \times R/OT \times TR$
S x D x A x TR	$S \times D \times A \times R/OT \times TR$
S x D x A x OT x TR	$S \times D \times A \times R/OT \times TR$
S x D x A x R/OT x TR	No Test

Correlational accuracy per ratee. This measure is an index of how accurately the raters can differentiate ratees' performance on the behavioral dimensions (Dickinson & Silverhart, 1986; McIntyre et al., 1984). It was calculated for each rater by computing the mean of the r-to-z transformed correlations of his/her ratings with the target scores across all of the ratees.

Correlational accuracy per dimension. This measure is an index of how accurately raters use behavioral dimensions to evaluate a group of ratees (Pulakos, 1984). For each rater, this index was calculated by computing the mean of the r-to-z transformed correlations of the ratings across all of the performance dimensions.

Finally, the Hartley and Cochran tests for homogeneity of variance were conducted for each of the accuracy measures. The results indicated the homogeneity of variance assumption was not violated in any of the analyses.

III. RESULTS

Manipulation Checks

A series of t-tests were conducted for the pretest, posttest, and pretask questionnaires to assess the efficacy of the cognitive modeling training in assisting participants to correctly match behavioral items to the appropriate performance dimension. Mean scores for the training and no-training groups are shown in Table 5. As can be seen in the table, the training and no-training groups did not differ significantly on the pretest ($p > .05$). As predicted, however, significant mean differences were found between training and no-training groups for the posttest ($p < .01$). This finding indicated that training significantly enhanced the participants' ability to match behavioral items correctly to performance dimensions.

The pretask questionnaire was administered at the beginning of Session Two to assess any training information loss that may have occurred in the time period between the two sessions, and to determine if training was still effective. As indicated in Table 5, participants in the training conditions more accurately matched behavioral items to their performance dimensions than those in no-training conditions ($p < .01$) on the pretask questionnaire. This finding suggests that little, if any, information loss occurred during the temporal delay between Session One (training) and Session Two (rating task).

In addition to the matching items, four items were included on

Table 5

a b

Training vs No Training Comparison for the Pretest, Posttest,
and Pretask Questionnaires

Questionnaire	Means		t-value
	Training	No Training	
Pretest	18.86	18.49	.59
Posttest	20.25	18.57	3.41*
Pretask	20.64	19.08	2.77*

Note. Degrees of freedom for the t-tests were 71.

a

Maximum possible score for Pretest and Pretask = 23.

b

Maximum possible score = 22.

*p < .01.

the post-experimental questionnaire to assess participant reactions to training. Results for each of the four items supported the training manipulation (see Table 6). Participants who received training reported it to be significantly more helpful (Question 6), and the trainer to be more knowledgeable (Question 7). Furthermore, Questions 9 and 23 were designed to assess confidence in the accuracy of the ratings. For Question 9 ($p < .01$), and Question 23 ($p < .05$), training participants reported significantly greater confidence that their ratings were accurate measures of performance.

In light of the significant posttest and pretask differences between the training and no-training conditions, and the significant post-experimental items, it appeared that the training successfully enhanced participants' understanding of the performance dimensions and their respective behavioral components. Thus, these results suggest that the training manipulation was successful.

Elevation. This accuracy component represents the mean of the performance ratings, across all rates and performance dimensions, given by a rater. The results of the two-way ANOVA for the elevation component with the person perception design are presented in Table 7. As can be seen, strong support was found for the hypothesis that training participants would produce more accurate ratings than no-training participants. The results of the ANOVA procedure indicated a significant main effect due to training ($p < .01$). Column 1 of Table 8 contains the mean elevation scores for the training and no-training groups, suggesting that the overall rating obtained for those receiving the cognitive modeling training was significantly closer to the overall average target scores, and was therefore more accurate.

Table 6

Summary of Results for Training Manipulation Items on
the Post-Experimental Questionnaire

Questionnaire Item	Means		t-value
	Training	No Training	
6. (Did the training help you to accurately evaluate?)	3.86	3.24	3.75**
7. (Did you perceive the trainer as knowledgeable?)	4.36	3.84	2.93**
9. (How confident are you that your ratings are accurate?)	3.47	2.97	3.00**
23. (I am confident my ratings are accurate)	3.75	3.40	1.69*

Note. Degrees of freedom for the t-tests were 71.

*p < .05, one-tailed. **p < .01, one-tailed.

Table 7

Summary Table of the Analysis of Variance Results for Elevation
(Person Perception Design)

Source	df	MS	F-Ratio	Omega ²
Training	1	.577	11.60*	.095
Observation Type	2	.783	15.74*	.264
Training x Observation Type	2	.014	.29	-.013
Error	67	.050		

Note. df = degrees of freedom; MS = mean squares.

*p < .01.

Table 8
^a
Means and Standard Deviations of Accuracy Components for
Training Groups (Person Perception Design)

Type of Training	Elevation	Differential Elevation	Stereotype Accuracy	Differential Accuracy
Cognitive Modeling	.304 (.241)	.611 (.180)	.358 (.170)	.637 (.179)
No-Training Control	.480 (.284)	.735 (.245)	.320 (.188)	.898 (.255)

Note. Smaller scores indicate higher levels of rating accuracy.

^a

Standard deviations are presented in parentheses.

Table 7 also indicates a significant effect for observation type on the elevation component ($p < .01$). Newman-Keuls analyses yielded moderate support for the hypothesis that direct observation would yield more accurate ratings than report-based ratings. Mean elevation scores for the observation type conditions are presented in Column 1 of Table 9. There were significant mean differences between the direct observation and narrative observation types ($p < .05$), suggesting that raters who directly observed the ratees produced more accurate ratings on the elevation measure than those evaluating narrative reports of the ratees' performance. In addition, ratings with the dimension-specific report were more accurate than from the narrative report condition ($p < .05$). However, no significant difference was detected between the direct observation and dimension-specific report conditions ($p > .05$). In fact, ratings obtained with the dimension-specific report were slightly, though not significantly, less elevated than ratings made on the basis of direct observation.

As shown in Table 7, no significant interaction between the two factors on elevation was detected.

The results of the extended accuracy design (Dickinson, 1987) also indicated some inaccuracy on the part of the raters for elevation ($p < .01$). Observation type was found to significantly interact with rating source ($p < .05$). Newman-Keuls post hoc analyses failed to detect any significant differences between means, however.

Computation of a quasi-F ratio, and the consequent reduction in the degrees of freedom, may have contributed to this failure. Inspection of the means did reveal generally the same pattern as found in the person perception design. Means obtained in the narrative report

Table 9

a

Means and Standard Deviations of Accuracy Components for
Observation Type Groups (Person Perception Design)

Type of observation	Elevation	Differential Elevation	Stereotype Accuracy	Differential Accuracy
Direct Observation	.319 (.177)	.659 (.165)	.350 (.198)	.814 (.277)
Dimension-Specific Report	.267 (.215)	.574 (.262)	.275 (.121)	.670 (.257)
Narrative Report	.599 (.303)	.793 (.175)	.394 (.197)	.828 (.209)

Note. Smaller scores indicate higher levels of rating accuracy.

a

Standard deviations are presented in parentheses.

conditions were more elevated than either the direct observation or dimension-specific conditions.

In contrast to the findings with the person perception design, however, the extended accuracy design revealed no significant interaction effect for training and rating source ($p > .05$). The results of this analysis, along with variance components and intraclass correlation coefficients (ICCs), obtained by dividing a source's variance component by the sum of all variance components (Vaughan & Corballis, 1969), for the elevation component are summarized in Table 10. The ICC ratio reflects the proportion of variance accounted for by a particular source relative to total variance. Inspection of the ICCs contained in Table 10 indicates that they accounted for less than one percent of the variance, suggesting that participants in both the training and no-training conditions were generally accurate with respect to their overall average ratings (i.e., elevation).

Differential elevation. Differential elevation reflects a different ordering of the rates by the participating raters than by the expert raters (Dickinson, 1987). Table 11 indicates that the training main effect was significant ($p < .01$). The mean differential elevation scores in Column 2 of Table 8 reveals that training significantly enhanced the participants' ability to rank order persons in terms of their overall performance (Murphy et al., 1982).

The observation type factor also significantly affected differential elevation as shown in Table 11 ($p < .01$). Moderate support was found for the hypothesis that ratings made on the basis of direct observation would exhibit more accurate differential elevation

Table 10

Summary Table of the Analysis of Variance Results for
the Extended Accuracy Design

Source	df	MS	F-Ratio	VC	ICC
<u>Between Subjects</u>					
Observation Type (OT)	2	23.653	5.05* ^a	.0092	.0017
Training (TR)	1	10.238	1.29 ^a	.0006	.0001
OT x TR	2	.777	.31	-.0008	.0000
Raters (R/OTxTR)	67	2.516		.0039	.0007
<u>Within Subjects</u>					
Rating Sources (S)	1	81.540	15.61** ^a	.0194	.0035
Dimensions (D)	2	190.621	4.71* ^a	.0762	.0138
Assesseees (A)	8	309.904	248.23** ^a	.7047	.1274
S x OT	2	23.653	5.05* ^a	.0092	.0017
S x TR	1	10.238	1.29 ^a	.0006	.0001
S x OT x TR	2	.777	.31	-.0008	.0000
S x R/OTxTR	67	2.516		.0078	.0014
D x OT	4	1.006	.78 ^a	-.0003	.0000
D x TR	2	3.408	1.41 ^a	.0012	.0002
D x OT x TR	4	1.194	1.28	.0002	.0000
D x R/OTxTR	134	.931		.0007	.0001
A x OT	16	3.414	2.73**	.0142	.0026
A x TR	8	6.649	5.32**	.0237	.0043
A x OT x TR	16	1.298	1.04	.0006	.0001

Table 10 (continued)

Source	df	MS	F-Ratio	VC	ICC
A x R/OT x TR	536	1.248		1.2484	
S x D	2	33.151	4.29 ^a *	.0129	.0023
S x D x OT	4	1.006	.78 ^a	-.0003	.0000
S x D x TR	2	3.408	4.01 ^a *	.0012	.0002
S x D x OT x TR	4	1.194	1.28	.0002	.0000
S x D x R/OT x TR	134	.931		.9315	.0002
S x A	8	3.954	3.17**	.0123	.0022
S x A x OT	16	3.414	2.73**	.0285	.0051
S x A x TR	8	6.649	5.32**	.0474	.0086
S x A x OT x TR	16	1.298	1.04	.0013	.0002
S x A x R/OT x TR	536	1.248		1.2484	
D x A	16	40.416	47.01**	.2709	.0490
D x A x OT	32	1.211	1.41	.0069	.0012
D x A x TR	16	.777	.90	-.0011	.0000
D x A x OT x TR	32	.511	.59	-.0138	.0000
D x A x R/OT x TR	1072	.860		.8597	
S x D x A	16	7.657	8.91**	.0931	.0168
S x D x A x OT	32	1.211	1.41	.0138	.0025
S x D x A x TR	16	.777	.90	-.0022	.0000
S x D x A x OT x TR	32	.511	.59	-.0276	.0000
S x D x A x R/OT x TR	1072	.860		.8597	

Table 10 (concluded)

Note. If a source's variance component was negative, that value was used in the denominator to compute the intraclass correlation coefficients, but the source's coefficient was set to zero. df = degrees of freedom; MS = mean squares; VC = variance component; ICC = intraclass correlation coefficient.

^a
Quasi F-Ratio.

*p < .05. **p < .01.

Table 11

Summary Table of the Analysis of Variance Results for Differential
Elevation (Person Perception Design)

Source	df	MS	F-Ratio	Omega ²
Training	1	.286	7.53*	.068
Observation Type	2	.311	8.17*	.150
Training x Observation Type	2	.071	1.86	.018
Error	67	.038		

Note. df = degrees of freedom; MS = mean squares.

*p < .01.

than report-based ratings. Newman-Keuls analyses were conducted on the means reported in Column 2 of Table 9. There were significant differences between the means for direct observation type and narrative report ($p < .05$), indicating that ratings in the direct observation condition were generally more accurate than those in the narrative report condition. However, the direct observation ratings did not show more accuracy on differential elevation than those obtained in the dimension-specific report condition ($p > .05$). In addition, the dimension-specific report ratings were significantly more accurate with respect to differential elevation than the narrative report ratings ($p < .05$).

No significant Training x Observation Type interaction was detected.

The extended accuracy design also detected inaccuracies on the part of the raters for differential elevation (i.e., the significant Rating Sources x Assessee interaction) ($p < .01$). This finding must be interpreted, however, in light of the significant Rating Sources x Assessee x Observation Type and Rating Sources x Assessee x Training interactions ($p < .01$). For most assessee, the rater and the expert source agreed on the ordering of the assessee. However, Newman-Keuls analyses revealed that participants in the cognitive modeling training condition were better able to assess overall individual differences between assessee than those participants not receiving training. Participants in the no-training conditions assigned significantly greater mean ratings for two of the assessee than did the expert sources. In addition, post hoc Newman-Keuls analyses indicated that ratings obtained in both the direct observation and dimension-specific

conditions were more accurate than those in the narrative report conditions ($p < .05$). Mean ratings obtained for two of the assessees in the the narrative report condition were significantly greater than ratings made by the expert source. Inspection of the ICCs for the Rating Sources x Assesseees x Observation Type interaction ($ICC = .005$), and the Rating Sources x Assesseees x Training interaction ($ICC = .009$) in Table 10 indicated that differential elevation accounted for only a small amount of the variation in the ratings. The Assessee effect (i.e., convergent validity) accounted for the greatest amount of variance in the ratings ($ICC = .127$). This effect reflects the ability of the rating sources to describe assessee differences across the performance dimensions (Dickinson, 1987). This finding was to be expected because the target assesseees were selected to be different from each other on the dimensions.

Stereotype accuracy. This index reflects the accuracy of the rater in using the behavioral dimensions to describe the relative strengths and weaknesses of a group of ratees. The results of the person perception design analysis for stereotype accuracy are presented in Table 12. Unlike the previous two accuracy components, little support for the hypotheses was found for this component. Neither the training effect, nor the observation type main effect was significant ($p > .05$). Furthermore, no significant Training x Observation Type interaction was detected. Thus, irrespective of training or observation type, the groups did not differ significantly in their ability to discriminate among the performance dimensions across the ratees.

Results obtained with the extended accuracy design, however,

Table 12

Summary Table of the Analysis of Variance Results for Stereotype Accuracy (Person Perception Design)

Source	df	MS	F-Ratio	Omega ²
Training	1	.025	.82	-.002
Observation Type	2	.089	2.88	.049
Training x Observation Type	2	.025	.81	-.005
Error	67	.031		

Note. df = degrees of freedom; MS = mean squares.

indicated some inaccuracy with respect to the stereotype accuracy component as shown by the significant Rating Source x Dimension interaction ($p < .05$). This finding must be interpreted in light of the significant Rating Sources x Dimension x Training interaction ($p < .05$) (see Table 10). Newman-Keuls analyses indicated that participants who received training were better able to assess the degree to which the group of assessees' exhibited the performance dimensions. Participants in the no-training conditions assigned significantly greater mean ratings for the problem analysis dimension across the assessees than did the expert source. No significant effects for Observation Type, or the Training x Observation Type interaction were detected ($p > .05$).

Differential accuracy. This component measures the accuracy with which raters can discriminate among assessees within each performance dimension. The results of the person perception design for this accuracy component are presented in Table 13. As predicted, the cognitive-modeling training significantly enhanced raters' sensitivity to assessee differences in patterns of performance ($p < .01$). Differential accuracy means for the training conditions are presented in Column 4 of Table 8.

In addition, a significant main effect for observation type was obtained ($p < .05$). Mean differential accuracy scores for the observation type conditions are presented in Column 4 of Table 9. Contrary to the hypothesis that ratings made on the basis of direct observation would yield greater differential accuracy than report-based ratings, Newman-Keuls post hoc comparisons indicated that the most accurate ratings were obtained with the dimension-specific

Table 13

Summary of Analysis of Variance Results for Differential Accuracy
(Person Perception Design)

Source	df	MS	F-Ratio	Omega ²
Training	1	1.266	27.96**	.254
Observation Type	2	.204	4.50*	.067
Training x Observation Type	2	.022	.48	-.010
Error	67	.045		

Note. df = degrees of freedom; MS = mean squares.

*p < .05. **p < .01.

report. Specifically, the dimension-specific report ratings were significantly more accurate than ratings obtained in either the direct observation or narrative report conditions. As can be seen in Table 13, no significant interaction between training and observation type was found.

Means and standard deviations for the experimental conditions using the direct computational formulae are presented in Table 14.

In contrast to the results obtained with the person perception design, the extended accuracy design failed to detect a significant effect due to training ($p > .05$) as evidenced by a nonsignificant Rating Source x Dimensions x Assesseees x Training interaction. Variation accounted for by this effect was trivial. The effect for observation type did approach significance, however ($p < .10$). To explore further the extent of differential accuracy, means were compared on the Rating Sources x Assesseees x Dimensions interaction for each observation type. While the dimension-specific condition appeared to be slightly more accurate than the narrative report condition, no meaningful conclusions could be reached.

Correlational accuracy per ratee. This measure reflects accuracy in rating the dimension performance of a ratee. Results of the two-way analysis of variance for correlation accuracy per ratee are given in Table 15. The results indicated a significant main effect for observation type ($p < .01$), and for the Training x Observation Type interaction ($p < .05$). The pattern of these means corresponding to this interaction is graphically depicted in Figure 1.

Figure 1 indicates a disordinal interaction between training and observation type; that is, lines connecting the cell means are not

Table 14

a

Means and Standard Deviations for the Accuracy Components
for Experimental Conditions (Person Perception Design)

Experimental Condition	Accuracy Component			
	Elevation	Differential Elevation	Stereotype Accuracy	Differential Accuracy
Direct Observation	.241 (.140)	.626 (.118)	.379 (.135)	.695 (.176)
Train Dimension Specific Report	.144 (.109)	.444 (.113)	.257 (.143)	.498 (.112)
Narrative Report	.525 (.260)	.763 (.145)	.437 (.188)	.718 (.164)
Direct Observation	.396 (.182)	.693 (.202)	.320 (.249)	.933 (.314)
No Train Dimension Specific Report	.379 (.230)	.693 (.306)	.292 (.099)	.830 (.252)
Narrative Report	.670 (.337)	.823 (.202)	.350 (.204)	.938 (.194)

Note. Smaller scores indicate higher levels of rating accuracy.

a

Standard deviations are presented in parentheses.

Table 15

Summary Table of the Analysis of Variance Results for Correlational
Accuracy per Ratee

Source	df	MS	F-Ratio	Omega ²
Training	1	.354	.84	-.002
Observation Type	2	4.814	11.36**	.208
Training x Observation Type	2	1.672	3.95*	.059
Error	67	.424		

Note. df = degrees of freedom; MS = mean squares.

*p < .05. **p < .01.

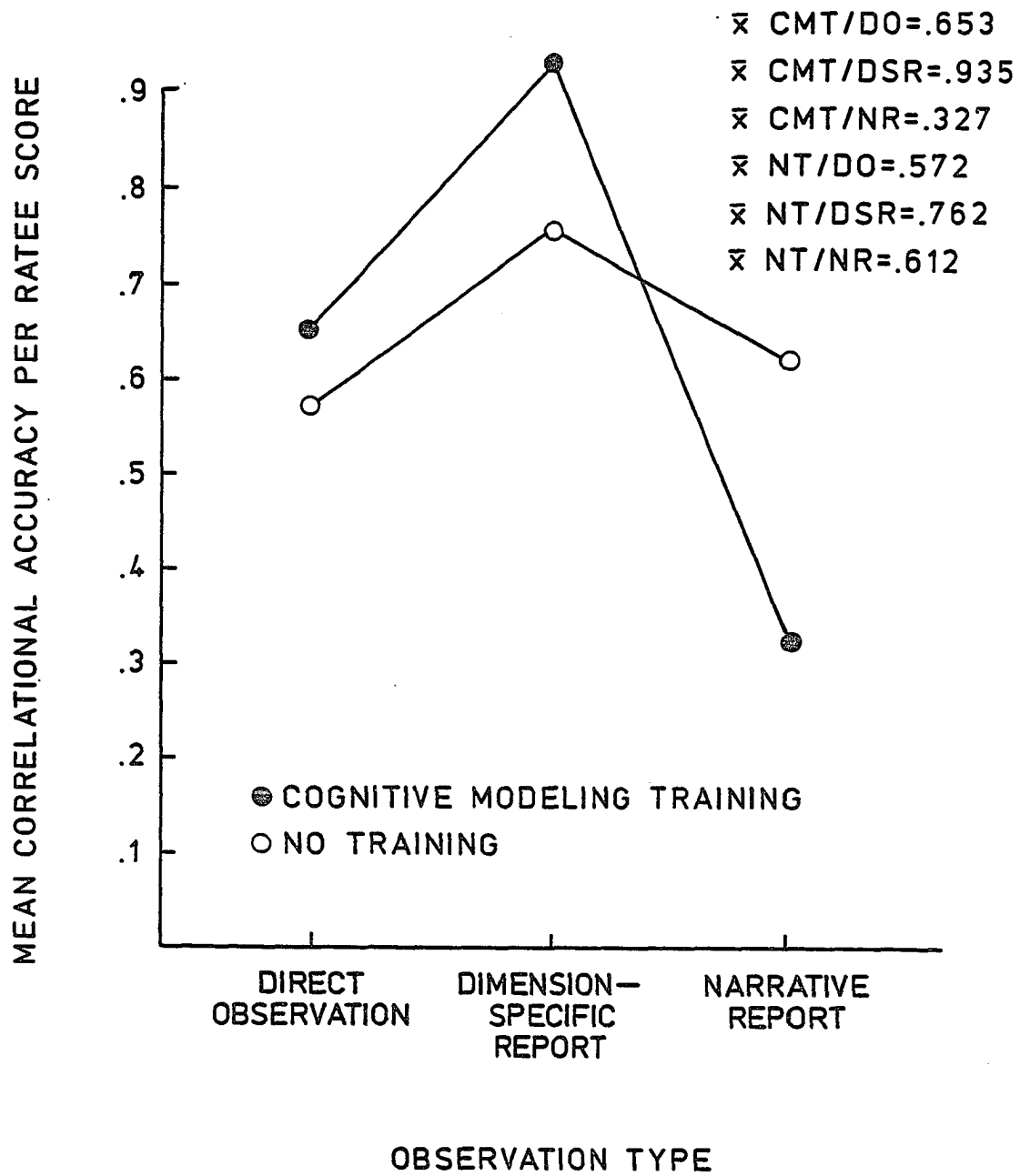


Figure 1.

Training x Observation Type Interaction For
Correlational Accuracy Per Ratee

parallel. Tests for simple main effects were computed for the Training x Observation Type interaction, and are presented in Table 16. Simple effects tests revealed a significant difference between observation type conditions when training was provided ($p < .01$). These analyses indicated that the dimension-specific report yielded ratings more accurate than either the direct observation or narrative report conditions. When training was not provided, however, differences between the observation types were not present ($p > .05$). Furthermore, simple effects results suggested a significant difference between the training and no-training conditions, but only for the observation type of the dimension-specific report ($p < .05$). These results are presented in the bottom half of Table 16.

Correlational accuracy per dimension. This is a measure of how accurately a dimension can be used to describe a group of rates. Training significantly affected correlational accuracy per dimension ($p < .01$) (see Table 17). Means and standard deviations for the two correlational accuracy measures for the training and observation type factors are presented in Table 18. Inspection of the training means reveals that the cognitive modeling training produced significantly more accurate ratings than the no-training manipulation.

The observation type factor also produced significant results on the correlational accuracy per dimension measure ($p < .01$). Newman-Keuls post hoc tests showed the dimension-specific report group to be significantly more accurate than either the direct observation or narrative report conditions ($p < .05$). No significant differences between the direct observation and narrative report conditions were detected.

Table 16

Analysis of Variance for Training and Observation Type Simple Effects for the Training x Observation Type Interaction

Observation Type Simple Effects			
Source	df	MS	F-value
Training	2	5.83	13.75**
No Training	2	.53	1.26
Training Simple Effects			
Source	df	MS	F-value
Direct Observation	1	.09	.22
Dimension-Specific Report	1	2.79	6.58*
Narrative Report	1	.85	2.00

Note. The error term for all sources of variation above was the original error term (MS = .43, df = 67). df = degrees of freedom; MS = mean squares.

* $p < .05$. ** $p < .01$.

Table 17

Summary Table of the Analysis of Variance Results for Correlational Accuracy per Dimension

Source	df	MS	F-Ratio	Omega ²
Training	1	4.028	32.43*	.266
Observation Type	2	1.000	8.05*	.119
Training x Observation Type	2	.099	.87	-.002
Error	67	.124		

Note. df = degrees of freedom; MS = mean squares.

*p < .01.

Table 18

Mean Correlational Accuracy Scores for Training and ObservationType Groups

Correlational Accuracy		
Training	Per Ratee	Per Dimension
Cognitive Modeling	.735	.766
No Training	.670	.500

Correlational Accuracy		
Observation Type	Per Ratee	Per Dimension
Direct Observation	.611	.612
Dimension-Specific Report	.874	.757
Narrative Report	.478	.551

In addition, no significant interaction between the training and observation type factors was revealed ($p > .05$). Table 19 gives the correlational accuracy means and standard deviations for each experimental condition.

Comparison of Analytic Strategies for Measuring Accuracy

The present study utilized three analytic strategies to assess how training and observation type affect rating accuracy. The results of these analyses revealed some contrasting findings between analytic strategies for the same accuracy component.

The person perception and extended accuracy designs yielded similar results with respect to differential elevation for both the training and observation type factor. Results obtained with both analytic strategies indicated that observation type and training significantly affected differential elevation accuracy. The two strategies revealed conflicting results with respect to training on the elevation and stereotype accuracy measures. Training significantly affected elevation accuracy as measured with the person perception design, but was not significant with the extended accuracy design. This finding was reversed for the stereotype accuracy measure. The cognitive modeling training was found to significantly affect stereotype accuracy with the extended accuracy design; however, training was not significant with the person perception design, respectively. Finally, differential accuracy was significantly influenced in the person perception design by both the training and observation type factors. No significant effects were reflected in the extended accuracy design, however.

In addition, observation type was found to be significant for

Table 19

a

Means and Standard Deviations for Correlational Accuracy Scores

		Correlational Accuracy	
		Per Rate	Per Dimension
Training	Direct Observation	.653 (.541)	.706 (.311)
	Dimension Specific Report	.935 (.612)	.862 (.318)
	Narrative Report	.327 (.686)	.696 (.228)
		Correlational Accuracy	
		Per Rate	Per Dimension
No Training	Direct Observation	.572 (.827)	.493 (.417)
	Dimension Specific Report	.774 (.656)	.611 (.465)
	Narrative Report	.611 (.537)	.354 (.310)

a
Standard deviations are presented in parentheses.

both correlational accuracy measures. Furthermore, whereas training significantly affected correlational accuracy per dimension, the correlational accuracy per ratee measure indicated a significant Observation Type x Training interaction. A comparative analysis of these analytic strategies is given in Table 20, denoting for each accuracy measure where a significant effect was detected.

Post-Experimental Questionnaire

In addition to assessing the efficacy of training, the post-experimental questionnaire was designed to appraise participants' reactions to: (1) the perceived value of the research experience (Items 8, 10, 12, 13, 14, 15, and 22), and (2) the trainer's presentation of the material (Items 7, 11, 16, 17, 18, 19, 20, and 21). These post-experimental items were evaluated with a series of two-way ANOVA procedures.

Perceived value of the research experience. Neither main effect, nor the Training x Observation Type interaction was significant for any of the items pertaining to the perceived value of the research experience ($p > .05$). Generally speaking, these results indicated that all participants, regardless of experimental condition, found the research to have some utility for enhancing managerial performance, and that it was an enjoyable learning experience.

Trainer's presentation of the material. Four of the items pertaining to the presentation of the training material yielded significant main or interaction effects. The observation type factor significantly affected the participants' reactions to the presentation of the training by means of a videotape medium (Item 17), $F(2, 67) = 4.03$, $p < .05$. Newman-Keuls post hoc comparisons revealed that the

Table 20

Comparison of Analytic Strategies for Measuring Accuracy for the
Training, Observation Type, and Training x Observation Type Effects

Accuracy Measure	Effects		
	Training	Observation Type	Interaction
Elevation ^a	X	X	
Elevation ^b		X	
Differential Elevation ^a	X	X	
Differential Elevation ^b	X	X	
Stereotype Accuracy ^a			
Stereotype Accuracy ^b	X		
Differential Accuracy ^a	X	X	
Differential Accuracy ^b			
Correlational Accuracy per Ratee		X	X
Correlational Accuracy per Dimension	X	X	

Note. X denotes a significant effect.

^a Direct computation-person perception design (Cronbach, 1955).

^b Extended accuracy design (Dickinson, 1987).

direct observation group held significantly more favorable attitudes toward the videotape presentation than did the narrative report conditions ($p < .05$). No differences were detected between the direct observation and dimension-specific conditions ($p > .05$).

Three of the questionnaire items yielded a significant Training x Observation Type interaction. A significant interaction ($F(2, 67) = 4.38, p < .05$) was detected for Item 11 ("The trainer on the videotape seemed like an expert in behavioral observation and performance rating"), for Item 19 ("The trainer spoke with authority about the topic"), $F(2, 67) = 3.79, p < .05$, and for Item 21 ("The trainer's presentation was logical"), $F(2, 67) = 3.41, p < .05$.

Summaries of the simple effects analyses for each of the three items are presented in Table 21 (see Columns 1, 2, and 3, respectively).

An examination of the observation type simple effects in Table 21 reveals a significant difference among the observation types when no training was provided for each of the items. Post hoc analyses indicated that, when no training was provided, those in the direct observation condition rated the various items significantly lower than participants in either the dimension-specific or narrative report conditions ($p < .01$). Furthermore, for each of the three items, training simple effects tests indicated a significant difference between training conditions for the direct observation type ($p < .01$). Thus, participants in the direct observation-training condition evaluated the training presentation significantly more favorably than those in the direct observation-no-training condition.

Table 21

Analysis of Variance for Simple Effects Tests for the Training x
Observation Type Interaction for Significant Post-Experimental Items

Observation Type Simple Effects						
	Item 11		Item 19		Item 21	
Source	df	F	df	F	df	F
Training	2	1.20	2	.76	2	.89
No Training	2	3.78*	2	3.58*	2	3.59*

Training Simple Effects						
	Item 11		Item 19		Item 21	
Source	df	F	df	F	df	F
Direct Observation	1	21.61**	1	7.73**	1	5.36*
Dimension- Specific Report	1	.50	1	1.19	1	1.86
Narrative Report	1	2.40	1	.38	1	.08

Note. The error term for all sources of variation above was the original error term (df = 67).

*p < .05. **p < .01.

IV. DISCUSSION

Numerous assessment center researchers, critics and proponents alike, have clearly established the need for comparative research to determine the impact of variations in the assessment center method (Cohen, 1978; Sackett, 1982; Silverman et al., 1986). The purpose of the present study was to respond to recent recommendations to investigate additional aspects of the assessment center. One of the most important aspects of assessment center processes involves the way that evaluations of candidates are made, and the information that serves as the basis for that evaluation. However, variations in the observation and evaluation process, and their effects on the ratings obtained, have heretofore received little attention (Sackett & Wilson, 1982). The present study examined two aspects of the assessment center, namely assessor training (cognitive modeling, no training) and the type of observation (direct observation, dimension-specific report, narrative report) and their impact on assessor ratings. Furthermore, whereas previous research has been largely concerned with the psychometric quality of the ratings (e.g., halo, leniency), this study utilized various components of rating accuracy (Cronbach, 1955) as the criterion measures.

Several hypotheses were generated concerning how observation type and training may differentially affect the various aspects of rating accuracy. Specifically, it was hypothesized that direct observation would yield more accurate ratings than report-based ratings. In

addition, it was hypothesized that the dimension-specific report would produce more accurate ratings than the narrative report. Finally, raters receiving the cognitive modeling training would be more accurate than those in the no-training conditions. The results of this study revealed moderate to strong support for the hypotheses. This section will focus on these hypotheses and provide interpretation of the results, and will conclude with the theoretical and practical implications of the research.

Elevation, Differential Elevation, Stereotype Accuracy, Differential Accuracy, and Correlational Accuracy

Observation type. The results of this study moderately support the hypotheses that direct observation would yield performance ratings significantly more accurate than report-based ratings. Hypothesis 1a predicted that direct observation would yield greater differential elevation than report-based ratings. Mixed support was found for this hypothesis. Ratings obtained in the direct observation condition were significantly more accurate than narrative report-based ratings. However, no significant differences were found between ratings produced in the direct observation and dimension-specific conditions (see Table 8).

It was hypothesized that as greater amounts of information were available to the rater, discriminations among ratees on overall performance (differential elevation) would be more accurate. Information in the direct observation condition is presented as a coherent whole, facilitating global comparisons. The finding that ratings obtained in the dimension-specific report condition exhibited significantly greater differential elevation accuracy than did those

obtained in the direct observation condition suggests that the abundance of information available may not be essential to the accuracy of performance ratings, or in contrast, the abundance creates information overload. There was clearly less information available in the dimension-specific report than in either the direct observation or narrative report conditions. Thus, one can speculate that what is critical to the accuracy of the ratings is the degree of relevant information available, or the signal to noise ratio (Lord, 1985). Alternatively, the dimension-specific report simplifies one aspect of the cognitive process of the rater, namely, the encoding or "sorting" of behaviors into dimensions. The dimension-specific report reduces the number of cognitive operations, making critical behaviors salient. It remains for future research to determine which of the two explanations is most plausible. The findings do not, however, dismiss the vividness effect. The direct observation and narrative report conditions provided nearly identical information. However, ratings in the direct observation condition were significantly more accurate.

The hypothesis that the narrative report would yield ratings with more differential elevation accuracy than the dimension-specific report (2c) was not supported. There are two possible explanations for this finding. First, it is possible that the task of reviewing and evaluating the narrative reports was a more complex task than evaluating the dimension-specific reports. The narrative reports, of necessity, included more information, and were greater in length. Participants may have found the task more tedious, and may not have read the narrative reports sufficiently in providing their ratings. A second possibility is that subjects may have been unable to encode and

interpret the large amount of information that was available in the reports. The dimension-specific reports were developed from the experts' behavioral rationales. Therefore, participants did not have to filter irrelevant information, as in the narrative report, nor was necessary information filtered from those reports.

Hypothesis 1b, that ratings obtained in the direct observation condition would exhibit greater differential accuracy than report-based ratings, was not supported. The results indicated that the dimension-specific report condition produced the most accurate ratings on this metric. It appears that the quality of the report, defined as the inclusion of all relevant behaviors exhibited by the assesseees, accounted for the degree of accuracy obtained.

This finding raises questions regarding the vividness effect. If the vividness effect should result in finer discriminations of behavior (Nisbett & Ross, 1980), one would expect its impact to be more apparent for the differential accuracy component. It is important to note that in the present study vividness was manipulated as a between-subjects factor. That is, participants either viewed and evaluated a vivid stimulus (i.e., direct observation), or a nonvivid stimulus (i.e., report), but not both. Before any firm conclusions can be drawn, future research needs to examine the impact of the vividness effect when both kinds of information are available to participants. If, for example, assessors are forced to integrate contrasting information regarding a candidate's performance in two different exercises, from direct observation and another assessor's report, it could be hypothesized that the weight of the latter would be less. The most promising direction for this aspect of research is

an examination of the vividness effect under conditions of competing attention, and how the effect is influenced by such contextual factors as the (a) skill of the assessor, (b) quality of training, and (c) assessor's trust in the competence of other fellow assessors (R.M. McIntyre, personal communication, June, 1987).

As hypothesized (2a), ratings obtained from the dimension-specific report conditions displayed significantly greater differential accuracy than the narrative reports. In the present study, we attempted to manipulate how information was encoded in the construction of the reports. For the narrative report, in which the ratee's performance was summarized without regard to specific dimensions, raters provided less differential accuracy ratings. In contrast, the dimension-specific report presented information by dimension. By priming the encoding process with these dimensions, it appeared that participants' ability to use the dimensions to evaluate each ratee's performance was enhanced. This finding is similar to that reported by Silverman et al. (1986) in which a method of evaluation that forced assessors to store and organize information in terms of dimensions was found to improve the dimensionality of assessor ratings. The findings in the present study suggest that, under optimal conditions, that is, where the report was carefully prepared, and assessors were required to evaluate the candidate in only one exercise, the nature of the report can produce similar effects.

Surprisingly, no support was found for the hypothesis that the dimension-specific report would yield greater stereotype accuracy than the narrative report (2b). Discrimination among performance

dimensions across assesseees was not affected by the the inclusion of irrelevant information in the narrative report. Participants in the narrative report conditions appeared to be able to identify the strengths and weaknesses of a group of ratees even though they were required to filter a great deal of information. Thus, it appears that the discriminations required for stereotype accuracy that involve an assessment of the relative amount of attributes possessed by a group of ratees are not as fine as those required for differential accuracy (among assesseees within each performance dimension). In addition, it may well be that more assesseees need to be assessed, and that there has to be a representative sampling of all levels of performance on the dimensions for one to ascertain which of the dimensions is the most and least prevalent in the group of assesseees.

It must be noted again that this finding occurred under optimal conditions. Three behavioral dimensions had been carefully developed and selected to yield the greatest discriminant validity (see Table 1). In actual assessment centers where assessors may be required to evaluate as many as 20 performance dimensions (Fitzgerald & Quaintance, 1982), assessors are likely to have greater difficulty discriminating among a large number of dimensions, particularly in those instances where assessors may not perceive the dimensions to be conceptually distinct. In these instances, preparation of report information in a dimension-specific format may facilitate the assessor's task of evaluating each of the performance dimensions independently of each other. The assessor, not having seen the candidate in the particular exercise, is no longer encumbered with organizing candidate information with respect to the dimensions

because the organization has been accomplished in the report. Future research should focus on how increases in the number of dimensions used to evaluate performance, as well as the distinctiveness of the dimension from other performance dimensions, affects rating accuracy in observation type conditions similar to those suggested here.

No formal hypotheses concerning the effects of observation type on elevation were set forth. However, the findings are of some interest because they are comparable to the results obtained for the differential elevation and differential accuracy measures. As shown in Table 9, ratings obtained in both the direct observation and dimension-specific report conditions exhibited significantly less elevation than did ratings in the narrative report condition. That is, overall ratings in the direct observation and dimension-specific conditions were significantly closer than in the narrative report condition to the overall average rating (across all rates and items) provided by the expert raters.

This finding suggests an important practical implication for the assessment center, where standardization is always of primary concern (Cohen, 1978). Elevation is conceptually similar to leniency-severity error (Murphy & Balzer, 1986). Having assessors or assessment teams evaluate a candidates' performance in a particular exercise by means of a narrative report may exacerbate leniency-severity error. Thus, candidates may be rated more leniently or severely because of the way the information is presented to the assessment team. In those situations where assessors must prepare reports that meaningfully describe a candidate's performance, the findings of this study would suggest constructing the report with the dimension-specific format.

The results discussed thus far clearly demonstrate the superiority of this format relative to the narrative report, and even to direct observation. This finding must be qualified in light of the quality of the reports developed for this research, however.

Correlational accuracy per ratee assesses the rater's ability to describe a ratee's performance with the performance dimensions. As shown in Table 19, the dimension-specific report produced significantly greater correlational accuracy per ratee than either the direct observation or narrative report conditions. The significant Training x Observation Type interaction indicated that for all observation conditions, training significantly enhanced correlational accuracy per ratee except for the narrative report condition where those who had not received training were slightly, though not significantly, more accurate than those participants in the narrative report-training experimental condition (see Figure 1), although this difference was not significant. It is difficult to reach any strong conclusions regarding this finding. The experimental groups were assessed on a variety of pre- and post-research variables, and there was no indication that this group differed from those in other experimental conditions on any of the variables. Furthermore, the videotaped training ensured that training was consistent across experimental groups. It is possible that there is some unique feature of the narrative report that must be specifically addressed in training to improve the accuracy of the ratings. Only further study can make this determination.

Results with the correlational accuracy per ratee measure should be interpreted with caution since it is based on the correlation of

three scores, namely the correlation of the assessors' dimension ratings with the experts' ratings. A correlation based upon three scores is likely to be unstable. Thus, future research should reexamine these results with a greater number of dimensions.

Correlational accuracy per dimension reflects the assessor's ability to use the performance dimensions to describe the relative strengths and weaknesses of a group of ratees. Unlike the direct calculation of stereotype accuracy in the person perception design, or the extended accuracy design, the results for correlational accuracy per dimension indicated the dimension-specific report was significantly more accurate than either the narrative report or direct observation. Thus, with this measure, support was found for Hypothesis 2b that the dimension-specific report would produce greater stereotype accuracy than the narrative report.

Somewhat greater confidence can be placed in the stability of the findings for the correlational accuracy per dimension measure than for correlational accuracy per ratee because the correlations for the former were based on the average of nine scores for the assesseees across each of the dimensions.

It is important to emphasize the notable magnitudes of the correlational accuracy scores obtained in the present study. Tables 15 and 17 indicate, for example, that the dimension-specific report yielded highly accurate results for both the correlational accuracy per ratee ($\bar{r} = .87$), and the correlational accuracy per dimension measures ($\bar{r} = .76$). The mean correlations obtained in the direct observation condition were .61 and .62 for correlational accuracy per ratee and correlational accuracy per dimension, respectively.

Finally, the mean correlations obtained for the narrative report condition were .47 (correlational accuracy per rater) and .56 (correlational accuracy per dimension). However, in light of the relatively small numbers upon which the correlations were based and the potential instability in the measures, and because this is the first attempt to investigate the reports in an assessment center, only further comparative study will be able to determine the practical and significance of these mean correlational accuracy scores. But these preliminary results provide clear indication of the utility of preparing reports in a dimension-specific format.

For example, if we can identify a report format, or a particular strategy for developing such reports (e.g., with the behavioral rationales of the assessors) that produces the most accurate ratings, this information could be used in a variety of assessment situations. This would have especially important implications in "disassembled assessment centers" where assessors are unable to gather in one location for consensus because they are geographically dispersed (Sackett & Wilson, 1982). Further research must determine what effects the potential reduction in face-to-face contact among assessors will have on the quality of assessor ratings.

Cognitive-modeling training. There is substantial evidence available to date supporting the efficacy of training in improving both the psychometric quality and accuracy of performance ratings (Landy & Farr, 1980; McIntyre et al., 1982; Pulakos, 1984). The evidence for behavior modeling is equally impressive (Decker & Nathan, 1985). As hypothesized (3), the cognitive modeling training significantly affected rating accuracy. This finding was true for the

elevation, differential elevation, and differential accuracy measures. Thus, notwithstanding the stereotype accuracy component, which perhaps can only be influenced by experience rather than training, the effects of cognitive-modeling training on rating accuracy appear to be robust, supporting the hypothesis across accuracy measures.

Training participants produced ratings that more accurately described the ratees' overall level of performance (elevation), and more accurately discriminated among the ratees (differential elevation) than those in the no-training conditions (see Tables 7 and 11). In addition, the trained participants were more sensitive to assessee differences in performance patterns (differential accuracy). Thus, if the goal of the assessment center is solely to make global comparisons between ratees for the purposes of selection or promotion, the cognitive modeling approach to training is shown here to be effective. Furthermore, where the goals of the assessment center go beyond a rank ordering in order to include feedback and development, cognitive modeling has again been proven to be a useful strategy.

Surprisingly, training failed to affect the correlational accuracy per ratee measure, although simple effects tests indicated an effect for training. Table 19 indicates that the correlational accuracy per ratee scores for the training and no-training conditions were .74 and .66, respectively. On this measure, subjects who had not received training were comparatively sensitive to ratee differences in performance patterns. Failure to detect a significant main effect for training however, could be due to instability in the correlational accuracy per ratee measure.

The magnitude of the correlational accuracy per ratee score does

compare favorably to previous studies. Dickinson and Silverhart (1986) reported a mean value of .38, while McIntyre et al. (1984) and Hoffman and Dossett (1984) have reported correlational accuracy values of .55 and .41, respectively. Thus, the cognitive modeling strategy merits further study in additional situations, and with other stimuli.

The cognitive modeling training did significantly enhance raters' ability to use the dimensions to describe the group of ratees as indicated by the correlational accuracy per dimension measure. The mean correlation for the training conditions was .77, while for the no-training conditions, this value was .51. This correlation is similar to correlations obtained in previous studies. For example, Dickinson and Silverhart (1986) reported a mean correlation of .63. Borman (1979) has reported a correlation of .71. Finally, Pulakos (1984) and Cardy and Kehoe (1984) have obtained mean correlational accuracy per dimension values of .76 and .77, respectively.

Whereas in the previous research studies the training strategies were more effective for improving the correlational accuracy per dimension than for correlational accuracy per ratee, such was not the case in the present study. The cognitive modeling approach proved equally effective for both correlational accuracy measures. This finding implies a potentially important advantage for cognitive modeling training over other strategies. That is, regardless of the organizational purpose of the assessment ratings (e.g., administrative purposes, as reflected with correlational accuracy per dimension, versus developmental purposes, as reflected with correlational accuracy per ratee) (Dickinson & Silverhart, 1986), the cognitive modeling strategy facilitates obtaining rating accuracy.

Clearly, the impressive results obtained with the cognitive modeling strategy must be tempered by the fact that they are contrasted to no-training conditions. However, to date, only one study has examined the impact of cognitive modeling on performance assessment (McIntyre & Bentson, 1986). It should be further noted that the focus of that study was not rating accuracy, but the accuracy of behavioral observation (i.e., the proportion of experts' behavioral observations identified by the subjects). The results of the present study, therefore, establish foundational evidence that cognitive modeling is a viable training strategy.

There are several potential explanations for why the cognitive modeling training was effective. Each behavior representative of the three performance dimensions was described in detail, and specific videotaped examples shown for each behavioral component. In keeping with the current training research emphasis (e.g., Bernardin & Buckley, 1981; McIntyre et al., 1984), the cognitive modeling training appeared to be successful in establishing a common frame of reference for the subjects by providing them with practice, as well as feedback of the target scores, and the behavioral rationales given by the expert raters. It remains a task of future research to explicate how each of these components may differentially affect training efficacy.

Furthermore, it remains an open question as to whether training can, in fact, alter an individual's schema or cognitive processes, and if so, how this change should be measured. Cognitive modeling training attempts to transfer the expert's cognitive processes to the rater. The success of this training in doing so is measured statistically. However, there is no real indication that the rater's

cognitive processes have been changed to match those of the expert. Perhaps an important prospect of future research would be a policy-capturing analysis of experts' ratings. Development of stimulus videotapes or reports similar to those developed in the present study which reflect various combinations of target scores could then be used to capture how closely the decision policies of the rater match those of the expert. Research of this kind may provide a clearer understanding of the rating process, and the steps needed to improve rating accuracy.

It is unclear why training did not affect stereotype accuracy more substantially. Training did not significantly enhance the raters' ability to discriminate among the performance dimensions across the group of ratees. One potential explanation for this finding may be the nature of the dimensions used in this study. Careful consideration was given to the selection and development of dimensions that were unambiguous, and conceptually distinct from each other. Therefore, the discriminations between dimensions may not have been difficult for raters in no-training conditions.

It is also possible that there were no substantial differences among the dimensions across the assessees, or that the participants' did not possess the experience that was needed to discriminate between the dimensions. The effects of both potential explanations need to be addressed in further study.

Comparison of Analytic Strategies to Accuracy

The present study utilized three approaches to the measurement of rating accuracy: (1) the four accuracy components of the person perception design set forth by Cronbach (1955), (2) the extended

accuracy design that underlies the person perception design, and applies analysis of variance procedures to partition the variation in the ratings (Dickinson, 1987), and (3) correlational accuracy measures per ratee and per dimension.

Generally, procedures used with the person perception and extended accuracy designs produced similar results for the elevation and differential elevation components. Both procedures found training and observation type to affect differential elevation (i.e., the differential ordering of the ratees). In addition, the person perception and extended accuracy designs indicated that the dimension-specific report significantly influenced the accuracy of the overall mean ratings of the participants (namely, elevation).

Results with respect to training are more inconsistent, however. As reflected in Table 10, training did not enhance the participants' ability to provide more accurate overall performance ratings (i.e., elevation) as compared to the no-training participants with the extended accuracy design. In contrast, elevation accuracy was significantly affected by training as reflected in the person perception design. This finding was reversed for the stereotype accuracy measure. Results obtained with the extended accuracy design found training to be significant, whereas the person perception design did not. Finally, both training and observation type produced significant findings for differential accuracy with the person perception design, but were not significant in the extended accuracy design (see Table 20).

In addition, correlational accuracy per ratee, which is similar to differential accuracy, detected an interaction between the training

and observation type factors which previously had not been indicated by the direct computation of the measure. Furthermore, in contrast to the direct computation in the person perception design, no significant training main effect was found. Significant main effects were detected for both training and observation type on the correlational accuracy per dimension measure. This measure is similar to stereotype accuracy.

Thus, different analytic strategies to achieve rating accuracy may yield conflicting results. Discussion in the existing literature has not resolved the question as to which approach is most appropriate. In fact, it has become more confused with consideration of Lord's (1985) reconceptualization of accuracy as analogous to discriminability indices in signal detection theory. Future research should seek to resolve this issue, or to identify the conditions under which a particular approach is most appropriate.

Dickinson's (1987) extended accuracy design promises to be an important beginning for this research. The ANOVA procedure, unlike Cronbach's accuracy statistics, provides a rich and precise interpretation at the individual assessee level as to where the inaccuracies may be occurring. Thus, continued application of the extended accuracy design should provide some meaningful insight for understanding the distortions associated with rating accuracy, and for identifying factors that may be controlled to improve such ratings.

Limitations of the Present Study

There are limitations to the generalizability of these results. Of foremost importance, these results were obtained in a laboratory study; consequently, generalizations to organizational assessment

centers must be made cautiously. The dimension-specific and narrative reports developed for this research were carefully constructed to include all of the performance relevant information exhibited by the target rates. This is particularly true of the dimension-specific report where virtually no irrelevant information, or "noise," was included. Thus, the dramatic effect that the dimension-specific report had on the accuracy of the performance ratings may have been somewhat artifactual. It is likely that reports produced in an actual assessment center would include greater amounts of irrelevant information, or perhaps fail to include some relevant data. Nevertheless, the accuracy of the ratings obtained with the dimension-specific report are encouraging. Future research should investigate the effects of reports with reduced signal levels that perhaps more closely typify actual reports.

Second, unlike an actual assessment center, raters in the present study were concerned with evaluating the assessee in only one exercise. In other centers, raters may be required to process performance information from several exercises for a particular assessee. Thus, the limitation imposed upon the amount of information that the rater was required to observe, assimilate, and evaluate may have contributed to the substantial accuracy levels found here.

Ratings were obtained from undergraduate students rather than managers, and were not influenced by such factors as the purpose for which the ratings would be used (e.g., selection/promotion, feedback and development). Research investigating the effects of purpose and other variables on rating accuracy is needed.

Despite the limitations outlined above, the present study, as

with other laboratory studies, possesses process generality (Wendelken & Inn, 1981). By focusing on cognitive processes which should generalize to an organizational assessment center, namely, simplification of the cognitive operations at the encoding level, the results of this study should contribute to a better understanding of the rating process.

The results seem to clearly suggest that reducing the amount of information to which assessors must attend and filter or encode, as was done with the dimension-specific report, can yield substantial accuracy in the ratings.

Summary and Conclusions

Moderate support was found for the hypotheses that direct observation would yield more accurate performance ratings than report-based ratings. The hypothesis that training would significantly enhance rating accuracy was strongly supported.

While the direct observation conditions produced significantly more accurate ratings on the elevation and differential elevation accuracy components than the narrative report, the dimension-specific report generally produced the most accurate ratings across all of the accuracy measures. The findings regarding the dimension-specific report are encouraging. To date, no study has examined the impact of report format on the accuracy of performance ratings. For the present, however, the data in this study suggest that presenting candidate information in a dimension-specific format can improve raters' ability to make global comparisons among ratees (i.e., differential elevation accuracy), or to make finer discriminations concerning subtle variations in ratees' performance (i.e.,

differential accuracy). Further research is needed to determine how profound an effect this is. Furthermore, the strategy used in the development of the dimension-specific report, that of incorporating the behavioral rationales of the expert raters, offers a variety of practical possibilities for incorporation in organizational assessment center procedures and processes.

In addition to forcing assessors to focus on objective behavior as the basis for their rating, the inclusion of the behavior rationale may facilitate provision of objective feedback and development guidance for the candidate. The results also indicate the cognitive modeling training to be an effective training strategy for enhancing rating accuracy. This finding was consistent regardless of whether the aspect of accuracy being assessed called for gross or fine discriminations in rater performance.

Nevertheless, more research is needed. Several areas have been identified where further research could make significant contributions to the understanding of the workings of an assessment center in general, and to the rater's cognitive processes more specifically. The continued use of reports as sources of information and bases for ratings makes it imperative that future research investigate reports which more closely typify actual assessment center products. In addition, this study did not address how assessors deal with conflicting sources of candidate information, and what effect observation type (i.e., direct observation vs. report-based information) can have on the weighting of the information. However, these are common occurrences in assessment center operations and should be addressed.

Rating accuracy is clearly multivariate in nature. The data in the present study suggest that different analytic strategies for the measurement of accuracy may lead to conflicting results. If there are factors which make certain approaches more or less appropriate (e.g., some may be more sensitive than others), these need to be identified. Finally, the data here indicate that cognitive modeling is a training strategy with high potential, regardless of the accuracy metric considered. It would behoove researchers in both academic and applied settings to explore this strategy more fully in future comparative training research.

The present study represents the first attempt to investigate the effects of observation type and cognitive modeling training on a variety of accuracy measures. It is hoped that this study will serve a useful purpose as a starting point for further study on these topics.

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VI. APPENDIX A:
Interview Simulation

INTERVIEW SIMULATION

In this exercise you are Chris Harmon, store manager for KENDALL #66. KENDALL is a large chain of retail department stores. You have been the store manager for three years. There are 12 department managers who report directly to you. One of the standard policies of KENDALL #66 is to conduct semi-annual performance evaluation meetings with each of the department managers. One of the department managers is Pat Winchell.

Pat is the manager of the Lawn Furniture department. Pat was recently transferred to KENDALL #66 from KENDALL #15, which is a smaller volume store. Pat comes to KENDALL #66 with favorable recommendations from KENDALL #15 store manager. In the past Pat has received especially good performance evaluation ratings. This is your first performance evaluation meeting with Pat, since Pat first joined KENDALL #66 four months ago.

It has come to your attention that at certain times Pat has shown poor decision-making judgments. Pat has frequently made hasty decisions, based on assumptions and emotions, instead of relevant information. For example, there was the time that Pat ordered picnic tables without checking last year's inventory records. This resulted in the under-ordering of much needed merchandise. Also, Pat has repeatedly scheduled the same full-time employees to work weekend nights. This has led to several employee complaints.

You have also noticed that there are a number of things in the department that don't get done, even though Pat works nearly 60 hours per week. Pat even comes in at off hours to supervise the department. On one occasion you have observed that Pat does the work that a staffer should be doing. Some of the staffers in Pat's department have expressed their dissatisfaction with having so little responsibility, and you suspect that Pat is one of those people who has to do everything, rather than relying on the help of others.

In addition, you have been informed that Pat is often too demanding and does not display the patience and concern for others that the staffers desire. Pat, on at least one occasion, yelled at a staffer who did not remember if a piece of merchandise was still in stock. Moreover, two staffers have asked Pat to explain how the inventory systems works, and Pat only replied, "I suggest you find out soon".

Today is November 19, 1985, the day of your meeting with Pat. Your goal is to discuss Pat's performance evaluation and to resolve any problems. You may handle the situation any way that you feel is appropriate. Act as if the situation were real.

AT THIS POINT, IF YOU ARE UNCLEAR ABOUT YOUR ROLE, ASK FOR CLARIFICATION.

VII. APPENDIX B:
Final Stimulus Scripts for Interview Simulations

Script for Interview Simulation #1

O: How's it been going since you started here at Kendall 66?

D: It is going pretty good, a lot busier than the other store, but generally I like it.

O: Good, well as I indicated in your first week when you came in to start working here, that periodically what I like to do is sit down with new people and to talk about their performance, to talk about some of those things which you are doing well and areas that perhaps need a little improvement in them, and ways I can help you to work on those...

D: Ok.

O:...Set up a development plan, and then come back at a later date and see how we are doing. One of the things that I've certainly observed in your work since you've been here is the amount of enthusiasm and the amount of time you spend in working. You seem to put a lot of effort into your work.

D: Well I feel like its my department and I want to make sure that it runs well.

O: Do you tend to be satisfied with how your employees are doing?

D: They're ok.

O: What sort of employee relationships did you have in your previous job?

D: We were close. I mean all the people would, if they had problems, I felt like they could talk to me, and visa versa. If I told them something to do they would do it and those type of things. But I thought we were a real good group.

O: Good, Good. A couple of the areas that I've observed that I'm a little concerned with is perhaps in making some of your decisions. Sometimes I get the impression that you might be a little bit hasty and not thinking them through.

D: Why's that?

O: Well, Um, sometimes in scheduling some of your employees, in that you had some of them working on weekends, full time employees, and uh, that's not the best utilization of them. (Dolph interrupts while he continues to talk, "some of them have complained")

D: That's our busiest time. They've complained to you?

O: Well, I've heard complaints that have come from other people.

D: Well, see that's something I don't understand. I told these people when I came to work here that if they have problems they can come to me and and they're already not doing it.

O: Are you getting any feedback from them at all?

D: No, I mean that's the first I've heard about that situation.

O: Ok, it certainly is appropriate for them to do that. Another one of the concerns that I have is in the area of time management. I'm a little concerned you may burn yourself out in the number of hours that you're working (Dolph interrupts at number of hours "Well I'm working a lot of hours"). You seem to be working 60 hours in a week and all, you know in a short period of time probably, in special situations ...

D: (interrupts) But again I'm doing it because I feel like I've got to do it. I'm ultimately responsible for how well this department is run, you know, and I've got to be here.

O: Sure, well sometimes and it certainly is a difficult thing for people to learn how to do. I certainly had difficulty with it in my first management position, in learning how to let things go and delegate them.

D: Well, I've tried to do that.

O: That takes a long, long time to get comfortable with that and to expect other people to do it and feel comfortable with that. Um, the last area that concerns me a little bit is perhaps in being impatient with some of your employees and their doing things, perhaps maybe not being clear in your instructions to them of what you want them to do.

D: I've tried to tell them what they need to get done. I expect them to do it. They've been here a lot longer than I have.

O: Um hum, well sometimes it helps to define for people so that they will know what your expectations are rather than sort of just, you know, demanding, sometimes it helps, it helps to clarify for them what your performance standards are. You know all managers operate a little bit differently. It will take them some adjustment period for them to get used to you.

D: I'll try to that. I've tried to do that a couple of other times, and it doesn't always seem to work.

O: Yes, well, I think that if you keep at it over a period of time as they adjust to you they'll get used to that and your expectations of them. Um, perhaps I should ask you if there are any particular areas that you would, that you feel you need help on, that you would like, you know, to put into the development plan that we are going to put together.

D: Well, just that I've, you know, I've tried to tell some things to some people and its not always done very well. That's...I never had that at my other store.

O: Do you, uh, can you identify any of the reasons for that difference?

D: No, I don't know what the reason is. I mean, the people here just don't seem to be motivated to do the job. I mean I've told them things to do, and I've gone to check behind them and its either not done very well or not all. And I have to do it myself.

O: Um hum.

D: I think one thing is the money. I think we're not paying these people enough. I would think that for the type of work that they are doing we could pay them more. I would like to give all these people a raise or just get them out and get some people in that want to work.

O: Well, that's certainly something that we can look at, and talk with our personnel people to look at our salary scales and see what we can do about that.

D: I think that's something we need to do.

O: Ok, that's a good suggestion. We'll certainly look into that. What I'd like to do is to meet again with you in another month and to sit down and talk to see how you are doing. You know, and talk again about what areas are working well for you, and what areas still may need a little more work on. It certainly takes, takes time to get up to speed in working in a different place.

D: Yes, it takes time to adjust.

Script for Interview Simulation #2

J: I'm Chris Palmer, I don't know if we've met previous to this or not. How do you like it here, working here, compared to the other store?

D: I like it pretty well. It's alot busier. There's more volume so there's alot more customers and alot more staff. But I like it pretty well. I mean, its a nice store, I like keeping busy.

J: Yes. I can tell. You've been putting alot of hours in so...uh... is it uh...if its busier and you're staying busier, I mean, how's it, and the volume's more...

D: Yes, we just have more customer traffic so I'm here alot more.

J: We want you to work out well here at the store, we've done an evaluation. We do evaluations twice a year on people. I don't know how the other stores have been doing them. We do them twice a year. We want to make sure everyone understands what their responsibilities are and they're doing all right. I was worried about...the only...I see some good things. Sixty hours, that's alot of hours you can put into a week. I know you've just been bushed and all that. I wanted to encourage you to...um...put your people to work as much as you can.

D: (interrupts) Well, I mean I try to do that.

J: (continues) So we might take some of this load off you, rather than overworking you. You're not going to do us any good when you're worn out.

D: Well I've tried. I've tried to give my people more work.

J: How many people you got working under you right now?

D: I have about 16.

J: 16, OK. Are you keeping them plenty busy so you can take...

D: Well, I mean I've tried to give them work to do.

J: Are you work...What I...I think where I'm mostly concerned is I see how many hours you are putting in and I want you to be able to figure out a way so that you can cut down your hours and put your people to work as much as possible.

D: I, well, I feel like I am ultimately responsible for the success of the department and if things need to be done I need to make sure it is done and that's why I'm working so much.

J: Have you got particular work categories for leaving people so that

work...so that they know automatically...so they know where their assignments are, where their responsibilities are. Do you have a clear cut...so that they know and you know where...for each situation rather than having them come in and watching all the time they pretty much know where your categories are.

D: I thought they did. I mean they've been here longer than I have and I just assumed they knew what their jobs were.

J: But you're not too sure?

D: Apparently not. I mean I...

J: (interrupts) Well I think, I think it would be beneficial for you, again 60...I think you are working as much as 60 hours a week and um...I know it is a big jump from the store you were at to this store so um...I'm wondering if you might want to get together with your people to work underneath you to have maybe a meeting to define some of the responsibilities that have been going...Because before you got here the man that you took...whosever place you took probably had policies established and I think we need to reinforce how you want to have your people function what...what capacity you want them to function in and that will take some of the load off of you so you don't have to put in those long hours like you've been doing. And it does the company no good to have you worn out all the time and having to extend yourself so far. Um, I suggest, and I trust your judgment on this, and I suggest, that it would be good to get together with the people that work for you and just clarify for your own sake, and for their sake how your responsibilities are going to flow. And, uh... you've got some good people working under you and I'm pretty sure that from what all I've heard are pretty responsible, and they probably want that responsibility assigned to them if you can get comfortable with that. It's hard sometimes to turn over...uh...turn over responsibility because it's hard to...because sometimes it feels like you are losing some control.

D: I've tried to give them some responsibility and they haven't really, haven't always taken it.

J: Can you give me an example?

D: Well I told John the other day to fix the display in front and it really wasn't done very well or done, you know, a halfway job...

J: (interrupts) To your expectations?

D: So I had to do it myself.

J: Could you have had John redo it? Would he have made improvements...next time you're going to have that same go round with him next time you ask him to do a display. Either you're going to have to do it yourself or you're going to have to get John...or you're going to redo what John did. And that's...in essence that's going to make it harder on you, number one because you're going to have to go

behind him all the time, and number two, I think it's going to make him feel bad about himself because he can see what you're doing, that you're following behind him and doing that so it's going to demoralize him and it's going to wear you out. Um...it's a hard...I think it's hard telling...keeping other people in line is a hard job but from your own work load you don't have the time to be redoing any work for him.

D: No.

J: You can work with them a little bit...uh...and tell him in other words in that case tell him what he did wrong because you've got that expertise. He's calling on what information and knowledge he's got on his...in his background and you see a bigger overall picture, probably see more of the business all the way around because you're the manager so go ahead and call on your expertise and tell him what he did wrong that time. Uh...and he'll probably be a little miffed at first, but he will probably think about it and see that what you're saying is right...better that than do it over and him seeing that his work is changed and that we didn't give him the benefit of learning from it. Go ahead and see if we can't...you know go ahead and delegate that job to him to do again. Show him what points you want improved and the next time he will be a better man and you won't be so worn out. For 60 hours you can't keep this up.

D: Yeah, I'll try.

J: OK. I appreciate the hours that...that's a lot of hard work and that means you have a lot of loyalty there. I don't think anyone is going to put in 60 hours and not have loyalty to the company. I appreciate that. We just don't want to wear our workhorses out, because we want you to be around for awhile in the company. We want you to practice getting those people underneath you to do what they've been paid to do and we want you to show them how to do it, not be spending your hours doing it for them. Other than that everything looks good. I think you can slow down on the hours and increase the number of things that you can...put these other people to good work. It will keep them out of trouble that way, and I think it will work out alright. Is there any question that you have of what responsibilities or obligations or um...that you are having that we can work on now, and find some objectives to reach before we have our next performance evaluation?

D: No, not really.

J: Not really...because I'm sure it's a two-way street. Sometimes these situations get kind of locked into the manager. Upper management sort of cracks a whip and the other person doesn't have much input. I hope that we can get you off this 60-hour a week routine as much as possible because, like I said, it doesn't do us any good if you're so worn out that you can't do what you need to do. Well, I've sure enjoyed seeing you again.

D: (nods his head)

J: And we will meet here after 6 months and go over again to see how well you can get these other people underneath you to work, and you come back with me with what you think can be done.

Script for Interview Simulation #3

T: So how do you like working here at our store here?

D: Good. It's a lot busier than what I'm used to; but, generally I like it pretty well.

T: How have you adjusted to the big city life?

D: It's good. Again, it is alot more crowded, but it's, it's fine.

T: Ok, let's talk about a few things here. Overall, you have done a pretty decent job, but there is some room for improvement. That is why we are here, not to criticize or anything, but what we're trying to do here is talk about a few things and hope that we can build for the future, to improve on everyone's performance, not just yours or mine but everybody's. Everybody needs to open up the lines of communication. The first thing I noticed is that you need to delegate some of your responsibilities a little more thoroughly. You seem to have trouble delegating. You seem to want to have a hands-on approach to accomplishing the tasks in your department. I'm sure that at your last job your department was a lot smaller and you had to take a hands-on approach and assume alot of these responsibilities. Here we would like you to take the role of supervisor. What we would like you to do is delegate and let the others do the work, and just guide them along in their duties, not so much to do them yourself and assume the responsibilities.

D: Well, I try to do that.

T: Ok, well, what we would like to see in the future is for you to expand on that role. Delegate some of the decision-making. The lesser decisions should go to some people in your department. Um, that way we can see how they do. Sort of groom them along, and the only way that you are going to move up is to groom someone who can take your position.

D: Well, I'll try to do that. I just hope that they do the work when I tell them to.

T: Well, that's it. It's not so much telling them as it is teaching them. You know how to do the job. You do it very well. The trick now is for you to teach someone else, your subordinates. Delegate the responsibility to them. Let them make the decisions and teach them so you can move up in the organization.

D: I will try.

T: OK, good. I noticed when I observed you that sometimes you need a little more patience in dealing with your employees. A lot of times they don't know as much as you, and it is frustrating. I know with

myself one of my biggest problems is trying to teach people things because I don't have a lot of patience, but it is something that we're all going to have to work on. We have to try. What you need to do is give them the benefit of your years of experience and training and then you can impart that on the people that work for you. That way they will be better workers, so when you are away from the job the person you leave in charge, you'll know can handle the job so when you come back after the weekend you know that everything will be in order.

D: Well, I've been trying to do that. I just have some people who don't want to work.

T: Ok, well, do you think there are some people in your department who don't belong there?

D: Yes. I think there are a couple of people who shouldn't be in that department.

T: Ok, well, do you think that those people are destructing your department?

D: Well, I told them things to do and they don't always do it.

T: And what happens when they don't do it?

D: Then I do it.

T: Oh, Ok. If that job is going to get done you need to sit down with that person, not yelling or screaming or anything, but sit down with them and teach them how to do it. In a patient manner explain it to them and tell them what needs to be done and sort of set a goal. Give them a task, set a goal and let them accomplish that.

D: Ok.

T: Does that sound reasonable?

D: Yes, I'll try to do that.

T: Ok. Now the other thing - Um, how are you handling scheduling at your department?

D: Pretty much the same way I did at my other store.

T: Ok, and how was that?

D: Well, I had a schedule set for my full-timers to work on weekends.

T: Ok. The way we try to do things around here is we try to rotate the weekend schedule, that way it gives everyone a chance to have the weekends off, as well as giving everyone a chance to work with everyone else on the weekends. That way everyone has a weekend off, and that's good because everyone likes to have a weekend off, as I'm sure you do, to spend with their children.

D: Well, I wish people would tell me that. I mean no one has mentioned this to me at all. I feel like they're coming to you with all their problems, and I told them that if they had things they were concerned about they could come to me.

T: Ok. They should come to you. You are perfectly right. I am not saying that people come here, I just heard a few things and I just want to get things out into the open so we can talk about them. Um, maybe you need to have a meeting with your employees to bring some of these problems out in the open. Just have a meeting, maybe even away from the office so that they'll feel more comfortable speaking with you. Now, that way we can open the lines of communication. It's nothing personal. If they're not bringing the problem to you then you can't read their minds. I know that. We need to open up the communications, I think this is the most important thing we have to try and do. Ok, now, the job rating I'm going to give you for this first period here is just an average rating. Now, I know you are used to higher ratings, but I think that with coming to a new store, and the new employees and adjusting to the big city life, I think that's the major part of that. Um, I expect you to be receiving higher ratings in the future as you have in the past.

D: Well, I think I'll be alright, it's the people I have.

T: Well, the problem is though, that you're just one person and however many people there are in your department, 15 or 20, um, we can't just wipe out all of those people when we bring a new manager in. We have to work with what we have. The labor pool here is a little different than what you're used to back home, and alot of the people you'll be working with won't be what you're used to. Sometimes you'll tell them to do something and they won't always do it. So what we have to do here is have a little more patience. I know it's tough, that's why I'm saying to you use the hands-off approach. Don't assume the responsibilities but delegate the responsibilities to your employees and be with them. Show them how to do it and be with them until they've done it a few times, until they feel very comfortable with it. Ok, now, it takes a lot of patience, I know it does because that is one of my major problems, so I can sympathize with you. Now, if you need any help or advice in the future don't hesitate to come to me because I know it is frustrating, and I can empathize with you because I've been through it all myself.

D: Ok.

T: Um, like I said, I don't see any problem with things improving. I think you have all the right qualifications. You have done a good job in the past, and I expect you'll do a good job in the future.

D: Ok.

T: Alright, well, thanks very much for dropping by, and in the next six months I hope to give you a higher rating.

Script for Interview Simulation #4

R: Okay, it is performance evaluation time.

D: Yes.

R: Pat, it seems you came from store #15 with a favorable recommendation. Your performance evaluations in the past have been good. I don't understand what has been happening since you came to our store.

D: Why do you say that?

R: Well, it seems you have been making some very hasty decisions. This is just one example, but there was a time you ordered picnic tables without even checking last year's inventory.

D: Well, I don't really consider that my fault.

R: Whose fault would it be?

D: Well, you saw how busy we were that day. Nobody could have guessed right on the picnic tables.

R: Why didn't you just look in last year's records? You never, ever, you don't have to have a degree to know that you never order anything without checking the stock to see what we already have.

D: I thought I ordered the right amount.

R: Well that cost us because there were alot of things we couldn't order because we ordered those. It also seems you have been repeatedly scheduling the same employees for week-end nights. Do you have a grudge against these people or what?

D: No, I just thought they wanted to do that. At my other store the full-timers loved the weekends because they could make their most money.

R: Well, have you talked to your employees here? I mean not everybody is alike. Maybe the employees at your other store needed the money, but with the system here we are getting complaints about it. Your employees obviously don't want it that way. I think maybe you need to talk to them.

D: Well, I told these people when I came here that I had an open door policy. If they had problems they could talk to me about them, no one has approached me about anything.

R: I think they might be scared of you Pat.

D: Scared of me?

R: Yeah. It seems you are very demanding. You yell at them.

D: Well, I have high standards.

R: I'm sure, I'm sure, but the way it gets through to me, it just seems like you are not patient with them. You need to sit down and listen to what they have to say. You can't sit there and yell at them for not knowing something, yell at them for not remembering something. I have an example here. Someone actually heard you say...two of your staffers had asked you to explain how the inventory systems worked.

D: I remember that. Those two guys had been slacking off all day long. They had not done anything.

R: Maybe they did not know how. Did you think of that?

D: Well, they have been here a lot longer than I have. They should know how.

R: That's what it says you said. How are they going to know if there is no one to turn to to tell them?

D: Well, they wanted me to go back and do their stock inventory for them and I wasn't going to do that.

R: Well, I think you just need to sit down with your employees and find out exactly where the problem is lying.

D: I can tell you that.

R: So, you obviously think it is in your employees.

D: Well, if I tell someone to do something and they don't do it or they don't do it very well then I have to go back behind them to do it.

R: That's not the way it should be.

D: I know it's not. It was never like that in my other store.

R: Something's just not right here. Somewhere down the line you are not clicking with your employees. I've got six months before another performance evaluation and I want to see something done. I don't care how you do it, but somehow you've got to start communicating with your employees.

D: I will try.

R: If it takes discipline, if it takes a reward...

D: Well, see I agree with both of those. There are people here that

don't want to work. I think we should either get rid of those people or get some people in that want to work, or give them more money. We pay these people minimum wage and that's the type of help we get.

R: Yes. I agree. But you know, try the system it takes to get respect. I want your employees to be able to respect you, but I also don't want them to be scared of you. I want them to be able to come to you with a problem, and I want you to solve it with no conflict.

D: I'll try.

R: Okay.

Script for Interview Simulation #5

K: How are things going?

D: Pretty well. I have been busy, but I think things are going OK.

K: How's the family?

D: Fine.

K: Kids doing alright?

D: Yeah, they're doing okay.

K: It's quite an adjustment moving from a smaller store to one quite as large as we are.

D: Yeah. It has been an adjustment. I mean there are a lot more customers to deal with but I think I have done pretty well. I mean I like the higher volume. I like keeping busy.

K: Good. Well, I know you are working really hard.

D: Yeah.

K: So, how are things going in your department?

D: About as well as could be expected, I guess.

K: Any problems?

D: There are just problems that you would normally expect, I guess.

K: Like what kind of problems?

D: Well, I don't think I'm always getting the support I am asking for.

K: Okay. So, you're having problems with the responsibility that you delegate. Do you think that your employees are not handling this responsibility?

D: That's it for the most part.

K: You feel that your employees are not handling this responsibility?

D: That's it.

K: Ok. There have been some problems in your department with things not getting done and hasty decisions being made. What can we do to help you with your scheduling and overcome some of these personnel

problems?

D: Well we can get rid of some of the people or give them more money.

K: You feel that giving them more money...

D: Well, I think that's to some extent part of it. They are not motivated to work if we are just paying them \$3.50 hour.

K: Well, some of your employees have complained that they are not given responsibility and they feel...

D: I have tried to give them responsibility.

K: Yes, okay.

D: I have tried to do that.

K: Maybe we can work together and set up some real goals and layout how we can delegate some of that responsibility and hold your employees more accountable.

D: That will be fine with me.

K: Ok. Some of your employees have also expressed that you sometimes show a lack of concern on occasion.

D: They said that to you?

K: Yes.

D: See when I came here I told these people that I had a open door policy. If they had problems or had things on their mind that they could come and see me. No one has approached me yet.

K: Ok. I think your employees are maybe feeling that they can't communicate with you, that you are not receptive to their problems.

D: They haven't given me a chance to be.

K: So you don't think your employees are giving you a chance? Do you think there is a personality conflict between you and your employees?

D: I don't think so. Not for the most part. I mean, there are a couple of people that I'll tell them to do something and they don't do it. But for the most part, no, I don't think there is any conflict at all. From my eyes there is not.

K: Okay. If you are responsible for the employees in your department then it is up to you to take action when the employees are not performing their duties. Are you dealing with on a regular basis and giving them feedback for their performance of the job?

D: Probably not every single time because I don't have time to

babysit these people. I mean, they have been here a lot longer than I have and they should know how to do the job. Now, do you agree with me or not?

K: Oh, sure.

D: Then in that case I am doing the best I can. I try to tell them what to do and there are so many other things I have to get done that I don't always have time to go back and follow up.

K: Ok. How can we relieve some of that work that you have daily that seems to get you so bogged down? Can we help you in any way?

D: You can get me some more help.

K: Get you some more help? And yet you have employees in your department that sometimes feel that they don't have things to do to keep them busy. How can we delegate some more work to them and keep them motivated and challenged in their job?

D: I thought I was.

K: Okay. Maybe these are some of the things that you can look at try to work on. Specifically, set up job descriptions for your employees or let them know what you expect of them and how it is going to be measured when the job gets done. Now I know that takes time in the beginning, but I think that you'll find that it will save you time in the long run, and will give you a chance to manage instead of doing the job yourself.

D: I can try, I guess.

K: Okay. Well let's see how things go in about a month, and let's get back together. What do you think about that?

D: That's fine with me.

K: Okay. I appreciate your attitude in trying to work with them.

Script for Interview Simulation #6

A: Pat, um, I see that you've been transferred from Kendall 66 to Kendall 15, and you have favorable recommendations, so it looks like your doing a pretty good job. There are a few small incidents that I've been informed about.

D: Problems?

A: Yes. One is that I've been told that you have poor decision-making judgments.

D: Who told you that?

A: Um, (pauses and looks up) I uh, I uh have been informed that, you know. Well, I have a specific incident here where you ordered picnic tables without checking last year's inventory records.

D: Well, that wasn't my fault. We had such a crowd rush that day there was no way we could have had enough picnic tables ordered.

A: And this resulted in underordering of merchandise that was needed.

D: Again, that was because of the crowd rush.

A: Crowd rush that we weren't expecting?

D: No, I mean there's no way we could have been able to tell that.

A: And you've been scheduling the same full time employees to work on weekend nights.

D: Right, I thought that's the way they wanted it.

A: Well maybe, you could uh, you know, move them around and have other employees working on weekend nights.

D: You see, I feel like they're telling you all their problems and not saying anything to me.

A: Well, I'll, uh, talk to them about that. Maybe they should be talking to you instead of to me but I am talking to you about this now. So uh, why don't you go back to your subordinates and talk to them about it. Maybe some people that have been working long week end hours would rather not work on weekends. And it says that you do alot of work that you could delegate to other people, that you do some jobs that a staffer could be doing.

D: Well, I'm ultimately responsible for how this department goes, so its, you know, I want to make sure things are done correctly. I feel like you're saying that I'm the problem in all of this and I don't

agree with that.

A: (pauses while looking down at paper) Well it is important to, um you know, rely on the help of others and not do all the work yourself.

D: Oh, I agree. I've told some of my people to do things.

A: You have been working 60 hours a week and (pause while looking down at paper) it says here that you yelled at a staffer ...

D: Well, I did because I'm sure there was reason to.

A: What, what exactly happened ?

D: I told John to set the display up front.

A: Uh huh.

D: And when I went up there he had it all screwed up. So I had to do it myself.

A: Um, well, I'll talk to John about that. (pause) Well, I'll talk to some of your people that you work with and uh, we'll see.

D: OK I appreciate that, I mean, am I going to get a bad review ?

A: Um, maybe, a mixed review.

D: See I think I'm taking the blame for alot of things that are my people's fault.

A: Uhm, I didn't consider that. I'll talk to uh, I'll talk to some people.

D: OK, I appreciate it.

A: OK

D: Is that all?

A: Yes

D: OK, thanks.

Script for Interview Simulation #7

R: How are you doing today?

D: Pretty good.

R: Okay. I, uh, just wanted to talk to you about your performance evaluation.

D: OK.

R: Ok, I noticed you're a real hard worker.

D: Yeah, I like to make sure things are done right.

R: Yes, I noticed from, ah, the other store, that looking at your recommendation, they said you work really hard.

D: Yeah, I try to. I had a good store over there.

R: Ok, then compared to the other store, we're a bigger store over here, so that we have more staff. And it seems that you need to delegate more responsibility. You understand what I'm talking about when I say that?

D: Well, I'm working a lot of hours and I've tried to delegate.

R: Yeah, I see that it says you're working up to 60 hours a week.

D: Yeah.

R: Now, I think what you need to do is that we have a pretty good staff. You need to let them help you out more, do things in the stock room and stuff.

D: Yeah, I tried all that.

R: It seems that you need to take more time to schedule their hours better and work on the inventory and stuff like that. Let them do more of work, so you can manage them.

D: Yeah, I tried to do that.

R: Is there a problem with your workers?

D: Yeah, well I told a couple of people to do something and they didn't do it quite right. It wasn't up to my standards so I had to do it.

R: Can you give me an example?

D: Well, I told John to move some furniture for a display and it wasn't done very well. He moved a couple pieces here and a couple pieces there. So, I ended up doing it.

R: Well, did you tell him exactly what you wanted done?

D: John's been here longer than I have. He should know how to do that.

R: (pause) Well, have you had any other problems with him?

D: Not him specifically, no.

R: Well, what would you say in general with the staff you have here? Are you pretty satisfied with them?

D: Ah, they're average.

R: Average. You think you give them enough responsibility?

D: Ah, like I said, I tried on more than one occasion. But you know paying people \$3.45 an hour, it's the type of help we get.

R: How do you think we can get them to show more responsibility?

D: I don't know. I mean, I would think that if you give them anything, let them do it. But, apparently that's not the case.

R: (pause) Well, maybe, maybe you should give them more responsibility? See how that works for awhile.

D: I can try.

R: I think that would be a real good idea.

D: OK.

R: I think, um, if you try that, you, ah, you should have more time to attend to your other responsibilities, see that things get done.

D: Yeah.

R: So, you know, so you can have more time, to, ah, schedule, to do the inventory, stuff like that...ah, take care of the problems.

D: What problems?

R: Well, like the ordering.

D: Oh, that wasn't my fault. I mean that we just had a big rush that day. I thought I ordered the right amount.

R: Okay, well I think to avoid, you say you had a rush that day? How come?

D: That's a good question. I think because we had such a good sale.

R: Well, I think in that kind of environment, I think what you need to do is if you let your, ah, staff do more for you...let them do the stuff more.

D: OK, that's fine with me. I'll be glad to do that.

R: Good, I think you give them more responsibility, you can spend more time, ah, doing the inventory...ah, checking the stock, seeing what we need to order.

D: OK.

R: Well, let me see what else I have.

D: Something else? I feel like you're saying I'm doing a bad job, and I think things are going pretty well.

R: Well, I don't know. I see how much you work and I know you're working very hard, but I think we can utilize you better, ah, if your not doing so much of the routine stuff, the day to day stuff, if your doing more managing.

D: OK.

R: Yeah, I mean I, I see you out there 7 days a week, 10 hours a day, ah, moving furniture around, and that's not what we paid you for. We, ah, we don't really need that. We need a good manager.

D: Well, like I said, I tried that. I mean I tried to give them more responsibility.

R: Okay. Yeah, because we, ah, we didn't hire you, ah, because we're paying you more than them. We're paying you more than we pay them. We expect you to help out more in the running of the operation, okay?

D: OK, I can try.

R: Okay, well I think that should, should do it. Ah, if you have any more problems, feel free to come back and see me.

D: OK, fine.

R: OK. Well, thank you.

Script for Interview Simulation #8

B: How are you doing Pat?

D: Pretty good.

B: Good, glad to see you. Glad you could come in. So how is the new job going?

D: Good.

B: That's good.

D: It's a lot busier than I'm used to. But I think things are going pretty well.

B: Good, alright, looks good. So, OK, as you know, this is your performance evaluation, the first one that you're going to get from me. And I'd like a little feedback before I start. How are you rating your performance right now on the job that you're doing?

D: Well, I think I'm doing a pretty good job. I'm putting in a lot of hours making sure that the department runs well, and I think things are going pretty smoothly.

B: Any particular troubles you've had so far?

D: A couple of areas, but....

B: OK, alright, well I've got a few problem areas that have come to my light. And I'd like to discuss them with you as well. OK, as you know, you came with very high recommendations from number 15, Kendall 15. And I was curious on a few areas. It's come to my attention that you have, you know, have on occasion made some hasty decisions without, without checking your records, things like that, and things along those lines. You know, making decisions before you've really thought them out.

D: I'm not sure I know what you mean?

B: OK, well, for example, I had ahh...ahh, oh, remember those picnic tables came in and you ordered...

D: Well, I don't really consider the picnic tables my fault. I mean we had such a crowd rush that day that I don't think anyone could have guessed the right amount.

B: Well, ok. But if you had checked the schedule, then, if you had checked the past orders, you'd notice that we always stack heavy for that season because there's a big order for it. And it's going to be getting used to the job, I'm sure, but you have to, you know, you have to think in those terms. And look at our old records, our past

performances, and because that'll tell you a lot of insights to things like that. Because ahh, we've got to be prepared, and we did lose quite a few customers on on that thing. OK?

D: Ok.

B: Alright, another area, is the full-time workers. You know. I've had some complaints.

D: My workers?

B: Yes.

D: They've complained to you?

B: Well, no, no I hear it from other sources. No, they didn't complain to me.

D: Well, see, I told these people when I came here that I had an open door policy.

B: OK.

D: If they had problems, they could approach me. And no one has said anything to me about those problems.

B: No one has approached you about it?

D: No!

B: OK, alright, well that's good. If you told them that then, they didn't tell you...Well let me make a note of that. Because a lot of the full-time workers here at the store, they tend to think, well, that their weekends are, well that they've earned the right not to work on weekends, stuff like that. And you see, you know, it's things like that.

D: Well at my other store, full-timers loved the weekends because that's when they could make their most money.

B: Really? Ok, alright. Then, it's the nights, especially, that they, really don't like. They want that time to do other things. I'm saying well it's probably that, it's from you changing from a bigger format here that it would it would make it more difficult. It's larger, and some of the things will be different and you just have to go along. All I'm doing here...is, and don't take it negatively, ok? I'm just pointing out to you areas that I have seen as weaknesses in the changing, ok, and a lot of it is probably coming from from a smaller to a larger format. You know and, and things like that. And alot of the policies are going to be a little different, ok?, you know, not much. We try to fill you in as much as possible when you took over the job. But this is just my way of pointing out areas that I see. And you know, I don't want you just to sit here and think I'm cutting down everything that you're doing. These are just weaknesses

that have shown up. Let's see....another thing, well, the people around here, they like to have, they like to have the trust of their, you know, their superiors.

D: Right.

B: And, they like, prefer to, for their superiors to tell them what to do and what...and then to have it done. I've noticed that you're a real hands-on type of manager, and really getting in there. And I've seen you occasionally doing things that you can assign someone else to do.

D: Well, I've tried to delegate.

B: You have tried?

D: I've tried.

B: And they're giving you a hard time?

D: Well, there are some times when I tell people to do some things and they're not done very well, or not done at all.

B: Uh, Ummm.

D: So, I end up having to do it.

B: Well, OK. Well, those situations, then that's good. A manager has to do that. That's true.

D: Well see, I feel like I'm ultimately responsible for the success of this department.

B: That's good. Well, that's true. You know as the manager that is very true. However, you gotta, on the same token, I mean, you are responsible. So, I won't interfere with that at all. All you have, you just have to allow the employees the chance. Like if they get a bit, a little behind, instead of you going and doing it, how about talking to them about it? Say, "you know, look, you know, you don't have to leave it behind and, and I've given you this responsibility, so, so, why don't you stick with it? You know you don't, don't leave it behind so that I have to come back and get it." And you know, they'll probably appreciate that more than, than having you go, you know going and doing it. Because, then, they feel like they're not being trusted to do the work. And, and if they don't deserve that trust you know, then we have to do something.

D: Well, see, that's what I was going to suggest.

B: You feel like they don't deserve the trust?

D: Well, I think there are some people we should get rid of, or give them some more money.

B: Ok, well, have you sat down and talked with these people?

D: No, not really. I mean, these people have been here a lot longer than I have. They should know what the situation is.

B: Right, ok, well, that's true. But on the same token, well they are your subordinates. So, maybe, well firing is an extreme. You know we don't like to do that. You know? It's just not good policy. It really isn't. If you can work with them, you know, these people have shown us in the past, you know, they've shown us that they've all been average or above average in their performance. Ok? And you...have you had any personality conflicts?

D: No, those things are going to pop up though if they're not doing the work I'm delegating to them.

B: Uhm Uhmm...

D: But, I don't think anything major.

B: OK, alright, that's good, that's good. I'd recommend that you ask them, you know that you sit down and talk, especially if you've got one or two that seem to be slacking off, and slacking off the responsibilities that you're giving them. Sit down with them and discuss it. You'll find that most of them, you know, that they're pretty open-minded. You know, they'll listen to you. And, and if that doesn't work, then come to me and we'll sit down again, and we'll work it out. OK? I mean if we got to fire them, then that's the way it is. I mean that's something that, that's ultimately your decision as, you know it's your decision as well. I mean it's your department. Let's see, the only other thing I can really think of, that I've had problems with, or that other people you know have been working with you, is that you gotta watch all of these people as far as demanding too much. OK, now keep them working. You know, you gotta be patient with them though. Because if you're not patient with them, they take an attitude.

D: Well, I have high standards.

B: Well, OK. That's fine. There's nothing wrong with high standards you know. But, you gotta realize that they might not have standards as high as yours. OK? And if you want them to reach these then you have to express it and don't, say...if you berate them about it, they're not going to do it. Alright? And if you go in there and and, you know jump on them, it's kind of like, like you know, the cart pulling the mule. They're not going to be able to work for you, by jumping on them. It's better to try and sit down and say, "you know look, you know, this is what I expect. This is what I want you to do." And don't go in there and say you know, you didn't do this, and tell them they're doing a bad job. Say, "this is what I expected of you and, and you're not, I'm not getting quite as much out of you as I expect from you. I'm not getting what I want out of you, and you're going to have to put, perform a little more, and put a little more effort into it. Try to, you know try to talk to them a little more on

their level than as a subordinate-superior. You know try to say I understand the job. Show them that you understand the job and and not demand that they do it. You follow that all?

D: Yes, I'll try to do that.

B: Ok. Well, if it works out, you know alright. You're filling in someone else's shoes. Ok, you know that's always going to be a problem. Alright, whenever there's a management change, and people are more accustomed to his way than yours, and you've probably...back...I'm sure that the guy who came into your place is having the same amount of trouble. I'm just saying that you have to work with them, because, because people have shown in the past that they're dependable. And they are good workers. And I don't want any animosity between you and your workers, because of of your differing management styles. And these are the areas that I feel you have to work on. All I'm trying to do is resolve these problems. OK? That's what I want to do. These are the problems that have been brought to my attention. And I just want to resolve them. Now is there any other ways I can help you resolve them?

D: Well, I just hope you don't think that I'm the problem. I'm not trying to be a problem here.

B: Yeah, right, right, I know. I realize that. I'm not blaming you, per se. OK? You know. I'm not saying it's your fault. I'm not. I'm just saying that these are areas where something is going to have to be worked on, or they will become problems. You've only been here four months, and you're still getting your feet wet with everyone involved. I'm not trying to tell you that you are the problem. But I'm saying, you know that these are problem areas, and if we don't do something about it, there is going to be a definite problem. And it's going to be either, you know, we're going to fire all of them, or move them around, or move you around. And I'd rather have it work out with you, with you to work out with them so that everybody can stay here. And, and you all work together as a team. That's, what I think is the best way to get things accomplished. That's my personal philosophy. And as your superior, you know I prefer people to work it out, you know, than to have to move people around. You know, uhm, you know and fire them, you know. And these are the areas that I feel need some work. You know, just take your time. And we don't, well unless it's something right there on the floor that needs your immediate attention, take a little extra time, and think about your decisions before you make them, you know? Do a little research if you have the chance. You know, watch out for the full-time employees, and give them a break, because they've been here for a while. Give them a weekend off every now and then, or like a weekend night... something like that. Give them a day on the weekend. That's the way we've always done it here, and they've come to expect that. Ok?

D: Ok.

B: And, you know there's no sense in changing that. You should be able to change instead of them, because we've pushed for that over a

period of time. Oh, and they've come to expect that. Ok, well that's something to watch for, you know. Give them a little time. And, and give them a little rein. If they're not doing their job, then you got to sit down and talk to them, you know. Like, you don't, should, be down there. You know, you shouldn't be down doing the staffer's job. You've put in a lot of hours, and it's just that, you know, you're following up behind your employees, and you're really not accomplishing anything. Because they should you know, because they should be doing this. They should be getting the work done. And it shouldn't be in your lap. And, if they're not getting the work done then you gotta talk to them. And if that still didn't, doesn't work, then the three of us will come up here and we'll sit down together, you, me and the employee. And if that still doesn't work out, then you know, there's something wrong and he's going to have to go, or she's going to have to go. But give them a chance, because they really, well, in the past, they've been able to do the work. OK? And like I said, it's a rough period and right now, so give them the chance and have a little patience with them.

D: Ok, I'll try to do that.

B: Ok. That that's about all I can say. Those are the only... overall your performance hasn't been bad. OK, so I guess there's a few problem areas. I know you're changing to a new situation, which always causes problems for you and your subordinates. But you know, you gotta work them out. OK?

D: Ok.

B: Ok. Good you could come in. Glad we could get things straightened out.

Script for Interview Simulation #9

S: Hello Pat, and how are you doing?

D: Fine, thanks.

S: Good. Well, as you know, this is the semi-annual evaluation. First of all I'd like to ask how you feel the job's been going for you since you moved over?

D: It is going pretty well. It is a lot different here. It's a larger volume store, more customers, larger staff. But I think I've adapted pretty well.

S: Do you feel you keep pretty busy, busier than you were before?

D: Yeah. I've been working a lot of hours.

S: Yes, you have been putting in quite a few. Well, have you run into any specific problems that you need to ask us about or anything I can help you with? From your experience any major problems?

D: No, not really.

S: OK. Well, a few complaints have been made to me and I think we need to discuss them. One comes from several employees and it involves scheduling difficulties. Scheduling the same full-time employees to work week-end nights. They have expressed some complaints about this to us.

D: They complained to you?

S: Yes. I am not sure exactly how it got to me but it got to me. I don't know who complained first.

D: See, I thought that's the way they wanted it. At my other store the full timers loved the weekends because that's when they could make their most money.

S: Really? So they haven't told you about this?

D: No.

S: Okay. Do you have regular meetings with them or is there any way they can get in touch with you to find out how serious a matter it is? It may have been a casual remark, but when it got to my level it was a complaint.

D: Well, I haven't talked to them about it, not as of yet. I told these people when I came here that I have an open door policy, and that if they have problems they could come to see me about them, and

haven't approached me about anything.

S: Maybe it would be a good idea to find out how these people feel. Do you have regular staff meetings?

D: No.

S: Maybe you might want to have one. We'll wait and see on that. Something else here, several staff members have expressed dissatisfaction about having very little responsibility. Can you shed some light on that ?

D: I have tried to give them some responsibility, they just don't accept it.

S: OK. Do you have a hard time getting the performance that you want from them?

D: Sometimes I do.

S: Is that frustrating?

D: Sure it is.

S: Well, I guess at this point I'd like to talk to you a little bit about delegation versus supervising. I'm not sure how much, you worked with a smaller staff before and maybe that's part of the difficulty of adjusting to a larger staff, but with delegation, how much training have you had in delegation?

D: I know what delegation is and I've tried to give my people things to do, but again, it's just not getting done.

S: OK. When I think of delegation I think of assigning a certain task to someone who is responsible and someone who has the capability to handle that task. You get them started on whatever it is and you make yourself open. You said you have an open door policy. Are you showing them this open door policy when they approach you?

D: I think so. I think that's part of the problem. People just haven't approached me about anything.

S: Maybe there is a problem because they are complaining, but they're not complaining to you. I know that you put in more hours and you're more frustrated. Maybe you are losing a bit of your sensitivity. It happens when you put in more hours.

D: Well, I put in more hours because I want to make sure things get done. If I tell someone to do something and its not done very well, or not at all, then I have to do it. I'm ultimately responsible for the success of this department.

S: True.

D: So I've got to make sure things get done and that is why I work so many hours.

S: So you don't want to do it yourself if it's not done?

D: Right.

S: OK, Well I would suggest to you, instead of taking that course, that if you have delegated it to someone and given them proper assistance, and told them that you have an open-door policy, and you've told them to come to you if they have any problems and they still have not done it; maybe instead of going and doing it yourself you should pull that person back and say, "what's the problem here?" Follow-up on them because they're not always going to come to you, and say, "Look, I've got a problem here," especially you're new, 3 or 4 months. And they might feel intimidated or whatever, and if it's wrong say, "what can I do to help you with this?" Because you have certain responsibilities that are in your job description that aren't being done, and you can't afford the time to do all of their things and if they're saying they don't feel that they have enough responsibility something has got to be worked out so that you are not doing it.

D: See, these people have been here a lot longer than I have.

S: True. Do you think they need more training after observing them for a certain length of time?

D: I think there are a couple of people who need something. Whether we should get rid of them or give them some more money.

S: So, you don't think training would help?

D: I don't know. These people have been here a long time. If they haven't learned their jobs by now I'm not sure exactly what training would do for them.

S: Maybe we need to do some evaluations with them like what I'm doing with you right now. Maybe we need to evaluate them to see if they're trainable, and if they're not trainable then fine, we can get rid of them. But maybe they need another chance. This is another point. Several employees have informed me that sometimes they feel you're too demanding with them, that you don't show enough concern with them. From what I have seen, talking to you now, you do seem frustrated. When you are working so many hours and you have this extra responsibility I can see how this can happen.

D: Well I have high standards. I thought that is how you got ahead in this company, and I expect my people to have high standards as well. This problem never occurred at my other store.

S: You can set high standards, but you've got to help these people live up to those high standards. You can't say, "I'm not going to give you any more training. I don't care what kind of person you are,

you don't meet up to my standards, you're fired." That's not good personal relationships. I'm sure you understand the value of good personal relationships because it directly affects the performance of a person. Maybe we need to talk about communication. How well do you communicate with these people? Do you have any specific personal problems with any of the employees?

D: Well, I think there are some people that don't give me the respect that I deserve. But, see, I feel like you're saying that I am the problem, when I think its because the people are not doing what I tell them to do.

S: You're saying that is the root of the problem? Well if the root of the problem is that they are not doing what you are telling them to do, maybe we should look at how you're telling them to do it. If you are demanding, then you are not going to get their respect. If I commanded you to do this, this is my standard and you don't meet up to it, then I am firing you. That doesn't come across well and you are not going to respect me. So maybe we should try seeing it from their point of view. How do you come across?

D: Well I think I come across ok.

S: Do you see what I am saying?

D: I see what your point is.

S: I know you put in a lot of hours, and there are some things in your job description that are not being done, and I realize again that you're new and it's hard adjusting to new things sometimes when you're new, but I think that you should try to work on your relations and how you communicate with them. You've got to play a game with them, you've got to get them to want to do a good job, and if you can communicate that to them, and have them start doing their own responsibilities and you don't always have to go in and always clean up behind them, then pretty soon, maybe you can turn your attention to your own job description. Do you understand? These things do tend to slack off if you're always going in and doing other people's work and you can't do your own. Do you understand?

D: Yeah, I understand.

S: Do you know how you can do anything about...what are you going to do?

D: Well, if it were up to me again, I would either give these people more money or get rid of some of these people.

S: Do you think that they deserve more money?

D: Well, I think that if you pay people \$3.50 an hour, that's the type of help you get.

S: Maybe we should try a little more personal relations. Work on

communication and we can meet in a few weeks and see how it's going. But, I don't think that's an option for us right now to just fire them, that would be too expensive to fire them. To just totally fire them and hire new people would cost us in other ways I think. So what are you going to do?

D: I will talk to them now, I guess.

S: How? Talk to them as in this is not what you're doing or....

D: Well I feel like if those people need some help I'll be there to help them.

S: Ok. The problem, as I understood it, they don't feel that you're patient enough with them or that you're not concerned with their needs. Do you understand what their needs are? Do you have a perspective of what their needs are, like what equipment they need, or how much time they have to get something done?

D: I think so.

S: Maybe you should ask them. Instead of always saying I'm here if you need me, say you need me because you're not getting this work done and what can I do to help you. I think that would be a better approach.

D: Okay.

S: Okay. We'll get back together in a couple of weeks and see how things are going.

D: Okay, fine.

S: Well, in the meantime, as that area starts to improve you will find that you have less work to do and there will be less frustration, and I think you will be able to get your work done as well.

D: I hope so.

S: I hope so too. Now are there any questions or anything that I can help you with?

D: No.

S: Ok. Well, thanks Pat for coming in and talking with me today.

D: OK. Thank you.

Script for Interview Simulation #10

C: Hi Pat. How do you like your job here so far?

D: Fine.

C: Good. Good. Glad to hear that. Mr. Randolph from store 15 spoke highly about you. Are you familiar with the performance evaluation meeting? Have you ever been to one?

D: Yes, I have had a couple of them.

C: What we want to do today is talk about your performance here and do what we can to work out any problems that you might have or find out any points I might have noticed. We want to do what we can to work better together. What comes to my attention first off: a couple of complaints that employees have come to me with...

D: My employees?

C: Your employees have come to me with...have you had any trouble with your employees that you feel they might direct at you, complaints?

D: I'm not sure what they are complaining about. If anybody should be complaining it's me.

C: What are some of your complaints with them right now?

D: Well, I've had better workers before.

C: So you feel like they are not as dedicated as they should be.

D: No, not as much as my other store.

C: If you could improve anything with your employees what would it be?

D: I think we should get rid of some of them and get some people in here that want to work, either that or give them more money. I think we pay these people minimum wage and that's the type of help we get.

C: OK. You do have a point there. Let me, I don't want to be too abrupt with you but let me talk to you about a couple of critical incidents that people have spoken to me about and things that I have noticed. I don't want to put you on the defensive side but I...we need to work at this and figure how...if any, what the problem is that exists. I sometimes wonder if you are paying attention to detail. You are definitely dedicated. As far as I come in I see you are working 60-hour work weeks. You are also willing to come in on off hours, and I appreciate that. I am wondering maybe if your time could just be better spent if you would manage it better and possibly delegate some responsibilities.

D: Well, I try to delegate.

C: Did...what type ...did you work out any specific system of delegating responsibilities?

D: No. If something needed to be done I would just tell someone do it.

C: And as related to that I had 2 staffers...I overheard 2 staffers ask you how the inventory system worked. You told them that you hope they found out soon. I was not sure of what your meaning was behind that.

D: Well those 2 people had been slacking off all day long. I had been doing their work most of the day and this was just another chance for them to get me to do the inventory for them.

C: And then yelling at a staffer...I guess that was for the same reason.

D: Same reason. Same reason.

C: They were aggravating you...also I noticed that the weekly inventory has not been being taken so we'll know what to order and we'll have some accuracy in the department. I know you work long hours. Some things I consider critical just aren't being done- the inventory and cleaning behind the back ledge which always is getting dirty from all the plants we have back there. I'm just thinking that possibly you could assign some specific tasks, or maybe give them notecards with their specific responsibilities on it. Uh...sit down and talk to the employees you know, if necessary decide they are going to be your friends even if...they are not going to have an agreeable basis between you, even if they seem to be contrary. You know, just do the best you can. And get them to agree to the task that you want to assign them and maybe work out a few little things. Maybe if they feel that they would be better at one little thing or another...

D: Do you think that'll work?

C: I was thinking, sit down and go over the task with them, and then write them a notecard for what they are supposed to do.

D: These people have been here alot longer than I have. They should know what their jobs are.

C: OK. Well it seems that they could be in need of some direction and they could want some more direction I feel. I think it is good that you are willing to do the work, but alot of mundane tasks that I've seen you doing and I just really feel like one of them could be doing and you could be using your time more wisely doing the things that requires your experience. Mr. Randolph from your other store has told me about your expertise, things that require skills that these workers don't have. But to go back to assigning the tasks, you can pitch in

occasionally and let them know that you are not afraid to work, that you have delegated these tasks to them. "I can do anything that I assign you to do." But I don't want you doing other people's jobs. I don't care how bad they moan and groan...

D: Well, I am ultimately responsible for how this department is run.

C: OK. Well let's try this...no matter how bad they do moan and groan just tell them that it's their job and in a nice way follow up and find out if they are having problems rather than just leaving them and telling them they are going to have to do it. Try to listen to what they have to say and get some feedback and if it absolutely doesn't work out, then come to see me and then we'll get rid of them. It seems to me that you are possibly doing alot of things that you could be delegating to some other people. And if they knew what their direction is, possibly they would be more inclined to do the work if they knew what it is that they have to do. Unfortunately, minimum wage, which is all we could pay, attracts only a certain mentality you might say, or a certain type of person...uh...and alot of times that type of person responds well to just lists, and mundane orders...just...they want to know what they have to do. They are people with low initiative alot of times. What is your overall opinion on this?

D: Well, I guess my opinion is if we want go-getters why do we pay these people minimum wage?

C: You can be the go-getter that runs the department and delegates these tasks-mundane, the mindless things, cleaning the back ledge, counting items for the inventory. You can use the inventory and order things so that we don't have the trouble like we had with the picnic tables.

D: Well, I don't really consider the picnic tables my fault.

C: OK, what was the problem?

D: We had such a crowd that day, there was no way I could have ordered the right amount.

C: So maybe we ought to even start planning ahead on that too. Maybe you can give the deadlines of the tasks, on the tasks that aren't daily tasks like, you know, "as you get time, I need the front windows cleaned by Tuesday- "I'll need a count on aisles 2 and 3 of all the merchandise on aisles 2 and 3 on Wednesday afternoon so I can get it in here by Friday." Try to realize that they have been here for a long time and I've gotten to know some of them-not on a personal basis-but I've seen them. I feel like their intentions are good and they feel sort of misdirected and without direction sometimes possibly. How do you feel? Do you think this will work for you?

D: I'll try. That's all I can say.

C: Did you have any type of system like that at the other place?

D: No. Those people there wanted to work.

C: Just everybody pitched in and you never had to tell anybody to do their particular task?

D: Well, sometimes I did, but generally people knew what they had to do.

C: How about if we say...I think you need to spend more time at home...at least away from work. I know you would like to work and you are a good worker and I appreciate it, and I'd like to see you strive for a 40-hour work week delegating as much responsibility as you can. Some nights you'll have to work late maybe...if a truck comes in and you want to make sure things get put in their proper place. Whenever possible just give a little bit of responsibility to the people working for you and let them know that you trust them, generally. I hope this will work for you.

D: Well, I'll try to do that.

C: If not just come back and we can try to work something else out. I almost feel you might be overworked.

D: I feel that way too.

C: I know you're frustrated too. I appreciate it. Maybe delegating these tasks and making sure the employees agree with what they are going to have to do, like I say even giving them a notecard with what they're going to do...uh...pitch in just occasionally to show them that you're not afraid to get your hands dirty and listen for feedback. And is there something I can do to improve you job or your working condition?

D: No. I don't think so.

C: Is there anything you feel like you need to talk about, or explain or...any gripes?

D: No. I just hope you don't think that I'm the problem.

C: Well, I see problems and I trust you're going to do what you can to work out the problems in your department.

D: Well, I will try.

C: I want you to be aware of them, that I notice things...that I realize its not your fault that all these matters are coming up. But I'd appreciate it if you would give it a try.

D: I will.

C: Well, I'm going to have to put you in for...what do you feel like your performance rating should be for the last 6 months ?

D: I think it should be at least a six. I'm working a 60-hour week and I think this department has been one of the best departments.

C: OK..do you feel like...what do you feel like is the highest level you could get to?

D: Well, 7 is top of the scale.

C: Well, how about if we let you work on these areas and would you feel like...a 5 is not a low rating compared to many managers who get less than 5. Would you feel like a 5 would be a tarnish on your reputation?

D: I would just feel like you're taking my people's performance more into consideration than my own actual performance.

C: I feel like the employee problems as far as...I know the fact that you are overworked is probably why you yelled at the staffer across the store that day which sort of embarrassed me...and the 2 people who asked you about the inventory...something you're in a position of respect and you have to constantly realize that you are looked up to. I feel like if you improve on that you could easily get a 6 or maybe even a 7 next time. How about if we just put you in for a 5 today and hope for some improvement?

D: OK.

C: OK. It's not a personal thing but I think you can look at the personal items as far as how you treated people when you're overworked and upset with them. Maybe you can put in not as many hours. Delegate responsibility and not therefore be so irritable at them, you know, because of their lack of performance.

D: OK.

C: OK. Is there anything else you want to add?

D: No, I don't think so.

C: Ok, that will be it Pat. Thanks.

D: Thanks.

VIII. APPENDIX C:
Stimulus Reports

#1 Interview Simulation

Problem Analysis

The assessee engaged in very little questioning throughout the role play. In fact, the employee initiated much of the discussion regarding the problem areas and the assessee simply responded with general questions. For example, the assessee asked the employee if he could identify any reasons why he had the work-related problems with his subordinates. However, the assessee did not pursue this information in order to gather all the information that was needed to resolve the problems. Thus, the information was not used logically. The assessee did suggest the employee's adjustment to the new store may be an explanation for the problems the employee was experiencing. The assessee failed to identify the other relationship, however.

Problem Solution

The assessee's primary solution throughout the role play was for the employee to delegate more responsibility and to clarify his expectations for his subordinates. The assessee did not develop an action plan for doing so, however. The assessee discussed the scheduling problem, but failed to propose a solution for the problem. When the employee complained about the quality of his people and suggested that some subordinates be terminated and others given a raise, the assessee said he would talk to the personnel department about this possibility. However, the problem was left unresolved.

Sensitivity

The assessee effectively expressed interest in how well the employee liked being at the new store. The assessee also expressed a desire to work with the employee to resolve the problem areas. The assessee stated that periodically he liked to meet with his employees to determine those areas that were in need of improvement and help the employee work on those areas. The assessee also acknowledged the employee's enthusiasm for the job, and expressed concern that the employee may burn himself out. When the employee suggested a possible solution to the problem he had been having with delegation, the assessee noted that it was a good solution and that he would investigate its possibilities with the personnel department. The assessee also empathized with the employee by acknowledging he had had the same problems. No effort was made by the assessee to acknowledge the employee's past performance, nor did he thank the employee for his time at the conclusion of the interview.

#2 Interview Simulation

Problem Analysis

Throughout the role play, the assessors felt the assessee could have asked more questions to more completely understand the problems. The questions she asked were general. For example, she inquired whether the employee knew his responsibilities and whether he had been keeping his subordinates busy. The only problem that was given attention by the assessee was the delegation problem. Regarding this problem area, she asked several general questions. For example, she asked the employee for an example of a situation in which his subordinates had not accepted responsibility. She failed, however, to pursue this line of questioning in a probing manner by asking more specific questions. The assessee suggested that the differences between stores may be the source of some of the employee's problems.

Problem Solution

The assessors felt the assessee's solutions could have been more specific. She did suggest the employee have a meeting with his subordinates to define their responsibilities. However, no detailed action plan was given to explain what specifically was to be said, nor was there a contingency plan if subordinates failed to improve their performance. The assessee suggested the employee reduce the number of hours he was working and to reinforce the employees for performing as he wanted. The assessee did this, however, without really explaining how. In some cases, the assessee framed her solution as a question. For example, she asked the employee if he could not have had John redo the display he had failed to do properly. Finally, the assessee suggested the employee use his expertise of the business to help the subordinates understand where improvement was needed.

Sensitivity

The assessee complimented the employee on several occasions during the performance review simulation. For example, the assessee stated she appreciated the number of hours he was working and the loyalty he had to the company. She also expressed concern for the employee by noting she did not want the employee to burn himself out. She recognized that moving to a larger store was difficult, and was concerned for how he liked the new situation. She also responded to all of the employee's concerns. The assessors did not feel, however, that she strongly displayed a desire to help the employee improve his performance. She did not compliment the quality of his work. The assessee also failed to thank the employee for his time at the conclusion of the interview simulation. Finally, she did state that she trusted the employee's judgment.

#3 Interview Simulation

Problem Analysis

For two of the problem areas, the performance of the subordinates and the scheduling complaints, the assessee asked some basic questions to obtain an overview of the problems. For example, the assessee responded to the employee's complaint that there were some people who should not be in the department by asking if these people were destructive. He also asked the employee what happened when the employee's subordinates did not complete their responsibilities, and how the the employee handled scheduling at his previous store. However, in both instances, he failed to pursue these areas to fully understand the problems. That is, the questions were broadly focused and did not funnel down to uncover specific information. Furthermore, he failed to probe into discussion areas initiated by the employee. The assessee failed to pursue why the employee's subordinates were not coming to the employee with their problems. The assessee did recognize that the change to the new store may be a major factor in the employee's lower performance ratings.

Problem Solution

Throughout the interview simulation, the assessee offered numerous suggestions for problem solution. For example, he suggested the employee rotate the weekend schedule to give everyone a chance to have weekends off. The assessee also recommended the employee show his subordinates what to do and to remain with them until they were comfortable with the task. In effect, the assessee recommended the employee teach his subordinates by sharing his experience and training. Some of the assessee's solutions could have been more specific, however. For example, the assessee suggested the employee give his employees a task to perform and to set a goal for them. However, this solution would have been more effective had he outlined specifically he approach the employee should take in doing so.

Sensitivity

The assessee began the interview by asking the employee how he liked being at the new store and how he had adjusted to the "big city life." He also stated that the purpose of the appraisal was to build on the future and to improve on everyone's performance. He also empathized with the employee by stating that it takes patience to show subordinates how to do the task and then to stay with them until they are comfortable with it. The assessee noted that he had problems with this as well. The assessee stated that if the employee needed help or advice that he should not hesitate to seek help. He showed confidence in the employee by stating that the employee had all the right qualifications, and based on his past performance, he was sure the employee would do a good job in the future. The assessee also thanked the employee at the conclusion of the interview.

#4 Interview Simulation

Problem Analysis

Throughout the interview, the assessee asked very few questions to clarify problem areas. She asked one question that was designed to gather additional information. This question focused on whether the employee had talked to his employees about their scheduling preferences. Furthermore, there was no evidence to the assessors that the assessee had identified those relationships that could possibly explain some of the problems that the employee was experiencing. The assessee did not use her questioning to gather specific information.

Problem Solution

The assessee generated two solutions during the interview simulation. She suggested the employee check the inventory system and to sit down and talk with employees about their scheduling preferences. Neither of these solutions were specific, nor did they include a detailed action plan to insure they would be done correctly. She also strongly recommended the employee begin communicating with his subordinates. Again, she did not outline a plan for doing so. In fact, she stated "I want to see something done. I don't care how you do it." Finally, she did suggest the employee "try the system to get respect" and to "sit down and listen to what they (the employees) have to say." It is not clear, however, if this would resolve the problem areas.

Sensitivity

The assessee did acknowledge that the employee had favorable past recommendations. However, she did not engage in any other sensitive behaviors. For example, throughout the interview, it appeared that she was blaming the employee for the problems that had occurred, and she did not express a willingness to help the employee improve his performance. She stated, "I've got six months before another performance evaluation and I want to see something done. I don't care how you do it." No mention was made of the employee's effort. She did not thank the employee for his time at the conclusion of the interview.

#5 Interview Simulation

Problem Analysis

The assessee initiated a line of questioning regarding the problems the employee was having with his subordinates. For example, she began the questioning by asking how things were going in the employee's department and if there were any problems. She followed this with a question that asked what the problems were, and two questions that sought clarification that the employees were not handling the delegated responsibility. This initial line of questioning was evidence of some problem analysis ability. However, she could have asked more specific questions to gather additional information. Beyond this particular problem area, the assessee did not ask specific questions that were designed to more fully understand the problems presented. For example, she asked if there was a personality conflict between the employee and his subordinates, and how the employee was dealing with his subordinates. It would have been appropriate had she continued this line of questioning to identify all possible sources of the problems. She did not do this, however. She also failed to identify any of the relationships that may have helped to explain the problems.

Problem Solution

The assessee generated one solution during the role play. She suggested that the employee let his subordinates know what is expected of them by setting up job descriptions and informing subordinates as to how performance would be measured. While this is an appropriate solution, it did not include a complete plan of action to insure it would be accomplished. She also asked the employee what he thought would be an appropriate solution to a problem, but did not pursue this with an action plan of her own. Finally, she stated that it was important to establish goals, and means for delegating responsibility and holding the subordinates accountable. However, the assessee did not fully establish a mechanism for doing so.

Sensitivity

Throughout the role play, the assessee solicited the employee's input on the issues that had been discussed. She also acknowledged the difficulty in moving to a much larger store, and recognized that the employee was putting forth a great deal of effort. She stated that she appreciated the employee's attitude in trying to work with the employees. In asking the employee if there was some way to relieve him of some of his work so that he was not so "bogged down," the assessee expressed a desire to help the employee remedy his problems. The assessee did not thank the employee for his time when the interview was completed.

#6 Interview Simulation

Problem Analysis

Throughout the role play, the assessee failed to pursue any of the problem areas with questions in order to more fully understand them. In fact, only two questions were asked. In discussing why the employee yelled at one of his subordinates, she asked what happened. When discussing the ordering problem, she responded to the employee's comment that the picnic tables were underordered because of the crowd rush by asking if the crowd rush was unexpected. In both instances, however, she failed to pursue these areas any further. The assessee also failed to identify either of the two relationships that may have partially explained the problems. She did not uncover any relevant information.

Problem Solution

The assessee suggested three solutions during the course of the role play. She recommended that the employee move his subordinates around and have others work weekend nights and to talk to the subordinates about their schedules. She also told the employee to delegate more, and that she would talk to some of his subordinates. However, she failed to outline an action plan for any of these problems. She did not recommend any solutions to the other problems that were discussed (i.e., the ordering problem and yelling at his subordinate).

Sensitivity

The assessee engaged in one sensitive behavior during the role play. She did acknowledge the employee's past favorable recommendations. She made no effort to find out how the employee was adjusting to the new store, nor did she recognize the efforts of the employee. Furthermore, she did not solicit the employee's input regarding matters that had been discussed. The assessee did state that she would talk to some of the employee's subordinates concerning the problem areas. However, she did not express her willingness to help the employee become a better manager or to resolve the problems he was experiencing. She did not greet the employee at the beginning of the interview, and did not thank the employee for his time when the interview was concluded.

#7 Interview Simulation

Problem Analysis

In discussing the problem the employee was having with his subordinates, the assessee asked several questions in an attempt to determine what these problems were, and if they had been given enough responsibility. For example, the assessee began the series of questions by asking the employee if there was a problem with his subordinates. He then followed this question by asking for an example of the problem he was having, if the employee had told his subordinate (John) exactly what he wanted done, if there were other problems with John, and if the employee had given his subordinates enough responsibility. The assessee did not probe into the scheduling and ordering problems, however. The assessee asked only for some explanation regarding why there was such a crowd rush to cause the employee to underorder on picnic tables. The assessee did see the relationship between the larger size of the new store and the need for the employee to delegate more. However, the assessee did not see the relationship between the employee's lack of patience with his subordinate and the fact that he was working so many hours.

Problem Solution

Throughout the role play, the assessee continued to suggest that the employee delegate more responsibility to his subordinates. However, the assessee did not outline a plan of action for accomplishing this, nor did the assessee provide an alternative plan for resolving the problems that may continue to exist if the subordinates failed to accept the additional responsibility. The solution provided for the scheduling and ordering problems was for the employee to take more time in dealing with these issues. For example, the assessee suggested that the employee "take more time to schedule their hours better and work on the inventory and stuff like that."

Sensitivity

The assessee noted that the employee was a hard worker, and acknowledged that his past recommendation also indicated that the employee was a hard worker. The assessee did not express explicitly his desire to help the employee resolve his problems, but did express concern at the number of hours that the employee was currently working. The assessee did not thank the employee for his time at the conclusion of the interview.

#8 Interview Simulation

Problem Analysis

The assessee asked several general questions throughout the interview simulation. For example, the assessee inquired whether the employee had had any particular troubles, and whether the employee had tried to delegate. The assessee also asked if the employee's subordinates were making it difficult for him, and if the employee felt they deserved his trust. Finally, the assessee asked the employee if he had talked with his subordinates. However, the assessee failed to use questions to probe these areas for additional information. That is, he did not take the employee's responses to initiate a more specific line of questioning regarding that particular problem area. The assessee did identify that one possible explanation for the employee's problems was moving from a smaller to a larger store, and that the different management styles between the employee and the previous manager makes adjustment difficult.

Problem Solution

Throughout the interview, the assessee offered a number of solutions to each of the problem areas. For the inventory problem, the assessee suggested that the employee look at old records and past performances to gain some insight into the ordering schedule. The assessee addressed the scheduling problem by informing the employee that his subordinates had complained. He suggested that the employee give them a break by allowing his subordinates a weekend off or one day off during the weekend. When discussing the problem of delegation, the assessee recommended that the employee sit down with his subordinates and discuss their responsibilities and let them know what is expected of them. The assessee further suggested that if problems continued with the subordinate, he would sit down with both the employee and the subordinate, and would terminate the employee's subordinate if performance was not improved.

Sensitivity

The assessee asked the employee how he liked being at the new store, and acknowledged that the employee came to the new store with very high recommendations. He also stated to the employee that he did not want the employee to think that he was "cutting him down," but that he had seen weaknesses. The assessee also told the employee that it was good that it was good that he accepted responsibility for the department. The assessee asked the employee if there were any ways in which he could help him, and pointed out to the employee that he was not blaming him for the problems that had occurred. For example, the assessee acknowledged that the employee had only been in the new store for four months, and that he was still "getting his feet wet." On two occasions, the assessee suggested that if the proposed solutions did not resolve the problem, the employee could come back and they would review the problem. He concluded the interview by stating that he was

glad he and the employee could get things straightened out.

#9 Interview Simulation

Problem Analysis

The assessee asked a number of questions to gather the information needed. For example, she asked if the employee had any problems since moving to the new store, and if there were specific problems that she could help him with. The assessee also asked the employee if his subordinates had informed him about the scheduling problems, and whether or not he held regular meetings to see how the subordinates felt regarding the present scheduling procedure. The assessee then addressed the issue that the subordinates had complained about not having enough responsibility. She asked if the employee could shed light on this particular problem. Furthermore, she asked if the subordinates had problems accepting responsibility. She did see the relationship between the change to a larger store and the problems the employee was having with delegation. In fact, the assessee asked the employee how much training he had had with delegation. The assessee also saw the relationship regarding number of hours the employee was working and his failure to be sensitive to his subordinates. The assessee continued by asking the employee if he were really showing an open door policy, and whether the employee's subordinates needed more training. Finally, she asked the employee how well he feels he communicates, and if he was having personal problems with his subordinates.

Problem Solution

The assessee offered several solutions, though many were general in nature. That is, many of her solution did not contain specific action plans. For example, she suggested that the employee have regular staff meetings with his subordinates. She also suggested that the employee give his subordinates proper assistance to get them started on some task, and if they have problems, follow-up and ask what he could do to help them. The assessee also recommended that the employee hold performance evaluation meetings with his subordinates. Finally, she suggested that the employee communicate with his subordinates and develop better personal relations. However, the assessee did not outline exactly how the employee should go about doing this.

Sensitivity

Throughout the interview, the assessee seemed interested in helping the employee with his problems. She began the interview by asking the employee how his job had been going since he moved to the new store. She also acknowledged that it was difficult to move to a larger store. On two occasions, she asked if she could help the employee with any of his problems, and thanked the employee for his time in coming in to the interview. She did not really compliment the employee, however, on the effort that he was putting into the job. She did appear to listen to the employee in that she used his responses to address other problem areas.

#10 Interview Simulation

Problem Analysis

The assessee asked several general questions regarding the problem areas to obtain the information needed to resolve the problems. He began by asking the employee what were his complaints with his subordinates, and what he would do to improve his subordinates. The assessee also asked the employee if had a specific system for delegating responsibilities. He did not pursue this problem area, however, with a specific line of questioning to gather all of the relevant information. The assessee did see the relationship between the number of hours the employee was working and the fact that he was somewhat irritable. Finally, regarding the ordering problem, the assessee asked the employee what the problem was. Again, however, he did not use a specific line of questioning to gather additional information.

Problem Solution

The solutions offered by the assessee were also of a general nature. He did suggest that the employee could sit down and go over the tasks with each of his subordinates, and then give each of his subordinates notecards that listed responsibilities on them. Furthermore, he recommended that the employee tell his subordinates what needed to be done in a "nice way," and then follow-up on them. No contingency plan was given if this solution was not effective, however. He did suggest the employee start to plan ahead and establish deadlines as to when he wanted tasks accomplished by his subordinates. The assessee noted that he would like to see the employee reduce the number of hours he was working to about 40. A specific plan for reducing these hours was not provided. He continued to stress that the employee delegate responsibility, but could have provided more provisions for doing so.

Sensitivity

The assessee showed a strong desire to help the employee resolve his problems. He began the interview by asking how the employee liked the new job to this point. The assessee then stated that he wanted to work out any problems the employee was having, and to do what they could to work better together. He stated that the employee was definitely dedicated, and that he appreciated the amount of time the employee was putting into the job. He told the employee he thought it was good that he was willing to work, but recognized that he might be overworked. He asked how the employee felt about a proposed solution, and on several occasions, asked the subordinates what he could do to improve his working environment. For example, he asked if there was anything he could do to improve his job or his working conditions, and if there was anything the employee felt he needed to talk about. The assessee expressed confidence in the employee by stating that he trusted the employee would do what he could to work out the problems in his department.

#1 Interview Simulation

The assessee began this role-play by asking how things had been going since the employee started working at the new store and then he explained that periodically he liked to meet with new employees in his store to discuss the areas that they were performing well in and the areas that may need some improvement. That way a development plan could be set which they could review at a later date. After acknowledging that he had noticed that the employee had been putting considerable enthusiasm, time, and effort into his work, the assessee inquired whether the employee was satisfied with his employees, and what type of relationship he had with his employees at the other store.

The first area of concern that the assessee raised about the employee's performance was that he had the impression that the employee had been making hasty decisions. The example given to support this impression was that full-time employees were being scheduled to work on weekends. This had come to the attention of the assessee in the form of complaints from a number of workers. In response to this information the employee expressed concern that he had told his workers to come speak with him if they had any problems and no one had approached him with any problems. The assessee reacted to the employee by asking if he'd received any feedback from his workers at all, and when the employee answered that he hadn't, the assessee stated that that may be appropriate and then brought up his next area for concern.

The second area for concern that the assessee raised relates to how the employee was managing his time and the possibility that the employee may burn himself out by working 60-hour weeks. The assessee suggests that the employee was spending too much time and needed to learn how to delegate and not let things go. In response to the employee's comment that the reason he spent so much time working was that he felt ultimately responsible for the department, the assessee acknowledged that it was difficult for people to let things go, that in his first management position he had difficulty with it, but in the long run things would take care of themselves if he would delegate. When the employee responded that he had tried to delegate on more than one occasion, the assessee stated that it took a long time to become comfortable delegating and suggested that the employee would have to clarify things so that his workers understood exactly what he expected from them. The assessee also suggested that it may take some time for the employee's workers to get used to him.

Following this discussion the assessee asked if there were any areas that the employee thought might need some improvement and the employee would like to give the assessee advice on. The employee stated that the only problem was that when he told people to do things they didn't always do them so the employee ended up doing them himself. The assessee then asked the employee if he knew of any reasons for this behavior. When the employee claimed that they were

not paying the workers enough money for the type of work that was demanded of them and suggested either getting them more money or firing them and hiring people who wanted to work, the assessee stated that that was something they should take into account and he would contact the personnel department to see what could be done.

Finally, the assessee noted that the employee had made a good suggestion regarding the workers' wages, and told the employee that they would get back together in a couple of months to see how things were coming along but in the meantime to keep up with the good work and he thought that the employee had been doing very well.

#2 Interview Simulation

The assessee opened the interview by asking how the employee liked working at the new store as compared to the old one. When the employee responded that it was much busier, the assessee asked the employee to explain in what way it was busier. The assessee then explained that at her store they evaluated their employees twice a year. That way, she claimed, they could be sure that everyone understood what their responsibilities were and that they were doing alright.

After acknowledging that she saw some good things in the employee's work (specifically, that he had been working a lot of hours, i.e., 60 per week), the assessee encouraged the employee to put his people to work as much as he could to ease his load since he wouldn't be much of an asset if he was all worn out. In response to the employee stating that he had tried to give his people work to do, the assessee asked how many people were in the employee's department and whether they were being kept busy. When the employee claimed that he had tried to give them work to do, the assessee stated that she was mostly concerned about the number of hours the employee was working and she wanted the employee to figure out how he could cut down his hours and put the people in his department to work as much as possible.

The employee then commented that he felt that he was ultimately responsible for how the department was run and if things needed to be done he needed to stay around to do them. In response to this comment, the assessee asked if the employee had particular work categories for leaving people so that they knew what their assignments and responsibilities were. After clarifying that the employee was not sure if his workers knew what their jobs involved, the assessee then acknowledged that the employee was working 60 hours a week and that it had been a big jump from the old to the new store, and then suggested that the employee have a meeting with his workers to define their responsibilities. The assessee further stated that she trusted the employee's judgment on it but thought it would be good to clarify for both the employee and his workers how the responsibilities were going to flow. In support of this feeling, the assessee added that the previous department manager probably had policies established and it would be useful to reinforce how the employee wanted his workers to function. This, she noted, would also take some of the load off of the employee. The assessee also claimed that she had heard that the employee had good, responsible workers in his department who probably wanted responsibility assigned to them and she acknowledged that it was hard to turn over responsibility because it could feel like you were losing control.

When the employee responded to the assessee's suggestion by stating that he had tried to give his workers responsibility and they hadn't always taken it, the assessee asked for an example. The employee cited an example in which he had asked a staffer to set up a

display which the staffer subsequently did a poor job on so the employee had to set it up himself. The assessee reacted to this example by asking if the employee couldn't have had the staffer redo the display since the next time the same thing would be likely to occur; the employee would have to set up the display or redo the display after the staffer attempted it. This, the assessee argued, would make things harder for two reasons. First of all, the employee would have to keep redoing the staffer's work, and secondly, it was likely to make the staffer feel bad about himself, to demoralize him, since he would see that the employee was redoing his work.

The assessee continued by acknowledging that it was hard to keep people in line but the employee did not have to redo his staffers' work for them. She then suggested that the employee work with the staffer, tell the staffer what he did wrong and rely on his expertise since the employee saw more of an overall picture and knew more about the business. The assessee predicted that the staffer would be miffed at first but would see that the employee was right which would be better than the employee redoing the work and the staffer seeing it was redone without giving him the opportunity to benefit from learning how it should be done. This, the assessee argued, would result in the staffer becoming the better man and the employee being less worn out.

After making these suggestions, the assessee told the employee that she appreciated all of the hours and hard work he had put in, and she could see he had a lot of loyalty to the company since no one would work 60 hours a week if they didn't have loyalty. While she appreciated his hard work, she also didn't want the employee to wear himself out because they wanted him to be around in the company for awhile. The assessee continued explaining that they wanted the employee to practice getting his workers to do the work that they were paid to do, instead of him doing it for them, and other than that everything looked good. The assessee then restated that if the employee could slow down on his hours and increase the number of things his staffers were doing (she joked, to keep them out of trouble) that everything should work out alright.

Following this suggestion the assessee asked the employee if he had any questions about his responsibilities since if he did they could work on it then and find some objectives before their next performance evaluation. When the employee responded that he really didn't have any questions, the assessee concluded the meeting by stating that she hoped they could get the employee out of the routine of 60-hour work weeks and get his staffers to do as much work as possible, and finally she told the employee that she enjoyed seeing him, and would see him again in six months for his next performance evaluation to see if he'd been able to get his staffers to work and that if he had any other input he would be able to tell her what he thought could be done.

#3 Interview Simulation

The assessee began the interview by asking the employee how he liked working at the new store and how he had adjusted to big city life. Before discussing the employee's performance, the assessee stated that overall the employee had done a pretty decent job but there was some room for improvement. It then was explained that the reason they were meeting was not to criticize but to build for the future by improving on everyone's performance and everyone needed to open up the lines of communication.

The first aspect of the employee's performance that the assessee addressed was that he had noticed the employee had trouble delegating and needed to delegate his responsibilities more thoroughly. The assessee noted that the employee seemed to want to use a hands-on approach assuming responsibilities himself for getting work accomplished in his department. While the hands-on approach may have worked at the employee's old store which was a lot smaller, the assessee explained to the employee that in this store they would like him to assume the role of a supervisor where he would delegate and let others do the work, he would guide them along in their duties rather than doing them himself. When the employee responded that he had tried to do that, the assessee continued that in the future they would like the employee to expand on the supervisor role by delegating the making of some lesser decisions to other people in his department. This, the assessee explained, would help to groom someone who would be able to take over the employee's position which was the only way that the employee would be able to move up in the organization.

When the employee responded that he hoped that his staffers would do the work when he told them to, the assessee pointed out that its not so much telling the workers what to do as it is teaching them how to do it. While the employee knew how to do the job well, the trick would be to teach his subordinates to do the job by delegating responsibility to them and letting them make decisions. The assessee then repeated that by teaching his subordinates to do the job the employee would be able to move up in the organization.

The next aspect of the employee's performance that the assessee discussed was that he had noticed that the employee needed more patience in dealing with his workers. The assessee noted that it could be frustrating since they don't know as much as the employee does and teaching people things was one of the assessee's biggest problems because he didn't have much patience, but it was something that they had to work on. The assessee then suggested that the employee needed to give his workers the benefit of his years of experience and training so that he could impart that on them. That, it was argued, would make the staffers better workers so that when the employee was away from the job there would be someone who could be left in charge who could handle the job so that the employee would know things would be in order when he returned. When the employee responded that he had been trying to do that but there were people in

his department who didn't want to work, the assessee asked if there were some workers who the employee felt didn't belong in the department and if those people were destructing the department. The employee answered that when he told them things to do they didn't always do it. In response to this comment, the assessee asked what happened when the workers didn't do it. The assessee then suggested that if the job was going to get done, the employee needed to sit down with the staffer, without yelling or screaming, and teach them how to do the job. The assessee then continued to explain that the employee should in a patient manner explain the job to the staffer, tell them what needed to be done and set a goal for them, in summary, give them a task, set a goal and then let them accomplish the goal. Before moving on to the next topic of discussion the assessee asked the employee if that suggestion sounded reasonable.

The next issue that the assessee raised was scheduling. This issue was brought up by asking the employee how he was handling the scheduling at his department and then asking how the scheduling was handled at the employee's old store. In response to the employee's answer that he had a schedule set where the full-timers worked on the week-ends, the assessee explained that the way they like to do things at the new store was to rotate the weekend schedule so that everyone was given a chance to have the weekend off and everyone had a chance to work with everyone else on the weekend. The assessee further explained that that way everyone got a weekend off which was good since he was sure that everyone, including the employee liked to have time to spend with their children.

After the assessee made this point the employee raised the concern that he wished his people would come to him if there were problems rather than going to the assessee. The assessee reacted to this statement by telling the employee that he agreed the workers should come to the employee with their problems, and that the workers were not coming to the assessee with there problems but the assessee had heard a few things that he wanted to bring out in the open. The assessee then suggested that the employee have a meeting with his workers to bring any problems out in the open. According to the assessee, the employee should have a meeting away from the office so the workers would feel comfortable talking to him and the lines of communication could be opened. The assessee added that he realized it was nothing personal and the employee could not be expected to read the workers minds if they weren't bringing out problems, but the most important thing they needed to do was to open the lines of communication.

The next issue the assessee brought up in the interview was the rating that he was going to give the employee. He told the employee that he was going to give him an average rating. He then clarified that he realized the employee was used to higher ratings but he was sure that the average rating was a result of coming to the new store, the new employees, and adjusting to the big city life. Furthermore, the assessee told the employee he expected that in the future the employee would be receiving higher ratings like he had in the past. When the employee responded that he thought he'd be alright and he

felt the problems were a result of the people that he had, the assessee explained that the problem was that they could not just wipe out the 15 or 20 people that were in the department when they brought a new manager in. He then continued explaining that they had to work with what they had and the labor pool at the new store was probably different than what the employee was used to but he had to have patience. The assessee acknowledged that it was difficult to be patient (which he stated was one of his major problems) and explained that was why he wanted the employee to use the hands-off approach. He then instructed the employee not to assume the responsibilities but to delegate them, to show the workers how to do the job and to be with them until they had done it a couple of times and were comfortable with it.

In concluding the interview, the assessee told the employee not to hesitate to come to him for help or advice since he could empathize because he realized how frustrating it was. He then told the employee that he didn't see any problems with things improving and based on the employee's qualifications and past performance he expected the employee would do a good job in the future. Lastly, the assessee thanked the employee for dropping by and told him he hoped to be giving him a higher rating in six months.

#4 Interview Simulation

The assessee began the role play by stating that it was performance evaluation time, and then told the employee that with the favorable recommendations and good performance evaluations he had in the past, she didn't understand what had happened since the employee had started working at the new store. When the employee asked what the assessee was referring to, the assessee explained that he had been making some very hasty decisions and gave an example of the employee ordering picnic tables without checking the last year's inventory.

In response to the employee claiming that he didn't consider that to be his fault, the assessee asked whose fault it would be. After the employee answered that with the unexpected crowd they had on that day that no one would have been able to have guessed how many tables they would have needed, the assessee asked why the employee didn't look in last year's records, and without giving the employee an opportunity to answer stated that "you don't have to have a college degree to know that you never order anything without checking the stock to see what you already have." The assessee then explained that even though the employee thought he had ordered the correct amount, it cost them money because there were things they couldn't order because of the tables they ordered.

The next issue that the assessee addressed in the interview was that the employee was repeatedly scheduling the same employees to work on weekend nights. After stating this problem the assessee, in a belligerent tone, asked the employee if he had a grudge against the people in his department. When the employee explained that he thought the staffers wanted the schedule the way it was and he arranged the schedule the way he did because at his old store the full-timers loved to work the weekends, the assessee asked if the employee had talked with his workers at the new store and explained that not everyone is alike and based on the complaints that she had been receiving it seemed that the employees did not like the schedule the way it was. The assessee then suggested again that the employee may need to talk with his workers.

The employee then raised concern that he told his workers when he came to work in the new store that he had an open door policy and no one had approached him about anything. The assessee pointed out that she thought the workers might be scared of the employee and supported this by telling the employee that he was very demanding and yelled at his staffers. The employee responded to this by telling the assessee that he had high standards. The assessee then explained that she realized the employee had high standards but it seemed that he was impatient with his workers. She then suggested that the employee needed to sit down with his workers and listen to what they had to say without yelling at them for not knowing something or not remembering something. The assessee then gave an example of what she was referring to when the employee was asked by two of his staffers to

explain how the inventory systems worked. In response to the employee suggesting that the two workers were just slacking off, the assessee raised the possibility that maybe they didn't know how to do what they were supposed to do and asked the employee if he had thought of that. The employee responded to the question by stating that the workers had been at the store a lot longer than the employee and should know how to do their jobs. This statement prompted the assessee to ask the employee how the workers were going to know if there was no one that they could turn to to tell and then suggested that the employee sit down with his workers and find out exactly what the problem was with them.

After discussing that the employee thought the problem was in his employees since when he told them to do things they either didn't do it or didn't do it well, the assessee told the employee that something wasn't right, that somehow he was not clicking with his workers and that the assessee didn't care how the employee did it but in six months they were going to have another performance evaluation and she wanted to see something done, somehow she wanted the employee to start communicating with his workers. After telling the employee this the assessee suggested that it may take discipline or it may take giving rewards. The employee responded by saying he agreed with both of those and they should either get rid of the workers or pay them more money since when you pay people minimum wage that was the quality worker that you would end up with. The assessee agreed with the employee and then told him to try the system it would take to get respect because she would like his workers to respect him without being scared of him so that they would feel they could come to the employee with any problems and he would be able to solve them without any conflict. When the employee said he'd try, the assessee said ok and ended the interview.

#5 Interview Simulation

The assessee began the interview by asking the employee how things were going, how his family was, if his children were alright, and then commenting on how it was quite a difficult adjustment from a smaller store to one as large as theirs. After telling the employee that she knew that he was working really hard, the assessee asked the employee how things were going in his department and if he had been having any problems. In response to the employee's answer that he was just having the types of problems that could be expected, the assessee asked what types of problems he was talking about and then stated that what she thought the employee was saying was that he was having problems with the responsibility that he had delegated. This statement was followed with a question of whether the employee felt that his workers were not handling this responsibility that he was delegating to them.

When the employee acknowledged that he did feel that the employees were not handling responsibility, the assessee continued by bringing up some problems in the department with things not getting done and hasty decisions being made. After raising these problems the assessee asked the employee what they could do that would help him with his scheduling and to overcome some of the personnel problems. In response to the employee's suggestion that they either get rid of the workers or give them more money, the assessee began to ask the employee about his feelings about giving the workers more money when the employee interrupted to say that the people were not motivated to work for \$3.50 an hour. In response to this statement, the assessee told the employee that some of the workers had complained that they were not given enough responsibility. The employee then stated that he had tried to give them responsibility, to which the assessee suggested that they could work together to set up some goals and lay out how they could delegate responsibility and hold the workers more accountable.

When the employee agreed to that suggestion, the assessee brought up another issue which was that some of the workers had complained that the employee sometimes showed a lack of concern. When the employee heard this and found out that his workers had complained to the assessee, he voiced his concern that when he came to the new store he told his workers that he had an open door policy which meant they could come talk to him whenever they had any problems and no one had approached him about anything. The assessee responded to this concern by telling the employee that she thought his workers were feeling that they could not communicate with the employee and that he was not receptive to their problems. When the employee responded that they hadn't given him a chance, the assessee clarified what the employee stated and then asked the employee if he thought there was a personality conflict between him and his workers. The assessee then told the employee that he was responsible for the workers in his department and it was up to him to take action when the employees were not performing their duties.

The assessee then asked the employee if he was dealing with his employees on a regular basis and giving them feedback on their job performance. The employee explained that he didn't feel that it was his job to "babysit" his workers, that they should know how to do their jobs, and when he told someone to do something he expected that it would be done properly and he didn't have time to check behind everyone to see that they did what they were supposed to. In response to this, the assessee asked how she could relieve some of the daily work that got the employee so bogged down and then asked if she could help in any way. The employee suggested that the assessee could get him some more help, to which the assessee pointed out that there were workers in the department that felt that they didn't have enough things to keep them busy. The assessee then asked how they could delegate some more work to those workers and keep them motivated and challenged in their jobs. When the employee stated that he thought he was doing that, the assessee made some suggestions for things that they could try to work on. The assessee suggested that the employee set up job descriptions for the workers to let them know exactly what the employee expected of them, as well as how it would be measured when the job was completed. The assessee then pointed out that she realized that it would take time in the beginning but that the employee would find that it would save him time in the long run, and would give him a chance to manage instead of doing all of the jobs himself. After that the assessee told the employee that they would get back together in a month to see how things were going, asked the employee what he thought about that, and then told the employee that she appreciated his attitude in trying to work with his staffers.

#6 Interview Simulation

The assessee started the interview by reiterating that the employee had been transferred to the new store and had received favorable recommendations. The assessee then continued by saying that it looked like the employee had been doing a pretty good job but there were some problems that the assessee had been informed about. The first of these problems was that the assessee had been told that the employee had poor decision-making judgments. When the employee asked her where she had heard that, the assessee simply responded that she had been told and cited an incident where the employee ordered picnic tables without checking the last year's inventory records which resulted in underordering of some merchandise that was needed. When the employee responded that the picnic tables were not his fault, that there was a big crowd rush that day, the assessee asked if the crowd rush was unexpected.

When the employee responded that there was no way they could have foreseen the crowds, the assessee brought up the second problem which was that the employee had been scheduling full-time workers to work on the weekend nights. After the employee commented that that was the way he thought they wanted the schedule, the assessee suggested that the employee move the workers around and have others work on the weekends.

The employee then voiced concern that the workers in his department were telling the assessee all of their problems and they weren't telling him anything. In response to this statement, the assessee told the employee that she would talk to the workers and maybe they should be talking to the employee instead of talking to her, but that at the time she was talking to the employee about it and she would like him to go back and speak with his subordinates to see if some of the people would rather not work on the weekends.

After making this statement, the assessee brought up the next problem that she wanted to discuss which was that the employee was doing a lot of work which could be delegated to the staffers. When confronted with this the employee claimed that he was ultimately responsible for the department, wanted to make sure things were done properly, and felt that the assessee was saying that he was the problem which he didn't agree with. The assessee responded to this by telling the employee that it was important to rely on others and not do all of the work himself.

When the employee agreed with the assessee and said that he had told his workers to do things, the assessee stated that the employee had been working 60 hours a week, and then, after a short pause said that she had heard that he had yelled at a staffer and asked exactly what had happened. After the employee explained that he had asked a staffer to set up a display and when the employee went to look at the display it was not done correctly so he had to do it himself, the assessee said that she would talk to the staffer to some other of his

workers and they would then see what happened. The employee then asked the assessee if he was going to get a bad review. The assessee responded by saying that she was going to give him a mixed review. When the employee then commented that he felt like he was taking the blame for problems that were his workers' fault and not his, the assessee told the employee that she hadn't considered that and that she would talk to some people about it.

#7 Interview Simulation

The assessee began the interview by asking how the employee was doing and telling the employee that he wanted to talk to him about his performance evaluation. Next, the assessee acknowledged that he had noticed that the employee was a hard worker and that his recommendations from his old store said that he had worked really hard while he was there. The assessee then explained that compared to the other, this was a bigger store with more staff which meant that the employee needed to delegate more responsibility. After saying this, the assessee asked the employee if he understood what he was talking about when he spoke of delegating more responsibility. When the employee responded that he had been working a lot of hours and had tried to delegate, the assessee acknowledged that he realized the employee had been working 60 hour weeks and then suggested that the employee needed to let the staff help him out more. The employee's response to this suggestion was that he had tried to do what the assessee was talking about. The assessee then told the employee that it seemed that the employee needed to take more time to schedule his workers' hours better and to let them do more of the work so that he could manage them.

When the employee again stated that he had tried to do what the assessee was talking about, the assessee asked if the employee had any problems with his workers. The employee answered that a couple of times he had told his workers to do something and they didn't do it right so the employee had to do it himself. The assessee asked the employee for an example and then after the employee described a situation where he had asked a staffer to set up a display which wasn't done correctly, the assessee asked if the employee had told the staffer exactly what he wanted done. In response to the employee's statement that the staffer had been on the job long enough that he should know how to do what he was supposed to, the assessee asked if the employee had encountered any other problems with that staffer. When the employee answered that he hadn't had other problems specifically with that staffer, the assessee asked how satisfied the employee was with his workers, and then if the employee thought he was giving them enough responsibility. The employee's response was that he had tried on more than one occasion to give his workers more responsibility but that when you paid people \$3.45 an hour that was the type of help that you got.

The assessee then asked the employee how he thought they could get the workers to show more responsibility, and when the employee answered that he didn't know the assessee suggested that the employee should give them more responsibility and see how that worked for awhile. The assessee then continued that he thought it would be a good idea and it would give the employee more time to attend to his other responsibilities, to see that things got done like scheduling, doing inventory and taking care of problems.

This statement prompted the employee to ask what problems the

assessee was referring to. The assessee then mentioned a problem with ordering. The employee immediately denied that the problem was his fault. He further claimed that there was a big rush that day and he thought he had ordered the right amount. The assessee responded by asking why there was such a rush that day. When the employee answered that he wasn't sure but thought it was a result of the sale that they were having, the assessee suggested that in that type of environment the employee needed to let his staff do more for him. When the employee then said that he'd be glad to do that, the assessee expressed approval and then stated that he thought if the employee gave the workers more responsibility he could spend more time doing the inventory, checking the stock, and seeing what needed to be ordered.

After making this statement, while the assessee was looking at his notes to see what else he wanted to bring up, the employee voiced concern that he felt the assessee was saying that he was doing a bad job while he thought things were going pretty well. The assessee then explained that he wasn't sure, that he realized the employee was working long hours and worked hard, but he felt they could better utilize him if he didn't do so much of the routine, day to day activities but did more managing. Continuing along this line of thought, the assessee added that he saw the employee working 7 days a week, 10 hours a day moving furniture around which was not really what they needed. What they needed was a good manager and since they paid the employee more than they paid the workers in the department, they expected him to help out more in the running of the operation. When the employee agreed to try and do that, the assessee concluded the interview by saying that he thought that should do it, telling the employee that if he had any problems to feel free to come back and see him, and then he thanked the employee for coming in.

#8 Interview Simulation

The assessee started the interview by asking the employee how he was doing, telling him he was glad to see him, and then asking how the new job was going. After doing this, the assessee told the employee that this was the first performance evaluation for the employee and before they got started the assessee wanted some feedback from the employee as to how the employee was rating his own job performance. The assessee then proceeded by asking if the employee had encountered any particular problems so far. The employee answered that there were a couple of areas where there were problems, and then the assessee told the employee that there were a few problem areas that had come to his attention which he would like to discuss. The assessee then pointed out that the employee had come from his old store with very high recommendations and the assessee was curious about a couple of areas.

Continuing, he stated that it had come to his attention that on occasion the employee had made some hasty decisions without checking his records. The assessee then clarified that he was talking about making decisions before they were really thought out. When the employee responded that he wasn't sure what the assessee meant, the assessee gave an example of a problem in ordering some picnic tables. The employee then denied that he was at fault in that instance. In response to the employee's denial, the assessee pointed out that if the employee had checked the schedule and the past records he would have seen that they always ordered heavy for that season. The assessee then acknowledged that the employee was going to have to get used to the job but that the employee would have to think in terms of looking at old records and past performances because it would give him a lot of insights. He also pointed out that they needed to be prepared and with the picnic tables they did lose quite a few customers.

The assessee then asked the employee if he was in agreement, and when he indicated that he was the assessee brought up another problem area which had to do with some complaints from the full-time workers. The employee then asked if the assessee was referring to the employee's workers and whether they had complained to the assessee. This concerned the employee since he had told his workers that he had an open door policy and that they could approach him if they had any problems. The assessee responded by asking if anyone had approached the employee and then pointed out that it was good that the employee had told his workers that, and then made a note that no one had spoken to the employee about their complaint.

The assessee then continued that a lot of the full-time workers thought that they had earned the right not to work on the weekends. When the employee responded that at his old store the full-timers loved to work on the weekends because that's when they could make the most money, the assessee told the employee that it was the nights that the workers especially didn't like to work because they wanted to do other things.

The assessee then continued explaining that the problem was probably related to the employee changing to a larger store, and because it was a larger store some of the things would be different for him but the employee would have to go along. The assessee then pointed out that he didn't want the employee to take what the assessee was saying negatively since he was just trying to point out weaknesses that he had noticed, most of which were probably coming from the change from the small store to a larger one. Continuing along this line of thought, the assessee noted that a lot of the policies would be a little different and then he told the employee that this was his way of pointing out what he saw, that he didn't want him to think that he was just sitting there cutting down everything that the employee was doing but these weaknesses had shown up.

Next, the assessee told the employee that the people around the store liked to have the trust of their superiors and they preferred for their superiors to tell them what to do and then to have it done. The assessee then acknowledged that he had noticed that the employee really got in there and was a hands-on type of manager, and the assessee had occasionally seen the employee doing things that he could assign someone else to do. When the employee responded that he had tried to delegate, the assessee clarified that he had tried and then asked if the employee's workers were giving him a hard time. The employee explained that sometimes he would tell someone to do something and they either wouldn't do it or wouldn't do it well so the employee ended up doing it himself. The assessee then commented that that was good, that sometimes a manager would have to do that and then the employee added that he felt that he was ultimately responsible for the success of the department. The assessee then followed up this comment by telling the employee that it was true that he was responsible for the department and since he was responsible the assessee wouldn't interfere. He then continued that the employee should allow his workers a chance, like, for instance, if they got behind in their work the employee should talk to them about it instead of going and doing it himself. The assessee suggested that when the employee talked to his workers he should tell them that he has given them this responsibility so why don't they stick with it, and not to leave it behind so that the employee would have to come back and get it. After saying this the assessee noted that the workers would probably appreciate that more than if the employee had to go and do it because then they would feel like they weren't trusted to do the work. In addition, the assessee noted that if the workers didn't deserve that trust then something would have to be done about it.

This comment prompted the employee to say that that was what he was going to suggest. The assessee then asked if the employee felt that the workers didn't deserve the trust. The employee responded that he thought there were some people who they should get rid of or get them some more money. The assessee then asked the employee if he had sat down and talked with these people, and when the employee answered that he hadn't since they had been on the job long enough to know what they were supposed to do, the assessee agreed that the workers should know what the situation was. He then added that by the

same token they were his subordinates and firing them was an extreme. The assessee then continued to explain that it wasn't good policy to just fire the workers like that and the employee should try to work with them since they had shown them in the past they were average or above average in their performance.

After saying this, the assessee asked the employee if he had any personality conflicts. When the employee responded that conflicts could pop up if people didn't do what was asked of them but there were no major problems, the assessee acknowledged that that was good and then recommended that the employee sit down and talk with them, especially if they were slacking off the responsibilities he was giving them, and discuss it. He then added that the employee would find that most of the workers were pretty open-minded and would listen to him, and if that didn't work the employee could come to the assessee and they would sit down again and work something out. The assessee then continued saying that if they ended up having to fire the people that was the way it was and that ultimately would be the employee's decision since it was his department.

The next issue that the assessee addressed was that other people had problems working with the employee. The assessee noted that the employee had to be careful of demanding too much and needed to be patient with his workers because if he wasn't patient with them they would take an attitude. When the employee responded that he had high standards, the assessee commented that it was good to have high standards but not as high as the employee's. The assessee then explained that if the employee wanted his workers to reach his standards he needed to express it and if he berated them about it they were not going to do it. The assessee then told the employee that if he went in and jumped on his workers it would kind of be like the cart pulling the mule since he wouldn't be able to get them to work for him by jumping on them. It was better, he continued, to sit down and tell them what was expected of them and what he wanted them to do.

The assessee then suggested that the employee not go in and tell the workers what they didn't do or tell them that they were doing a bad job. Rather, he recommended telling them that exactly what he expected from them, explaining that he was not getting as much out of them as he expected, and telling them that they were going to have to perform a little more and put a little more effort into their work. In addition, the assessee suggested that the employee talk to his workers more on their level than on a subordinate-superior level, and to show them that he understood the job rather than just demanding that they do it.

After making these suggestions, the assessee asked the employee if he followed all of what the assessee had said. When the employee indicated that he understood and would try to do what the assessee had suggested, the assessee continued by explaining that the employee was filling in someone else's shoes which was always going to cause some problems since when there was a management change people would be more accustomed to the old manager's style. The assessee noted that the person who took over the employee's old job was probably having the

same amount of trouble. He then added that the employee should work with his staffers since they were good workers and had shown in the past they were dependable. He also added that he didn't want any animosity between the employee and his workers because of his different management style.

The assessee then noted that these were the areas that he thought the employee needed to work on. These were the problems that had been brought to his attention and his intentions were to resolve them. After saying this, the assessee asked the employee if there were any other ways that he could help the employee to resolve the problems. The employee answered that he hoped the assessee didn't think that the employee was the problem. In response to this the assessee stated that he realized the employee was not trying to be a problem and the assessee was not blaming the employee per se, or saying that it was his fault. The assessee then clarified that he was just saying that there were some areas where something had to be done or they would become problems. He explained that he was not trying to say that the employee was the problem but he was saying that these were some problem areas and if something wasn't done they would have definite problems. If it got to that it would mean either firing all of the workers, moving them around, or moving the employee around. The assessee added that he would prefer to have the employee work it out with his workers so that everyone could stay and they could work together as a team. This, he noted, was what he thought was the best way to get things accomplished and was his personal philosophy. The assessee then told the employee that as his superior he preferred for people to work it out rather than having to move people around or fire them, and that these were some areas that he thought needed some work. He then suggested that the employee take his time, and unless there was something on the floor that needed his immediate attention to take a little extra time and think his decisions through before making them. The assessee then continued to tell the employee that he should do a little research, to watch out for the full-time employees and give them a break. Because they'd been there for awhile, he should give the full-timers time off on the weekends every now and then since that was the way it had always been done at this store and the workers had come to expect it. The assessee then asked if that was ok with the employee and when the employee responded that it was, the assessee added that there was no sense in changing that, and the employee should be able to change instead of the workers since they had pushed for that with the workers over a period of time and they had come to expect it.

Next, the assessee suggested that the employee give the workers a little time and a little rein, and if they weren't doing their jobs to sit down and talk to them. The assessee then pointed out that the employee should not be down doing the staffer's job. He then added that the employee had put in alot of hours, that he was following up behind his workers and he was not really accomplishing anything. The assessee continued by saying that the workers should be getting the work done and it shouldn't be in the employee's lap, and if they were not getting the work done the employee had to talk to them. After saying this the assessee stated that if that still didn't work then

the three of them would sit down together, and if that didn't work then something must be wrong and the worker would have to go. The assessee followed this by saying that they still needed to give the workers a chance, especially since in the past they had shown that they were able to do the work. The assessee then restated that it was a rough period right now so the employee should give them a chance and have a little patience with them.

When the employee said that he would try to do that, the assessee commented that that was about all he wanted to say and that overall the employee's performance hadn't been bad. He noted that there were a few problem areas and recognized that the employee was changing to a new situation which always caused problems for the manager and his subordinates. In concluding, the assessee told the employee that he had to work them out and when the employee agreed with him, he told the employee that it was good that he could come in and he was glad that they got things straightened out.

#9 Interview Simulation

The assessee started the interview by asking the employee how he was doing. The assessee then explained that this was a semi-annual evaluation and the first thing that she wanted to ask was how the employee felt the job had been going since the employee transferred from his other store. After the employee responded that he thought he had adapted well, the assessee asked if the employee felt that he had been keeping pretty busy, busier than he was in his old store. When the employee answered that he had been working a lot of hours, the assessee acknowledged that she realized how much the employee was working, and then asked if the employee had run into any problems or had any questions that he needed to ask her.

Following the employee's response that he didn't really have any major problems, the assessee pointed out that she had received a few complaints and thought they should discuss them. The first, she pointed out, was from several workers and involved scheduling the same full-time employees to work weekend nights. When the employee heard this he immediately asked if they had complained to the assessee. When the assessee then responded that she wasn't sure how it got to her but that it did, the employee stated that he thought that was the way that they wanted it since at his other store the full-timers loved to work the weekends because that was when they could make the most money. The assessee clarified that the workers hadn't told the employee about this problem and then asked the employee if he had regular meetings or if there was some way that his workers could get in touch with him so he could find out how serious a matter it was. The assessee then made the point that it may have just been a casual remark but by the time it got to her it was in the form of a complaint.

Following this comment, the employee voiced concern that he had told his workers that he had an open door policy and they could come see him if they had any problems, but no one had approached him about anything. The assessee then suggested that it would be a good idea for the employee to find out how the workers felt, and then asked if the employee held regular staff meetings. When the employee answered that he didn't, the assessee suggested that he might want to have one but they would wait and see.

The next issue the assessee addressed was that several staffers had expressed dissatisfaction about having very little responsibility. After raising this point, the assessee asked the employee if he could provide her with some information on the problem. When the employee explained that he tried to give them responsibility but they wouldn't accept it, the assessee asked if the employee had a hard time getting the performance he wanted out of his staffers, and then if he found that to be frustrating.

The assessee continued by explaining that she wanted to talk to the employee about delegation versus supervising. The assessee then

began a statement in which she pointed out that the employee had worked with a smaller staff before and that was part of the difficulty of adjusting to a larger staff. Then she asked how much training the employee had with delegation. After the employee claimed that he knew what delegation was and that he had tried to give his workers things to do but they weren't getting done, the assessee explained that when she thought of delegating she thought of assigning a certain task to someone who was responsible and who would be able to handle the task. She further explained that you get the person started on whatever the task is and make yourself open. The assessee then told the employee that he said earlier that he had an open door policy, and she asked if he was showing them that open door policy when they approached him. The employee responded that he thought he was but the problem was that no one was approaching him about anything. The assessee then pointed out that maybe there was a problem because the workers were complaining, but they weren't complaining to the employee. The assessee continued by telling the employee that maybe he wasn't as open as he thought he was, and then she explained that she knew he was putting in more hours and it was frustrating, but maybe he was losing some of his sensitivity which was likely to happen when he put in more hours.

After hearing this, the employee explained that the reason he was putting in so many hours was that he felt ultimately responsible for the success of his department, and if he told someone to do something and they didn't do it or didn't do it well he ended up having to do it himself. The assessee then clarified that what she thought the employee was saying was that he didn't want to have to do things if they weren't done by the workers. When the employee acknowledged that the assessee was right, the assessee continued by suggesting that if the employee had delegated a task to a staffer and given proper assistance and told them to come see him if they had any problems, and then the task still wasn't done, rather than going back and doing the job himself, the employee should pull that staffer aside and ask them what the problem was. The assessee then added that the employee should follow-up on the workers because they were not always going to come to him, especially since he was new they may feel intimidated, and if the work they did was wrong he should ask them what he could do to help them with it.

The assessee then pointed out that the employee had responsibilities that weren't getting done and he couldn't afford the time to do all of his staffers' work. When the employee then noted that the workers had been there a lot longer than he had, the assessee asked if he thought the staffers needed more training. The employee suggested that there were a few people who needed something and recommended either getting rid of them or getting them more money. In response to this, the assessee suggested that the employee was saying that he didn't feel that training would help. The assessee then recommended that they may need to do some evaluations, like she was doing with the employee, with the other workers. That way, she reasoned, they would be able to determine if they were trainable or not. If not, then they would get rid of them, but, she added, maybe they needed to give them another chance.

The next issue the assessee addressed was that several employees had informed her they felt the employee was too demanding, and that he didn't show enough concern for them. The assessee then added she had seen that the employee seemed frustrated and that when you were working so many hours with the extra responsibility that the employee had, she could understand how that could happen. When the employee responded that he had high standards and that he expected his workers to have high standards also, the assessee commented that it was alright to set high standards but the employee needed to help the workers live up to them. She then continued explaining that the employee could not say he was not going to give them more training, they didn't meet his standards so he would fire them. She pointed out that this was not good personal relationships, and then added that she was sure that the employee understood the value of good personal relationships because they directly affected a person's performance.

The assessee then told the employee that maybe they needed to talk about communication. She followed this statement with questions about how well the employee communicated with his workers, and if he had any specific personal problems with anyone in the department. The employee responded that there were a few people who didn't give him the respect that he deserved but he thought the root of the problem was that people were not doing what he told them to. The assessee clarified that what he mentioned was the root of the problem, and then she said that if the root of the problem was that the workers were not doing what he was telling them maybe they should look at how the employee was telling them to do things. The assessee then noted that if the employee was demanding then the workers were not going to give him their respect. She then emphasized this point by telling the employee that if she commanded him to do some things and he didn't live up to her standards and she fired him, it wouldn't come across very well and he probably wouldn't respect her. She further suggested that they should try to see it from the workers' point of view and then asked the employee how he came across to his workers. The employee responded that he thought he came across ok, and then the assessee asked if he understood what she was saying.

Next, the assessee pointed out that she knew the employee was putting in a lot of hours, that there were some things in the employee's job description that weren't being done, that it was difficult to adjust to new things, but the assessee thought the employee should try to work on his relations and how he communicated with his workers. The assessee then suggested that it was necessary to play a game with the workers, to get them to want to do a good job. Furthermore, the assessee explained that if the employee could communicate that to his workers, he wouldn't have to always go in and clean up behind them and pretty soon he would be able to turn his attention on his own job description. After making these points, the assessee asked if the employee understood, told the employee that these things tended to slack off if he were always going in and doing other peoples' work and he could not do his own. She then asked the employee again if he understood.

The assessee then asked the employee what he was going to do. When he responded that if it were up to him that he would get the workers more money or get rid of them, the assessee asked if he thought that they deserved more money, and then suggested that they try a little more personal relations. The next thing she did was to tell the employee to work on communication and that they would meet in a few weeks to see how things were going. The employee added that she didn't think it was an option for them to fire the workers since it would be too expensive, and she noted that to fire them and hire new people would cost them in other ways. The assessee then asked the employee what he was going to do, and when he answered that he guessed that he would talk to the workers, the assessee asked him how he was going to talk to them, and if he was going to talk to them as in telling them that "this is not what you're doing..."

Next, the assessee stated that as she understood it, the problem was that the workers didn't feel like the employee was patient enough with them or that he was concerned with their needs. After making this statement, the assessee asked if the employee understood the workers' needs or had a perspective of what their needs were, like what equipment they needed. When the employee responded that he thought he did, the assessee suggested that maybe he should ask them. She then recommended that instead of always saying that he was there if they need him, the employee should tell the workers that they needed him because they were not getting the work done and ask what the employee could do to help. The assessee pointed out that she thought that this would be a better approach, and when the employee agreed, the assessee told the employee that they would get back together in a couple of weeks to see how things were going. She also noted that in the meantime as that area started to improve the employee would find that he had less work to do, that he would be less frustrated, and she thought he would be able to get his work done as well. When the employee responded that he hoped so, the assessee commented that she hoped so too, and then asked if there were any questions or things that she could help him with. Since he didn't have any questions, the assessee concluded the interview by thanking the employee for coming in to talk with her.

#10 Interview Simulation

The assessee began the interview by asking the employee how he liked his job at the new store so far. After expressing happiness that the employee liked the job, the assessee told the employee that Mr. Randolph from the employee's old store spoke highly of him, and then asked the employee if he was familiar with the performance evaluation meeting and whether he had ever been to one. The assessee then clarified that what they wanted to do was talk about the employee's performance and do what they could to work out any problems the employee might have. The assessee then claimed that he wanted to do what he could so they could work better together.

Next, the assessee told the employee that the first thing that came to his attention was that there were a couple of complaints that workers in the department had come to him with. After telling the employee this, and clarifying that it was the employee's workers that he was talking about, the assessee asked the employee if he had any trouble with his workers that he felt they might direct at him. When the employee responded that he wasn't sure what the workers were complaining about and if anyone should be complaining it was him, the assessee asked the employee what some of his complaints were with the workers. In response to the employee's comment that he had had better workers before, the assessee asked if the employee felt that the workers were not as dedicated as they should be, and if the employee could improve anything with his subordinates what would it be.

After the employee suggested that they should either get rid of the workers and get in some people that wanted to work, or get them some more money since when you paid minimum wage that was the type of worker that you attracted, the assessee acknowledged that the employee had a good point. The assessee then told the employee that he didn't want to be too abrupt with him but he wanted to talk to him about some critical incidents that had been reported to him and some things that he had noticed. The assessee then continued to explain that he didn't want to put the employee on the defensive but they needed to work to figure out if there was a problem, and, if so, what it was. The assessee then stated that he sometimes wondered if the employee was paying attention to detail and acknowledged that the employee was definitely dedicated, and the assessee saw that he was working 60-hour weeks and was willing to come in on off hours. The assessee then told the employee that he appreciated his dedication but wondered if the employee's time couldn't be better spent if he would manage it better and delegate some responsibilities.

After the employee then told the assessee that he tried to delegate, the assessee asked him if he had worked out a specific system of delegating responsibility. The employee responded that he had not, that when something needed to be done he would tell someone to do it. The assessee then told the employee that related to that point he had overheard two staffers ask the employee how the inventory system worked and the employee told them that he hoped they found out

soon. The assessee told the employee that he wasn't sure what the meaning was behind his saying that. When the employee explained that those two workers had been slacking off all day and saw the inventory as another chance to get the employee to do their work for them, the assessee noted that the employee had also yelled at a staffer. After the employee claimed that that was for the same reason, the assessee clarified that the workers were aggravating the employee, and then pointed out that he had also noticed that the weekly inventory had not been taken so that they would have some accuracy in the department. The assessee then acknowledged that the employee worked long hours, and noted that some things that he considered to be critical, like doing the inventory and doing some cleaning behind a back ledge, were not being done.

The assessee continued by suggesting that the employee possibly could assign some specific tasks by giving the staffers notecards with specific responsibilities on them. In addition, he suggested that the employee sit down to talk with the staffers and if necessary decide that they were going to be his friends even if they seemed to be contrary. The assessee then told the employee to do the best he could, to get them to agree to the tasks that he assigned to them, and maybe work out a few little things.

When the employee then asked if the assessee thought that would work, the assessee told the employee to sit down and go over the task with the workers, and then write them a notecard describing what they were supposed to do.

The employee responded to this suggestion by stating that he thought the workers should know what their jobs were since they had been at the store alot longer than the employee. In turn, the assessee responded by telling the employee that it seemed as if the workers might be in need of and want some direction. The assessee then pointed out that he thought it was good that the employee was willing to work but the assessee felt that alot of the mundane tasks that the employee was doing could be done by the staffers, and the employee could use his time more wisely doing the things that required his experience. The assessee then acknowledged that Mr. Randolph from the other store had told him about the employee's expertise, then he clarified that he had been talking about the employee having more time to do things that required skills that the staffers didn't have. The assessee then brought up assigning tasks again. He told the employee that the employee could pitch in occasionally to let the staffers know that he was not afraid to work, and he could do anything that he assigned the staffers to do, but the assessee did not want the employee doing the staffers jobs, regardless of how much they moaned and groaned.

After the employee responded that he was ultimately responsible for how the department was run, the assessee suggested that the employee should tell the staffers what their jobs were, and in a nice way follow up and find out if they were having problems rather than just leaving them and telling them they were going to have to do the tasks. Furthermore, the assessee suggested that the employee should

try to listen to what the staffers had to say and get some feedback, and then if it absolutely didn't work he should come see the assessee and they would get rid of them.

The assessee then continued to explain that it seemed as if the employee was doing a lot of things that he could be delegating to other people. He then pointed out that he felt that if the workers knew what their direction was, that possibly they would be more inclined to do the work if they knew what it was that they had to do. The assessee continued by explaining that unfortunately minimum wage, which was all that they could pay, attracted a certain type of person who tended to respond to lists and mundane orders, who wanted to know what they had to do, and a lot of the time were people with low initiative. After explaining this, the assessee asked the employee what his overall opinion was on what he had suggested.

The employee responded that his opinion was that if they wanted go-getters, why did they pay minimum wage. The assessee responded to this by telling the employee that the employee could be the go-getter that delegated the mundane, mindless tasks like cleaning the back ledge and counting things for the inventory. He continued to explain that the employee could use the inventory and order things so that they wouldn't have trouble like they had with the picnic tables. When the employee responded that he didn't consider the picnic tables his fault, the assessee asked what the problem was. In response to the employee's answer that there was such a crowd rush that day that there was no way he could have ordered the right amount, the assessee commented that maybe they should start planning ahead on that too.

Then the assessee suggested that the employee could give the staffers deadlines on the tasks that weren't daily tasks. He then gave examples of telling the staffers that he needed the windows cleaned by Tuesday, or a count of merchandise on aisles two and three by Wednesday afternoon. After giving these examples, the assessee told the employee to try to realize that the staffers had been there for a long time, and the assessee had gotten to know some of them and he felt that their intentions were good and they felt sort of misdirected or possibly without direction sometimes. The assessee then asked the employee how he felt, and if the employee thought his suggestions would work for him.

After the employee responded that he would try, the assessee asked if the employee had any type of system like he had been talking about at his other store and if people at the other store just pitched in without him having to tell anybody to do their particular tasks.

The assessee then suggested that he thought the employee needed to spend more time at home, or at least away from work. He explained that he knew that the employee liked to work, and was a good worker, and he appreciated that, but he told the employee that he would like to see the employee strive for a 40-hour work week delegating as much responsibility as he could. The assessee pointed out that some nights the employee would have to work late but whenever possible the employee should give a little bit of responsibility to the people

working for him and to let them know that he trusts them. The assessee then commented that he thought this would work for the employee, and if it didn't, the employee should come back to the assessee and they would work something else out. The assessee added that he almost felt that the employee might be overworked, and then he continued that he knew that the employee was frustrated and he acknowledged that he appreciated that. The assessee then added that maybe delegating these tasks and making sure that the workers agreed with what they were going to have to do would help. In a summary fashion, the assessee referred to giving them a notecard with what they were supposed to do, pitching in occasionally to show them that the employee was not afraid to get his hands dirty and listening for feedback.

The assessee then asked the employee if there was something he could do to improve his working conditions, and if there was anything the employee felt like he needed to talk about, or explain, or whether he had any gripes. When the employee responded that he hoped that the assessee didn't think that he was the problem, the assessee explained that he saw problems and he trusted that the employee was going to do what he could to work out the problems in his department.

The assessee then started to tell the employee what the performance rating was that he was going to give him, and then he stopped and asked the employee what he felt that his performance rating should be for the last six months. When the employee responded that he thought his rating should be at least a six since he was putting in so much time and his was one of the best departments. The assessee then asked what the employee felt was the highest level that he could get to. After the employee said that seven was the top of the scale, the assessee suggested that they let the employee work on those areas, and asked him how he would feel about a rating of five. He explained that a five was not a low rating compared to many managers who got less than fives, and asked if the employee felt a five would be a tarnish on his reputation.

After the employee commented that he thought the assessee was taking his people's performance more into consideration than the employee's own performance, the assessee began to talk about the problems with the staffers and then changed his point and said that he knew the fact that the employee was overworked was probably why he yelled at a staffer and why he handled the two staffers that asked about the inventory the way he did. He then noted that the employee was in a position of respect and he had to realize that he was looked up to. The assessee continued by telling the employee that he felt that if the employee could improve on that that he could easily get a six or maybe even a seven the next time. Then he asked the employee about putting him in for a five and hoping for some improvement.

When the employee said that that would be ok, the assessee pointed out that it was not a personal thing, but he thought that the employee could look at the personal items as far as how the employee had treated people when he was overworked and upset with them. The assessee then suggested that maybe the employee could put in fewer

hours, delegate responsibility, and not be so irritable at the workers because of their lack of performance.

The assessee concluded the interview by asking the employee if there was anything else he wanted to add, telling the employee that that would be all, and thanking him before he left.

IX. APPENDIX D:
Dimension Definitions

Performance Dimensions

Problem Analysis The assessee asks questions to uncover unknown aspects of the problem or states how different parts of a problem are related.

Problem Solution The assessee suggests, recommends, or outlines one or more specific ways to resolve the problems.

Sensitivity The assessee shows concern for the individual and the individual's problems.

X. APPENDIX E:
Dimension Evaluation Instruments

Problem Analysis

Problem Analysis - The assessee asks questions to uncover unknown aspects of the problem or states how different parts of the problem are related.

Assessee could be expected to relate the employee's lack of patience in the dealings with his subordinates to his long hours. 5

In response to the employee's comment about the poor quality of his subordinates' work, the assessee could be expected to ask the employee whether he told his subordinates what his standards were. 4

Assessee could be expected to ask the employee what he thinks could be done to improve his relations with his subordinates. 3

Assessee could be expected to inquire whether the employee has any questions about his responsibilities. 2

Assessee could be expected to inquire whether the employee had ever received any complaints from his subordinates, but goes no further with this information or fails to engage in problem analysis. 1

Problem Solution

Problem solution - The assessee suggests, recommends, or outlines one or more specific ways to resolve the problems.

Assessee could be expected to outline what the employee should have done when discussing problem areas. 5

Assessee could be expected to suggest that the employee show his subordinates what he wants them to do rather than doing it himself. 4

Assessee could be expected to suggest that the employee sit down with his subordinates and attempt to develop a better working relationship with them. 3

Assessee could be expected to recommend that the employee try delegating more responsibility to his subordinates without explaining how. 2

Assessee could be expected to suggest that a goal could be obtained without specifying the manner in which it could be accomplished, or fails to propose solutions to the problems. 1

Sensitivity

Sensitivity - The assessee shows concern for the individual and the individual's problems.

- | | |
|--|---|
| Assessee could be expected to express the desire to work with the employee to remedy the problems. | 5 |
| Assessee could be expected to compliment the employee on the responsibility he feels for his position. | 4 |
| Assessee could be expected to acknowledge that the employee's past performance appraisals were good. | 3 |
| Assessee could be expected to acknowledge that a lot of employees are apprehensive about the appraisal process. | 2 |
| In asking questions, the assessee could be expected to convey the impression that the employee was guilty until proven innocent. | 1 |

XI. APPENDIX F:
Behavioral Checklist

Behavioral Checklist (SRP)Problem Analysis

- Assessee inquires whether the employee has had any problems adjusting to the store.
- Assessee begins by asking the employee whether there is anything that he would like to bring up, and then doesn't use the information to initiate a line of questioning for some problem.
- Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.
- Assessee inquires whether the employee had ever received any complaints from his subordinates but goes no further with this information.
- Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.
- Assessee inquires whether the employee has any problems with his subordinates.
- Assessee inquires about what the that his subordinates are not doing their work.
- Assessee inquires whether the employee's subordinates needed more training.

Problem Solution

- Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.
- Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.
- Assessee suggests that the employee explain to the staffers how the inventory system works.
- Assessee recommends that the employee exert more authority and let the staffers know who is boss.
- Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship with them.
- Assessee suggests that the employee might want to share his knowledge so that his subordinates had a better understanding of how the company works.
- When discussing problem areas, the assessee outlines a plan of action of what the employee should have done.
- Assessee recommends that the employee try delegating more responsibility without explaining how.

Problem Analysis

- In response to the employee's comments about the poor quality of his subordinates' work, the assessee asks the employee whether he told his subordinates what his standards were.
- Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.
- Assessee inquires as to the reason the employee works so many hours but does not use the response to the question to address a problem.
- Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.
- Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.
- Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.
- Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution

- Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.
- Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.
- Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.
- Assessee suggests that the employee is going to have to develop better communications with his subordinates without explaining how.
- As a final solution to the delegation problem, assessee suggests that the employee hand out notecards with responsibilities listed on them.
- Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.
- Assessee outlines action plans for employee development.

Sensitivity

- | | |
|---|--|
| <p>— Assessee puts the employee at ease by asking him how he likes being at the new store.</p> <p>— Assessee acknowledges that alot of employees are apprehensive about the appraisal process.</p> <p>— Assessee acknowledges that his past performance appraisals were good.</p> <p>— Assessee acknowledges the difficulty of adjusting to a larger store.</p> <p>— Assessee states that (s)he has confidence in the employee.</p> <p>— Assessee indicates that (s)he is impressed by all of the hours the employee has been working.</p> <p>— Assessee compliments the employee on the responsibility he feels for his position.</p> <p>— Assessee supports the employee by telling him that (s)he wants to see how they can make his performance even better.</p> <p>— Assessee expresses the desire to work with the employee to remedy the problems.</p> <p>— Assessee conveys the impression that the employee is guilty until proven innocent.</p> <p>— Assessee listens intently to what the employee has to say.</p> <p>— Assessee asks the employee about his feelings of the issues that had been discussed.</p> | <p>— Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.</p> <p>— Assessee acknowledges that it is difficult to turn over responsibility.</p> <p>— Assessee doesn't thank the employee at the conclusion of the interview.</p> |
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XVII. APPENDIX G:

Target Scores for the Training and Experimental Interview Simulations

	Dimension		
	Problem Analysis	Problem Solution	Sensitivity
Training Simulation	1.0 (0.0)	1.0 (0.0)	3.8 (.837)
Experimental Simulation 1.	2.0 (0.0)	2.4 (.548)	4.0 (0.0)
Experimental Simulation 2.	2.0 (0.0)	4.0 (0.0)	4.2 (.447)
Experimental Simulation 3.	1.0 (0.0)	1.8 (.447)	1.2 (.447)
Experimental Simulation 4.	3.0 (0.0)	2.2 (.447)	4.4 (.548)
Experimental Simulation 5.	1.0 (0.0)	2.0 (0.0)	1.4 (.548)
Experimental Simulation 6.	3.0 (0.0)	2.0 (0.0)	3.0 (0.0)
Experimental Simulation 7.	2.8 (.447)	4.0 (0.0)	4.0 (0.0)
Experimental Simulation 8.	4.0 (0.0)	3.2 (.447)	4.0 (0.0)
Experimental Simulation 9.	3.0 (0.0)	2.8 (.447)	5.0 (0.0)

Note. Standard deviations are presented in parentheses.

XVIII. APPENDIX H:
Informed Consent

Informed Consent Form

You are about to participate in a study designed to improve your skills in behavioral observation and performance rating accuracy. You should also come away from this training research with a good understanding of the performance evaluation interview, and an effective approach for conducting such an interview. The research purpose of this project prevents us from disclosing the full nature of your participation. However, upon completion of your participation, you will be debriefed in full as to the exact nature of the your experience.

Your involvement in this training research will require you to participate in two sessions. In this first session, you will be trained in behavioral observation and performance rating. You will then be asked to return the following day to complete the rating task. This task will include viewing and rating of several videotaped performances of individuals conducting performance evaluation interviews, or reviewing and rating reports of these performances.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Only the trainer and the principal investigator will have access to your data. Results of this study, if published or presented at professional or scientific meetings, will be presented in group form so that individual participants will not be named or identified. You are free to withdraw your participation at any time. However, you will receive the \$40 compensation only by participating in both sessions of the research.

Your signature below is indication that you have read and understood the above. If you need clarification on any aspect of this consent form, I encourage you to ask questions concerning your participation before signing.

Date

Signature of Participant

Signature of Witness

Signature of Investigator

XIV. APPENDIX I:
Script for Cognitive Modeling Training

Cognitive Modeling Training Script

I. Introduction

One of the things that is critical to what a manager does on the job is observe employees' performance, and then make some evaluation of how effective or ineffective that performance is. This particular aspect of the manager's job is the focus of this research project. Specifically, what we are concerned about is identifying procedures that can be used to improve people's ability to observe and evaluate performance effectively. In addition to providing us with the information we need to identify these procedures, we hope your participation will be a valuable learning experience.

II. Exercise

We've been talking about observing and evaluating performance. What we would like to do now is describe the situation that we will be asking you to observe and evaluate. The position that you will be evaluating is a store manager position. This individual is responsible for a variety of departments and department managers. For clarity, think of this situation as a J.C. Penney or Sears. As a store manager, you are responsible for conducting regular performance evaluations of your department managers. In the following scenario, the store manager has a new department manager (the department manager has been recently transferred to the store) who is having some performance problems. The basic objective of the store manager is to identify these problems, and to develop some plan to resolve them.

What you will observing are videotapes of store managers

conducting performance appraisal interviews with their department manager. These videotapes are simulations in which students were provided information about the role and asked to play the role of the store manager in conducting the appraisal interview. In the videotapes you will view, a different student will play the role of the store manager; however, the same person will always play the role of the department manager.

Briefly, we provided these students with information about the role, gave them some time to prepare what they were going to say or the approach they wanted to take, and then instructed them to conduct the appraisal interview in whatever fashion they felt most appropriate. What we want to do is let you see the information that the students were given in the handout.

PAUSE...WE WILL PAUSE NOW WHILE THE HANDOUT IS BEING PASSED OUT

What I would like you to do is to follow along on the handout as I read through it. After the handout has been read, we will pause to allow you a chance to ask questions for clarification.

READ HANDOUT

[PAUSE]

III. Dimension Overview

One critical point is that to most effectively observe and evaluate performance, one must recognize that this performance (i.e., someone's job) has many different aspects. For example, to be considered an effective manager, it is not enough to say that that

person is nice to his/her people. An effective manager must also be a good planner and organizer, he/she must be a good problem solver, and he/she must be a good communicator. We refer to these different aspects of performance as dimensions. (In effect, dimensions represent categories of similar behaviors.)

For this project there will be three dimensions of the manager's performance that will be of interest to us. These dimensions are problem analysis, problem solution, and sensitivity.

The first dimension that we would like to discuss is problem analysis. Please look at the definition for problem analysis that is given on the handout entitled "Dimension Definitions." The definition reads, "the candidate asks questions to uncover unknown aspects of the problem or states how different parts of a problem are related." Please note that this dimension involves two types of behaviors. The first is the behavior of asking questions to uncover unknown aspects of the problem, while the second is stating how different parts of a problem are related.

The second dimension is Problem Solution. Please look at the definition for Problem Solution on the handout. The definition reads, "the assessee suggests, recommends, or outlines one or more specific ways to resolve the problems."

The third dimension is Sensitivity. As you can see on the handout, the definition of the sensitivity dimension is "the assessee shows concern for the individual and the individual's problems."

While these definitions may sound brief, a better understanding of what is meant by each of them can be obtained by looking at examples of behaviors that represent each dimension. I now would like

to pass out a behavioral checklist which contains several behaviors which represent these three dimensions.

[PAUSE TO HANDOUT CHECKLIST]

This checklist includes 15 behaviors for each dimension that could possibly be exhibited in any particular role play interview. This list is not meant to include all of the behaviors relevant to Problem Analysis, Problem Solution, and Sensitivity which may occur in the role plays, but is intended to provide examples of different behaviors which are relevant to the dimensions. We would like you to use the checklist to record behaviors that you observe in the role play. Specifically, what we would like you to do is check off behaviors on the checklist as they occur while you are viewing the role play.

What I would like to do now is to take a few minutes and examine the behaviors that are listed on the checklist. Again, let me remind you that the checklist does not contain all of the behaviors relevant to the three dimensions which will occur in the interviews.

First, let's look at the Problem Analysis dimension. As you remember, Problem Analysis has two parts to it; "asking questions to uncover unknown aspects of problems," and "stating how different parts of a problem are related." "Asking", "inquiring," and "investigating" are all key words used in the statements on the checklist to capture the "asking questions to uncover unknown aspects of the problem" part of the dimension. On the other hand, "relates" is the key word used in the statements to get at the second part of the dimension.

The first statement on the checklist reads, "assessee inquires whether the employee has had any problems adjusting to the store." If

at any point during the interview the assessee asks a question concerning whether the employee was having problems adjusting to the store, you would check this item. When the question is asked in the interview, it is not necessary that it be phrased exactly like the statement in order for it to be checked. It doesn't matter so much how it is said, but that what is being said is essentially the same as the statement.

The second statement reads, "assessee begins by asking the employee whether there is anything that he would like to bring up, and then doesn't use the information to initiate a line of questioning for some problem." This statement includes two parts, first that the assessee begins by asking if there is anything that the employee would like to bring up, and second that the assessee doesn't use the information to start a line of questioning for some problem. In order to check this statement, both of these parts must occur. If the assessee does begin by asking if there is something that the employee would like to bring up, and then at some point later in the interview he or she uses that information to start a line of questioning, it would not be appropriate to check the item.

The third item reads that the "assessee inquires whether the employee checked last year's inventory before ordering the picnic tables."

Item number four reads that the "assessee inquires whether the employee had ever received any complaints from his subordinates, but goes no further with this information." Again this is an item that has two parts to it, and it is only appropriate to check it when both parts occur. That is, it should only be checked if the assessee asks

if the employee had ever received complaints from his subordinates, and the assessee doesn't go any further with the information.

The fifth item says that the "assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences."

The sixth item reads, "assessee inquires whether the employee has any problems with his subordinates."

Looking at the seventh item, you can see that it reads, "assessee inquires about what the employee believes is the reason that his subordinates are not doing their work."

The eighth item reads that the "assessee inquires whether the employee's subordinates needed more training."

The ninth item states that "in response to the employee's comments about the poor quality of his subordinates work, the assessee asks the employee whether he told his subordinate what his standards were."

The tenth item on the checklist is the first which deals with a behavior where the assessee relates different parts of a problem. This statement reads that the "assessee relates the employee's adjustment to the new store to the problems that he is experiencing."

The eleventh item states that the "assessee inquires as to the reason the employee works so many hours, but does not use the response to the question to address a problem." This is another statement that has two parts to it, and both parts must apply before the item should be checked.

Item twelve is another item in which the assessee states that different parts of a problem are related. The item reads that the

"assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours."

Item thirteen states that the "assessee asks the employee what he thinks could be done to improve his relations with his subordinates."

Item fourteen reads that the "assessee investigates how the employee took care of the problem when his subordinates didn't do work or didn't do it well."

Item fifteen reads that the "assessee inquires whether the employee has any questions about his responsibilities."

Ok, that does it for the Problem Analysis dimension, let's move on to Problem Solution. When we are talking about Problem Solution, we are talking about "suggesting, recommending, or outlining one or more specific ways to resolve the problems." The words "suggests," "recommends," and "outlines" are the key words representing Problem Solution on the checklist.

Let's look at item one. The statement reads, "assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends."

The second item also deals with scheduling staffers to work on nights and weekends. Looking at this item you can see that it reads, "assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them."

Item three states that the "assessee suggests that the employee explain to the staffers how the inventory system works."

The fourth item reads that the "assessee recommends that the employee exert more authority and let the staffers know who's boss."

Next, looking at item five, you can see that it states that the

"assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship with them."

The sixth item states that the "assessee suggests that the employee might want to share his knowledge so that his subordinates had a better understanding of how the company works."

Item seven reads that "when discussing problem areas, the assessee outlines a plan of action of what the employee should have done." Outlining a plan of action means that the assessee should describe a detailed sequence of steps that should be taken in solving a problem.

The eighth item states that the "assessee recommends that the employee try delegating more responsibility to the subordinates without explaining how." This is another statement that has two parts. In order to check this, the assessee must make the recommendation without explaining how to do it.

Item nine states that the "assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs."

The tenth item reads that the "assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself."

Item eleven states that the "assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished." When talking about a goal here, what is meant is that there is some standard of performance that the assessee would like the employee to reach.

Item twelve reads that the "assessee suggests that the employee

is going to have to develop better communications with his subordinates without explaining how." Note that this is another item in which the assessee makes a suggestion and then does not explain how to go about obtaining it.

The thirteenth item states that "as a final solution to the delegation problem, assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates."

The next item, the fourteenth, states that the "assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering."

The last problem solution item reads that the "assessee outlines action plans for employee development." As in item seven, what is meant by outlining action plans is that a specific sequence of steps is described which should be followed to address a problem. In this item, the problem that is referred to has to do with the employee's professional development.

Let's look now at the Sensitivity dimension. As you may recall, sensitivity refers to showing concern for the employee and his problems. The first sensitivity item reads that the "assessee puts the employee at ease by asking him how he likes being at the new store."

The second and third items also can serve to put the employee at ease. The second item reads that "the assessee acknowledges that a lot of employees are apprehensive about the appraisal process", and the third item reads that the "assessee acknowledges that the employee's past performance appraisals were good."

The fourth item says that "the assessee acknowledges the

difficulty of adjusting to a larger store." The fifth item states that the "assessee states that he or she has confidence in the employee."

Item six states that the "assessee indicates that (s)he is impressed by all of the hours the employee has been working."

Similar to indicating that you are impressed with the employee would be paying a compliment to the employee. This is what occurs in item seven, which reads that "assessee compliments the employee on the responsibility he feels for his position."

The eighth item states that the "assessee supports the employee by telling him that (s)he wants to see how they can make his performance even better." This item suggests that the assessee wants to get involved in working with the employee to improve the employee's performance.

Related to this is item nine which says that the "assessee expresses the desire to work with the employee to remedy the problems."

Item ten reflects a behavior which is poor sensitivity. The item reads that the "assessee conveys the impression that the employee is guilty until proven innocent." This item is exhibited when the assessee assumes the employee is at fault and does not ask for his side of the story, or for him to explain what may have happened.

The eleventh item states that the "assessee listens intently to what the employee has to say." You can tell if the assessee listens intently if she or he uses information that the employee mentions, restates what the employee has said for clarification, or doesn't interrupt the employee while he is talking.

The next item, item twelve, reads that the "assessee asks the employee about his thoughts and feelings of the issues that had been discussed."

Item thirteen states that the "assessee tells the employee he is ultimately responsible for ensuring that all of the work is done properly."

The fourteenth item reads that the "assessee acknowledges that it is difficult to turn over responsibility." The last item, item fifteen, states that the "assessee doesn't thank the employee for his time at the conclusion of the interview."

After you have reviewed an interview, we would like you to evaluate how well the person conducting the interview, the assessee, performed on the Problem Analysis, Problem Solution, and Sensitivity dimensions. The forms that will be used to evaluate the performance will be handed out now.

[PAUSE WHILE BARS HANDOUTS ARE PASSED OUT]

Now that you have the evaluation forms, note that there is one form for each dimension and the definition for each of the dimensions are printed on the top. Underneath the dimensions are five statements which are meant to represent five different levels of performance, with the number 5 statement being the highest level of performance and the number 1 statement being the lowest. In using this form to evaluate the performance of the assessee, we would like you to circle the number corresponding to the statement which most accurately reflects the level of performance that the assessee demonstrates on that dimension. Please use only the whole numbers 1, 2, 3, 4, and 5 when making your ratings. That is, please don't select ratings that

are in between these numbers.

In order to circle the number which corresponds to the statement which most accurately reflects the level of performance demonstrated in the interview, it is necessary to take into account all of the behaviors relevant to a dimension that are demonstrated in an interview. If you look at the statements, you will notice that each of them includes the phrase "assessee could be expected to ..." This means that when you take into account all of the behaviors that the assessee demonstrated which are relevant to the dimension in question, you would expect the overall level of effectiveness on the dimension to be the same as the level of effectiveness reflected in the statement. It is important to keep in mind that the statements on the form are meant to represent different levels of effective performance. Sometimes the actual behaviors that occur in an interview will also be in one of the statements, and sometimes they won't. Since the statements are meant to represent different levels of overall performance on a dimension, just because a behavior which is listed in a statement occurs in an interview does not necessarily mean that the number corresponding to that statement should be circled. The statement that should be circled is the one which reflects the level at which you would expect the assessee to consistently perform. In order to determine this you would have to take into consideration all of the relevant behaviors that were exhibited. If, for example, an assessee engaged in a behavior which was listed as a level 4 behavior, but also exhibited behaviors which could be considered level 1 or level 2 behaviors, when all of the behaviors were taken into account, the level which you would expect the assessee to consistently perform

at would most likely be somewhere lower than the 4.

I would also like to point out that in addition to taking all of the behaviors into account when making a rating, it is important to carefully read each of the statements. With this evaluation form you cannot look only at the numbers and assume that a five is excellent, a three is average, and a one is poor. The number that is circled should correspond with the statement that best represents the level of performance which based on the behaviors exhibited in the interview you would expect the assessee to consistently perform.

At this point lets pause for a minute to see if there are any questions about how to evaluate the assessee's performance.

[PAUSE FOR QUESTIONS]

Ok, what I'd like to do next is familiarize you with the actual statements that are listed on the evaluation forms. First lets look at the Problem Analysis form. Note that on the top of the form the definition of Problem Analysis is listed. Underneath the definition are the five statements with number 5 representing the highest level of behavior and number 1 representing the lowest level.

The number 5 statement would be circled if the level of performance demonstrated in the interview was such that the "assessee could be expected to relate the employee's lack of patience in his dealings with his subordinates to his long hours."

The number 4 statement reads, "in response to the employee's comments about the poor quality of his subordinates' work, the assessee could be expected to ask the employee whether he told his subordinates what his standards were."

The number 3 statement would be circled if the level of

performance demonstrated in the interview was such that the "assessee could be expected to ask the employee what he thinks could be done to improve his relations with his subordinates."

The number 2 statement reads that the "assessee could be expected to inquire whether the employee has any questions about his responsibilities."

The number 1 statement says that the "assessee could be expected to inquire whether the employee had ever received any complaints from his subordinates, but goes no further with this information or fails to engage in problem analysis."

Before we go on to the next dimension, I'd like you to take a moment and read over these statements to familiarize yourself with them. This also is a good time to ask any questions that you might have about these statements or anything else to do with the Problem Analysis dimension.

[BRIEF PAUSE]

Ok, now let's look at Problem Solution. Again, please note that the definition for Problem Solution is listed at the top and the five statements are written underneath the definition.

Let's look at the number 5 statement. It reads that the "assessee could be expected to outline what the employee should have done when discussing problem areas."

Looking at number 4, this statement would be circled if the level of performance observed on the tape was such that the "assessee could be expected to suggest that the employee show his subordinates what he wants them to do rather than doing it himself."

The number 3 statement reads that the "assessee could be expected

to suggest that the employee sit down with his subordinates and attempt to develop a better working relationship with them."

Statement number 2 says that the "assessee could be expected to recommend that the employee try delegating more responsibility to his subordinates without explaining how."

The number 1 statement would be circled if the level of performance were such that the "assessee could be expected to suggest that a goal could be obtained without specifying the manner in which it could be accomplished or fails to propose solutions to the problems."

Again, I'd like to pause for a moment to give you a chance to read over the statements and ask any questions that you might have about these statements or anything else about the Problem Solution dimension.

[BRIEF PAUSE]

Ok, now let's look at the Sensitivity dimension. The number 5 statement would be circled if the level of performance observed was such that the "assessee could be expected to express the desire to work with the employee to remedy the problems."

The number 4 statement reads that the "assessee could be expected to compliment the employee on the responsibility he feels for his position."

The number three statement says that the "assessee could be expected to acknowledge that the employee's past performance appraisals were good."

The number two statement would be circled if the level of performance observed was such that the "assessee could be expected to

acknowledge that a lot of employees are apprehensive about the appraisal process."

Finally, the number one statement reads that in asking questions, the "assessee could be expected to convey the ihe impression that the employee was guilty until proven innocent."

Again, at this time I would like to pause briefly to give you a chance to read over these statements and ask any questions that you might have about the Sensitivity dimension.

[SHOW TRAINING VIDEOTAPE]

IV. Script for Problem Analysis

OK. Let's briefly discuss these items. The first item states, "the assessee inquires whether the employee has had any problems adjusting to the store." As an expert observer, I would have checked that this behavior occurred when the assessee asked if the employee were having any problems with the changes that he had previously discussed. The employee's previous discussion of the higher volume of the new store, more customers, and a larger staff all represent changes and possible difficulties in adjusting.

We can see an example of Item 2 right below this. The item states, "assessee begins by asking the employee whether there is anything that he would like to bring up, and then doesn't use the information to initiate a line of questioning." I felt this behavior occurred in that the assessee asks the employee if there is anything that the employee would like to discuss. The employee responded with "there are a couple of things..." I felt the assessee should have followed-up on this. The employee is hinting that there may be a

problem. However, the assessee has ignored this and begun to initiate his own agenda. By doing so, he may never get around to the real problem. He would have been more effective had he pursued the employee's statement to resolution.

Item #3 reads, "assessee inquires whether the employee checked last year's inventory before ordering the picnic tables." It was clear to me the assessee assumed the employee to have not checked the inventory with the statement "You underordered on those because you didn't check the inventory." What is important about asking the employee if he checked the inventory is that you may be more likely to determine if the employee knows how to use the inventory when ordering merchandise. By making the assumption that the employee is able to use past inventory records when ordering, you have failed to uncover other explanations. Therefore, you are likely to see this mistake occur again.

OK. The assessee has now moved into a discussion of the scheduling problem. Let's investigate his problem analysis ability in this instance. Item #4 states, "assessee inquires whether the employee had ever received any complaints from his subordinates but goes no further with this information." In this case, I would not have checked this item. I felt the assessee did continue with this issue, and with further discussion of the scheduling problem. That is, he did not just drop this issue and move on to another problem area. In fact, the assessee shows effective problem analysis ability by moving directly to the point of inquiring "whether the employee consulted his subordinates regarding their scheduling preferences." The assessee asks, "have you talked to your employees to see if that's

true here?" With this question, I would also have checked item #5. This item states, "assessee inquires if the employee had consulted his subordinates about their scheduling preferences. Again, you see gathering more information before attempting to resolve the problem.

Now let's move to items 6 and 7. Both of these are in reference to a problem the employee has had with his subordinates. Let's follow the line of questioning. You will note that the assessee pursues a progressively more specific line of questioning. He initially asked the employee to tell him about a particular incident in which he snapped at an employee. He then moves to asking whether there were other problems with John and then to whether there were problems with any of the others. Item #6 states, "assessee inquires whether the employee has any problems with his subordinates." Therefore, I would check this item. Again, take note of the probing approach used by asking the employee to explain and by asking for an example of behavior. Item #7 states, "assessee inquires about what the employee believes is the reason that his subordinates are not doing their work." I felt that by asking the employee if he had any thoughts on why these people were not performing their jobs, this behavior was exhibited. Essentially, the assessee is displaying problem analysis behavior by having the employee provide some insight as to the possible source of the problems. This may provide the assessee important information about where the conflict may lie.

Now you must remember that you are still only getting one side of the story. To accept this as fact without getting additional information may cause you to solve the wrong problem or to solve the problem incorrectly. What I am looking for then as an expert observer

is some indication that the assessee is attempting to gather information about other possible causes of the problem. Clearly, he could talk to the subordinates themselves to get their views, and, in fact, that would indicate effective problem analysis. In this situation, however, you only have the employee to talk with. Therefore, it would be important to pursue other possible causes of the problem.

For example, the assessee asked the employee if his subordinates needed more training as indicated in Item #8. The employee stated that he was not sure, therefore, the assessee was forced to probe for the needed information of other possible causes of the problems. I think he does this in the next statement. Item #9 states, "in response to the employee's comments about the poor quality of his subordinates' work, the assessee asks the employee whether he told his subordinates what his standards were." The assessee asks the employee "do you think they know what you expect of them and how well you like the work to be done." Notice that standards imply not only something about what the task is and how to accomplish it, it also refers to the quality of that performance. With his question, it was clear to me that the assessee was concerned with information concerning both aspects. You will see several others who are concerned only with whether or not the employee has told the subordinates their responsibilities. This does not gather information concerning whether the employee has communicated the type of quality desired, or where quality has fallen short.

An important aspect of problem analysis is "does the assessee recognize relationships among different components of a problem or

different problems in order to more fully understand the cause of the problem?" Item #10 reads as follows: "assessee relates the employee's adjustment to the new store to the problems that he is experiencing." I think that one of the possible factors that may make it difficult to get adjusted to a new situation is that the people are different. I think the assessee recognizes this as well by his response "...you have to remember that these people may be much different than people you worked with at your other store."

Item #11 states "assessee inquires as to the reason the employee works so many hours but does not use the response to the question address a problem." When the assessee asks if the employee is working so many hours because his subordinates were not doing the work delegated to them, I felt as if the assessee met the first part of that item. Now, the question is did the assessee use this information to address a problem. In my mind, I felt the assessee continued to discuss this issue. In fact, he use the information to draw a relationship between the number of hours the assessee was working and his lack of patience which is exhibited in Item #12. Had he dropped it, and moved on to another problem, it would have suggested to me that the assessee did not understand the problem fully, or was unsure as to how to pursue the matter with a more specific question. Item #12 follows immediately after and is part of the same problem area. It states, "assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours." Again, it was clear to me that the assessee had been able to identify a possible cause of the problem from the information that had been discussed. The assessee states, "it seems you're working so many hours and that

may account for some of the problems you've had like losing your patience." This told me that the assessee picked up on my comment that I was working 60 hours a week because there were occasions when my subordinates would not do the work I delegated to them.

Item #13 is also exhibited here. The employee has been working with these individuals for four months and should have some important insight as to how best to improve the working relationship with them. This item reads, "assessee asks the employee what he thinks could be done to improve his relations with his subordinates." This is effective problem analysis because the employee is closer to the problem, and probably has a better understanding of the situation.

Throughout the interview, the employee stated that he had tried to delegate responsibility to his subordinates. As an observer of the assessee, what was important is that the assessee give some indication that he recognized this point. It appeared to me that the assessee did recognize this point by asking how the employee took care of the problem when his subordinates did not do the work, or did it poorly as stated in Item #14.

Item #15 on the checklist is related to this. It reads, "assessee inquires whether the employee has any questions about his responsibilities." This behavior was exhibited rather clearly. I think it is an important behavior because it is the starting point for problem solution.

BARS-PROBLEM ANALYSIS

We have discussed those behaviors that are representative of problem analysis. What I would like to do now is to give you some

idea as to how I, an expert observer, would evaluate the assessee. Before I do that, however, take a look at the problem analysis dimension on your evaluation form. Let me describe how I use the evaluation form, and the statements that are provided there.

Anchor "1" states, "assessee could be expected to inquire whether the employee had ever received any complaints from his subordinates but goes no further with this information." I think a rating of "1" is appropriate when the assessee fails to engage in any of the problem analysis behaviors discussed or other behaviors that are also indicative of problem analysis. Furthermore, if the assessee fails to pursue or ask follow-up questions (i.e., the assessee asks a general question regarding a problem area, but then moves to another problem area with no further discussion), a rating of "1" is appropriate. For example, if the assessee consistently asked one question regarding a problem, say scheduling, and then moved on to the delegation problem without obtaining the relevant information, I would have rated him a "1".

The third anchor states, "assessee could be expected to ask the employee what he thinks could be done to improve his relations with his subordinates." Essentially, the assessee is able to obtain some of the information regarding a problem area, but does not gather all of the information needed. I think a rating at this anchor, and this is indicated by the example anchor, suggests a deeper level of problem analysis than simply asking general questions regarding problem areas. That is, the assessee involved the employee in the problem analysis process. He recognized that the employee may have important insight into the problems and potential explanations for their cause. Notice

that this analysis has the potential result of greater information because the assessee is not relying solely on himself to uncover the nature of the problems. In essence, by asking for the employee's input, the assessee can now evaluate the employee's insight and information in relation to what he has determined to be the cause of the problem.

Anchor "5" states, "assessee could be expected to related the employee's lack of patience in his dealings with his subordinates to his long hours." I think that what I am looking for here is that for a particular problem, the assessee has obtained all of the relevant information regarding the problem. He has done this by asking increasingly more probing questions concerning the problem. This is true more for the delegation problem because there is a greater amount of information needed to resolve the problem. Furthermore, at the "5" level of performance, the assessee has identified relationships between different problems that may explain a larger problem.

Had I been rating this assessee, I would have rated him a "5" on the problem analysis dimension for a variety of reasons. First of all, the assessee pursued the delegation problem until all of the relevant information was obtained. For example, he asked a general question of why the employee snapped at his subordinate, whether the employee had other problems with John, and whether the employee had problems with others in his department. He continued by asking the employee if he could explain what the problems were and provide an example, if the employee had thoughts on why his people were not performing their jobs, and finally, if they needed more training. He saw both relationships as well. That is, he related the change in

store size to the employee's problems, and the number of hours that the employee was working to his lack of patience.

The assessee did not always show this systematic approach to questioning. Remember, he asked no questions regarding the ordering problem. But this gives me the chance to emphasize an important point about using the evaluation forms. That is, not all of the behaviors indicative of problem analysis are listed on the checklist. Therefore, you need to consider these behaviors when making your rating.

V. Script for Problem Solution

Once we have have gathered all of the relevant information regarding the problem areas, it is then important to use this information in some way to resolve the problems. What I would like to do is something similar to the problem analysis dimension. That is, I would like to show you videotaped examples of the problem solution behaviors. In doing so, I would like to share with you what I and other expert raters were looking for in each of the behaviors.

One thing that it is important to note is that we are concerned with the quality of the solution. This means a couple of things. First of all, it means that the solution is a rational one. That is, there is logic which would suggest that it would work. Second, a good solution is composed of an action plan. That is, the steps for solving the problem are laid out and clearly defined, and there were contingencies for alternative plans if the original solution was ineffective. For example, the assessee solves the ordering problem by telling the employee to always check the inventory before ordering.

Clearly, this is a logical solution. But it also could have been more detailed as well. The assessee could have suggested that he work with the employee to show him how to use the inventory system in this particular store, what the trends were, or that the employee train other members of his staff.

OK. Let's take a look at these behaviors in the context of this performance review simulation. One of the things that I would look for in the solution of the scheduling problem is that the employee talk with the employees to get a sense of preferences of when to work. Now certainly you cannot develop a schedule based solely on employee preference. There will be times when subordinates do not like their particular schedule. But discussing their preferences may show the subordinates that you are concerned and allow you to have more motivated people on the sales floor. The assessee in this case does suggest that the employee talk with his subordinates to discuss where the schedule can be more flexible. Thus, I would have checked Item #1 which states, "assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends."

Now there is also a second part to this solution. That is, the assessee could suggest that the employee rotate his staff so that all of the employees work some weekends. In this case the assessee did not offer this as a solution. Therefore, I would not check Item #2 which states, "assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them."

One thing that you should be aware of is that people will address problems in different ways. For example, some will provide a solution

as they discuss the problem while others will gather information about the problems, and then solve all of the problems. Others will use some combination of the two approaches. I am not saying that any one strategy is necessarily better than another, but just that it occurs. Item #3 is an example. Some could have addressed this problem when discussing the ordering of the picnic tables. This assessee addressed it as a separate issue when discussing the occasion the employee snapped at a staffer who had asked him about the inventory. At the very least, the assessee should have instructed the employee make sure he explains these things to his subordinates so that the work can be done properly. Item #3 states, "assessee suggests that the employee explain to the staffers how the inventory system worked." Clearly, the assessee fails to do this. Therefore, I would not have checked this behavioral item.

Eventually, the role play will move to a discussion of the problem that the employee is doing much of the work that his subordinates should be doing. In fact, he's working 60 hours per week. There are a number of possible solutions to this particular problem. I realize, therefore, that I must pay close attention as an observer to see how the problem is resolved, knowing full well that more than one solution may be suggested. One recommendation that the assessee could make is that the employee exert his authority as department manager and let the employees know who is boss as is stated in Item #4. When the assessee states that the employee is ultimately responsible for the department and he has the authority to take the appropriate action, and let them know who is in charge of the department, I would check Item #4.

Item #5 states, "assessee suggests that the employee sit down with his subordinates and develop a better working relationship with them." What I think this means is to sit down with them, find out their concerns, and what you (the employee) can do to help them. I think the assessee does this by suggesting to the employee that he sit down with his employees and get a feel for some of the things that concern them. The assessee goes on to say the employee can do this by showing them how to perform the task or sharing your expertise, for example.

Item #6 reads, "assessee might want to share his knowledge so that his subordinates had a better understanding of how the company works." What I am looking for here is not just for the assessee to tell the employee to tell his subordinates how to do their jobs so they will understand them. I am also looking for the assessee to relate the importance of what the employee has to offer (e.g., his knowledge and experience) to his subordinates so that they have a better understanding of how their performance ties in with the company. To me this serves somewhat of a motivational effect because the subordinates may recognize that poor performance on their part may affect the company, thus cutbacks, or that good performance may mean an opportunity to move up.

We have been discussing the importance of outlining a specific action plan. What I would like to do is to show you what I consider an example of a specific plan and one less specific. The assessee in this case has suggested that the employee meet with his subordinates informally, discuss their concerns, let them know what you expect, how their performance will be evaluated, and reinforce them for effective

performance. The assessee also includes a backup plan by stating that if that does not work, the employee could reduce the number of hours the subordinates are working or terminating them. Here, the assessee has outlined a series of steps for the employee to follow to resolve the problem. Therefore, I would have checked Item #7 which states, "when discussing problem areas, the assessee outlines a plan of action of what the employee should have done or should do."

I would not have checked Item #8 for this same reason. Item #8 reads, "assessee recommends that the employee try delegating more responsibility without explaining how." You will find some individuals who suggest that the employee delegate, and do not outline this plan for how the employee should change the approach he is already using.

Items #9 and #10 are also seen in the passage used to present Item #7. Item #9 states, the "assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs." I would have checked this behavior because the assessee does make this suggestion to the employee. I would also have checked Item #9 because the assessee is telling the employee to show his subordinates what to do. Item #10 states, "assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself." The assessee in this instance does not say "rather than doing it himself," but I felt he met the spirit of the item.

Item #11 states, "assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished." Let me define for you what I perceive is a goal. I think a goal is

anything the assessee suggests to the employee as "something I would like you to be able to do" or "something that you should be able to accomplish." Now it is possible that the completion of a task can be a goal since a goal is the objective of some action. But for the purposes here, I think a goal should be interpreted somewhat differently. I think a goal refers to a specific standard of proficiency, usually within some specified time limit. With this in mind, I would not have checked Item #10 because the assessee states that he would like to see the employee reduce the number of hours that he is working to about 45 from 60 (this is the standard of proficiency) in about three weeks (this is the time limit). This is not to say that the assessee will always impose this time limit, so keep this in mind. Above this when he outlines the action plan of meeting with them informally, discussing their concerns, letting them know what you expect and how to evaluate the performance, and reinforcing them for performing effectively, and showing them how to do the job were all part of how to accomplish the goal of a reduction in the number of hours worked. This suggests an important point in that how to accomplish the goal may not necessarily follow the goal.

Item #12 states, "assessee suggests that the employee is going to have to develop better communications with his subordinates without explaining how." You will note in the last passage the assessee said, "it all starts with communication." Had this been all he had said, that is, you need to start communicating with your people without telling him an approach for doing so, I would have checked this item. In this particular instance, however, I would not have checked this because of the same rationale we just discussed. The assessee did

provide the employee with an approach for communicating with his employees. For example, the employee now knows to do it informally, to tell his subordinates exactly what his expectations are, and to give them the opportunity to discuss their concern.

Ok. Let me just briefly say something about Items #13, #14, and #15. These behaviors are not exhibited on the videotape. Item #13 states, "as a final solution to the delegation problem, assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates." This behavior is, I think, fairly straightforward, and clearly was not suggested as a solution by the assessee in this case.

Item #14 reads, "assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering." Again, what I would be looking for to check this item is for the assessee to say this or to tell the employee to be more careful.

Finally, Item #15 states, "assessee outlines action plans for employee development." This item is referring to suggestions or recommendations by the assessee that the employee enter a particular training program (e.g., management skills, time management) to help remedy the problems. This item could also apply to the employee's subordinates as well. The important point is that it is proposed as a solution to help either the employee or his subordinates to improve their performance.

BARS-PROBLEM SOLUTION

Now, let me give you some idea as to how I perceived the adequacy of the assessee's problem solution ability, and the rating I would

have given him. On your evaluation form, you see that anchor "1" states, "assessee could be expected to suggest that a goal could be obtained without specifying the manner in which it could be accomplished or fails to engage in problem solution." I think what this anchor means is that after discussing a particular problem, the assessee fails to recommend or outline any solution to this problem, or suggests a solution that will not correct the problem. For example, if the assessee continued to suggest that the employee delegate more as his only solution, even though the employee had repeatedly told the assessee that he had tried to do this unsuccessfully, the assessee would be exhibiting behavior at this level.

Anchor "3" states, "assessee could be expected to suggest that the employee sit down with his subordinates and attempt to develop a better working relationship with them." The assessee has offered various solutions to the problems, but the solutions are general in nature (e.g., talk to them, develop better relations), and do not provide contingency plans or strategies for carrying out the solutions.

Anchor "5" states, "assessee could be expected to outline what the employee should have done when discussing problem areas." That is, for the problem areas discussed, detailed solutions are provided as well as contingency plans of action if those solutions are ineffective. Again, this will typically be more evident for the delegation problem. Had I been asked to rate this assessee, I would have rated him a "5". Throughout the role play, the assessee outlined specific action plans for problem solution and provided contingency

plans where appropriate.

VI. Script for Sensitivity

The final dimension that I would like to discuss is Sensitivity. Clearly, expressing concern for the problems of others and acknowledgment of their efforts is an important managerial behavior. As a motivational tool, reinforcement is essential. The definition of sensitivity as we have defined it is "the display of concern for the individual and the individual's problems." You can do this in a number of ways, and that is what we want to discuss.

Take a look at your checklist. You will notice that Item #1 states, "assessee puts the employee at ease by asking him how he likes being at the new store." The performance appraisal meeting can be a very anxiety-provoking experience for many people, particularly as in this case, you are being evaluated for the first time. Therefore, it is probably inappropriate to immediately begin discussing the problems the subordinate is having. It is important to first attempt to build a relationship with the employee, that is, show that individual that you are concerned about his problems. In this case, the assessee did this somewhat by asking how things were going and how the employee liked being at this store. Therefore, I would have checked the first item. I would not have checked Item #2. The second item states, "assessee acknowledges that alot of employees are apprehensive about the appraisal process." This is, in effect, taking the initial statements to the employee a step further. These statements are very effective at putting the employee at ease, and set the stage for open

communication with the employee.

Item #3 is also important to reinforce the employee, and to let him know that you recognize his past efforts. Item #3 states, "assessee acknowledges that the employee's past performance appraisals were good." I think that what is important here is the recognition of past behavior, and this can be stated in a variety of ways. The assessee here states that based upon the employee's past performance, he is sure the employee will be successful in the new store. The assessee also notes that he could easily see why the employee was promoted from reviewing his past performance recommendations. I think you can see how important this initial step would be in building a relationship with the employee.

There are also some other effectively sensitive behaviors that may typically occur in the first part of the evaluation interview. Much of this can be thought of as building rapport with the employee. For example, the assessee states that (s)he realizes the difficulty in moving to a larger store. The assessee has, in effect, told the employee that (s)he understands part of the difficulty he may be having. Therefore, I would have checked Item #4 on the checklist which reads, "assessee acknowledges the difficulty of adjusting to a larger store."

Furthermore, when the assessee states that "based on your past performance, I'm sure you'll do fine here," he is expressing confidence in the employee that he will be successful. Therefore, I would have checked Item #5. This item states, "assessee states that (s)he has confidence in the employee." In this interview, this behavior occurred early. You should keep in mind that this behavior

frequently occurs at the conclusion of the interview after the assessee has discussed the various methods to resolve the problems. But I think the important point regarding this item is that the assessee has stated in some way that (s)he is sure the employee can be as successful in the new store as he has been in the past.

Items #6 and #7 are also behaviors that recognize the employee's present efforts. Item #6 states, "assessee indicates that (s)he is impressed by all of the hours the employee has been working." The assessee states that (s)he can see that the employee is putting in a lot of time and effort." The assessee clearly does in this interview. Therefore, I would have checked this item. The assessee continues this by stating that the amount of time and effort tells him/her a great deal about how serious the employee is about his job. To me, this satisfies Item #7 which states, "assessee compliments the employee on the responsibility he feels for his position." Again, what is important about this behavior is that the assessee acknowledges the employee's desire to do a good job.

Once you have established some rapport with the employee, it is effective sensitivity to take this a step further and build a relationship with the employee. Furthermore, it is now appropriate to inform the employee of the purpose of the evaluation. So, as an observer of this behavior, what I am looking for is some indication that the assessee wants to work with the employee, to not only resolve his problems, but also to improve his overall managerial performance. These behaviors are stated in Items #8 and #9. Item #8 states, "assessee supports the employee by telling him that (s)he wants to see how they can make his performance even better." I think the assessee

is strongly aware of the importance of this behavior by responding that (s)he wants to see how "we" can improve upon performance because the assessee considers his/her job to help the assessee move up in the organization. And by stating, "it's important for you to let me know what I can do to help you resolve any problems you may have," the assessee exhibits the ninth item on the checklist: "assessee expresses the desire to work with the employee to remedy the problems." You will also see this behavior exhibited in the closing of the interview when the assessee offers to provide additional help if the original solutions provided are not effective. In this example, the assessee concludes the interview by stating, "we can get back together to see how this is working out...in the meantime, if there is anything that I can help you with, just let me know." There is an important teamwork aspect to this behavior, which is, I think, what makes it a sincere effort on the part of the assessee to help the employee. With this in mind, I would have checked Item #9. I also think that for these behaviors to be effective, they need to be stated somewhat explicitly by the assessee. That is, they need to make some reference to their assistance in helping the employee improve or to take care of his immediate problems.

We have been talking about building a relationship with the employee during the course of the interview. Therefore, it is important that you be willing to always listen to the employee's side of the story. In many instances, however, I think we approach situations where problems exist with our mind already made as to who is at fault. For example, in the discussion of the picnic tables, the assessee states, "you underordered on those because you didn't check

the inventory." The assessee has made two assumptions: (a) the employee ordered the merchandise, and (b) he underordered because he failed to examine the inventory. This serves to inhibit open communication with the employee and is an insensitive behavior. Therefore, I would have checked Item #10. Item #10 states, "the assessee conveys the impression that the employee is guilty until proven innocent." It may well be that there are good reasons why the picnic tables were underordered. For example, the employee may not have known how to use the inventory system. By approaching a problem in an accusatory fashion, you reduce the likelihood that the employee will discuss this problem with you, however.

This does not mean that someone cannot still listen to what the employee has to say as stated in Item #11. As an expert observer, there is indication to me that someone is listening to what is being said if they pursue a line of questioning regarding a statement that is made, or restate for clarification what the employee has said. The assessee in this videotape does this on more than one occasion. For example, in the discussion of why the employee yelled at a staffer who had asked the employee about the inventory, the assessee continued to use each of the employee's responses to questions as impetus for the next question. Sometimes you will see the employee say something that the assessee gives no indication that (s)he was really listening. For example, when the assessee asked the employee if there was anything that he would like to discuss, the employee responded that there were a couple of things. The assessee failed to address these, however. Generally, if the assessee does not use what the employee is saying, or dominates the discussion, it is some indication that (s)he was not

listening to what the employee was saying.

One strong indication that the assessee is actively listening to the employee is addressed in Item #12 which states, "assessee asks the employee about his thoughts and feelings of the issues that had been discussed." To me, this is one of the most effective sensitive behaviors if you use the information that the employee gives you. When the assessee discusses the need to delegate more responsibility and outlines a plan for doing so, he asks the employee what he thinks about this plan. I would then check Item #12 to show that the assessee had solicited the employee's input.

In the discussion of the need to delegate more responsibility, there are other behaviors that deserve note. For example, the assessee can tell the employee that he is responsible for insuring that the department is run well. This can be either a positive or negative behavior contingent upon the tone in which it is presented. For example, in Item #13, if the "assessee tells the employee that he is ultimately responsible for insuring that all of the work is done properly," and does so in a threatening tone (i.e., you better make sure things get done around here or else), this is an insensitive behavior. I would not have checked this item in this instance because the behavior was not posed in a threatening tone.

Item #14 states, "assessee acknowledges that it is difficult to turn over responsibility." I would have checked this item from the assessee's statement that the size of the store makes it difficult to adjust to not doing much of the work the employee performed in the smaller store. Again, this type of behavior is indicative that the assessee understands the problem the employee is having and its

possible source. (S)he is empathizing with the employee to some extent.

Finally, a common courtesy in any interview situation is to thank the employee for his time in coming in. This is a relatively simple behavior, but is still an appropriate and sensitive manner in which to conclude the interview. I would not have checked item #15 in this instance. This item states, "assessee doesn't thank the employee for his time at the conclusion of the interview." Clearly, the assessee does this in concluding the interview.

BARS-SENSITIVITY

Finally, let me give you my evaluation of the assessee on the sensitivity dimension. If you will look at anchor "1" on the evaluation form, it states, "in asking questions, the assessee could be expected to convey the impression that the employee was guilty until proven innocent." For me to have rated the assessee a "1" on this dimension, he would not have engaged in any sensitive behaviors. For example, he would have shown no concern for the employee's problems, and would have made no effort to help the employee resolve his problems. The assessee would not have attempted to build a relationship with the employee, nor would he have made any effort to establish rapport when the appraisal began. Again, I am looking for a consistent pattern of behavior.

Anchor "3" states, "assessee could be expected to acknowledge that the employee's past performance appraisals were good." For me to have rated the assessee a "3" on this dimension, the assessee would have complimented the employee on the effort he had exhibited in the

job, and would have acknowledged the difficulty in adjusting to the new store. To receive a higher rating, the assessee must go beyond these complimentary remarks. He must exhibit a strong desire to help the employee remedy the problems. I think the assessee was quite effective in building a relationship.

In fact, I felt the assessee's behavior was indicative of a "5" level of performance on this dimension. Anchor "5" states, "assessee could be expected to express a strong desire to work with the employee to remedy the problems." The assessee stated his desire to help the employee on several occasions, and sought the employee's input and feelings regarding his suggestions. Furthermore, the assessee consistently engaged in the other sensitive behaviors (e.g., putting the employee at ease and establishing rapport, complimenting the employee for his efforts). Again, I try to consider at what level of sensitivity the assessee's behavior is most consistent. This anchor is given the heaviest weight, and is the basis for my rating.

XV. APPENDIX J:
Script for Training Role Play

Training Script for Staffer Role Play

A: Hello Pat. How are things going?

D: Not bad. I have been pretty busy, but I think things are going pretty well.

A: How do you like being here at this store?

D: It's OK. It's taking a little time to get comfortable with all the changes, but basically I really like it here.

A: What kind of changes are you referring to?

D: Well, there are alot more customers with the higher volume, and I have alot more staffers here than at my other store.

A: Yes. I realize it is difficult to get used to things when you move to a bigger store. But based on your past performance, I'm sure you'll do fine here. Looking at the recommendations you had, I can see why you were promoted to this store.

D: I really like this company and would like to move up.

A: OK. Well that's really what I wanted to talk you about. I can see that you're really putting in alot of time effort and that tells me alot about how serious you are about your job. What we want to do here is to take a look at your performance and see how we can improve upon it because I consider it my job to help you move up. It's important for you to let me know what I can do to help you resolve any problems you may have.

D: I appreciate that.

A: There are some things that have been brought to my attention that I would like to discuss with you. You mentioned earlier that it was taking you some time to get comfortable with the changes here. Are you having any problems with that?

D: No, I don't think so.

A: OK. Before we get started, is there anything that you would like to discuss?

D: Well there have been a couple of things, but I don't think anything that more time here won't resolve.

A: One of the things that concerns me is that you've made some questionable decisions?

D: I'm not sure I know what you mean.

A: Let me give you an example. Whenever you place an order for merchandise, it is important that you go back and check previous inventory records to give you some idea of how much to order.

D: Are you talking about the picnic tables?

A: Yes. You underordered on those because you didn't check the inventory. That cost us.

D: I don't consider that my fault.

A: Whose fault was it?

D: We had such a crowd rush that no one could have guessed how many we needed. I thought I ordered the right amount.

A: OK. But in the future, I think it's important that you check the inventory records because we lost a lot of customers by not having the tables. You've got to pay attention to little details like that. Another area that I think we need to talk about is scheduling. I assume that you were responsible for the scheduling at the other store.

D: Right.

A: Did you have any problems with that?

D: None that I was aware of.

A: Well it has come to my attention that some of your subordinates are not happy with the way you have been writing the schedule. Has anyone voiced any concerns about this to you?

D: They have complained to you? No, no one has said anything to me about this.

A: It seems that you have been scheduling your full-time employees to work weekend nights.

D: At my other store that was what my full-timers wanted. They could make their most money then in commission.

A: Have you talked to your employees to see if that were true here?

D: No.

A: OK. I think you need to sit down and talk with your employees and see if they have particular preferences as to when they would want to work, especially the full-timers. It's not safe to assume that people here will prefer the same schedule as those at your other store. It's important that you consider these preferences because it shows that you are concerned about them.

D: That's fine. I just wish that if these people had problems they would talk to me first. I told these people when I came here that I had an open door policy but no one has approached me with any problems.

A: Let's talk about that. There may be a reason why your people are not coming to you. I have noticed that you seem to be a little impatient when responding to your employees.

D: I'm not sure I know what you mean.

A: Well I know of one incident where you snapped at a staffer who had asked you about the inventory. Can you tell me about that?

D: I think you are referring to the incident with John. He had been slacking off all day and he saw this as another opportunity for me to do his work.

A: Have you had other problems with John?

D: No, not really.

A: Have you had problems with any of the others in your department?

D: There have been a few.

A: Can you explain?

D: I may tell some individuals to do something, but, I don't know, they don't seem to do it very well or sometimes they don't do it at all.

A: Can you give me an example?

D: Well, for example, I told someone to set up a display in the front of the store. Later I went up there to check it and it was a mess. I had to redo it myself which took an hour that I didn't have.

A: Do you have any thoughts on why these people are not performing their jobs?

D: I just think there are some people here that don't want to work. I think we need to get rid of some of these people and replace them with people who want to work. Either that or give them more money. I feel like that you get what you pay for. We pay these people minimum wage and that is the type of help we get.

A: OK. Let's think about that. First of all, to simply fire everyone and replace them is not very cost effective. We would have to go through the whole process of selection and retraining if we did. It's also difficult to pay them much more than minimum wage because the profit margin of the store is so small. Let me ask you, do you think more training would help those people?

D: I'm not sure.

A: Do you think they know what you expect of them and how you like the work to get done?

D: They should know. These people have been here a lot longer than I have.

A: Yes, but you have to remember that these people may be much different than people you worked with at your other store. Because you're new here, people may not know what you expect of them so it's important that you make this clear up front. How do you feel about this?

D: I agree. But I have high standards and I expect people to give me their best work.

A: And you should expect that. But I think it's also important to try to look at this from the employee's perspective. Some have complained that they don't feel you are giving them enough responsibility. I have noticed the number of hours that you are working and I appreciate your dedication. But it seems you do a lot of the work that your employees should do.

D: Well, I'm ultimately responsible for how well this department is run. If they don't get it done, then I have to do it. That's why I'm working 60-hour weeks.

A: Are you saying then that you work so many hours because your employees aren't doing the work you delegate to them?

D: That's exactly what I'm saying. I never had this problem at my other store.

A: Well I think you are ultimately responsible for this department, and you have the authority to take the appropriate action when needed. You have to let them know that you are in charge of the department.

A: It seems your working so many hours may account for some of the other problems you've had like losing your patience. Do you have any suggestions, other than firing them or giving them raise, that would improve how you work with your employees and how they work with you?

D: No. I wish I did.

A: OK, let me suggest something. Perhaps you could sit down with your employees and get a feel for some of the things that concern them. For example, the scheduling. Find out if they understand what you expect of them, and give them more responsibility. Perhaps you could have shown John how you wanted the display to be set up for example. You have to remember that these people may want to move up in the company just like you. If that's the case, you need to use your expertise so that they understand the importance of doing their jobs properly for themselves and for the business.

D: I have tried to delegate on more than one occasion.

A: And what happened when it wasn't done?

D: I did it myself.

A: Do you know what we expect of you?

D: Yes I think so.

A: Then you know that your primary responsibility is to manage and not just be another employee, and it is as a manager that we can best use you. You can't always do their work and get the things done that you need to as department manager. Probably in your other store you could do those things more often because it was a smaller store. But the size of this store makes it almost impossible to operate that way and I'm sure it is difficult to get used to that. But you can't do their work for them.

D: Things would be much easier if they completed what I delegated to them.

A: Let's do this. Meet with your employees just as I am doing with you. It doesn't have to be a formal meeting. It is probably better that you do it informally. Discuss their concerns, let them know what you expect, and how you will evaluate their performance, and reinforce them when they do the job correctly. But it's important that you give them more responsibility so that you can spend more time with your responsibilities. You need to do it now so that the problem gets no larger and you don't burn yourself out working so many hours. What do you think about this?

D: I will certainly try.

A: If this doesn't work then you have the responsibility to take the appropriate steps even if that means cutting their hours back or letting them go. But show them first what you expect and let them do it. That way if they know what you expect and that they will be held accountable you won't have to be concerned when you're doing what you need to do or when you're not there. In fact, you may want to train someone to step into your role so that you can move up.

D: I understand.

A: I'd like to see you reduce the number of hours that you're working to maybe about 45 or so in the next three weeks but it all starts with you communicating with your employees. Let's try this for a couple of weeks and see what happens. Then we can get back together to evaluate how this is working out.

D: Fine

A: Ok. Thanks for coming in and if there is anything I can help you

with in the meantime, just let me know.

XVI. APPENDIX K:
Dimension Importance Rating Form

Dimension Importance Ratings

Part 1.

A manager must possess a variety of skills and abilities in order to perform effectively in the managerial role. Before we continue, we would like to get some idea as to which of these skills and abilities you consider most important to effective managerial performance. Using the scale below, please rate the importance of each of the skills presented.

- 1 - not important
- 2 - slightly important
- 3 - somewhat important
- 4 - pretty important
- 5 - extremely important

Planning and Organizing- establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.

Risk Taking- taking or initiating action that involves a deliberate gamble in order to achieve a recognized benefit or advantage.

Sensitivity- showing concern for the individual and the individual's problems.

Oral Communication- effective expression in individual or group situations (includes gestures and nonverbal communications).

Leadership- utilization of appropriate interpersonal styles and methods in guiding individuals (subordinates, peers, superiors) or groups toward task accomplishment.

Problem Analysis- asking questions to uncover unknown aspects of the problem or stating how different parts of a problem are related.

Part 1. (cont.)

Initiative- active attempts to influence events to achieve goals; self-starting rather than passive acceptance. Taking action to achieve goals beyond those called for; originating action.

Energy- maintaining a high level of activity.

Problem Solution- suggests, recommends, or outlines one or more specific ways to resolve the problems.

Adaptability- maintaining effectiveness in varying environments, with various tasks, responsibilities, or people.

Part 2.

Using the dimensions discussed above, please list the 3 dimensions that you feel best distinguish between an effective and ineffective manager. That is, which three dimensions is an effective manager more likely to possess than an ineffective manager?

- 1.
- 2.
- 3.

**XVII. APPENDIX L:
Pretest Questionnaire**

Questionnaire #1

Pretest

We have briefly discussed the dimensions that you will be using to rate the performance of the assessees in the videotapes or reports that you will be provided in Session Two. We would now like to gather some information regarding your knowledge of performance ratings before you participate in the remainder of this research. Therefore, we would like to ask you some questions about behavior and performance dimensions before we proceed any further. Your answers will not be used to evaluate your individual performance in this study, nor will it affect your remuneration. It is simply a way for us to establish your familiarity with the area. The questions should take approximately 10 minutes to complete. Please carefully consider each response. Please answer all questions.

RATER NUMBER _____

GROUP NUMBER _____

Matching

This section asks you to match each performance dimension with a behavioral item. For each behavioral item, choose the performance dimension of which the behavior is most indicative and write the letter of that dimension in the space preceding the behavior.

A. PROBLEM ANALYSIS

B. PROBLEM SOLUTION

C. SENSITIVITY

Behavioral Item

- _____ When discussing problem areas, assessee outlines a plan of action of what the employee should have done.
- _____ Assessee relates the employee's adjustment to the new store to problems that he is experiencing.
- _____ Assessee inquires whether the employee had ever received any complaints from his subordinates but goes no further with this information.
- _____ Assessee compliments the employee on the responsibility he feels for his position.
- _____ Assessee acknowledges that alot of employees are apprehensive about the appraisal process.
- _____ Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.
- _____ Assessee recommends that the employee exert more authority and let the staffers know who who is boss.

Behavioral Item

- _____ Assessee inquires whether the the employee has any questions about his responsibilities.
- _____ Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.
- _____ Assessee suggests that the employee show his subordinates what he wants rather than doing it himself.
- _____ Assessee recommends that the employee try delegating more responsibility to his subordinates without explaining how.
- _____ Assessee expresses the desire to work with the employee to remedy the problems.
- _____ Assessee inquires whether the employee's subordinates needed more training.

Behavioral Item

- In response to the employee's comments about the poor quality of his subordinates' work, the assessee asks the employee whether he told his subordinates what his standards were.
- Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.
- Assessee supports the employee by telling him that (s)he wants to see how they can make his performance even better.
- Assessee inquires whether the employee has had any problems adjusting to the store.
- Assessee states that (s)he has confidence in the employee.

Behavioral Item

- Assessee inquires whether the employee has any problems with his subordinates.
- Assessee inquires as to the reason the employee works so many hours but does not use the response to the question to address a problem.
- Assessee outlines action plans for employee development.
- Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.
- Assessee listens intently to what the employee has to say.

XVIII. APPENDIX M:
Posttest Questionnaire

Questionnaire #2

Posttest

We have now completed the behavioral observation training component of this research. We are now interested in determining how effective this training has been in enabling you to distinguish between performance dimensions. Therefore, we would like to ask you a few questions before you return to participate in the session two rating task. Once again, your answers will not be used to evaluate your performance in this study. It is simply a means by which we can establish what you have learned from this training experience. The questions should take approximately 10 minutes to complete. We ask that you give careful consideration to your responses. Please answer all questions.

RATER NUMBER _____

GROUP NUMBER _____

Matching

This section asks you to match each performance dimension we have discussed with a behavioral item. For each behavioral item listed below, choose the performance dimension that you think best represents that behavior and write the letter of that dimension in the space provided.

A. PROBLEM ANALYSIS

B. PROBLEM SOLUTION

C. SENSITIVITY

Behavioral Item

- _____ Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.
- _____ Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.
- _____ Assessee acknowledges that his past performance appraisals were good.
- _____ Assessee suggests that the employee explain to the staffers how the inventory system works.
- _____ Assessee acknowledges that it is difficult to turn over responsibility.
- _____ Assessee tells the employee he is ultimately responsible for insuring that all of the work is done properly.

Behavioral Item

- _____ Assessee suggests the employee talk with his subordinates and find out how they feel about working nights and weekends.
- _____ Assessee inquires about what he believes is the reason that his subordinates are not doing their work.
- _____ Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.
- _____ Assessee suggests that if that if the staffers did not want to work nights and weekends that he should rotate them.
- _____ The assessee conveys the impression that the employee is guilty until

Behavioral Item

- Assessee acknowledges the difficulty of adjusting to a larger store.
- Assessee asks the employee about his thoughts and feelings of the issues that had been discussed.
- Assessee puts the employee at ease by asking him how he likes being at the new store.
- Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.
- Assessee doesn't thank the employee at the conclusion of the interview.
- As a final solution to the delegation problem, assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates.

Behavioral Item

- Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours. (s)he is impressed by all of the hours the employee
- Assessee indicates that (s)he is impressed by all of the hours the employee has been working.
- Assessee suggests that the employee might want to share his knowledge so that his subordinates had a better understanding of how the company works.
- Assessee suggests that the employee is going to have to develop better communications with his subordinates without explaining how.
- Assessee begins the interview by asking the employee if there is anything that he would like to bring up, and then doesn't use the information to initiate a line of questioning for some problem.

XVIII. APPENDIX M:
Pretask Questionnaire

Questionnaire #3

Pretask

Before you begin the rating task, we would like to gather some preliminary information as to how effective your training has been to this point, and to refamiliarize you with the dimensions and the behaviors which represent them. As in the two previous questionnaires you have completed, your answers here will not be used to evaluate your individual performance in this research. It is simply one way we can establish the efficacy of training. The questions should take approximately 10 minutes to complete. We ask that you give careful consideration to your responses. Please answer all questions.

RATER NUMBER _____

GROUP NUMBER _____

Matching

This section asks you to match each behavioral item we have discussed with a performance dimension. For each behavioral item, choose the performance dimension that you think best represents that behavior and write the letter of that dimension in the space preceding the behavior.

A. PROBLEM ANALYSIS

B. PROBLEM SOLUTION

C. SENSITIVITY

Behavioral Item

_____ Assessee inquires whether the employee has any questions about his responsibilities.

_____ Assessee tells the employee he is ultimately responsible for insuring that all of the work is done properly.

_____ Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

_____ Assessee listens intently to what the employee has to say.

_____ Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

_____ Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

_____ Assessee acknowledges the difficulty of adjusting to a larger store.

Behavioral Item

_____ Assessee recommends that the employee try delegating more responsibility to his subordinates without explaining how.

_____ Assessee recommends that the employee might want to share his knowledge so that his subordinates had a better understanding of how the company works.

_____ Assessee expresses the desire to work with the employee to remedy the problems.

_____ Assessee doesn't thank the employee at the conclusion of the interview.

_____ Assessee inquires as to the reason the employee works so many hours but does not use the response to the question to address a problem.

Behavioral Item

- _____ As a final solution to the delegation problem, the assessee suggests that the employee hand out notecards with responsibilities listed on them to his subordinates.
- _____ Assessee acknowledges that alot of employees are apprehensive about the appraisal process.
- _____ In response to the employee's comments about the poor quality of his subordinates' work, the assessee asks the employee whether he told his subordinates what his standards were.
- _____ Assessee inquires whether the employee had ever received any complaints from his subordinates but goes no further with this information.
- _____ Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.
- _____ Assessee supports the employee by telling him that (s)he wants to see how they can make his performance even better.

Behavioral Item

- _____ Assessee inquires whether the employee has had any problems adjusting to the store.
- _____ Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.
- _____ Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.
- _____ Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.
- _____ Assessee suggests that the employee explain to the staffers how the inventory system works.

XX. APPENDIX O:
Post-Experimental Questionnaire

Questionnaire #3
Post-Experimental Questionnaire

1. RATER #: _____ Group #: _____
2. Sex: Male Female (Circle one)
3. Age: _____
4. Ethnic Origin: White Black Hispanic Asian Other (Circle one)
5. Class: Sophomore Junior Senior Graduate student (Circle one)
6. To what extent did the training help you to accurately evaluate the ratee?
- | | | | | |
|--------------------|---------------|---------------------|---------------------------|-----------------|
| Not at
all
1 | Somewhat
2 | Quite a
bit
3 | To a great
extent
4 | Completely
5 |
|--------------------|---------------|---------------------|---------------------------|-----------------|
7. To what extent did you perceive the trainer as knowledgeable in observation and performance rating?
- | | | | | |
|--------------------|---------------|---------------------|---------------------------|-----------------|
| Not at
all
1 | Somewhat
2 | Quite a
bit
3 | To a great
extent
4 | Completely
5 |
|--------------------|---------------|---------------------|---------------------------|-----------------|
8. To what extent was the experiment a learning experience for you?
- | | | | | |
|--------------------|---------------|---------------------|---------------------------|-----------------|
| Not at
all
1 | Somewhat
2 | Quite a
bit
3 | To a great
extent
4 | Completely
5 |
|--------------------|---------------|---------------------|---------------------------|-----------------|
9. How confident are you that your ratings are accurate measures of the individual's performance?
- | | | | | |
|--------------------|---------------|---------------------|---------------------------|-----------------|
| Not at
all
1 | Somewhat
2 | Quite a
bit
3 | To a great
extent
4 | Completely
5 |
|--------------------|---------------|---------------------|---------------------------|-----------------|
10. Would you be interested in participating in another research study similar to this one?
- Yes No (Circle one)

Part 2.

Please indicate the degree to which you agree with the statements:

- | | | |
|---|---------------------------|----------------|
| 11. The trainer on the videotape seemed like an expert in behavioral observation and performance rating. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |
| 12. The trainer convinced me that behavioral observation and performance rating is a critical skill for managers. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |
| 13. If I had the chance, I would try to learn more about the performance rating skill. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |
| 14. I enjoyed the training experience. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |
| 15. A course which covered the material in this training would be very valuable to managers. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |
| 16. The trainer seemed quite interested in the topic he presented. | Strongly Disagree | Strongly Agree |
| | 1.....2.....3.....4.....5 | |

17. The fact that the trainer was presented on videotape rather than in person hurt the quality of the presentation. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
18. The trainer spoke clearly and distinctly. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
19. The trainer spoke with authority about the topic. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
20. It would have been better to have a true expert on behavioral observation and performance rating present the material. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
21. The trainer's presentation was logical. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
22. As a result of participating in this training, I have learned something significant about evaluating others' performance. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5
23. I am confident my ratings are accurate measures of the individual's performance. Strongly Disagree Strongly Agree
1.....2.....3.....4.....5

XXI. APPENDIX P:

Computational Formulae for Cronbach's (1955) Accuracy Measures

$$\begin{aligned}
 EL^2 &= (\bar{x} \dots - \bar{t} \dots)^2 \\
 DEL^2 &= 1/n \sum [(\bar{x}_{i.} - \bar{x} \dots) - (\bar{t}_{i.} - \bar{t} \dots)]^2 \\
 SA^2 &= 1/k \sum [(\bar{x}_{.j} - \bar{x} \dots) - (\bar{t}_{.j} - \bar{t} \dots)]^2 \\
 DA^2 &= 1/kn \sum \sum [(x_{ij} - \bar{x}_{i.} - \bar{x}_{.j} + \bar{x} \dots) \\
 &\quad - (t_{ij} - \bar{t}_{i.} - \bar{t}_{.j} + \bar{t} \dots)]^2
 \end{aligned}$$

Note. The accuracy scores for each term are computed by taking the square root of the term, where x_{ij} and t_{ij} = rating and true score for ratee i on dimension j ; $\bar{x}_{i.}$ and $\bar{t}_{i.}$ = mean rating and mean true score for ratee i ; $\bar{x}_{.j}$ and $\bar{t}_{.j}$ = mean rating and mean true score for dimension j ; and $\bar{x} \dots$ and $\bar{t} \dots$ = mean rating and mean true score, over all ratees and dimensions. Abbreviations are: EL = elevation accuracy; DEL = differential elevation accuracy; SA = stereotype accuracy; DA = differential accuracy. From "Relationship Between Observational Accuracy and Accuracy in Evaluating Performance" by K.R. Murphy, M. Garcia, S. Kerkar, C. Martin, and W. K. Balzer, 1982, Journal of Applied Psychology, 67, p. 322. Copyright 1982 by the American Psychological Association.

Biographical Statement

The author was born in Martinsville, Virginia on October 1, 1958. He received his B.A. and M.A. degrees in Psychology from James Madison University in 1980 and 1981, respectively. He completed two years of doctoral work in Industrial/Organizational Psychology at the University of Missouri-St. Louis. During that time he held an instructor's position, teaching courses in Organizational Behavior and Personnel Management. Publications include: (1) Johnson, D. (1984). Conducting an effective performance appraisal interview. American Society of Training and Development Newsletter, and (2) Silverman, W.H., Dalessio, A.T., Woods, S.B., and Johnson, Jr., R.L. (1986). Influence of assessment center methods on assessor ratings. Personnel Psychology, 39, 565-578. The author's professional affiliations include the: American Psychological Association, Academy of Management, Society for Industrial/Organizational Psychology, Southeastern Psychological Association, and the Virginia Psychological Association.