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Comparison of the Efficacy of General and Specific Performance Dimensions in an Operational Assessment Center

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COMPARISON OF THE EFFICACY OF GENERAL AND SPECIFIC
PERFORMANCE DIMENSIONS IN AN OPERATIONAL ASSESSMENT CENTER

by

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ABSTRACT

COMPARISON OF THE EFFICACY OF GENERAL AND SPECIFIC
PERFORMANCE DIMENSIONS IN AN OPERATIONAL ASSESSMENT CENTER

Wanda J. Campbell

Old Dominion University, 1990

Director: Dr. Terry L. Dickinson

There have been a number of challenges concerning the construct validity of performance dimension ratings provided by assessment centers. Typically, researchers have found evidence of convergent validity, but there has been little evidence of discriminant validity.

One explanation for the low levels of discriminant validity is that the large number of performance dimensions overburdens the cognitive capabilities of the assessors. The purpose of this research was to compare the effectiveness of three general performance dimensions and 14 specific dimensions on various aspects of rating quality. The general performance dimensions of intellectual/communication skills, interpersonal skills, and administrative skills were identified based on a review of the literature. Factor analysis of ratings obtained for candidates in an operational assessment center supported the use of these three general performance dimensions.

The research on the effectiveness of the general and specific performance dimensions was composed of five phases: categorization, aggregation, assessor reliability, construct validation, and correlational analyses.

The categorization phase of the research tested the hypothesis that categorization accuracy and reliability would be significantly greater for the general performance dimensions than for the specific dimensions. The results provided partial support for this hypothesis.

The aggregation phase of the research tested the following hypotheses: (1) rating accuracy would be greater when relevant behaviors were displayed with high frequency than when they were displayed with low frequency; (2) rating accuracy would be greater for the general performance dimensions than for the specific dimensions; and (3) interaction effects between frequency condition and performance dimension level would be present. The results provided little support for the hypothesized effect of frequency conditions. There was partial support for the hypothesis that rating accuracy would be greater for the general performance dimensions than for the specific dimensions. There were no interaction effects between performance dimension level and frequency conditions.

The assessor reliability phase tested the hypothesis that the interrater reliability of pre- and post-consensus assessment ratings would be greater for the general performance dimensions than for the specific dimensions. The results confirmed the hypothesis for the pre-consensus ratings, and the results for the post-consensus ratings were in the hypothesized direction.

The construct validation phase tested the hypothesis that the evidence of convergent and discriminant validity in the pre- and post-consensus ratings would be greater for the general performance dimensions than for the specific dimensions. The evidence of convergent validity was substantially greater for the general performance

dimensions. Although the evidence of discriminant validity was somewhat greater for the specific performance dimensions, discriminant validity for the general performance dimensions accounted for 22 to 34 percent of the rating variance.

The correlational analyses phase of the research sought to expand the evidence of construct validity within and beyond the assessment center context. The squared multiple partial correlations between ratings on overall measures and ratings on the general performance dimensions were expected to be significant, after the effects of the specific dimensions were removed. This hypothesis was not confirmed. Examination of the correlations between the overall measures and individual performance dimensions disclosed that all of the general and most of the specific performance dimensions were highly correlated with the overall measures, which suggests that much of the rating variance was shared by the general and specific performance dimensions. None of the correlations between supervisory and assessment ratings was found to be significant, and there were no differences based on performance dimension level.

In sum, the present research indicates that the general performance dimensions are typically as effective, if not more effective, than the specific performance dimensions. Therefore, the general performance dimensions show potential as a method of reducing the number of performance dimensions, while simultaneously maintaining high quality ratings in assessment centers.

DEDICATION

This dissertation is dedicated to Travis, who believed in me before I believed in myself, and who translated that faith into action which has enabled me to achieve this goal.

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I am grateful to Terry Dickinson, who encouraged me to pursue my own research goals, assisted me in structuring the research project, and expended a great deal of his valuable time to help me refine the final product. Over the years, Dr. Dickinson's guidance has enhanced my knowledge of psychology and statistics, as reflected in the current research project.

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COMPARISON OF THE EFFICACY OF GENERAL AND SPECIFIC
PERFORMANCE DIMENSIONS IN AN OPERATIONAL ASSESSMENT CENTER

I. INTRODUCTION

The assessment center process has become recognized as a valid technique for making predictions regarding various criteria of managerial success (Gaugler, Rosenthal, Thornton, & Bentson, 1987; Schmitt, Gooding, Noe, & Kirsch, 1984; Thornton & Byham, 1982) and has been found to have utility as a selection device (Cascio & Ramos, 1984; Cascio & Silbey, 1979). Thornton and Byham (1982) identified a number of principles that they believed contributed to the accuracy of assessment and its predictive ability. One of these principles is that "assessment should be based on clearly defined dimensions of managerial behavior" (p. 223).

Many of these principles have recently been challenged (Sackett & Dreher, 1982; Sackett & Wilson, 1984) as researchers began exploring the reasons for the validity of the assessment center process (Klimoski & Brickner, 1987) and ways to improve it (Sackett & Wilson, 1982). The most significant challenge was that levied by Sackett and Dreher (1982) on the construct validity of assessment center performance dimensions. These researchers correlated and factor analyzed post-exercise performance dimension ratings from three assessment centers. In all three assessment centers, the correlations of different performance dimensions within exercises were found to be higher than correlations between the same dimensions across exercises. These relationships were

also reflected in factor analyses of the ratings; factors associated with the exercises were found rather than with the performance dimensions. Based on the foregoing results, Sackett and Dreher (1982) challenged the interpretation of the performance dimension ratings as measures of constructs such as leadership and decision making and subsequently recommended the use of exercise ratings as an alternative to performance dimension ratings (Sackett & Dreher, 1984).

A number of efforts have been made to establish the construct validity of the assessment center performance dimension ratings. One technique that has been used by numerous researchers in the field is the multitrait-multimethod approach (Campbell & Fiske, 1959). Using this method, Thomson (1970), Neidig, Martin, and Yates (1978), and Turnage and Muchinsky (1982) found high levels of convergent validity. Thomson found a median correlation of .85 between the assessment ratings made by psychologists and managers. Neidig et al. calculated the correlation between ratings on the same trait in two assessment center exercises. They examined 97 pairs of ratings and found significant correlations for 85. Turnage and Muchinsky used an analysis of variance approach in their multitrait-multimethod investigation of two samples. The variance components for the Person source of variation, which represented convergent validity, were .493 and .486.

With the exception of Thomson (1970), who found a moderate level of discriminant validity for ratings made by psychologists and managers within an assessment center, little evidence was discovered for discriminant validity. Thomson found that the correlations between assessor and manager ratings on traits in the assessment center were

higher than the correlations of the same trait with another trait. This relationship held regardless of whether the other trait was measured by the same or a different method. Thomson also found that the patterns of trait intercorrelations were similar in the psychologists' and managers' monomethod triangles. Neidig et al. (1978) found that less than half of the trait ratings correlated more highly with another measure of the same rating than with a measure of any other trait using a different method. Turnage and Muchinsky (1982) obtained variance components of .008 and .005 for discriminant validity in their two samples. Discriminant validity was represented by a Person x Trait interaction. Commenting on their findings, Turnage and Muchinsky indicated that the performance dimension ratings provided little information beyond that obtainable from a global rating.

The Turnage and Muchinsky (1982) research is interesting in that it simultaneously provided evidence for behavioral consistency, as represented by the high level of convergent validity, and situational specificity, as indicated by a significant person by situation interaction. The interaction effect, however, was contaminated by the potential for rater bias in that different assessors evaluated candidate performance on different exercises. Therefore, it was impossible to separate the effects due to the raters from those associated with the situation. Nevertheless, these results are consistent with the evidence found by Campbell (1986) for situational specificity and confirm Neidig and Neidig's (1984) suggestion that situational specificity could account for Sackett and Dreher's (1982) findings. The Turnage and Muchinsky results suggest the need to examine more closely the adequacy

of performance dimensions, or trait constructs, in view of the effects of situational specificity.

Although the strongest attacks on the performance dimensions have been levied on the sparse evidence for their construct validity, some weaknesses have also been noted with regard to their predictive validity. Dunnette and Borman (1979) have observed that the average validity coefficients for performance dimension ratings tend to be much lower than those associated with the overall assessment ratings. Correlations ranging from .01 to .08 were reported by Turnage and Muchinsky (1984) on assessment and managerial ratings on comparable performance dimensions. Using management level as a criterion, Ritchie and Moses (1983) and Wollowick and McNamara (1969) reported substantially higher correlations for overall assessment ratings than for individual performance dimension ratings.

The research presented thus far suggests serious deficiencies in the performance dimension ratings provided by assessment centers. Klimoski and Brickner (1987) observed that there was little evidence that the performance dimension ratings serve as valid representations of distinct constructs. Turnage and Muchinsky (1982) suggested that performance dimension ratings "provide little information potentially useful to management for making personnel decisions beyond what could be obtained from a global potential rating" (p. 188). In view of the growing dissatisfaction with performance dimensions, the purpose of this research is to explore the use of higher order performance dimensions to enhance the construct validity of the ratings.

Performance Dimension or Exercise Ratings?

Perhaps the first question that needs to be addressed is the adequacy of the trait concept itself as a basis for making assessment center ratings. Sackett and Dreher (1984) recommended the use of exercise ratings rather than dimension ratings. Preliminary research in this direction has not proven promising. Konz (1988) provided assessors with behavioral checklists and behavioral summary sheets to aid in their evaluation of the exercise performance of the assessment center candidates. Assessors were also requested to make dimension ratings. The inter-rater reliability was lower for the exercise ratings than for the dimension ratings, although both were equally predictive of a job performance criterion.

Examination of the intercorrelations of exercise ratings also has yielded pessimistic results (Borman, 1982; Moses, 1973; Tziner & Dolan, 1982). Borman found that exercises that were similar (i.e., role plays) tended to be more highly correlated than exercises that were less similar (i.e., a role play and an in-basket). Tziner and Dolan (1982) found that the intercorrelations of five different exercises ranged from .38 to .63, with a median of .46. These results suggest that exercise ratings also are not measuring distinct constructs. Therefore, the substitution of exercise ratings for dimension ratings will not solve the issue of the construct validity of assessment center ratings.

Another consideration when choosing between performance dimension ratings and the more behaviorally specific exercise ratings is the preferences of the individual who must rely on the ratings in making selection decisions. Related research has been conducted by Mischel,

Jeffery, and Patterson (1974) in the area of personality psychology. These researchers examined preferences for behavioral versus trait information in making behavioral predictions in situations differing in degree of similarity. Trait information was found to be preferred in dissimilar situations, while behavioral information was preferred in similar situations. The researchers noted, however, that the "dissimilar" situation might be viewed as "similar" in many circumstances. For example, when the behavior of interest was promptness in arriving for class, classes constituted the situations. Behavioral information on past promptness in class attendance (e.g., tennis versus chemistry) was preferred to trait information (e.g., promptness) only when the prediction was to be made with regard to the same class. That is, if the prediction was the promptness in arriving for chemistry class, previous behavioral information about past promptness for chemistry class would be preferred over general information regarding the individual's tendency to be prompt. If, however, the previous behavioral information dealt with promptness in arriving for tennis class, preferences would be shifted from behavioral information to general trait information regarding promptness as predictive of attendance for chemistry class. Behavioral information, therefore, was preferred within a "narrow range of predictions" (p. 240). In those instances where the information was not directly relevant, subjects preferred trait information.

These findings suggest that trait information, or performance dimension ratings, would be preferred over exercise ratings when making selection decisions. The assessment center cannot match the degree of

similarity required in order to shift management preferences from trait to behavioral information.

Situational Specificity

The decision to retain dimension ratings still requires that the question of situational specificity be addressed. The current controversy regarding the relative stability of traits in view of evidence of the situational specificity of behavior is analogous to a debate previously waged in the field of personality psychology. The classic trait personality model viewed traits as the "prime determinants of behavior" (Endler & Magnusson, 1976, p. 957). Traits were used to explain individual differences in behavior. According to Endler and Magnusson:

The trait model assumes that the rank order of individuals with respect to a specific personality variable is the same across different situations. It recognizes the impact of situation factors because it does not assume that individuals behave in the same manner in different situations. (p. 957).

Epstein (1979; 1983) and Epstein and O'Brien (1985) suggested that the lack of evidence for the stability of traits was the result of the failure to aggregate data over a sufficiently large number of occasions. Epstein (1979) demonstrated that aggregation raised the ceiling imposed by the reliabilities and permitted validity coefficients to rise.

Epstein's chief opponent in the debate was Mischel, who had previously commented on the situational specificity of behavior and noted that the concept of traits had proven "untenable" (Mischel, 1968). In a series of articles, Mischel and Peake (1982; 1983) suggested that Epstein's approach did not address the question of situational specificity, but rather bypassed the issue via aggregation. The debate

ultimately appeared to involve research goals and the related definition of error variance. Epstein sought evidence of trait stability and treated deviations as error variance, while Mischel focused on the situational specificity, which constituted the systematic component of Epstein's error variance. Both researchers failed to recognize that trait stability and situational specificity could occur simultaneously.

In the midst of the ongoing controversy, a third camp emerged-- the interactionists. The interactionist model agrees that individual behavior is influenced by the situation, but also notes that the individual selects the situations in which to perform, and modifies the situation by subsequent behavior (Endler & Magnusson, 1976). In previous research, Endler and Hunt (1968) found evidence for individual differences (i.e., person variance), situational specificity (i.e., situation variance), and an interaction (i.e., person-situation variance). Therefore, the presence of one effect on behavior does not necessarily negate the existence of another.

The implications for the interactionist model with regard to the assessment center process is that the existence of situational specificity does not invalidate the viability of the concept of traits, or performance dimensions. As stated earlier, Turnage and Muchinsky (1982) found evidence for convergent validity and situational specificity, although they did not discover evidence of discriminant validity. In their meta-analysis of the validity of assessment centers, Gaugler et al. (1987) found evidence for the generality of assessment center validity as well as situational specificity. Gaugler et al. observed that this finding is consistent with other findings in which

validity generalization was possible despite the inability to reject the situational specificity hypothesis (Pearlman, Schmidt, & Hunter, 1980; Schmidt, Gast-Rosenberg, & Hunter, 1980).

It might be instructive to view these concepts along a generalizability/specificity continuum of dimension validity (See Figure 1). Situational specificity requires a more micro-analytic approach whereas trait stability requires a macro-analytic view. In terms of construct validity, convergent validity represents the most abstract and generalizable level of analysis. Discriminant validity represents a more micro-analytic view, but an intermediate level when compared to situational specificity, the least abstract and generalizable of the three levels of analysis.

Although some success has been achieved in providing evidence for the convergent validity of assessment center ratings (cf. Turnage & Muchinsky, 1982), efforts to establish the discriminant validity of the performance dimensions have generally not yielded positive results. One explanation for the lack of success with regard to discriminant validity may be that a sufficient number of behaviors is not displayed within each of the performance dimensions to provide adequate reliability within exercises (Bycio, Alvares, & Hahn, 1987). An alternative explanation is that although the behaviors are displayed, the assessors are so overburdened by the large number of performance dimensions to be evaluated that they fail to recognize many of the relevant behaviors. The use of fewer, broadly defined, performance dimensions could address both aspects of the problem. A smaller number of such performance

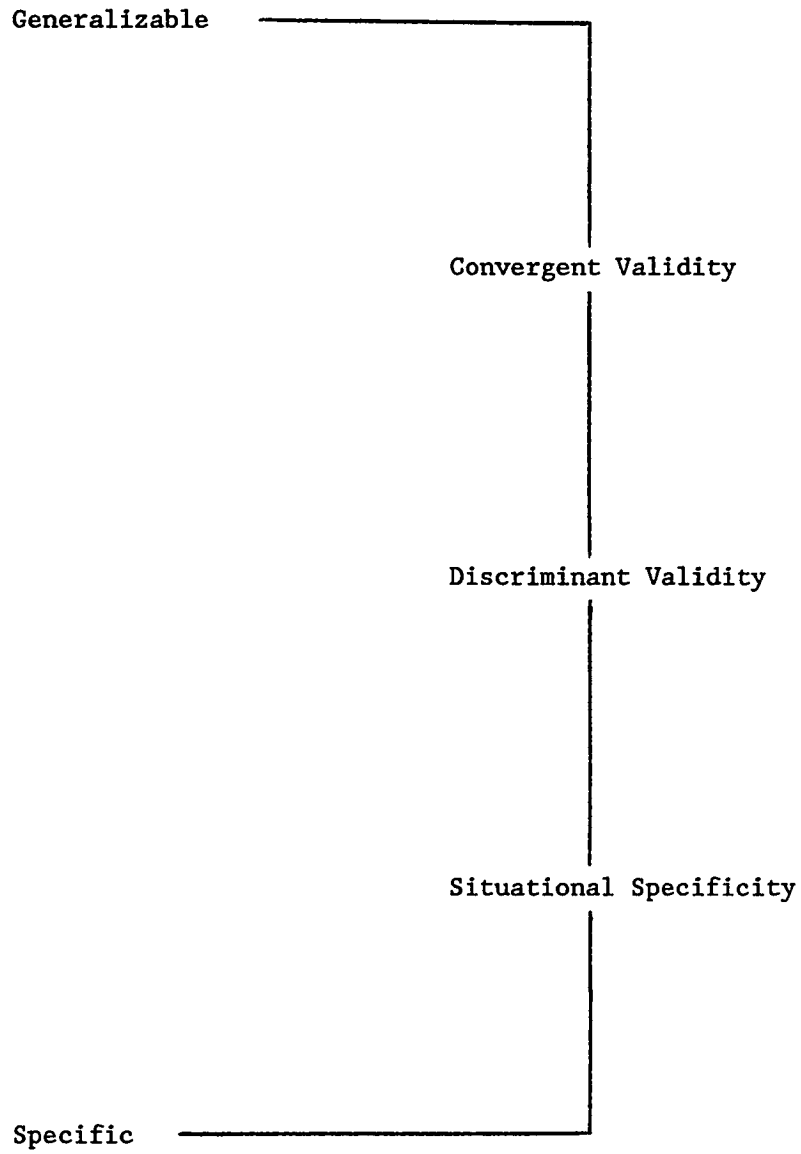


Figure 1. Generalizability/Specificity Continuum of Dimension Validity

dimensions would necessarily permit greater aggregation of relevant behaviors in that the same number of behaviors would be divided among fewer performance dimensions. In addition, the reduction in the number of performance dimensions should reduce the cognitive demands placed on the assessors, and may result in the recognition of more dimension-relevant behaviors.

Information Processing

An area that has received increased attention with regard to the assignment of ratings is the information processes of assessors (Cooper, 1981; Zedeck, 1986). As suggested in the previous paragraph, assessors' cognitive capabilities may be overburdened. Enhanced understanding of these processes may shed light on ways to improve the quality of the ratings.

Zedeck (1986) proposed a six-stage model of the information processing sequence for the assessor: (1) Observe and respond; (2) Encode into dimensions; (3) Store observation of dimension; (4) Recall; (5) Write report; and (6) Judgment. Particular attention will be addressed to the second stage, the encoding of observations into performance dimensions, because of the large number of stimuli impinging on the attention of the assessor. At the encoding stage, various cognitive strategies are employed to reduce this number to a manageable level. Research in the areas of categorization and social cognition provide insight into some of the mechanisms that serve to make the encoding process more efficient.

Categorization Research

The evaluation of candidates through the assessment center process could be viewed as an effort to assign individuals to categories that have been found to distinguish between those individuals who will or have performed well or poorly as managers. The categorization process is second nature to most adults, although the basis for the categorizations used in the assessment center (i.e., the performance dimensions) requires some level of training.

Glass and Holyoak (1975) distinguish between "popular" and "technical" definitions of categories. As an illustration, an individual lacking a familiarity with biological taxonomies might be inclined to categorize a whale as a fish (in accordance with the popular definition of the categories), whereas individuals possessing greater knowledge of biology would correctly categorize the whale as a mammal (according to the technical definitions of the categories). The same is true of the performance dimensions employed in assessment centers. For example, an individual who was not trained as an assessor might be inclined to categorize the statement, "I'm going to close the store for two weeks in January for renovation" as "decision making," while an experienced assessor would categorize the statement as "planning." This statement is more accurately categorized as planning, because there is a future orientation, there is no rationale to support the decision, and there is no evidence that alternatives were considered. A number of views exist regarding the way in which people approach the categorization task (Smith & Medin, 1981). Rosch (1975) has suggested that categories be viewed as fuzzy sets whose members

often lack all the attributes associated with the category. A category could be conceptualized as a nuclear prototype, such that some category members possess all the essential characteristics of this prototype, while other members occupying boundary positions within the category do not possess all prototypical characteristics. Based on this view, categorization decisions are probabilistic in nature. Ambiguous cases may aptly be classified as members of several categories. Decisions regarding appropriate assignment of members to a category are made on the basis of the similarity of features to the nuclear prototype. This similarity-of-features criterion for decision making is also referred to as a family resemblance criterion.

Zedeck (1986) suggested that behaviors observed in an assessment center would be categorized within a particular performance dimension based on the apparent similarity between features of the behavior and characteristics associated with the dimension. Behaviors would be expected to differ in the degree to which they were prototypical of a given performance dimension, and ambiguous behaviors could fall within several dimensions. In addition, it is possible that different assessors would assign the same ambiguous behaviors to different performance dimensions. Zedeck suggested that this view could account for the high correlations often found between performance dimensions within an exercise.

To this point, we have been discussing categories occupying the same level of abstraction. There is evidence to suggest that categories are organized hierarchically (Rosch, Mervis, Gray, Johnson, & Boyes-Braem, 1976). For example, kitchen table, table, and furniture

represent three levels of a categorical hierarchy. Rosch et al. suggested that there may be a "basic level" in the hierarchy at which it is most natural to make distinctions among categories. At this level, distinctions between different categories and similarities within a category are maximized. Using the above example, the table category is clearly distinguished from other categories of furniture such as chairs, whereas the distinction between kitchen tables and coffee tables is less clear cut. On the other hand, there is a greater amount of similarity between different types of tables than between tables and other types of furniture. The table category, therefore, would seem to constitute a "basic level" category. Glass, Holyoak, and Santa (1979) described the basic level category as "the concrete category level that is maximally distinguishable from alternative categories" (p. 348). Rosch et al. (1976) have argued that prototypes tend to be organized around basic level categories.

Cantor and Mischel (1979a) explored characteristics of person categories for a three-level hierarchy. Two criteria that they applied to the three categorical levels were richness and differentiation. Richness was defined as the number of attributes that categorized at least 50 percent of the members within each category. Differentiation was defined as the extent that overlap among categories at a given level was minimized. Cantor and Mischel, like Rosch et al. (1976), found that richness was greatest for the lowest categorical level. The more specific the category, the more attributes were shared by all members. Differentiation, the distinctiveness of the categories, increased at higher category levels. In fact, no attributes were shared across

categories at the superordinate or highest level in the hierarchy. In contrast, the lowest level or specific level categories were the least distinctive. In some cases, members of a specific category shared as many attributes with other members of a different category as they did with members of their own category. Middle level categories were found to optimize the level of richness and differentiation. The specificity and distinctiveness associated with the middle level categories also minimized the cognitive demands required at the specific level.

Viewing the assessment center ratings within Cantor and Mischel's (1979a) framework, it is noted that there are currently two levels of categories utilized for the purpose of ratings: the overall assessment rating (OAR) and the performance dimension ratings (See Figure 2). The OAR represents a very abstract categorical level which subsumes all of the performance dimensions. As there is only one category, it represents maximal distinctiveness and minimal specificity. By contrast, the performance dimensions represent very specific categories which are not always distinguishable, as evidenced by the high correlations among them (cf. Sackett & Dreher, 1982). Assessment centers do not appear to utilize a basic or intermediate level category. The OAR probably corresponds to Cantor and Mischel's (1979a) superordinate categories, while the performance dimensions may be analogous to their specific categories. It is possible that the development of basic performance dimensions, occupying an intermediate level of specificity and distinctiveness may enhance the chances of securing evidence of discriminant validity.

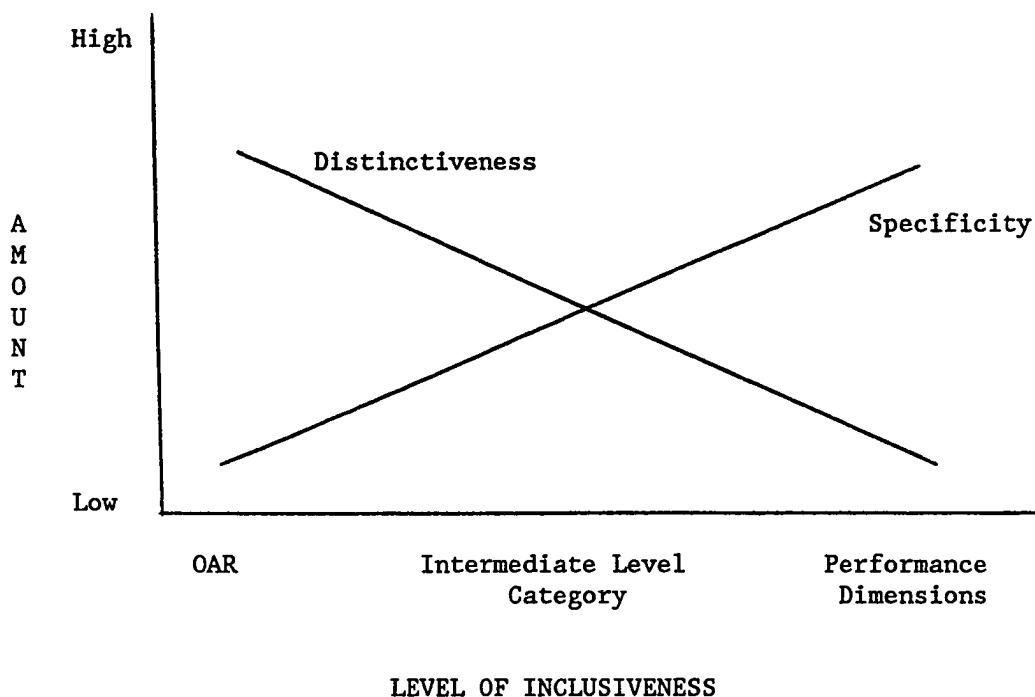


Figure 2. Distinctiveness and Specificity of Constructs at Three Hierarchical Levels of Inclusiveness

Schema

A schema is a cognitive structure that represents the organization of information about a concept. The schema includes information about the attributes of the concept as well as the relationships among the attributes (Fiske & Taylor, 1984). The schema concept is related to categorization. Fiske and Taylor have noted that the categorization research explains the labeling of people or objects, while the schema

The terms prototype and schema are frequently used interchangeably (Fiske & Taylor, 1984). Like prototypes, schemata rely on the family resemblance criterion for categorization. Categories within schemata are also hierarchically ordered; lower level categories are more specific, and higher level categories are more distinctive. The use of prototypes is not limited to categorization tasks. Prototypes, like schema, may influence perception, memory, and inferences.

A distinction between prototypes and schemata is the specification of attributes (Fiske & Taylor, 1984). All aspects of the prototype are explicit even though instances (e.g., people or objects) that do not share all of the characteristics of the prototype may still be classified within the same category. For instance, the prototypical sports car is a particular size (e.g., small) and color (e.g., red). However, a red porsche and a silver porsche would both be categorized as sports cars. The fact that specific instances deviate somewhat from the prototype does not negate the image elicited by the term sports car. By contrast, schemata permit less essential attributes of the category to be unspecified. The color of a typical sports car may not be included in a sports car schema.

The research on schemata is particularly relevant in that it investigates the impact of individuals' basic concepts about people on their perception (Cantor & Mischel, 1977; 1979a), memory (Cantor & Mischel, 1977; 1979b) and subsequent inferences (Semin & Rosch, 1981). Schemata serve as a framework for categorizing people, thus influencing perceptions. Once individuals have been categorized, schemata may serve

to fill in gaps in the data with category-consistent information (Cantor & Mischel, 1977).

Schemata also play a role in the inferences individuals make concerning which traits tend to go together in other people. Much of the work in this area was done by investigators in the person perception field. This study of the perceived relationships among traits came to be called "implicit personality theory" (Bruner & Tagiuri, 1954).

Implicit Personality Theories

Cantor and Mischel (1977; 1979b) suggested that individuals have a prototypical network for personality traits, and that this network includes traits, behaviors, situations, and the interrelationships among them. The behavioral and contextual factors are expected to be more variable than the prototypical traits, constituting peripheral information. In addition, Cantor and Mischel (1977) suggested a hierarchical relationship among the traits within the network. Specific traits were believed to be related to a superordinate trait, which was more abstract and served to unify the specific traits within a category label. The concept of a central, abstract trait within a network hierarchy was also proposed by Schneider (1973).

Two additional points regarding implicit personality theories are of interest. First, implicit personality theories appear to be shared by members within a given culture, although there are some distinctions in the theories of individual members (Hastorf, Schneider, & Polefka, 1970). Second, Koltuv (1962) found that the perceived relationships among traits were generally stronger when individuals rated persons whom they did not know well. Both of these findings have implications for

the assessment center process. As managers within a company often serve as assessors, it is likely that they would share an implicit personality theory. This provides support for Klimoski and Brickner's (1987) proposition that assessors may base their ratings on those characteristics known to lead to advancement within a company; the assessors may be basing their ratings on a "management behavior schema" (Zedeck, 1986). Furthermore, the assessment center procedures generally require that assessors be unfamiliar with the candidates evaluated. Therefore, a situation is created whereby assessors are most likely to invoke their implicit personality theories when making performance dimension ratings. As the concept of implicit personality theory is predicated on the presumed relationship among traits, it is no wonder that high correlations have been found among performance dimension ratings.

Integration of Cognitive, Social, and Personality Literature with Assessment Center Research

As far back as 1975, Mitchel suggested that research was needed to determine whether the quality of assessors' judgments could be improved by reducing the number of performance dimensions. Since that time many other researchers have made the same recommendation (Bycio et al., 1987; Gaugler & Thornton, 1989; Klimoski & Brickner, 1987; Sackett & Hakel, 1979; Shore, Thornton, & Shore, 1990; and Turnage & Muchinsky, 1982). The reduction in factors serves to diminish the cognitive demands placed on the assessors (Gaugler & Thornton, 1989) and may result in greater evidence for discriminant validity. Building on the work of Epstein (1979, 1983), Bycio et al. (1987) have also suggested that a

reduction in the number of dimensions would increase the likelihood that a sufficiently large number of behaviors would be observed and could be aggregated. The higher level of aggregation, resulting from a reduction in the number of performance dimensions evaluated, may serve to enhance evidence for convergent and discriminant validity.

Gaugler and Thornton (1989) explored the effect of the number of performance dimensions on classification, (i.e., categorization) accuracy as well as rating accuracy. Their research disclosed that the use of three performance dimensions resulted in greater accuracy in the classification of behaviors than the use of six or nine performance dimensions. Those participants who used a smaller number of performance dimensions also provided more accurate ratings than those participants who provided ratings on a larger number of performance dimensions. Significant differences in rating accuracy were observed for elevation accuracy, stereotype accuracy, and differential accuracy.

It is also possible that a reduction in the number of performance dimensions assessed could improve the predictive validity of the dimension ratings. Bray and Grant (1966) used composite scores derived from factor analyses of performance dimension ratings to predict salary progress. These researchers achieved median correlation coefficients in the .30s for six of their eight composite scores. The median correlation between the overall assessment ratings and measures of salary progress was .48. Gaugler et al.'s (1987) meta-analysis revealed an average unweighted correlation coefficient of .32 for the prediction of a career criterion (which included salary progress) using overall assessment ratings. Therefore, many of the composite scores used by

Bray and Grant have correlation coefficients which approximate those in other studies using the OAR as a predictor. As Bray and Grant did not report correlations between the 25 performance dimensions and the criterion of salary change, it is unknown whether the use of composite scores represented an improvement over the results using the component dimension ratings. Since the criterion was limited to salary progress, the extent to which the ratings were predictive of job performance is also unknown.

In addition to reducing the number of performance dimensions assessed, it appears to be important that the constructs selected occupy the optimal hierarchical level of inclusiveness. Research by Rosch et al. (1976) suggested that categories at an intermediate level of inclusiveness were preferable for distinguishing among categories of objects. Categories at an intermediate level of inclusion were viewed as maintaining an optimal balance between distinctiveness and specificity. The Rosch et al. results were confirmed for person categories by Cantor and Mischel (1979a). Within the assessment center literature, Klimoski and Brickner (1987) have suggested the use of higher order performance dimensions as a means to establish the construct validity of assessment center ratings. To date, only two levels of categories have been utilized within the assessment center technology. The OAR represents an all-inclusive superordinate level category while the performance dimensions represent specific level categories with fuzzy boundaries. What is needed is an intermediate level of performance dimensions.

Search for Intermediate Level Performance Dimensions

Several benefits are associated with the use of intermediate level traits or performance dimensions. Such performance dimensions would be more distinct than lower level performance dimensions, and they would result in greater aggregation of relevant behaviors since the same number of behaviors would be divided among fewer dimensions. The intermediate traits or performance dimensions also serve a unifying function, because they tie together the specific performance dimensions within the intermediate performance dimensions to the superordinate dimension (i.e., OAR). The use of an intermediate level of performance dimensions, however, provides sufficient specificity to permit distinctions to be made.

Two mathematical procedures may be utilized to identify intermediate performance dimensions. These procedures are factor analysis and multidimensional scaling. The former has a long tradition of use in the assessment center literature, while the latter is used frequently in the implicit personality theory research. For the sake of continuity, the applications of multidimensional scaling to person perception will be described first. Thereafter, the applications of factor analysis will be explored.

Implicit personality research. When multidimensional scaling techniques have been applied to data on implicit personality theories, they tend to yield two to three important dimensions. Two dimensions consistently reflect intellectual and social characteristics of people (Ebbesen & Allen, 1979; Rosenberg, Nelson, & Vivekananthan, 1968; and Rosenberg & Sedlak, 1972). A third dimension has been characterized as

an activity-passivity continuum (Rosenberg et al., 1968). Rosenberg et al. noted that the intellectual and social dimensions were correlated. That is, desirable/undesirable intellectual traits also tended to be viewed as socially desirable/undesirable.

The aforementioned research suggests that two fundamental intermediate level performance dimensions for person perception may be intellectual and social skills. Data relevant to the more specific goals of identifying good managers will be described next.

Assessment center research. Factor analyses of assessment center performance dimension ratings typically have yielded between two and four factors (Archambeau, 1979; Hinrichs, 1969; Huck & Bray, 1976; Konz, 1988; Russell, 1985; and Schmitt, 1977). A notable exception is the factor analysis performed by Bray and Grant (1966), which identified a seven-factor solution for the non-college sample and an eight-factor solution for the college sample. The number of factors and the descriptive labels attached to the factors are influenced by the performance dimensions that are included in the analyses. Therefore, complete agreement probably should not be expected.

The Management Progress Study (Bray & Grant, 1966) yielded seven factors that were common to the non-college and the college samples. These factors included administrative skills, interpersonal skills, control of feelings, intellectual ability, work-oriented motivation, passivity, and dependency. The eighth factor, which was obtained for the college sample, was labeled nonconformity.

Three of the common factors (i.e., administrative skills, interpersonal skills, and intellectual ability) identified by Bray and

Grant (1966) have been found in other factor analyses performed on assessment center ratings and, thus, deserve additional attention. The administrative skills factor had the highest loadings by two performance dimensions. These dimensions were decision making, and planning and organizing. The interpersonal skills factor had the highest loadings by the personal impact, behavior flexibility, and human relations skills dimensions. The third factor, intellectual ability, had the highest loadings by the scholastic aptitude and range of interests performance dimensions.

Sackett and Hakel (1979) reanalyzed the Bray and Grant (1966) data in an investigation of differences in the factor structures of individual assessors and assessment teams. Substantial differences were found in the factors identified for the assessors and assessment teams. However, a factor with high loadings by the organizing and planning, decision making, and decisiveness performance dimensions was found for all assessors and assessment teams. In addition a factor with high loadings by the leadership, awareness of social environment, and behavior flexibility performance dimensions was found for most assessors and assessment teams. The organizing and planning dimension is common to the administrative factors identified by Huck and Bray (1976), Schmitt (1977), and Hinrichs (1969), and the leadership dimension is common to the interpersonal skills factors identified by Huck and Bray (1976) and Schmitt (1977).

Huck and Bray (1976) performed separate factor analyses for the ratings of white and black candidates. The same four-factor solutions were identified for both groups. The first factor was labeled

interpersonal effectiveness, and it had high loadings by performance dimensions such as leadership, oral communications, and energy. The second factor, administrative skills, had high loadings by the decision making and planning and organizing performance dimensions. The label sensitivity was attached to the third dimension, and it had high loadings by self-objectivity, awareness of social environment, and managerial identification dimensions. The final factor, effective intelligence, had high loadings by the scholastic aptitude, range of interest, and written communication dimensions. Three of the four factors (i.e., interpersonal effectiveness, administrative skills, and effective intelligence) correspond to factors identified by Bray and Grant (1966) and two of them correspond to the factors identified as common to individual factor structures in the Sackett and Hakel (1979) analyses.

Howard and Bray (1988, p. 47) identified three factors in their factor analysis of 14 assessment center ratings collected as part of the Management Progress Study. These three factors were labeled administrative ability, interpersonal ability, and cognitive ability. The actual factor loadings were not provided, however, performance dimensions associated with each factor were identified. The administrative skills factor was derived from ratings on the decision making and organizing and planning performance dimensions. Leadership skills, forcefulness, and oral communication skills yielded the interpersonal factor. The cognitive ability factor was composed of paper-and-pencil measures of verbal and quantitative ability, logical reasoning, and knowledge of current affairs.

A factor analysis of IBM's assessment center ratings (Hinrichs, 1969) resulted in a three-factor solution, although the third factor appeared to be a residual factor. Hinrichs viewed the factors as representing activity level, administration, and risk taking. The activity factor had high loadings by interpersonal contact, persuasiveness, energy level, oral communications, aggressiveness, and self-confidence performance dimensions and may alternatively be viewed as reflecting interpersonal skills. In fact, Hinrichs refers to the first factor as dealing with interpersonal relationships at a later point in the article. Hinrichs' administrative factor had high loadings by performance dimensions such as decision making, planning and organizing, written communications, and administrative ability. Two of Hinrichs' three factors correspond to those found by Bray and Grant (1966) and Huck and Bray (1976). As the third factor was viewed as a residual factor, it would probably not be reasonable to expect it to correspond to the results of other factor analyses.

A factor analysis by Schmitt (1977) also yielded a three-factor solution. These factors were viewed as reflecting administrative skills, interpersonal skills, and activity or forcefulness. Once again there is congruence across studies for the first two factors. Schmitt, like Hinrichs (1969), suggested that the third factor represented a residual factor more than a meaningful performance dimension.

Russell (1985) performed factor analyses to investigate the individual decision processes of ten assessors. These analyses yielded a two-factor solution for one assessor, a three-factor solution for four of the assessors, and a four-factor solution for the remaining five

assessors. Interpersonal skills and problem solving skills factors were identified for the two- and three-factor solutions. The nature of the problem solving factor is unknown as the factor loadings were not provided in the article. However, a comparison of the performance dimensions included in the Huck and Bray (1976), Schmitt (1977), and Russell research show substantial overlap. As interpersonal skills was identified in all three studies, and the administrative skills factor in the Schmitt and Huck and Bray studies included decision making as a dimension, it is possible that Russell's problem solving factor corresponds to the administrative factor in the Schmitt (1977) and Huck and Bray (1976) studies. The third factor identified by Russell, which was common to the three- and four-factor solutions, was labeled as a paper-and-pencil factor. As the two paper-and-pencil tests used in the Russell study measured scholastic aptitude and writing skill, it is conceivable that this third factor corresponds to Huck and Bray's (1976) effective intelligence factor. For those assessors for whom the four-factor solution was generated, the interpersonal skills factor identified for two- and three-factor solutions loaded equally between two factors.

Recently, Shore et al. (1990) performed a factor analysis on 11 performance dimensions which yielded two factors. The first factor, labeled performance-style, had high loadings on the recognizing priorities, need for structure, thoroughness, work quality, and work drive performance dimensions. The second factor was labeled interpersonal-style and had high loadings on the amount of

participation, impact, personal acceptability, and understanding of people performance dimensions.

Thus far, there appears to be substantial support for the identification of interpersonal skills and administrative skills as underlying constructs for assessment center ratings. Support also exists for including intellectual abilities as a third factor, although the evidence for it is not as strong.

Two studies were identified, however, that did not conform to the above pattern. Archambeau (1979) identified a two-factor solution with outcome orientation and process orientation as the factors. The former factor had high loadings by performance dimensions such as leadership, organizing and planning, decision making, and decisiveness, while the latter factor had high loadings on the interpersonal flexibility, oral communication, written communication, and perceptual and analytical performance dimensions.

Konz (1988) also identified two factors in her factor analysis of performance dimension ratings. One of these factors was associated with the situational exercises, while the other was associated with the in-basket exercise.

A review of the assessment procedures for the Archambeau and Konz studies revealed that performance dimension ratings were made after each exercise in both studies. Ratings in all but one of the earlier studies (i.e., Hinrichs) were assigned only after all exercises had been completed. This lends support to the suggestion made by Silverman, Dalessio, Woods, and Johnson (1986) that the use of exercise

ratings may force assessors to process and organize assessment data in terms of the exercises.

Another avenue of exploration is the relative importance of different dimensions to the OAR. Sackett and Hakel (1979) regressed the OAR on 17 performance dimensions for each assessor and assessor team. The performance dimensions that most consistently entered the equations were leadership, organizing and planning, and decision making. As stated earlier, leadership was a component of the interpersonal skills factor identified by Howard and Bray (1988), Huck and Bray (1976), and Schmitt (1977), while decision making, and organizing and planning were included within the administrative factors discovered by Howard and Bray (1988), Huck and Bray (1976), Schmitt (1977), and Hinrichs (1969).

Identification of general performance dimensions. Research from the implicit personality theory and the assessment center literature suggests two performance dimensions that may serve as intermediate constructs. These two dimensions are interpersonal/social skills and intellectual ability. Hinrichs (1969) identified the evaluation of interpersonal skills as a distinct contribution of the assessment center methodology. Furthermore, one of the hypotheses advanced to account for the predictive validity of assessment centers has been the "managerial intelligence explanation" (Klimoski & Brickner, 1987). Research by Lord, DeVader, and Alliger (1986) and Ghiselli (1966, 1971, 1973) suggest that intelligence is a determinant of managerial success. The congruence of two different mathematical procedures from two different

disciplines suggest that interpersonal skills and intellectual abilities constitute intermediate level performance dimensions.

The third factor identified as an intermediate level performance dimension is administrative skills which includes such specific performance dimensions as organizing, planning, and decision making. This performance dimension was unique to the assessment center literature. A logical explanation for its absence in the implicit personality theory literature is that this performance dimension is not of particular importance to the general public when interacting and forming impressions of other people. It is of critical importance, however, for those who are managers, as documented by its prevalence in the factor analyses of assessment center ratings.

Based on the foregoing, a new set of performance dimensions, hereafter referred to as general performance dimensions, could be added as an intermediate categorical level (See Figure 3). The relationship between the general performance dimensions and the specific performance dimensions are designated based on the factor loadings obtained in previous factor analyses.

Current Research Objectives

To date there has been a dearth of evidence for the construct validity of the performance dimension ratings presently employed in the assessment center research (Klimoski & Brickner, 1987; Sackett & Dreher, 1982; Turnage & Muchinsky, 1982). Validation studies (Turnage & Muchinsky, 1984) have also identified weaknesses in the performance

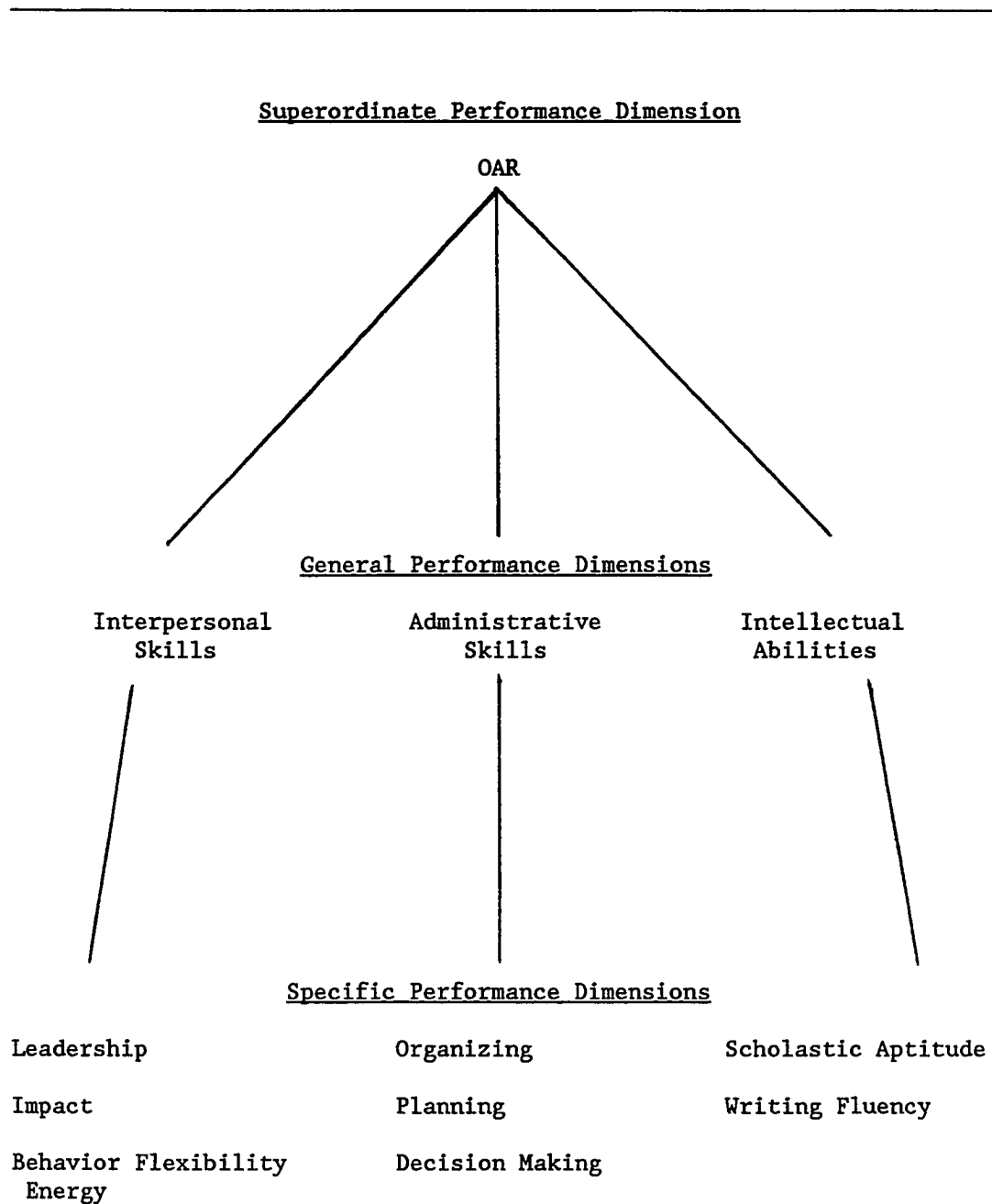


Figure 3. Hierarchical Ordering of Assessment Center Constructs

dimension ratings relative to the overall assessment ratings (Dunnette & Borman, 1979).

Many researchers have recommended that the number of performance dimensions be reduced (Bycio et al., 1987; Klimoski & Brickner, 1987; Mitchel, 1975; Sackett & Hakel, 1979; and Turnage & Muchinsky, 1982). A reduction in the number of performance dimensions could simplify the categorization task facing assessors. The categorization literature, however, suggests that the benefits to be derived by this reduction in dimensions would be influenced by the distinctiveness of the remaining categories. Therefore, it is not simply a matter of reducing the number of performance dimensions, but rather an issue of identifying and utilizing dimensions occupying a basic categorization level. Research employing multidimensional scaling in the area of implicit personality theory and factor analysis in the assessment center literature suggests three performance dimensions that may serve as general constructs: interpersonal skills, administrative skills, and intellectual ability. Therefore, it is reasonable to expect that individuals could categorize behaviors within the general performance dimension framework with greater accuracy and reliability than would be possible using the specific performance dimension framework.

Reducing the number of performance dimensions assessed would also permit greater aggregation of behaviors within dimensions. Bycio et al. (1987) have suggested that in many cases there are probably not a sufficient number of observable behaviors to permit an adequate level of aggregation within exercises. The use of performance dimension ratings

within exercises, therefore, compounds the already existing problem regarding aggregation.

One way to test the effect of aggregation within an exercise would be to manipulate the frequency with which behaviors relevant to the performance dimensions are displayed. By providing assessors with a series of scenarios, analogous to the narrative reports read in evaluation sessions, it would be possible to manipulate the number of relevant behaviors. In such a situation, it would be expected that accuracy of the ratings would improve as the frequency of relevant behaviors increased. Furthermore, because the general performance dimensions are less specific than the specific performance dimensions, ratings made at low frequency levels would be expected to be more accurate for the general performance dimensions than for the specific performance dimensions.

As stated above, the use of a reduced number of general performance dimensions is expected to enhance the accuracy and reliability with which behaviors are categorized to performance dimensions. In addition, employing general performance dimensions will permit greater aggregation of behaviors within performance dimensions, thereby leading to increased accuracy in the rating. The dual effects of a reduced number of performance dimensions on the categorization and aggregation processes should, therefore, lead to greater interrater reliability for the assessor ratings on the general performance dimensions than on the specific performance dimensions.

The greater accuracy and reliability associated with ratings on the general performance dimensions should also influence the evidence for

the construct validity of the ratings. Convergent and discriminant validity is expected, therefore, to be greater for the general performance dimensions than for the specific performance dimensions.

One possible approach for comparing the relative evidence for construct validity for general and specific performance dimension ratings is to perform multitrait-multimethod analyses (Campbell & Fiske, 1959) on ratings collected from the assessors after the completion of all exercises. In this way, the independent ratings of the assessors would serve as the different methods, and these ratings would be based on the aggregation of behaviors across exercises. In contrast, the traditional approach for assessing construct validity considers exercises as the method. This use of within-exercise performance dimension ratings creates the aggregation problem. As convergent validity entails the ordering of candidates across performance dimensions whereas discriminant validity involves the ordering of candidates within each of the performance dimensions, adequate aggregation is particularly important in the latter validity. Thus, it is not surprising that multitrait-multimethod investigations using assessment center exercises as the different methods (i.e., Archambeau, 1979; Neidig et al., 1978; Sackett & Dreher, 1982; and Turnage & Muchinsky, 1982) have yielded poor results with respect to discriminant validity.

An additional problem associated with the use of within-exercise ratings is that it may encourage assessors to use an exercise framework in structuring their judgments (Silverman et al., 1986). Although this framework may be advantageous when the researcher is interested in

studying situational specificity, it is counterproductive when investigating evidence for convergent and discriminant validity, which are less microanalytic than situational specificity. Furthermore, the use of exercise ratings violates a basic premise of the assessment center process--the withholding of judgments as long as possible in the process (Thornton & Byham, 1982). By contrast, obtaining performance ratings after all of the exercises have been completed minimizes the exercise effect (Silverman et al., 1986), permits aggregation of behaviors across exercises, and does not violate the premise of withholding judgments as long as possible.

Finally, correlational analyses of assessment and supervisory ratings of the candidates should provide additional evidence of construct validity. The accumulation of a variety of different types of evidence for the validity of performance measures enhances the confidence that may be placed in the measures as representative of the constructs of interest (Cronbach & Meehl, 1955; Landy, 1986). Therefore, the relationship of general and specific performance dimension ratings with various overall ratings is of interest. The general performance dimensions should account for significantly more of the variation in overall ratings than the specific performance dimensions. In addition, the relationship between assessment and supervisory ratings on the same performance dimensions provides further evidence of construct validity. The correlations between assessment and supervisory ratings should be significantly greater than the average correlations for the corresponding specific performance dimensions.

Based on the foregoing, research hypotheses were advanced within five areas: categorization, aggregation, assessor reliability, construct validation, and correlational analyses. The hypotheses are enumerated below within each area of research.

Categorization

- 1a. The number of correct categorizations of the same behavioral items will be significantly greater for the general performance dimensions than for the specific performance dimensions.

The research of Rosch et al. (1976) suggests that categories are organized hierarchically, and that the general, or intermediate, categorical level optimizes distinctions between different categories and similarities within categories. The Rosch et al. findings were confirmed by Cantor and Mischel (1979a) in their application of a three-level hierarchy to person perception. The use of general performance dimensions should clarify the distinctions among performance dimensions and result in more accurate categorizations of behavioral items.

- 1b. The interrater reliability of the categorizations for the same behavioral items will be significantly greater for the general performance dimensions than for the specific performance dimensions.

The distinctiveness associated with general level performance dimensions (Cantor & Mischel, 1979a; Rosch et al., 1976) is expected to lead to greater agreement among judges categorizing behavioral items.

Aggregation

- 2a. Accuracy will be significantly greater when relevant behaviors are displayed with high frequency than when behaviors are displayed with low frequency.

Bycio et al. (1987) suggested that assessment center candidates may not display a sufficiently large number of behaviors to ensure adequate reliability. Relevant behaviors displayed with high frequency should, therefore, result in greater reliability and be reflected in more accurate performance ratings.

- 2b. Accuracy will be significantly greater for the general performance dimensions than for the specific performance dimensions when relevant behaviors are displayed with low frequency.

General performance dimensions are more broadly defined than specific performance dimensions (Cantor & Mischel, 1979a; Rosch et al., 1976). Therefore, less information should be required to make accurate ratings using the general performance dimensions than is required for the specific performance dimensions.

- 2c. Accuracy will not differ significantly between the general and specific level conditions when relevant behaviors are displayed with high frequency.

The distinctiveness associated with the general performance dimensions (Cantor & Mischel, 1979a; Rosch et al. 1976) is expected to be most advantageous in situations where relevant behavior is displayed with low frequency. When sufficient information exists to enable more specific discriminations, the benefits derived from the distinctiveness

of the general performance dimensions are reduced. Therefore, the accuracy of the ratings is not expected to differ significantly between the general and specific levels in the high frequency condition.

- 2d. Accuracy will be significantly greater when general performance dimensions are employed than when specific performance dimensions are employed.

Rating accuracy is expected to be greater for the general performance dimensions than for the specific performance dimensions when relevant behavior is displayed with low frequency. No difference is expected to exist between the two performance dimension levels when relevant behavior is displayed with high frequency. The combination of these two effects should result in greater accuracy for the general performance dimensions than for the specific performance dimensions when both high and low frequency conditions are combined.

Assessor Reliability

3. Interrater reliability will be significantly greater for the general performance dimensions than for the corresponding specific performance dimensions.

The distinctiveness of the general performance dimensions (Cantor & Mischel, 1979a; Rosch et al., 1976), combined with the enhanced aggregation possible with the general performance dimensions (Bycio et al., 1987), is expected to lead to greater reliability in the assessment center ratings for the general performance dimensions than for the specific performance dimensions.

Construct Validation

- 4a. Evidence for convergent validity will be significantly greater when general performance dimensions are used than when specific performance dimensions are employed.

The research on categorization (Cantor & Mischel, 1979a; Rosch et al., 1976) suggests that intermediate categorical levels, such as the general performance dimension level, provide an optimal level of distinctiveness and specificity. The use of general performance dimensions, therefore, should facilitate the categorization of behaviors displayed by assessment center candidates. As there are substantially fewer general performance dimensions than specific performance dimensions, greater aggregation of relevant behaviors is possible with the general performance dimensions than the specific performance dimensions. Greater aggregation is expected to lead to enhanced reliability (Bycio et al., 1987) and be reflected in greater evidence for the convergent validity of the general performance dimensions than for the specific performance dimensions.

- 4b. Evidence for discriminant validity will be significantly greater when general performance dimensions are used than when specific performance dimensions are employed.

The distinctiveness of the general performance dimensions in comparison with the specific performance dimensions (Cantor & Mischel, 1979; Rosch et al., 1976) is expected to facilitate the categorization of candidate behavior to performance dimensions for the general performance dimensions. Since the number of general performance dimensions is much smaller than the number of specific performance

dimensions, greater levels of aggregation are possible with the general performance dimensions. The enhanced aggregation associated with the general performance dimension level is expected to lead to greater evidence for discriminant validity for the general performance dimensions than for the specific performance dimensions.

Correlational Analyses

- 5a. The general performance dimensions will account for a significantly greater amount of the variance in supervisory ratings of overall performance than the specific performance dimensions.

Ratings on the general performance dimensions are expected to be more predictive than ratings on the associated specific performance dimensions, because the general performance dimensions facilitate categorization and permit greater aggregation of relevant behaviors. Based on the enhanced predictive effectiveness expected from the general performance dimensions, the squared multiple partial correlation between the general performance dimensions and supervisory ratings of overall performance, after removal of the effects of the specific dimensions, is expected to be greater than the squared multiple partial correlation between the specific performance dimensions and overall performance ratings after the effects of the general dimensions are removed.

- 5b. The general performance dimensions will account for a significantly greater amount of the variance in supervisory ratings of management potential than the specific performance dimensions.

The enhanced predictive effectiveness expected for the general performance dimensions, as compared to the specific performance dimensions, is also expected to result in a greater squared multiple partial correlation between the general performance dimensions and supervisory ratings on management potential.

- 5c. The general performance dimensions will account for a significantly greater amount of the variance in the overall assessment ratings than the specific performance dimensions.

Based on the enhanced predictive effectiveness expected for the general performance dimensions, as compared to the specific performance dimensions, the squared multiple partial correlation between the general performance dimensions and the overall assessment rating is expected to be greater than the correlation between the specific performance dimensions and the overall assessment rating.

- 5d. Correlations between assessment and supervisory ratings on the general performance dimensions will be significantly greater than the average correlations between assessment and supervisory ratings on the corresponding specific performance dimensions.

Since the general performance dimensions are expected to result in greater predictive effectiveness than the specific performance dimensions, the correlations between assessment and supervisory ratings on the general performance dimensions are expected to be greater than the average correlations between the associated specific performance dimensions and their corresponding supervisory ratings.

II. METHOD

Overview

This research was composed of six phases: (1) development of performance dimension measures; (2) categorization; (3) aggregation; (4) assessor reliability; (5) construct validation; and (6) correlational analyses. All phases of the research were carried out in a large, northeastern public service organization. Managers of the organization served as participants.

The purpose of the first phase was to provide support for the three general performance dimensions that were hypothesized to provide the underlying structure for the specific performance dimension ratings. In addition, this phase of the research provided definitions for the general performance dimensions and behavioral summary scales for the general and the specific performance dimensions.

Categorization, the second phase, was designed to determine the relative effect of general and specific performance dimensions on the accuracy and reliability with which judges are able to categorize specific behavioral items.

Aggregation, the third phase, explored the effect of varying the frequency with which relevant behaviors were displayed on the accuracy of ratings on two general and two specific performance dimensions. This phase of the research also explored the differential effect of the general and specific performance dimensions on the accuracy of ratings.

and the effect of the interaction between frequency and performance dimension level.

The assessor reliability phase compared the effect of using general and specific performance dimensions on the interrater reliability of pre- and post-consensus performance dimension ratings. Pre-consensus ratings were the individual assessor ratings prior to assessor discussion, while post-consensus ratings were made by the assessors subsequent to the discussion.

Construct validation, the fifth phase of the research, explored the relative effects of performance dimension level (i.e., general and specific) on the evidence for convergent and discriminant validity within the assessment center context. This phase of the research was based on the premises of the previous four phases: (1) evidence exists for the presence of general, intermediate level performance dimensions; (2) the employment of general and specific performance dimensions differentially influences the accuracy and reliability of categorizations of behaviors to performance dimensions; (3) the accuracy of performance dimension ratings is influenced by the frequency with which relevant behaviors are displayed and the performance dimension level employed; and (4) the reliability of assessors' pre- and post-consensus ratings are differentially affected by the use of general and specific performance dimensions. The culmination of the effects associated with the above premises was expected to impact the evidence of construct validity.

The final phase, correlational analyses, sought to extend the evidence of construct validity within and beyond the assessment center

context. Squared multiple partial correlations were computed to determine the relative amount of variance in three overall ratings accounted for by the general and specific performance dimensions after the effects of the other were removed. Correlations between the overall ratings and the individual performance dimensions were performed to clarify the contributions made by each performance dimension. In addition, this phase of the research explored the differential effect of performance dimension level on the magnitude of the correlations between assessment and supervisory ratings.

The context of this research was a management assessment center conducted by the public service organization. The assessment center, which operated out of two locations, was designed to evaluate the ability of nonmanagement employees to perform effectively as first level managers. The participants in this research were current assessors who observed and evaluated candidates who were processed at the center and the supervisors of these same candidates. Specific information on the participants is provided within the description of each phase of the research. The paragraphs to follow provide descriptive information on the assessment center.

Description of the Assessment Center

Typically, five to six candidates participate in four exercises during the course of the one day of assessment. Throughout the assessment, the candidate remains in the role of a store manager in a chain of department stores. All of the exercises are interrelated and were developed on the basis of a job analysis of first-level management positions. Four types of exercises are utilized: a fact-finding

interview, an in-basket, a proposal interview, and a group exercise. During the first exercise, the candidate is given time to review background information on the organization and prepare questions to learn more about the problems facing a particular store. Thereafter, the candidate meets with an assessor, portraying a district manager, and is given an opportunity to ask questions to ascertain the nature of the problems facing the branch store. After completing the fact-finding interview, the candidate is provided with a packet of information, representing mail that had accumulated in the previous manager's in-basket. The candidate is given two hours to review the material and take appropriate action. The candidate is then interviewed concerning the actions taken, other alternative actions considered, and the rationale for actions. In the third exercise, the candidate is provided with three proposals for correcting problems facing the branch store. The candidate uses information gained to that point in the exercises to select among the three proposals and to prepare a proposal which describes the course of action recommended and an implementation plan. The candidate then meets with an assessor and presents the proposal. The assessor assumes the role of a higher ranking official within the organization, and presents the proposal. The assessor questions the candidate regarding the specifics and merits of the selected proposal. In the last exercise, the group exercise, the candidates each receive information regarding the qualifications of a different employee for a store manager position. Each candidate presents a brief summary of the employee's qualifications and the group jointly reaches consensus on the selection of a store manager and an assistant store manager. In

addition to the simulations described above, the candidates are administered a four-part, paper-and-pencil test designed to measure each candidate's writing skill and scholastic aptitude.

A different assessor observes each candidate in the first three exercises. Each of the three assessors observes two of the candidates in the group exercise. Following the exercises, an assessment team, composed of the three assessors who observed the candidates and a lead assessor, who had not observed the candidates, meet to discuss each candidate's performance in the assessment center and arrive at consensus decisions on 14 performance dimension ratings and an overall assessment rating. (Ratings on writing fluency and scholastic aptitude are provided to the assessment team after they have made the 14 performance dimension ratings, but before the overall assessment rating is made. The writing fluency and scholastic aptitude ratings are based on candidate performance on the paper-and-pencil tests.) The performance dimensions are organized within five categories--personal qualities, interpersonal skills, problem solving skills, communications skills, and scholastic aptitude. The performance dimensions, along with their definitions, are listed within these categories in Appendix A. The overall assessment rating is defined as the probability that the candidate would be successful if immediately promoted to a management position.

The sections to follow address each of the six phases of the research, beginning with the development of performance dimension measures.

Development of Performance Dimension Measures

This section describes the factor analyses that were performed to confirm the applicability of the general performance dimensions described in the introduction. Thereafter, the development of definitions for the general performance dimensions and the development of behavioral summary scales for all performance dimensions are described.

Factor analyses. Maximum likelihood factor analyses were performed on performance dimension ratings obtained for 315 candidates who were assessed during the years 1985 through 1988. The maximum likelihood method of factor analysis was selected, because this method tends to produce the most accurate estimates of population parameters (Gorsuch, 1974). Ratings on the writing fluency and scholastic aptitude dimensions were excluded from the analyses, because these ratings were based on the results of paper-and-pencil tests. Four analyses were performed, since the number of factors was expected to range from two through five (Hinrichs, 1969; Huck & Bray, 1976; Russell, 1985; and Schmitt, 1977).

Schwarz's bayesian criterion was calculated for each factor analysis as an indication of the appropriate number of factors. This criterion appears to be less inclined to include trivial factors than either Akaike's information criterion or the chi-square test (Schwarz, 1978). In accordance with Schwarz's criterion, the maximum likelihood factor solution with the lowest criterion value was chosen as the most appropriate number of factors. The application of Schwarz's criterion provided support for a three-factor solution. An oblique, promax

rotation was used for interpretation of the data, as the factors were expected to be correlated. The promax rotation provides both oblique and orthogonal rotations. Tables 1 and 2 provide the factor structure and rotated pattern matrix, respectively, for the three-factor solution. Table 3 provides the intercorrelations among the factors.

Examination of Table 1 indicates that ten of the performance dimensions served as marker variables. A marker variable was defined as a variable that loaded highly on one factor (i.e., .60 or greater) and had at least a .15 difference between this loading and its smaller loadings on the other two factors. This criterion was established to identify distinctions among the factors, while taking into consideration the intercorrelations among them. The marker variables associated with the first factor included fact finding-written, oral defense, interpreting information, and oral presentation. The high loadings for these variables, in combination with the relatively low loadings on the other factors, led to the designation of this factor as an intellectual/communication skills factor. The organizing variable was not considered a marker variable for the first factor because of its high loading on the third factor. Impact, autonomy, and leadership served as marker variables for the second factor. Although the energy variable had a high loading on the second factor, it was not considered a marker variable since the loading on the intellectual/communication skills factor was also high. The second factor was labeled interpersonal skills. The marker variables associated with the third factor were decisiveness, decision making, and planning. The label administrative

Table 1

Rotated Factor Structure of Specific Performance Dimension Ratings
After Promax Rotation

Specific Performance Dimensions	Intellectual/ Communication Skills	Interpersonal Skills	Administrative Skills
Fact Finding - Written	<u>83</u>	50	56
Oral Defense	<u>76</u>	49	45
Interpreting Information	<u>84</u>	56	69
Oral Presentation	<u>68</u>	50	50
Organizing	73	57	64
Fact Finding - Oral	52	48	38
Impact	40	<u>76</u>	35
Autonomy	49	<u>73</u>	35
Energy	64	75	44
Leadership	43	<u>60</u>	34
Awareness of Social Environment	53	64	44
Behavior Flexibility	55	57	46
Decisiveness	50	41	<u>86</u>
Decision Making	63	44	<u>87</u>
Planning	54	40	<u>69</u>
Self - Objectivity	60	47	59

Table 1 (Concluded)

	Intellectual/ Communication Skills	Interpersonal Skills	Administrative Skills
Variance for each Factor Excluding Other Factors	16.24	12.26	14.87
Eigenvalue	6.11	5.12	5.08

Note. Decimals are omitted. Underlines indicate marker values for a factor.

skills was attached to the third factor based on the last grouping of marker variables.

The rotated factor pattern, which is displayed in Table 2, provides the standardized regression coefficients for the specific performance dimensions. The distinctions among the factors were greater in the rotated factor pattern than they were in the factor structure matrix (See Table 1). By considering the results of both the factor structure and the rotated factor pattern in the designation of marker variables, three additional variables were added as marker variables. The organizing variable was included as a marker variable for the intellectual/communication factor, and energy and awareness of social environment were included as marker variables for the interpersonal skills factor.

Table 2

Rotated Factor Pattern of Specific Performance Dimension RatingsAfter Promax Rotation

Specific Performance Dimensions	Intellectual/ Communication Skills	Interpersonal Skills	Administrative Skills
Fact Finding - Written	<u>82</u>	-03	06
Oral Defense	<u>77</u>	05	-07
Interpreting Information	<u>66</u>	03	26
Oral Presentation	<u>56</u>	11	09
Organizing	<u>47</u>	14	27
Fact Finding - Oral	34	25	04
Impact	-14	<u>83</u>	04
Autonomy	09	<u>70</u>	-04
Energy	31	<u>57</u>	-04
Leadership	08	<u>53</u>	03
Awareness of Social Environment	17	<u>48</u>	10
Behavior Flexibility	24	36	13
Decisiveness	-11	03	<u>92</u>
Decision Making	14	-04	<u>80</u>
Planning	15	02	<u>59</u>
Self - Objectivity	33	11	32

Note. Decimals are omitted. Underlines indicate marker values for a factor.

Table 3

Intercorrelation Matrix of Factors

General Performance Dimensions	Intellectual/Communication Skills	Interpersonal Skills	Administrative Skills
Intellectual/Communication Skills	1.00		
Interpersonal Skills	.62	1.00	
Administrative Skills	.64	.49	1.00

As seen in Table 3, the factors were moderately intercorrelated. The interpersonal skills and administrative skills factors were more highly correlated with the intellectual/communication skills factor than they were with each other. This may reflect the influence of intellectual/communication skills on the ability to interact with others and the ability to develop and communicate decisions.

A maximum likelihood factor analysis was performed on the correlation matrix of the three factors. One factor was found, and this second order factor was believed to correspond to the overall assessment rating, which is designed to measure overall management ability. Table 4 provides the factor pattern for the second-order factor analysis. As shown in Table 4, all of the first-order factors had high loadings on the second-order factor. The intellectual/communication skills factor

Table 4

Factor Pattern of General Performance Dimension Ratings

General Performance Dimensions	Overall Assessment Rating
Intellectual/Communication Skills	<u>91</u>
Interpersonal Skills	<u>68</u>
Administrative Skills	<u>71</u>

Note. Decimals are omitted. Underlines indicate marker values for a factor.

had the highest loading of the three, which is consistent with its high correlation with the other two factors.

The above analyses provided support for a three-level performance dimension hierarchy. The 14 performance dimensions previously employed by the assessment center served as specific level performance dimensions; the three first order factors served as performance dimensions at the general level; and the second order factor, which is viewed as corresponding to the overall assessment rating, served as a performance dimension at the superordinate level.

Development of definitions for general performance dimensions.

Because definitions already existed for the 14 specific performance dimensions and the overall assessment rating, definitions were required only for the three general performance dimensions. These definitions

were constructed by describing the marker variables for the factors. Synonymous words were substituted for the marker variables to encourage the assessors to consider the general performance dimensions separately from the specific performance dimensions.

The researcher discussed the definitions for the general performance dimensions with two subject matter experts, who were the operational managers of the two assessment center locations. The researcher explained that the general performance dimensions were more broadly defined than the specific performance dimensions previously used by the assessment center. Since many similar specific performance dimensions would be included within one general performance dimension, the general performance dimensions were expected to be more distinct than the specific performance dimensions. The subject matter experts were provided with a definition sheet for each of the general performance dimensions. Each sheet listed the general performance dimension; its proposed definition; and the titles and definitions of the specific performance dimensions that served as marker variables. The subject matter experts reviewed these sheets and commented on the adequacy of the definitions. Minor revisions were made to the definitions of the general performance dimensions as suggested by the experts. The general performance dimensions and their definitions can be found in Appendix B.

Behavioral summary scales were developed for the general and specific performance dimensions. The sections to follow will describe the identification of behavioral items, the retranslation of the

behavioral items to performance dimensions, and the scaling of the behavioral items within each performance dimension.

Development of behavioral descriptions for the behavioral summary scales. Behavioral items for each of the general and specific performance dimensions were identified by reviewing assessor reports and associated audiotapes available from assessment center records. The assessor reports were selected to reflect the full range of performance on the dimensions. In addition, audiotapes were available for the fact finding exercise and the proposal interview.

Each assessment report was reviewed and behavioral items were identified for the specific performance dimensions. (No behavioral items were identified for the self-objectivity performance dimension, because the assessment center had already constructed a conversion table for these ratings. Based on the level of agreement between candidate self-ratings and the assessment center final ratings, a rating of one through five would be assigned from the conversion table.) After reviewing each assessment report, the corresponding audiotape was reviewed to identify behavioral items that may have been omitted from the assessor reports. Thirty behavioral items were identified for each of the performance dimensions. The resulting 420 behavioral items were edited to remove redundancy and listed in a random order for retranslation.

Retranslation. Eight assessors were divided randomly into two retranslation groups. One group of four assessors assigned half of the behavioral items to one of the three general performance dimensions. The other group assigned the same behavioral items to one of the 14

specific performance dimensions. The retranslation categories (general and specific) were reversed for the second half of the behavioral items. Those assessors, who had assigned the first half of the behavioral items to the three general performance dimensions, assigned the second half of the behavioral items to the 14 specific performance dimensions and vice versa. Appendix C lists the behavioral items initially introduced for retranslation. Rating scales were not developed for the self-objectivity and awareness of social environment performance dimensions. As mentioned previously, a rating scale already existed for self-objectivity. The assessment center had discontinued using the awareness of social environment performance dimension.

An intraclass correlation coefficient of .75 was established as a criterion for interrater reliability in the retranslation of behavioral items to performance dimension categories. An analysis of variance approach was employed to determine the combination of responses that would be required to meet this criterion (Dickinson, 1977). These analyses revealed that agreement by three of the four assessors on the retranslation of behavioral items within the specific performance dimensions was required in order to achieve the reliability criterion. All assessors had to agree on the retranslation of behavioral items within the three general performance dimensions in order to achieve an acceptable level of reliability. Those behavioral items that met the reliability criterion were then scaled, as described below.

Upon the completion of the retranslation, it was discovered that the behavioral items for three of the performance dimensions (i.e., autonomy, behavior flexibility, and organizing) failed to provide an

adequate sample of its performance domain. Additional behavioral items were written to correct these deficiencies. In the case of the organizing dimension, it was necessary to rewrite all of the behavioral items.

A second problem encountered was that the behavioral items used for the specific performance dimensions were too narrowly defined to represent the broad characteristics encompassed by the general performance dimensions. Therefore, new behavioral items were written to represent each of the three performance dimensions.

The retranslation form was revised to include the additional behavioral items for the three specific performance dimensions. Items representing the remaining 11 performance dimensions were also included, so that the retranslation task for the specific performance dimensions remained unchanged. Because the behavioral items for the general performance dimensions were no longer comparable to those used for the specific performance dimensions, the retranslation of behavioral items to the three general performance dimensions was segregated.

The revised retranslation form was composed of 15 behavioral items for all of the specific performance dimensions except organizing. Since the behavioral items for the organizing performance dimension were all rewritten, 30 behavioral items were included for this performance dimension. The total number of specific behavioral items thus totaled 225. Seventy-five behavioral items were included for the three general performance dimensions (i.e., 25 for each dimension).

Consistency with the previous retranslation process required that four assessors categorize each behavioral item to the appropriate

performance dimension. In an effort to maintain this consistency while simultaneously reducing the burden on the assessors, the retranslation form was split in half, with Form 1 containing 113 specific and 37 general behavioral items; Form 2 was composed of 112 specific and 38 general behavioral items. All performance dimensions were represented in each form, and the number of behavioral items for each performance dimension differed by no more than one across the two forms. For example, Form 1 included eight behavioral items representing the performance dimension decisiveness and seven representing the decision making dimension. Form 2 contained seven behavioral items representing decisiveness and eight representing decision making. Forms 1 and 2 of the revised retranslation task can be found in Appendices D and E respectively.

Scaling. Those behavioral items that survived the retranslation procedure were then arranged in a random order by performance dimension. Three subject matter experts, the operational managers of the two assessment centers and the manager responsible for all assessment centers, rank ordered the behavioral items within each of the 17 performance dimensions (i.e., three general performance dimensions and 14 specific performance dimensions) in terms of their effectiveness.

In accordance with Taylor's (1968) recommendations, the rank order correlation for the pooled ranks was computed for each performance dimension. The rank order correlation provided a measure of the agreement expected for the pooled judgments. Table 5 provides the rank order correlation for the pooled ranks.

Table 5

Rank Order Correlations for the Pooled Ranks for the General
and Specific Performance Dimensions

<u>Performance Dimension</u>	<u>Rank Order Correlation</u>
Intellectual/Communication	.96
Fact Finding - Oral	.94
Fact Finding - Written	.94
Interpreting Information	.93
Oral Defense	.92
Oral Presentation	.94
Organizing	.92
Interpersonal	.74 ^a
Autonomy	.88
Behavior Flexibility	.88
Energy	.94
Impact	.92
Leadership	.95
Administrative	.97
Decisiveness	.90
Decision Making	.88
Planning	.92

^aReliability estimate excluding one expert was .89.

The rank order correlations revealed that the reliability of the judges' ranks for two of the three general performance dimensions (i.e., intellectual/communication skills and administrative skills) exceeded those for all of the specific performance dimensions.

The rankings for the interpersonal skills general performance dimension were examined to identify a possible cause for its lower reliability. One potential explanation dealt with the interpretation of negative behaviors for this performance dimension. Whereas negative behaviors will result in high ratings on specific performance dimensions such as impact and autonomy, which are components of the interpersonal skills general performance dimension, these same behaviors will result in lower ratings on interpersonal skills. One of the subject matter experts had consistently ranked these behaviors substantially higher than the other two experts. When asked how he had considered negative behaviors when providing the ranks on interpersonal skills, he indicated that he had ranked those behaviors higher than neutral behaviors. The recalculation of the reliability excluding this individual yielded a coefficient of .89.

In addition, mean ranks were calculated for each behavioral item. The mean ranks for each behavioral item within each performance dimension can be found in Appendices F through V.

The items within each performance dimension were then ordered according to the mean rank (from high to low) and divided into five performance levels based on natural breakpoints. The levels within each performance dimension were examined by the researcher to identify

commonalities in the behaviors included within each performance level. The clearest distinctions between levels was achieved by considering the behavioral items as examples of high, average, or low performance.

Format development. Behavioral summary scales were developed for each of the performance dimensions (Borman, 1979). Based on the content analysis of the behavioral items within the various performance levels, brief descriptions were written that described the characteristics typically found in high, average, and low levels of performance. These statements were descriptive of broad behavioral characteristics and were designed to provide assurance that a common framework was utilized by all assessors using the forms. The use of broad descriptions as opposed to specific behavioral examples also was expected to minimize the tendency of some assessors to assign ratings based purely on the spurious occurrence of a behavior that resembles a behavioral anchor (Murphy & Constans, 1987). The distinctions among the levels of performance were expected to be particularly helpful to managers, who were later asked to provide ratings on the same performance dimensions for subordinates who were evaluated by the assessment center. As the vast majority of these managers had not previously served as assessors, the broad descriptions of behavior at high, average, and low performance levels were believed to enhance the comparability of the evaluative frameworks applied by managers and assessors (Borman, 1979).

The three subject matter experts, who had rank ordered the behavioral items, reviewed the rating scales and commented on the adequacy and accuracy of the behavioral anchors as well as the

distinctiveness of the different performance levels. Revisions were made in accordance with their suggestions.

The behavioral summary scales for the general and specific performance dimensions (See Appendices W and X respectively) served as the measurement instruments for all subsequent phases. The next phase of the research explored the ability of managers to categorize behavioral items to general and specific performance dimensions.

Categorization

Previous research supported the existence of an hierarchical framework for categories and suggested that intermediate level (i.e., general) categories were more distinct than categories at a lower, specific level (Cantor & Mischel, 1979a; Rosch et al., 1976). This phase of the research examined the impact of two hierarchical levels of performance dimensions (i.e., general and specific) on the accuracy and reliability with which managers were able to categorize behavioral items to performance dimension categories.

Participants. Participants in this phase of the research were 134 managers who supervised candidates who had been evaluated in the assessment center. These managers also served as participants in the correlational analyses phase of the research. Eight of the participants chose to discontinue their participation at the categorization stage of the research. These eight individuals were spread across all of the experimental conditions, and no pattern was apparent due to their withdrawing from the research. Seven other participants misunderstood the directions and performed the categorization task prior to the interview. Since one purpose of the interview was to train the

participants on the performance dimensions, data from these seven participants were deleted. In addition, data from five participants were deleted to make equal the number of participants across experimental conditions. A total of 114 participants remained, 19 in each of the six conditions.

Design. Each participant in this phase of the research categorized 27 behavioral items to one of three performance dimension categories. Participants were matched, based on years of management experience with the organization, into 21 groups of 6 members. Within each group, one individual was randomly assigned to each of three behavioral item conditions within the general and specific level conditions (See Figure 4). Participants assigned to the general level condition were assigned to one of three behavioral item conditions (e.g., A, B, or C). Those individuals in condition A categorized behavioral items in cells I, IV, and VII. The individuals in condition B categorized behavioral items in cells II, V, and VIII, and in the C condition, they categorized behavioral items in cells III, VI, and IX. All participants assigned to conditions A, B, and C categorized the behavioral items within the three general performance dimensions.

Participants assigned to a specific level condition were also assigned to one of three behavioral item conditions (e.g., D, E, or F).

Individuals assigned to condition D categorized behavioral items in cells I, II, and III, to one of three specific performance dimensions associated with the intellectual/communication skills general performance dimension. Those assigned to the E condition categorized

General Performance Dimension Conditions

Specific Performance Dimension Conditions

		A ^a	B	C
		I	II	III
Interpreting Information		1 ^b 2 3	4 5 6	7 8 9
Oral Presentation	D	10 11 12	13 14 15	16 17 18
Oral Defense		19 20 21	22 23 24	25 26 27
		IV	V	VI
Impact		28 29 30	31 32 33	34 35 36
Autonomy	E	37 38 39	40 41 42	43 44 45
Leadership		46 47 48	49 50 51	52 53 54
		VII	VIII	IX
Decisiveness		55 56 57	58 59 60	61 62 63
Decision Making	F	64 65 66	67 68 69	70 71 72
Planning		73 74 75	76 77 78	79 80 81

^aConditions A, B, and C were used to categorize behavioral items within the Intellectual/Communication Skills, Interpersonal Skills, and Administrative Skills general performance dimensions.

^bNumbers within cells refer to individual behavioral items.

Figure 4. Diagram of Behavioral Items Categorized by General and Specific Conditions

behavioral items in cells IV, V, and VI to one of three specific performance dimensions associated with the interpersonal skills general performance dimension. Lastly, individuals assigned to the F condition categorized behavioral items in cells VII, VIII, and IX to one of three specific performance dimensions corresponding to the administrative skills performance dimension.

Stimulus development. Nine of the 12 specific performance dimensions that served as marker variables for the three general performance dimensions (i.e., had high loadings on the three first-order factors in the factor analysis) were selected for this phase of the research. The administrative skills general performance dimension had three specific performance dimensions as marker variables, and all of these specific performance dimensions were employed. These specific performance dimensions were decisiveness, decision making, and planning. The interpersonal skills general performance dimension had four specific performance dimensions that met the criteria for a marker variable. These specific performance dimensions were impact, autonomy, energy, and leadership. Three of these four specific performance dimensions were selected randomly for this phase of the research. The three specific performance dimensions selected were impact, autonomy, and leadership. Five specific performance dimensions served as marker variables for the intellectual/communication skills general performance dimension. These specific performance dimensions were fact finding-written, oral presentation, oral defense, interpreting information, and organizing. As the fact finding-written specific performance dimension required extensive knowledge of the assessment center exercises, this performance

dimension was discarded. Oral presentation, oral defense, and interpreting information were selected randomly as the three specific performance dimensions to be employed within the intellectual/communication factor.

Those behavioral items that previously had been reliably retranslated to a specific and a corresponding general performance dimension by the assessors served as the pool from which items were selected. Minor modifications were made to the behavioral items to preserve the integrity of the assessment center. The names of all persons listed in the assessment center material were changed, and the context for the behavior was also altered. For example, store renovation became deli renovation, employee theft became corporate espionage, and merchandise control became computerized bookkeeping. The behaviors themselves remained unchanged. The general and specific performance dimensions designated by the assessors served as the target categories in this phase of the research.

Nine behavioral items were selected at random from this pool of behaviors for each of the nine specific performance dimensions (i.e., for a total of 81 items and 27 items within each of the three specific performance dimension conditions). Behavioral items for the oral presentation specific performance dimension were listed in a random order as items one through nine in cells I, II, and III. Behavioral items corresponding to oral defense specific performance dimension were listed randomly as items 10 through 18, and behavioral items associated with the interpreting information performance dimension were assigned item numbers 19 through 27 in a random fashion. The oral defense and

interpreting information items were also distributed across cells I, II, and III. The same procedure was followed for the remainder of the behavioral items for each specific performance dimension. The behavioral items were then arranged in a random order within each of the six experimental conditions. Forms A through F of the categorization task can be found in Appendices Y through DD, respectively.

Categorization procedure. The participants were provided written definitions for all of the performance dimensions as part of the correlational phase of the research. In addition, the participants were provided with a list of 27 behavioral items to be categorized to one of three performance dimensions. The particular list of behavioral items and the corresponding performance dimension categories that were provided depended on the experimental condition to which the supervisor was assigned. The data for this phase of the research were collected at the same time as data for the correlational analyses phase. After the supervisor had provided performance dimension ratings on the candidate, the supervisor categorized each of the 27 behavioral items to one of the three performance dimensions assigned.

Analyses. The categorization data were analyzed to determine the accuracy and the reliability of the judgments. These analyses will be described in the following paragraphs.

For purposes of the accuracy analyses, correct categorizations were coded with a one and incorrect categorizations were coded with a zero. The data within each of the nine behavioral item cells were then analyzed by a 2 (Performance Dimension Level) x 19 (Supervisor/Level) x 9 (Behavioral Item) analysis of variance.

The reliability of the supervisors' categorizations for each behavioral item within each level was calculated with an analysis of variance approach to reliability (Dickinson, 1977). The F -values were converted to Z -scores, and an orthogonal comparison was made to determine the effect of performance dimension level on the reliability of the categorizations (Mosteller & Bush, 1954).

The ability to categorize candidate behaviors accurately and reliably to performance dimensions is the first step in achieving high quality ratings. The second step is the accuracy of the ratings themselves. The aggregation phase of the research explores the effect of varying amounts of information and performance dimension level on the accuracy of the ratings.

Aggregation

Epstein (1979; 1983) attributed the lack of evidence for the stability of traits to the failure to aggregate data over a sufficient number of occasions. Likewise, Bycio et al. (1987) suggested that assessment center candidates may not display a sufficiently large number of behaviors within each performance dimension to ensure adequate reliability. Therefore, one aspect of this phase of the research was the investigation of the effect of high versus low frequency of relevant behaviors on the accuracy of the ratings.

In addition, research by Rosch et al. (1976) and Cantor and Mischel (1979a) suggested that intermediate level, or general, categories provided less detail than lower level, or specific, categories. Therefore, this phase of the research also explored the

differential effect of general and specific performance dimensions on rating accuracy across and within behavioral frequency conditions.

Participants. Six trained assessors, employed as managers within the organization, and two subject matter experts, the operational managers of the two assessment center locations, participated in this phase of research. The subject matter experts provided target ratings on the stimuli.

Design. A 2 (Rating Sources) x 4 (Performance Dimensions) x 5 (Candidates) x 2 (Frequency Levels) repeated measures design was utilized. In this design, repeated measures were taken on performance dimensions for the candidates. The same five candidates were evaluated in all conditions, but the number of relevant behaviors was varied in the high and low frequency conditions. All raters evaluated each of the candidates on four performance dimensions at both frequency levels. Two of the performance dimensions were at the general level, and the other two were specific performance dimensions. The two specific performance dimensions were components of the corresponding general performance dimensions; therefore, the distinctiveness of the two performance dimensions employed in each condition was made to be equal across performance dimension levels.

Development of candidate scenarios. Three criteria were essential in the selection of performance dimensions for the aggregation phase of the research. First, it was necessary that the two specific performance dimensions correspond to two separate general performance dimensions so that comparisons of the effect of specific and general performance dimensions would be possible. Second, it was necessary to be able to

vary the number of behaviors relevant to performance dimensions without jeopardizing the representativeness of the candidate scenarios. This meant that performance dimensions that were tapped primarily by a particular exercise must be excluded from consideration. Third, it was necessary to be able to equate the number of relevant behaviors for each performance dimension and frequency condition.

The latter half of the proposal interview exercise was selected as the context for the candidate scenarios. During this portion of the exercise, the assessor questions and challenges the proposal selected by the candidate, culminating in the rejection and subsequent acceptance of the proposal. The two specific performance dimensions selected were autonomy and planning. The autonomy specific performance dimension was a component of the interpersonal skills general performance dimension, and the planning specific performance dimension was a component of the administrative skills general performance dimension. Since the proposal interview exercise was not designated as a primary source of information for any of these performance dimensions, large numbers of relevant behaviors would not be required in order to achieve realism. Therefore, it would be possible to vary the frequency of relevant behaviors without sacrificing representativeness. Third, it was believed that the number of relevant behaviors for these two exercises could be equated.

Five candidate scenarios were written for the latter half of the proposal interview exercise. These scenarios represented varying levels of performance on the two sets of performance dimensions.

Ten behavioral items were written for each of the specific performance dimensions for each of the five scenarios for a total of 100

behavioral items. Since each of the specific performance dimensions was a component of one of the general performance dimensions, the behavioral items written were relevant for both levels of performance dimensions. These five scenarios represented the high frequency condition.

The same candidates were represented in the low frequency condition, but the number of relevant behavioral items was reduced by 50 percent. Parallel versions were written for each of the 100 behavioral items in the high frequency condition.

In order to ensure that the behavioral items in the low frequency condition were equivalent to their counterparts in the high frequency condition, 120 undergraduate students were asked to rate the effectiveness of the items. Half of the students rated the effectiveness of 40 autonomy/interpersonal skills items and 60 planning/administrative skills items (Form 1). The remaining students rated the effectiveness of 60 autonomy/interpersonal skills items and 40 planning/administrative skills items (Form 2). The corresponding high and low frequency behavioral items were rated by the same students. Forms 1 and 2 can be found in Appendices EE and FF.

Pearson product moment correlations and dependent t tests were performed on each pair of parallel behavioral items to determine which behavioral items to retain in the low frequency condition. Two criteria were applied: (1) The pair of parallel items should be significantly correlated; and (2) there should be no significant difference in the ratings of each pair of behavioral items.

Approximately 80 percent of the behavioral item pairs were significantly correlated. Fifty-three percent of the behavioral item

pairs were not significantly different. However, those item pairs that were not significantly different were not always significantly correlated. In those cases where there were not a sufficient number of behavioral items satisfying both criteria, those pairs of behavioral items that were significantly correlated and had the lowest t values were selected. The average correlation for the autonomy/interpersonal skills and planning/administrative behavioral items that were retained were .49 and .48 respectively. The average t value for the autonomy/interpersonal skills behavioral items that were retained was 1.12, and the average t value for the planning/administrative behavioral items was 1.57.

The proportion of behavioral items satisfying each criterion on each performance dimension are listed below in Table 6. The majority of the behavioral items selected adequately satisfied the criteria established. Two exceptions, however, are the autonomy/interpersonal skills items for scenario five and the planning/administrative skills items for scenario two. Closer review of the behavioral items in question yielded little information on the reasons for the significant differences found in these ratings. For example, the following two autonomy/interpersonal skills behavioral items yielded a significant t of 2.08:

If you close the store, you will cut down on your losses, but you will also reduce the profits.

Closing the store will cut down your losses, but it will also reduce the profits.

Table 6

Proportion of Behavioral Items Retained Satisfying Criteria for the
Low Frequency Scenarios

Scenario	<u>Autonomy/Interpersonal</u>		<u>Planning/Administrative</u>	
	Significant \bar{x}	Nonsignificant \underline{x}	Significant \bar{x}	Nonsignificant \underline{x}
1	5/5	4/5	5/5	3/5
2	5/5	5/5	5/5	1/5
3	5/5	5/5	5/5	4/5
4	5/5	5/5	5/5	5/5
5	5/5	1/5	5/5	4/5

Likewise, two behavioral items representing the planning/administrative performance dimensions that yielded a \underline{x} of 2.01 are as follows:

I plan to have the department manager discharge Peterson.

I'm going to have the department supervisor fire Peterson.

One possible explanation for these differences is that the subjects' criteria for evaluating the behavioral items changed over time, and that these behavioral items, among others, fell on opposite sides of the criterion shift.

Based on the analyses of the behavioral item pairs, five additional scenarios were constructed. These scenarios served as the stimuli for the low frequency condition, with each scenario containing five behavioral items representing the autonomy/interpersonal skills performance dimensions and five representing the planning/

administrative performance dimensions. The ten candidate scenarios are displayed in Appendix GG.

Designation of target ratings. The ten written candidate scenarios were assembled in a random order and provided to two subject matter experts, along with performance dimension definitions. The experts were operational managers of the two assessment centers. These individuals had previously served as assessors and were actively involved in the training of new assessors.

The subject matter experts independently made ratings on the four performance dimensions (i.e., two general and two specific performance dimensions) for each of the ten candidate scenarios (i.e., five high frequency and five low frequency candidate scenarios).

The experts advised the researcher of difficulties experienced with providing ratings on the two general performance dimensions, interpersonal skills and administrative skills. The difficulty arose because the behavior displayed by the candidates in the scenarios dealt with only one aspect of each of the general performance dimensions. The experts indicated that there was not sufficient information to provide ratings on the general performance dimensions.

In order to combat this difficulty, the researcher provided scenario profiles on the remaining components of the general performance dimensions for each of the candidates. The profiles were developed based on proposed ratings made by the researcher in developing the scenarios. The average of the ratings on the pertinent performance dimensions within each profile is equal to the researcher's proposed ratings. The scenario profiles are displayed in Appendix HH.

The subject matter experts then met with the researcher to discuss their ratings. The experts disagreed by one point on one of the forty ratings, and one of the experts revised his rating so that there was complete agreement. When the experts were asked whether they had assigned their ratings independently, both maintained that they had done so. A review of the consistency of the ratings across high and low frequency conditions revealed one discrepancy. The experts recommended a minor modification that would equate the two scenarios, and this modification was implemented.

Rating procedure. The candidate scenarios were provided to the research participants in the same order as that used with the subject matter experts. The assessors were also provided with scenario profiles and definitions for the performance dimensions to be assessed. Each assessor provided independent ratings for each of the ten candidate scenarios.

Analyses. A 2 (Rating Sources) x 4 (Performance Dimensions) x 5 (Candidates) x 2 (Frequency Level) analysis of variance was performed. The Rating Sources and Candidates were considered random sources of variation, while the remaining sources were considered fixed. Forty orthonormal contrasts were formed between the ratings given by the participants and the target ratings (Dickinson, Hedge, Johnson, & Silverhart, 1990).

This phase of the research explored the effect of different amounts of information and performance dimension level on the accuracy of ratings made on written scenarios. The next phase of the research investigated whether the reliability of ratings made by assessors on

actual candidates were differentially influenced by the general and specific performance dimensions.

Assessor Reliability

Bycio et al. (1987) suggested that the number of behaviors displayed by assessment center candidates may not be sufficiently high to ensure adequate reliability. The use of general performance dimensions, which are fewer in number, would permit greater aggregation of behaviors within performance dimension categories. Therefore, the assessor reliability phase of the research investigated the differential effect of general and specific performance dimensions on the interrater reliability of the pre- and post-consensus assessment ratings.

Participants. Six trained assessors and the managers of the two assessment centers served as participants in this phase of the research. The assessment center managers served as lead assessors in the evaluation sessions. All assessors were employed as managers within the organization.

Design. A 4 (Assessors) x 50 (Candidates) repeated measures design was employed. Four assessment teams, composed of three assessors and the manager of the assessment center location, provided ratings on a performance dimension for 50 candidates at each assessment center location. For the sake of simplicity, the assessment center managers were considered assessors for this phase of the research. This design was employed for each of the 14 specific and 3 general performance dimensions for each assessment center location.

Assessor training. Approximately one month prior to the formalized training, assessors were provided with training material that

defined the specific performance dimensions and described the assessment exercises in detail. The formalized training lasted ten days, and the assessment center managers served as instructors. The first five days of formalized training were designed to provide the trainees with the basic skills required for the assessor role. The second week of training was designed to refine the skills developed during the first week.

The training began with a description of the assessment center process. Assessors were then trained on the performance dimensions. Training on each performance dimension began with a lecture on the meaning of the dimension, followed by discussion of candidate behaviors representing the dimension.

Upon completion of the performance dimension training, the assessors were trained on each of the assessment center exercises. The assessors were shown a videotape of a hypothetical candidate participating in the exercise. Following the videotape, the assessors role-played the exercise with each other, and then each assessor role-played the exercise with a practice candidate, a student from a nearby university.

At the completion of the training on the first exercise, a lecture format was used to provide training on report writing. Each assessor then composed a report based on the role-play with the practice candidate. One of the reports was then critiqued by the group.

The assessors and assessment center managers then provided independent ratings on all pertinent performance dimensions for the candidate described in the report. The ratings were recorded on a

flipchart, and the ratings on each performance dimension were discussed until consensus was reached. Consensus was defined as no more than a one-point difference in the ratings. During the consensus discussions, the assessment center managers discussed the reasons for their target ratings and clarified points of confusion regard the evaluation of behavior.

During the second week of training, the assessors participated in two consecutive, full-length, assessment center simulations.

Approximately six weeks after the assessor training, the assessors were assembled for a two-day recalibration session. The reports on two candidates who previously had been assessed at the assessment center were selected for recalibration. The typical evaluation session procedure was followed, except that there were now seven assessors and two assessment center managers providing ratings.

In addition to the ratings that were made on the specific performance dimensions, the two assessment center managers and two assessors, who were serving a second term as assessors, also provided ratings on the general performance dimensions. The assessment center managers and the two expert assessors previously had pilot tested the behavioral summary scales for the general performance dimension and had experienced little difficulty using them. The general performance dimension ratings made by these four individuals on the candidate reports used for recalibration served as target scores for the training of the less experienced assessors on the general performance dimensions.

At the completion of recalibration ratings, the behavioral summary scales that had been developed previously were introduced. Assessors

were cautioned to avoid selecting a particular rating on the basis of a single candidate behavior that resembled a behavioral anchor.

After the assessors had an opportunity to review the rating scales and ask questions, the three general performance dimensions were introduced. The researcher explained that the general performance dimensions were designed to occupy an intermediate level between the specific performance dimensions and the overall assessment rating. The researcher told the assessors that the general performance dimensions were designed to reflect the relationship between skills in these areas and success as a manager. Therefore, simple arithmetic averages of the relevant specific performance dimensions would not yield accurate general performance dimension ratings. An example was cited in which a candidate had received high ratings on the impact and autonomy specific performance dimensions as a result of abrasive and insensitive behavior. Since these types of behaviors would inhibit the candidate's ability to deal with others, the ratings on the general performance dimension, interpersonal skills, would be low.

The week following the recalibration session, typewritten transcripts of the candidate reports were given to the assessors. The assessors were asked to review the reports and assign ratings on the three general performance dimensions. The assessors contacted the researcher by telephone and provided their ratings. At this time, the researcher provided the assessors with feedback on the accuracy of the ratings. Any difficulties experienced by the assessors in using the behavioral summary scales for the general performance dimensions were discussed and corrected at this time.

Assessment ratings. Two groups of assessors, one for each assessment center location, each provided 18 ratings on 50 candidates for first-level managerial positions over a three-month period in the fall of 1989. The 14 specific and the 3 general performance dimension ratings were made on five-point behavioral summary scales. A rating of one on a five-point scale represented the lowest rating, and a five represented the highest rating. The ratings on the specific performance dimensions were made first, followed by the ratings on the general performance dimensions. The final rating was an overall assessment rating, which employed a four-point scale, with four being the highest rating (See Appendix II). The ratings were made in an evaluation session that followed the one day of assessment exercises.

Candidates were discussed one at a time in the evaluation session. After the assessment reports were read on each of the exercises by the assessor who participated in the exercise with the candidate, the assessors independently rated the candidate on the 14 specific and 3 general performance dimensions. The ratings were recorded and each performance dimension was discussed one at a time. Discussion continued until consensus was reached. Once consensus was reached on the specific and general performance dimensions, the assessors independently provided overall assessment ratings and discussed these ratings until consensus was achieved. The pre- and post-consensus ratings on the specific and general performance dimensions served as the assessment data for this phase of the research. The overall assessment ratings were employed in the correlational analyses phase of the research.

Analyses. Seventeen 4 (Assessors) x 50 (Candidates) analyses of variance were performed on the pre- and post-consensus assessment ratings at each of the two assessment center locations to determine the interrater reliability of the ratings. A separate analysis was performed for each of the 14 specific and 3 general performance dimensions. The resulting F values were then converted to Z -scores. Three sets of orthogonal comparisons were performed on the Z -scores, one for each general performance dimension (Mosteller & Bush, 1954). The orthogonal comparisons included examination of differences due to assessment center location and differences between the general performance dimension and all of the corresponding specific performance dimensions.

Reliability is a necessary precursor for establishing the validity of a test. Based on the presumed reliability of the performance dimensions, the next phase of the research sought to investigate the construct validity of the general and specific performance dimensions within the assessment center context.

Construct Validation

This phase of the research explored the differential effect of general and specific performance dimensions on the construct validity of the ratings. The construct validation phase is the natural culmination of the preceding phases. The categorization and aggregation phases of the research addressed the differential effect of general and specific performance dimensions on cognitive processes that are believed to influence the quality of the ratings.

The categorization research (Rosch et al., 1976) suggested that individuals were able to distinguish among intermediate, or general, level categories more easily than among lower, or specific, level categories.

The aggregation phase dealt with the assignment of ratings based on varying amounts of observed behavior. Epstein (1979; 1983) suggested that evidence for the stability of traits depended on aggregation across a sufficient number of occasions, and Bycio et al. (1987) suggested that assessment center candidates may not display a sufficiently large number of behaviors to enable assessors to make reliable ratings on all of the performance dimensions.

The assessor reliability phase extended the premises of the categorization and aggregation phases to the reliability of pre- and post-consensus ratings on actual candidates. If raters are able to categorize observed behaviors accurately and reliably to performance dimensions and then provide accurate and reliable ratings based on these observations, then it is reasonable to expect that their ratings will exhibit construct validity. A logical next step is the exploration of the effect of performance dimension level on the evidence for convergent and discriminant validity.

Participants. Six trained assessors and the two operational managers of the assessment centers served as participants in the construct validation phase of the research. The managers of the assessment centers served as lead assessors in the evaluation of candidates.

Design. Separate repeated measures designs were utilized for the general and specific performance dimension conditions at each assessment center location, because the number of specific performance dimensions associated with the general performance dimensions were unequal. A 4 (Assessors) x 50 (Candidates) x 3 (General Performance Dimensions) design was utilized for the general performance dimension validation component. The design employed for the specific performance dimension validation component parallels the general performance dimension design except that there are 14 specific performance dimensions rather than 3 general performance dimensions. In the general and specific performance dimension designs, repeated measures were made by the assessors and supervisors on both types of performance dimensions for the candidates.

Rating procedure. The rating procedure was described previously in the assessor reliability phase of the research. The pre- and post-consensus ratings at each assessment center location served as the data for this phase of the research.

Analyses. Separate 4 (Assessor) x 50 (Candidates) x 3 (General Performance Dimensions) analyses of variance were performed on the pre- and post-consensus performance dimension ratings for each assessment center location. The analyses for the specific performance dimensions parallel the above analyses, except that there were 14 specific performance dimensions.

The above analyses serve as one form of evidence for the construct validity of the performance dimension ratings. Another form of evidence is the presumed relationship between ratings made within the assessment

center and parallel external measures--the ratings of the candidates' supervisors. The next phase of the research explored these relationships as well as the efficacy of the general and specific performance dimensions in accounting for the variance in three overall measures.

Correlational Analyses

The preceding phase of the research explored the construct validity of the general and specific performance dimensions within the assessment center context. This phase of the research sought to widen the scope to include ratings provided by candidate supervisors in the evaluation of general and specific performance dimensions. The premises of the categorization and aggregation phases of the research should apply equally well to supervisors and assessors. In fact, an argument could be made that the differences in the effects of performance dimension level would be even more pronounced with supervisors who had not received the in-depth training on the performance dimensions. Therefore, the correlational analyses phase of the research explored the differential effect of general and specific performance dimensions on the relationship between assessment and supervisory ratings, as well as the ability of the two types of performance dimensions to account for variance in three overall ratings.

Participants. The participants were seven trained assessors, the managers of the two assessment center locations, and the supervisors of the 134 candidates who had been assessed.

Design. A 2 (Rater Types) x 134 (Candidates) x 17 (Performance Dimensions) repeated measures design was employed. The assessment

center managers were considered assessors for this phase of the research. The assessors and supervisors constituted the two rater types. The assessors and supervisors made repeated measures on the 17 performance dimensions for each of the 134 candidates. In addition, the supervisors provided overall performance and management potential ratings for the candidates, and the assessors provided an overall assessment rating.

Supervisor training. The training of the candidates' supervisors was accomplished in two ways. First, the supervisors were given performance appraisal packets that enabled them to become familiar with the rating task. Second, the researcher provided rater training immediately before collecting performance data.

The performance appraisal packets were mailed to the supervisors approximately ten days before the structured interview was scheduled. The packets included a supervisor training packet, the behavioral summary scales for the performance dimensions, a categorization form, and an informed consent form. The behavioral summary scales were identical to those used by the assessors.

The supervisor training packet described the use of behavioral summary scales for the performance dimension ratings, the types of performance dimensions on which ratings would be made, and rating errors to avoid, with illustrations of each type of error. In addition, the packet included two brief descriptions of a hypothetical candidate's behavior. One of the descriptions dealt with autonomy, a specific performance dimension, and the other one dealt with interpersonal skills, a general performance dimension. The supervisors were asked to

review the appropriate behavioral summary scale and then rate the hypothetical candidate's performance. The supervisor training packet can be found in Appendix JJ.

Before ratings were collected, the researcher reviewed the material in the supervisor training packet and provided feedback on the supervisor's ratings on the hypothetical candidates. The definition for each performance dimension was discussed before the supervisor was requested to provide a rating.

Despite the efforts to provide adequate training to the supervisors, it is noted that the supervisor training was of necessity sparse compared to the ten days of training provided to the assessors. In addition to the formal assessor training, the assessors received on-the-job training from the lead assessor during the first few weeks of evaluation sessions. By contrast, the supervisor received no more than one hour of training during the structured interview to supplement the supervisor training packet. In addition, this was the first time that many of the supervisors had come in contact with the performance dimensions and their definitions. The performance dimensions used by the assessment center were not widely publicized, and no behavioral summary scales preceded this research. Therefore, most of the training material was new to the supervisors.

Supervisor ratings. Approximately two weeks prior to the candidates' scheduled assessment, their supervisors were contacted by telephone to schedule an appointment to conduct a performance appraisal interview, which would also be conducted by telephone. At this time the supervisors were advised of the research, informed of their rights to

decline to participate, and advised that they would be receiving a rating package in the mail.

A structured performance appraisal interview was developed to gather job performance data. The interview began with a restatement of the purpose of the research and reassurance that the ratings would be kept confidential. The researcher then provided rater training as described in the supervisory training section. The order in which the performance dimensions ratings were collected paralleled that used in the assessment center, with the exception that overall job performance and management potential ratings followed the ratings on the general performance dimensions. In the assessment center, the overall assessment rating followed the ratings on the general performance dimensions. Like the overall assessment rating, the overall ratings on job performance and management potential were made on a four-point scale, with four being the highest rating. The rating scales employed for overall job performance and management potential can be found in Appendix KK. The structured interview was pilot tested with two managers and modified in accordance with their suggestions. The structured interview can be found in Appendix LL. The supervisor ratings were collected no later than two weeks following the subordinate's assessment. All assessment center results were withheld until the researcher advised the assessment center managers that the interviews had been conducted.

Analyses. Squared multiple partial correlations were calculated to determine the relative amounts of variance in the overall ratings uniquely accounted for by the general and specific performance

dimensions. Pearson product moment correlations between the overall ratings and the individual performance dimensions were also examined to clarify the results of the preceding analyses.

Pearson product moment correlations were calculated for the relationship between the assessment and supervisory ratings on the performance dimensions. The Fisher r-to-z transformation was performed on the correlations, and differences between the general and specific performance dimension correlations were detected by Z-tests.

III. RESULTS

Overview

The results section is divided into five parts: categorization, aggregation, assessor reliability, construct validation, and correlational analyses. Each part provides a brief description of the purpose of the analyses in addition to a detailed explanation of the analyses performed and the results obtained.

Categorization

These data were analyzed to determine whether the general and specific performance dimensions differentially influenced the accuracy and reliability of the categorizations of behavioral items by supervisory personnel. With respect to categorization accuracy, it was hypothesized that the number of correct categorizations of the same behavioral items would be significantly greater for the general performance dimensions than for the specific dimensions. Interrater reliability on the categorization of the same behavioral items was also expected to be greater for the general performance dimensions. The succeeding paragraphs will describe the analyses performed and the results for accuracy and reliability components.

Accuracy. The categorization of each behavioral item by each judge was compared to the target category provided by the assessors during the retranslation stage of scale development. Correct categorizations were coded with a one, and incorrect categorizations were coded with a zero. The dichotomously coded data were then analyzed by a one-way analysis of

variance within each of the nine behavioral item cells. The independent variable (i.e., performance dimension Level) was considered a fixed effect. The results of the analyses can be found in Table 7.

Significant differences were found for performance dimension level in behavioral item cells 2, 5, 7, 8, and 9. Within cells 2 and 5, supervisors in the specific condition categorized behavioral items more accurately ($\underline{M}_2 = .77$; $\underline{M}_5 = .75$) than supervisors in the general condition ($\underline{M}_2 = .58$; $\underline{M}_5 = .61$). By contrast, within cells 7, 8, and 9, supervisors in the general condition were more accurate in their categorizations of behavioral items ($\underline{M}_7 = .81$; $\underline{M}_8 = .70$; $\underline{M}_9 = .84$) than were their counterparts in the specific condition ($\underline{M}_7 = .58$; $\underline{M}_8 = .59$; $\underline{M}_9 = .61$).

These results provide meager support for the hypothesis that categorization accuracy would be significantly greater for the general performance dimensions than for the specific dimensions. The one possible exception is the general performance dimension of administrative skills. Supervisors in the general conditions were consistently more accurate in their categorization of administrative behavioral items than were their counterparts in the specific conditions.

In order to obtain a better understanding of the results, the errors made by the supervisors in categorizing behavioral items to performance dimensions were analyzed by a chi-square procedure. The behavioral items were grouped by the performance dimension that they represented, and the number of responses for each incorrect answer was summed across the three cells containing that performance dimension.

Table 7

Analysis of Variance for Accuracy Component of Categorization Phase

Source	df	<u>Cell 1</u>		<u>Cell 2</u>		<u>Cell 3</u>	
		MS	F-ratio	MS	F-ratio	MS	F-ratio
Levels	1	.11	.50	2.99	14.21**	.19	1.02
Residual	340	.21		.21		.18	

Source	df	<u>Cell 4</u>		<u>Cell 5</u>		<u>Cell 6</u>	
		MS	F-ratio	MS	F-ratio	MS	F-ratio
Levels	1	.57	2.81	1.68	7.85**	.14	.67
Residual	340	.20		.21		.21	

Source	df	<u>Cell 7</u>		<u>Cell 8</u>		<u>Cell 9</u>	
		MS	F-ratio	MS	F-ratio	MS	F-ratio
Levels	1	4.22	21.06**	.95	4.15*	4.45	23.90**
Residual	340	.20		.23		.19	

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

For example, there were nine behavioral items representing the specific performance dimension of interpreting information, which was a component of the general performance dimension of intellectual/communication skills. Cells 1, 2, and 3 each contained three of these nine items. The two incorrect responses to these items in the specific condition were oral presentation and oral defense. The number of incorrect oral

presentation responses to these items was summed across the nine items, and yielded a total of 29. The number of incorrect oral defense responses to these same items was also summed, resulting in a total of 25. A chi-square analysis was performed to determine whether the number of responses to these incorrect categories differed significantly from the expected value, which was 27 in this case (i.e., 29 plus 25 divided by two is 27).

These analyses were also performed for the oral presentation and oral defense performance dimensions within the specific performance dimension condition. The specific performance dimensions of oral presentation and oral defense were also associated with the general performance dimension of intellectual/communication skills.

The analyses were also performed for the same specific performance dimension items in the general condition. In the general condition, the two incorrect responses to all of the items in cells 1, 2, and 3 were interpersonal skills and administrative skills.

A p-level of $p < .008$ was employed to evaluate each of the six chi-square statistics (i.e., three for the specific condition and three for the general condition). This p-level maintained a .05 error level for the three specific performance dimensions and two incorrect responses within the intellectual/communication skills blocks of cells. These analyses were repeated for the behavioral item cells associated with the general performance dimensions of interpersonal skills and administrative skills. The results of the chi-square analyses are presented in Table 8.

Table 8

Chi-Square Analyses for Incorrect Categorization Responses

<u>Cells 1 - 3</u>	<u>General Condition</u>			<u>Specific Condition</u>			
Performance Dimension	INT	ADM	Chi-Square	II	OP	OD	Chi-Square
Interpreting Information (II)	19	54	16.78*	--	29	25	.30
Oral Presentation (OP)	6	29	15.11*	36	--	6	21.43*
Oral Defense (OD)	23	31	1.19	21	14	--	1.40

<u>Cells 4 - 6</u>	<u>General Condition</u>			<u>Specific Condition</u>			
Performance Dimension	I/C	ADM	Chi-Square	AUT	IMP	L	Chi-Square
Autonomy (AUT)	46	16	14.52*	--	26	21	.53
Impact (IMP)	47	1	44.08*	29	--	15	4.45
Leadership (L)	53	15	21.23*	24	19	--	.58

<u>Cell 7 - 9</u>	<u>General Condition</u>			<u>Specific Condition</u>			
Performance Dimension	I/C	INT	Chi-Square	D	DM	PLAN	Chi-Square
Decisiveness (D)	19	13	1.13	--	29	37	.97
Decision Making (DM)	33	21	2.67	28	--	29	.02
Planning (PLAN)	18	7	4.84	29	55	--	8.05*

*p < .008.

Note. Abbreviations are: ADM, Administrative skills; I/C, Intellectual/communication skills; and INT, Interpersonal skills.

The results indicate a pattern of errors for supervisors in the general condition for the intellectual/communication skills and interpersonal skills performance dimensions. With respect to the behavioral items associated with the general performance dimension of intellectual/communication skills (Cells 1 through 3), the number of incorrect responses to interpreting information and oral presentation items was significantly greater for the administrative skills performance dimension than for the interpersonal skills performance dimension. When categorizing behavioral items associated with the interpersonal skills performance dimension (Cells 4 through 6), the number of incorrect responses was significantly greater for intellectual/communication skills than for administrative skills. Supervisors in the specific condition who categorized intellectual/communication skills items (Cells 1 through 3) appeared to show a preference for the interpreting information performance dimension. When the correct performance dimension category was oral presentation, the number of incorrect responses for the interpreting information performance dimension was significantly greater than the number for the oral defense dimension. There was also a preference for the interpreting information performance dimension over the oral presentation dimension when the correct categorization was the oral defense performance dimension, but this difference was not statistically significant.

The only other pattern observed in the specific condition was found in cells 7 through 9, which included items representing the general performance dimension of administrative skills. In those cases where

the planning performance dimension was the correct category, the number of incorrect responses for the decision making performance dimension was significantly greater than the number for the decisiveness dimension.

In summary, there was little direct evidence to support the hypothesis that the number of accurate categorizations would be significantly greater for the general performance dimensions than for the specific dimensions. The one exception was the general performance dimension of administrative skills. Supervisors in the general condition consistently categorized administrative behavioral items with greater accuracy than their counterparts in the specific condition.

The analysis of the categorization errors made by supervisors provided direct evidence of the superiority of the general performance dimensions over the specific dimensions. Within the general condition, the presence of clear patterns of errors for the intellectual/communication and interpersonal skills performance dimensions provides insight regarding the nature of deficiencies in supervisory training. By contrast, the errors made by supervisors in the specific condition are indicative of more widespread confusion. Therefore, the analyses of the categorization errors suggest that the deficiencies in the general performance dimensions may be more easily remedied through training.

Reliability. A 3 (Performance Dimensions) x 19 (Supervisors) analysis of variance approach was employed to determine the reliability of the supervisors' categorizations for each behavioral item within the general and specific performance dimension levels (Dickinson, 1977). This approach involves coding supervisors' selections of the performance dimension represented by a behavioral item. The selection of a

particular performance dimension by a given supervisor was represented by a one in the corresponding cell. The nonselection of the remaining two performance dimensions by this same individual was represented by zeros in the remaining two cells. This type of coding procedure was used for all of the supervisors.

The analysis of variance procedure resulted in nine F -ratios for each of the two performance dimension levels in each of the nine behavioral item cells, for a total of 162 F -ratios. The mean F -ratios for the general and specific performance dimension conditions within each of the nine behavioral item cells can be found in Table 9. The large mean F -ratios found for cell 5 of the specific condition and for cells 1, 3, 6, and 9 of the general condition are due to instances of perfect reliability in categorizing items within these cells. In those cases where all of the supervisors agreed on the categorization of a behavioral item, the error term was set at .01 so that a F -ratio could be obtained.

The F -ratios resulting from these analyses were then converted to Z -scores to normalize the distribution. The mean values for the general and specific conditions within each of the nine behavioral item cells are also displayed in Table 9.

An orthogonal contrast based on performance dimension level was then performed on the 18 Z -scores within each of the nine behavioral item cells (Mosteller & Bush, 1954). Each orthogonal contrast was evaluated against a p -level of $p < .0028$, which maintained a family

Table 9

Mean F-Ratios, Mean Z-Scores, and Contrast Effects for the Reliability Component of the Categorization Phase

Cell	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		Contrasts
	Specific	General	Specific	General	
1	15.77	7,061.09	3.38	5.12	-3.69*
2	25.15	17.96	4.24	3.08	2.47
3	37.19	7,050.08	4.62	4.57	.10
4	27.20	10.70	4.19	3.24	2.00
5	7,049.14	16.99	4.33	2.95	2.93*
6	17.65	7,046.84	3.53	3.82	-.61
7	6.36	31.23	2.15	4.75	-5.52*
8	10.50	24.29	2.34	3.76	-3.01*
9	10.84	14,115.31	2.47	6.69	-8.95*

* $p < .0028$.

are displayed in Table 9, along with the mean F -ratios and mean Z -scores. A significant negative number for the contrasts indicates that the reliability for the general performance dimension condition was greater than that for the specific condition.

The orthogonal contrasts revealed that the general performance dimension condition produced significantly greater reliability than the error rate of .05 for the contrast effects for the two dimension levels within the nine behavioral item cells. The results of these contrasts

specific level in cells 1, 7, 8, and 9. Cell 1 contained behavioral items associated with the general performance dimensions of intellectual/communication skills and the specific dimensions of interpreting information, oral presentation, and oral defense. Cells 7 through 9 include behavioral items representing the general performance dimension of administrative skills and the specific performance dimensions of decisiveness, decision making, and planning. The reliability of the specific performance dimensions was significantly greater than the reliability for the general performance dimensions only for cell 5. Cell 5 contained items representing the general performance dimension of interpersonal skills and the specific performance dimensions of autonomy, impact, and leadership.

The hypothesis that the same behavioral items would be categorized with greater interrater reliability for the general performance dimensions than for the specific dimensions was partially confirmed. Significant differences favoring the general performance dimensions were found for four of the nine cells. The most consistent results were found for the behavioral items that represented the general performance dimension of administrative skills. The interrater reliability for the specific performance dimensions was significantly greater than that for the general performance dimensions for one cell, which represented the general performance dimension of interpersonal skills.

Aggregation

These data were analyzed to determine the accuracy of ratings made by assessors on two general and two specific performance dimensions when behavioral information was provided with high and low frequency.

It was hypothesized that rating accuracy would be significantly greater when relevant behaviors were displayed with high frequency than when they were displayed with low frequency. When behaviors were displayed with low frequency, rating accuracy was expected to be significantly greater for the general performance dimensions than for the specific dimensions. No difference in rating accuracy was expected for the performance dimension levels when behavior was displayed with high frequency. When data from the high and low frequency conditions were combined, it was expected that rating accuracy would be significantly greater for the general performance dimensions.

A 2 (Rating Sources) x 6 (Raters) x 4 (Performance Dimensions) x 5 (Candidates) x 2 (Frequency) analysis of variance procedure was employed. The Rating Sources, Raters, and Candidates sources of variation were considered random, while the Performance Dimensions and Frequency sources of variation were considered fixed effects. This analysis, developed by Dickinson (1987), provides a psychometric interpretation for each component in the person perception design (Cronbach, 1955; Sulsky & Balzer, 1988). A summary of the design describing the sources of variation and their psychometric interpretation can be found in Table 10, and the error terms for the effects are presented in Table 11. Forty orthonormal contrasts were formed for each of the six raters. These contrasts described variation resulting from discrepancies between the participants' ratings and the target ratings for five candidates on four performance dimensions at two frequency levels (cf. Dickinson, Hedge, Johnson, & Silverhart, 1990). The results of the analysis are displayed in Table 12.

Table 10

Sources of Variation and Their Psychometric Interpretations
for the Aggregation Phase

Source	Psychometric Interpretation
<u>Between Raters</u>	
Rating Sources (S) ^a	Elevation accuracy
Raters (R)	Elevation accuracy by rater
<u>Within Raters</u>	
Candidates (C)	Differential elevation accuracy
R x C	Differential elevation accuracy by rater
Dimensions (D)	Stereotype accuracy
R x D	Stereotype accuracy by rater
C x D	Differential accuracy
R x C x D	Differential accuracy by rater
Frequency (F)	Elevation accuracy by frequency
R x F	Elevation accuracy by rater within frequency
C x F	Differential elevation accuracy by frequency
R x C x F	Differential elevation accuracy by rater within frequency
D x F	Stereotype accuracy by frequency
R x D x F	Stereotype accuracy by rater within frequency

Table 10 (Concluded)

Source	Psychometric Interpretation
C x D x F	Differential accuracy by frequency
R x C x D x F	Differential accuracy by rater within frequency

^aEach of the remaining effects represents an interaction with Rating Sources.

Cronbach's person perception design proposed that accuracy measurements be taken on four mathematically independent components of overall accuracy. Cronbach designated these components elevation accuracy, differential elevation accuracy, stereotype accuracy, and differential accuracy. The succeeding paragraphs will describe each of these types of accuracy as they apply to the results obtained. In addition, the interaction effects of the raters and the frequency conditions with these accuracy components will be addressed.

Elevation accuracy. This accuracy component reflects differences in the mean performance ratings across all candidates and all performance dimensions and is represented by the Rating Sources main effect. The nonsignificant effect for Rating Sources indicated that the ratings provided by the participants as a group were accurate when collapsed across all candidates, performance dimensions, and frequency conditions.

The interaction of Rating Sources with Raters indicated that some of the raters were more accurate than others in terms of the overall

Table 11

Sources of Variation and Their Error Terms for the Aggregation Phase

Source	Error Term
<u>Between Raters</u>	
Rating Sources (S) ^a	$R + C - RxC^b$
Raters (R)	RxC
<u>Within Raters</u>	
Candidates (C)	RxC
R x C	
Dimensions (D)	$RD + CD - RxCxD^b$
R x D	$RxCxD$
C x D	$RxCxD$
R x C x D	
Frequency (F)	$RxF + CxF - RxCxF^b$
R x F	$RxCxF$
C x F	$RxCxF$
R x C x F	
D x F	$RxDxF + CxDxF - RxCxDxF^b$
R x D x F	$RxCxDxF$
C x D x F	$RxCxDxF$
R x C x D x F	

^aEach of the remaining effects represents an interaction with Rating Sources.

^bQuasi F-Ratio.

Table 12

Analysis of Variance for the Aggregation Phase

Source	df	MS	F-ratio
<u>Between Raters</u>			
Rating Sources (S) ^a	1	.08	.01 ^b
Raters (R)	5	1.52	5.65 ^{**}
<u>Within Raters</u>			
Candidates (C)	4	8.82	32.72 ^{**}
R x C	20	.27	
Dimensions (D)	3	.27	.12 ^b
R x D	15	.35	2.06 [*]
C x D	12	2.08	12.13 ^{**}
R x C x D	60	.17	
Frequency (F)	1	5.42	4.82 ^b
R x F	5	.06	.40
C x F	4	1.22	7.65 ^{**}
R x C x F	20	.16	
D x F	3	.75	3.84 ^b
R x D x F	15	.07	.53
C x D x F	12	.26	1.92
R x C x D x F	60	.13	

^aEach of the remaining effects represents an interaction with Rating Sources.

^bQuasi F-Ratio.

^{*}p < .05. ^{**}p < .01.

ratings. Tukey's HSD procedure revealed that the mean discrepancy for rater 5 ($M_5 = .00$) was significantly different from the discrepancies for raters 3 ($M_3 = .27$) and 6 ($M_6 = -.27$). It also revealed a significant difference in the discrepancies of raters 3 and 6. In this latter case, both raters were equally inaccurate, but they differed in the nature of their inaccuracy. The ratings provided by rater 3 were too lenient, whereas the ratings made by rater 6 were too severe.

In addition, t-tests were performed on the mean discrepancies for each rater to detect significance from zero. A p-level of .008 was employed as a criterion for evaluating each t-test. This p-level maintained a family error rate of $p < .05$ for the set of t-tests conducted for the raters effects of elevation accuracy. None of the mean discrepancies for the raters was significantly different from zero.

The interaction of Rating Sources with Frequency represents the impact of high and low frequency of relevant behaviors on the overall accuracy of the ratings. The results indicated that the frequency with which relevant behaviors were displayed did not affect the overall accuracy of the ratings.

Differential elevation. This component of accuracy reflects differences in raters' ordering of candidates over all performance dimensions and is represented by the Rating Sources x Candidates interaction. The results indicated that the accuracy of the ratings differed depending on the candidate evaluated. Table 13 provides the mean discrepancies for the candidates, along with the mean target ratings. Tukey's HSD procedure was employed to explore the differences between the discrepancies. The most accurate ratings were associated

Table 13

T-Tests for Mean Discrepancies of Zero between Ratings and TargetScores for the Candidates

Candidate	Target Ratings	Mean Discrepancy	t-Test
1	4.0	-.27	-3.09*
2	2.0	.62	6.18*
3	4.5	-.06	-.73
4	4.0	-.34	-4.65*
5	2.0	.44	5.15*

Note. Positive mean discrepancies indicate leniency, while negative mean discrepancies indicate severity. T-tests were based on 47 degrees of freedom.

* $p < .01$.

with candidate 3, the candidate with the highest target score. The mean discrepancy for candidate 3 differed significantly from the mean discrepancies for all of the candidates except candidate 1. The difference between candidate 3 and candidates 2 and 5 is due to the leniency found in the ratings of the latter two. By contrast, the difference between candidates 3 and 4 was caused by the severity in the ratings for candidate 4, as indicated by the large negative number. The mean discrepancies for candidates 2 and 5 were also found to be significantly different from the discrepancies for candidates 1 and 4. Much of this difference, however, may be attributed to the types of

rating errors committed. The ratings for candidates 2 and 5 showed great leniency, while those for candidates 1 and 4 indicated severity.

T-tests were also performed to detect significance from zero, and the results can also be found in Table 13. Each t-test was evaluated against a p-level of .01, which maintained a family error rate of .05 for the effects of candidates of differential elevation accuracy. The mean discrepancies for candidates 1, 2, 4, and 5 were found to differ significantly from zero.

A comparison of the mean discrepancies with the mean target ratings reveals that the ratings made on candidates with low target ratings showed leniency, whereas the ratings on the candidates with high target ratings showed severity. However, the ratings on the candidate with the highest target score showed the least severity.

The Rating Sources x Candidates x Frequency interaction reflects the differential effect of high and low frequency of relevant behavior on the ordering of candidates by the rating sources. The results of this analysis indicated that the frequency of the relevant behaviors influenced the accuracy of the candidate ratings. Table 14 provides the mean discrepancies for each candidate at both frequency levels. The mean discrepancies for candidates 2 and 5, both of whom had low target ratings, showed greater leniency in the high frequency condition than in the low frequency condition. By contrast, the mean discrepancy for candidate 4, who had a relatively high target rating, showed less severity in the high frequency condition than in the low frequency condition. The mean discrepancies for candidates 1 and 3, who had high target ratings, were unaffected by the frequency condition, even though

Table 14

T-Tests for Mean Discrepancies of Zero between Ratings and Target Scores for the Candidates by Frequency Interaction

Candidate	Target Ratings	<u>High Frequency</u>		<u>Low Frequency</u>	
		MD	t-Test	MD	t-Test
1	4.0	-.27	-1.99	-.27	-2.39
2	2.0	1.00	7.47*	.24	2.33
3	4.5	-.06	-.49	-.06	-.53
4	4.0	-.15	-2.01	-.53	-4.63*
5	2.0	.62	5.04*	.27	2.39

Note. MD, mean discrepancy between ratings and target scores. Positive mean discrepancies indicate leniency, while negative mean discrepancies indicate severity. T-tests were based on 23 degrees of freedom.

* $p < .005$.

candidate 1 had the same target rating as candidate 4. T-tests revealed that the mean discrepancies for candidates 2 and 5 in the high frequency condition and candidate 4 in the low frequency condition were significantly different from zero.

Stereotype accuracy. This component reflects the accuracy of the rater in using the performance dimensions, and it is represented by the Rating Sources x Dimensions interaction. The nonsignificant effect

suggested that the accuracy of the ratings on the candidates as a group were not influenced by the performance dimensions.

The accuracy of the performance dimensions ratings was influenced by the raters. Tukey HSD post hoc tests were performed on the mean discrepancies on the performance dimensions for each rater. Rating accuracy for the general performance dimension of interpersonal skills was significantly greater than that for the specific performance dimension of autonomy for raters 4, 5, and 6. However, for rater 5, this difference may be partially attributed to the leniency in the autonomy ratings and the severity in the ratings on interpersonal skills. For raters 1, 2, and 3, rating accuracy was significantly greater for autonomy than for interpersonal skills. Rating accuracy for the general performance dimension of administrative skills was significantly greater than that for the specific performance dimension of planning for raters 2, 5, and 6, while the reverse was true for rater 1.

In addition, t-tests were performed to determine whether the mean discrepancies for each rater on each performance dimension differed significantly from zero. A p-level of .002 was employed as an evaluative criterion for each t-test. This p-level maintained a family error rate of .05 for the Raters by Dimensions effect of stereotype accuracy. The mean discrepancies and the results of the t-tests are displayed in Table 15.

Although the Tukey HSD procedure revealed significant differences among the performance dimensions for individual raters, none of the mean discrepancies was found to differ significantly from zero.

Table 15

T-tests for Mean Discrepancies of Zero Between Ratings and Target Scores for the Raters by Dimensions Interaction

Rater	<u>Autonomy</u>		<u>Interpersonal</u>		<u>Planning</u>		<u>Administrative</u>	
	MD	t-test	MD	t-test	MD	t-test	MD	t-test
1	.14	.51	.28	1.81	.14	.56	.28	1.50
2	.14	.51	.28	2.45	.28	1.18	.07	.56
3	.14	.51	.42	3.67	.28	1.18	.21	1.41
4	.14	.69	.00	.00	.07	.43	.07	.43
5	.42	1.33	-.21	1.15	-.35	-1.10	.14	.48
6	-.21	-.76	.00	.00	-.49	-1.77	-.35	-3.00

Note. MD, mean discrepancy between ratings and target scores. Positive mean discrepancies indicate leniency, while negative mean discrepancies indicate severity. T-tests were based on nine degrees of freedom.

* $p < .002$.

The frequency with which relevant behaviors were displayed by the candidates did not significantly influence the accuracy of the performance dimension ratings for the raters as a group or individually.

Differential accuracy. This accuracy component reflects the raters' ability to provide accurate ratings for each candidate on each of the performance dimensions. The results, represented by the Rating Sources x Candidates x Dimensions interaction, indicate that the ratings

made for the individual candidates on individual performance dimensions were inaccurate. Tukey HSD post hoc tests were performed on the mean discrepancies on the performance dimensions for each candidate. Rating accuracy for the general performance dimension of interpersonal skills was significantly greater than that for the specific dimension of autonomy for candidates 1, 2, 3, and 5. The large absolute difference in the mean discrepancies on these two dimensions for candidate 1 suggest that significant differences are present despite the fact that the autonomy ratings display severity and the interpersonal skills ratings display leniency.

Rating accuracy was significantly greater for the general performance dimension of administrative skills than for the specific dimension of planning for candidates 1, 2, and 5, while the reverse pattern was found for candidate 3. The significant difference found for candidate 3 may be attributed to the leniency of the ratings on administrative skills and the severity of the ratings on planning.

T-tests were performed on the mean discrepancies for each candidate on each performance dimension. Each t-test was evaluated against a p-level of $p < .0025$, which maintained a family error rate of .05 for the Candidates by Dimensions effect of differential accuracy. The results of these t-tests, along with the mean discrepancies and target scores, are displayed in Table 16.

The mean discrepancies on the specific performance dimension of autonomy were significantly different from zero for candidates 1, 2, and 5. By contrast, none of the mean discrepancies on the general performance dimension of interpersonal skills was significant. With

Table 16

T-Tests for Mean Discrepancies of Zero Between Ratings and Target Scores
for the Candidates by Dimension Interaction

Candidate	<u>Autonomy</u>			<u>Interpersonal Skills</u>		
	Target	MD	t-Test	Target	MD	t-Test
1	4	-.77	-7.29*	3	.18	1.39
2	2	.82	4.31*	3	.41	3.02
3	5	-.29	-2.80	5	-.18	-1.91
4	3	-.18	-1.15	3	-.12	-1.00
5	1	1.06	7.71*	3	.35	2.57

Candidate	<u>Planning</u>			<u>Administrative Skills</u>		
	Target	MD	t-Test	Target	MD	t-Test
1	5	-.41	-2.24	4	-.06	-.43
2	1	1.00	3.96*	2	.24	1.77
3	5	-.35	-2.57	3	.59	4.02*
4	5	-.51	-3.54	5	-.51	-4.46*
5	2	.24	1.77	2	.12	.80

Note. MD, mean discrepancy between ratings and target scores. Positive mean discrepancies indicate leniency, while negative mean discrepancies indicate severity. T-tests were based on 11 degrees of freedom.

* $p < .0025$.

respect to the specific performance dimension of planning, the mean discrepancy for candidate 2 was significantly different from zero. The mean discrepancies on the general performance dimension of administrative skills were significantly different from zero for candidates 3 and 4.

The Candidates by Dimensions by Frequency interaction was not found to be significant. Therefore the frequency with which the candidates displayed relevant behaviors did not influence the accuracy of the ratings on the individual performance dimensions.

In summary, very little support was found for the hypothesis that rating accuracy would be greater when relevant behaviors were displayed with high frequency than when the behaviors were displayed with low frequency. The frequency with which behaviors were displayed had no significant effect on elevation accuracy, stereotype accuracy, or differential accuracy. With respect to differential elevation, the effect of the frequency conditions depended on the quality of the behaviors. The ratings were more accurate in the high frequency condition when the candidate had a moderately high target rating. By contrast, rating accuracy declined in the high frequency condition when the candidates had low target ratings.

The differential effect of the general and specific performance dimensions on rating accuracy were tested within the stereotype and differential accuracy components. Although performance dimension level did not significantly influence rating accuracy for the raters as a group, differences were found among the individual raters. With respect to the individual candidates, rating accuracy was significantly greater

for the general performance dimension of interpersonal skills than for the specific performance dimension of autonomy for four of the candidates. Rating accuracy was also significantly greater for the general performance dimension of administrative skills than for the specific performance dimension of planning for three of the five candidates. A reverse pattern for planning and administrative skills was found for one candidate.

Although interaction effects were also predicted for frequency and performance dimension level with stereotype and differential accuracy, none were found.

Assessor Reliability

The pre- and post-consensus ratings at each assessment center were analyzed to determine the differential effect of general and specific performance dimensions on the reliability of the ratings. It was expected that the interrater reliability would be significantly greater for the general performance dimensions than for the corresponding specific performance dimensions.

A 4 (Assessors) x 50 (Candidates) analysis of variance was employed to determine the reliability of the ratings on each of the performance dimensions at each assessment center location. The assessors and the candidates were viewed as random effects. The actual pre- and post-consensus ratings served as the data.

The F -ratios resulting from these analyses were then converted to Z -scores to normalize the distribution. The specific performance dimensions were grouped according to the corresponding general performance dimension, and orthogonal contrasts were then computed to

compare the reliability of the general performance dimension with the reliability of the associated specific performance dimensions (Mosteller & Bush, 1954). In addition, the reliability of the two assessment center locations was also compared with an orthogonal contrast. A p-level of $p < .0042$ was employed to evaluate each of the orthogonal contrasts. This p-level maintained a family rate of .05 for the contrast effects for performance dimension level and assessment center location. The results of these analyses for the pre- and post-consensus ratings, along with the associated F -ratios and Z -scores can be found in Tables 17 and 18, respectively.

The orthogonal contrasts for performance dimension level indicated that the pre-consensus ratings for the three general performance dimensions were more reliable than the ratings on the associated specific performance dimensions. With regard to the post-consensus ratings, the reliability of the ratings for the general performance dimensions exceeded the reliability for the corresponding specific performance dimensions, but the difference was not significant.

The ratings by the assessors at the Silver Spring location were significantly more reliable than the ratings of the Philadelphia assessors on the three groups of pre-consensus ratings and two of the groups of post-consensus ratings. Although the reliability of the Silver Spring assessment ratings on the intellectual/communication group of post-consensus ratings was greater than the reliability for the Philadelphia ratings, the difference was not statistically significant.

The hypothesis that the interrater reliability of the ratings would be significantly greater for the general performance dimensions than for

Table 17

Mean F-Ratios, Mean Z-Scores, and Orthogonal Contrasts for the
Pre-Consensus Ratings in the Assessor Reliability Phase

Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Intellectual/ Communication</u>	96.98	19.07	18.82	13.51	3.90*	4.79*
Fact-Finding - Oral	48.51	31.91	16.86	15.45		
Fact-Finding - Written	19.02	7.79	13.50	9.61		
Interpreting Information	35.97	26.05	15.87	14.72		
Oral Defense	15.18	9.62	12.57	10.58		
Oral Presentation	14.85	9.91	12.48	10.71		
Organizing	22.20	12.41	14.11	11.71		

Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Interpersonal</u>	73.34	42.17	18.08	16.41	3.87*	3.61*
Autonomy	34.33	19.68	15.71	13.63		
Behavior Flexibility	19.34	12.02	13.56	11.57		
Energy	40.67	17.12	16.29	13.07		
Impact	27.32	22.90	14.89	14.23		
Leadership	39.63	18.19	16.20	13.32		

Table 17 (Concluded)

Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Administrative</u>	141.64	34.86	19.71	15.76	5.93*	3.69*
Decisiveness	12.70	9.36	11.81	10.45		
Decision Making	54.55	14.05	17.22	12.24		
Planning	16.39	15.82	12.89	12.74		

Note. SS, Silver Spring location; PL, Philadelphia location; C1, contrast between general and specific performance dimensions; and C2, contrast between Silver Spring and Philadelphia locations.

* $p < .0042$.

the specific dimensions was confirmed for the pre-consensus ratings. With respect to the post-consensus ratings, the interrater reliability for the general dimensions was somewhat greater than that for the associated specific dimensions, but the differences were not statistically significant.

Construct Validation

The pre- and post-consensus ratings at each assessment center location were analyzed to determine whether the use of general and specific performance dimensions differentially influenced the evidence for convergent and discriminant validity. It was expected that convergent and discriminant validity would be greater for the general performance dimensions than for the specific dimensions.

Table 18

Mean F-Ratios, Mean Z-Scores, and Orthogonal Contrasts for the
Post-Consensus Ratings in the Assessor Reliability Phase

Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Intellectual/ Communication</u>	96.98	20.18	18.82	13.73	.48	2.57
Fact-Finding - Oral	62.14	57.44	17.61	17.37		
Fact-Finding - Written	45.16	21.83	16.63	14.04		
Interpreting Information	64.43	62.07	17.71	17.60		
Oral Defense	23.62	27.52	14.35	14.92		
Oral Presentation	33.18	24.47	15.59	14.48		
Organizing	35.33	26.31	15.81	14.75		
Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Interpersonal</u>	171.29	42.17	20.12	16.41	1.78	2.88*
Autonomy	49.87	38.46	16.94	16.10		
Behavior Flexibility	62.95	32.31	17.64	15.50		
Energy	72.35	31.82	18.04	15.44		
Impact	41.20	44.83	16.33	16.60		
Leadership	89.11	62.84	18.60	17.64		

Table 18 (Concluded)

Performance Dimensions	<u>Mean F-Ratios</u>		<u>Mean Z-Scores</u>		<u>Contrasts</u>	
	SS	PL	SS	PL	C1	C2
<u>Administrative</u>	146.45	34.86	19.78	15.76	.90	3.81*
Decisiveness	62.93	33.62	17.64	15.64		
Decision Making	152.84	48.34	19.88	16.85		
Planning	50.11	30.11	16.96	15.25		

Note. SS, Silver Spring location; PL, Philadelphia location; C1, contrast between general and specific performance dimensions; and C2, contrast between Silver Spring and Philadelphia locations.

* $p < .0042$.

Separate analyses of variance were performed for the general and specific performance dimension conditions, because the number of specific performance dimensions associated with the general performance dimensions was unequal. A 4 (Raters) x 50 (Candidates) x 3 (General Performance Dimensions) analysis of variance was used for the ratings collected on the general performance dimensions. The assessors and the operational managers of the assessment centers served as the raters. Similarly, ratings obtained on the specific performance dimensions were analyzed by a 4 (Raters) x 50 (Candidates) x 14 (Specific Performance Dimensions) analysis of variance. The Rating Sources and Candidates were considered random effects, while the Dimensions source of variation was considered a fixed effect. Variance components and intraclass

correlation coefficients (Vaughan & Corballis, 1969) were calculated to determine the relative amounts of rating variance accounted for by the sources of variation. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero.

A summary of the design that describes the sources of variation and their psychometric interpretation is presented in Table 19, and a summary of the error terms for each effect is displayed in Table 20. The results of the analyses of the pre- and post-consensus ratings at the Silver Spring location can be found in Tables 21 and 22, respectively. Tables 23 and 24 provide the results of analogous analyses for the Philadelphia location.

The Raters effect provides a measure of rater bias. There was no evidence of rater bias in the analyses for the general performance dimensions in either the pre- or the post-consensus ratings at the Silver Spring location. There were significant Rater effects for the two corresponding sets of ratings on the specific performance dimensions. However, rater bias accounted for less than one percent of the variance in the analyses of the specific performance dimensions.

The analyses of the ratings at the Philadelphia location disclosed evidence of rater bias for the general and specific performance dimensions both before and after consensus discussions. Once again, rater bias accounted for less than one percent of the variance in all analyses. The Candidates source of variation reflects the convergent validity of the ratings. Convergent validity reflects the extent of agreement on the ordering of candidates across all performance

Table 19

Sources of Variation and Their Psychometric Interpretations
for the Construct Validation Phase

Sources	Psychometric Interpretation
Raters (R)	Rater bias
Candidates (C)	Convergent validity
Dimensions (D)	Dimension bias
R x C	Method bias
R x D	Rater by dimension bias
C x D	Discriminant validity
R x C x D	Rater by dimension bias by candidate

dimensions. This ordering may be influenced by either the performance dimensions or rater biases. The significant main effect found in all eight analyses suggests that the raters are in agreement on the ordering of the candidates. Furthermore, the Candidates source of variation accounted for a substantial amount of the rating variation. Convergent validity accounted for more of the variation in the analyses of the general performance dimensions than it did for the corresponding analyses on the specific performance dimensions.

The main effect for Dimensions indicates a bias with respect to the performance dimensions. There was no evidence of dimension bias in the analyses of the general performance dimensions. By contrast, there was a significant main effect for Dimensions for each of the analyses of the

Table 20

Sources of Variation and Their Error Terms
for the Construct Validation Phase

Sources	Error Terms
Raters (R)	RxC
Candidates (C)	RxC
Dimensions (D)	RxD + CxD - RxCxD ^a
R x C	
R x D	RxCxD
C x D	RxCxD
R x C x D	

^aQuasi F-Ratio.

specific performance dimensions, and this source of variation accounted for 13 to 20 percent of the rating variance. Tukey HSD post hoc tests revealed that the highest pre- and post-consensus ratings for both assessment center locations were associated with the autonomy, energy, and fact finding-written performance dimensions. The planning performance dimension was associated with low ratings at both locations.

The Raters x Dimensions interaction indicates the extent to which raters differ in their overall rating on the performance dimensions. The results consistently indicated that no such effect was present for the general performance dimensions. With respect to the specific performance dimensions, significant Rater x Dimensions interactions were

Table 21

Analysis of Variance for Pre-Consensus Ratings on General and Specific Performance Dimensions at the Silver Spring Location for the Construct Validation Phase

<u>General Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	.06	.96	.000	.000
Candidates (C)	49	14.77	237.16**	1.226	.776
R x C	147	.06			
Dimensions (D)	2	.95	.61*	-.002	.000
R x D	6	.13	2.05	.001	.000
C x D	98	1.48	24.24**	.355	.224
R x C x D	294	.06			
<u>Specific Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	.93	4.14**	.001	.001
Candidates (C)	49	38.55	171.23**	.684	.485
R x C	147	.23			
Dimensions (D)	13	61.48	29.65**	.276	.196
R x D	39	.29	1.65**	.002	.001
C x D	637	1.96	11.24**	.448	.318
R x C x D	1911	.17			

*Quasi F-ratio.

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

Table 22

Analysis of Variance for Post-Consensus Ratings on General and Specific Performance Dimensions at the Silver Spring Location for the Construct Validation Phase

<u>General Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	.06	1.36	.000	.000
Candidates (C)	49	14.85	316.85**	1.233	.766
R x C	147	.05			
Dimensions (D)	2	1.00	.63*	-.002	.000
R x D	6	.08	1.95	.001	.001
C x D	98	1.55	35.89**	.378	.235
R x C x D	294	.04			
<u>Specific Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	.56	6.16**	.001	.001
Candidates (C)	49	26.52	290.53**	.472	.295
R x C	147	.09			
Dimensions (D)	13	58.80	16.26**	.256	.160
R x D	39	.13	1.33	.001	.001
C x D	637	3.58	37.05**	.870	.544
R x C x D	1911	.10			

*Quasi F-ratio.

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

Table 23

Analysis of Variance for Pre-Consensus Ratings on General and Specific Performance Dimensions at the Philadelphia Location for the Construct Validation Phase

<u>General Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	1.50	9.33**	.009	.008
Candidates (C)	49	9.46	58.78**	.775	.650
R x C	147	.16			
Dimensions (D)	2	4.02	2.41*	.008	.007
R x D	6	.04	.34	-.002	.000
C x D	98	1.73	13.87**	.403	.338
R x C x D	294	.12			
<u>Specific Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	4.30	7.06**	.005	.004
Candidates (C)	49	32.42	53.28**	.568	.449
R x C	147	.61			
Dimensions (D)	13	40.72	16.24**	.177	.140
R x D	39	.47	1.75**	.004	.003
C x D	637	2.31	8.54**	.510	.403
R x C x D	1911	.27			

*Quasi F-ratio.

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

Table 24

Analysis of Variance for Post-Consensus Ratings on General and Specific Performance Dimensions at the Philadelphia Location for the Construct Validation Phase

<u>General Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	1.50	9.53**	.009	.008
Candidates (C)	49	9.44	59.94**	.733	.648
R x C	147	.16			
Dimensions (D)	2	4.02	2.42*	.008	.007
R x D	6	.04	.34	-.002	.000
C x D	98	1.74	14.22**	.405	.339
R x C x D	294	.12			
<u>Specific Performance Dimensions</u>					
Source	df	MS	F-Ratio	VC	ICC
Raters (R)	3	3.27	13.94**	.004	.003
Candidates (C)	49	37.27	158.92**	.661	.426
R x C	147	.23			
Dimensions (D)	13	45.03	14.72**	.195	.126
R x D	39	.30	2.15**	.003	.002
C x D	637	2.90	21.06**	.690	.444
R x C x D	1911	.14			

*Quasi F-ratio.

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

found for the Silver Spring pre-consensus ratings and the pre- and post-consensus ratings at the Philadelphia location. However, in all instances, these significant effects accounted for trivial amounts of variance.

The Candidates x Dimensions interaction represents the discriminant validity of the ratings. The significant interactions found in all of the analyses indicates that the candidates were differentially ordered on the basis of the performance dimensions. This interaction accounted for a substantial amount of the rating variation in each of the analyses, although the proportions were somewhat greater for the specific performance dimensions than for the general performance dimensions.

As hypothesized, there was greater evidence of convergent validity for the general performance dimensions than for the specific dimensions.

By contrast, the evidence of discriminant validity was greater for the specific performance dimensions. Even so, discriminant validity accounted for a substantial amount of the rating variance for the general performance dimensions, ranging from 22 to 34 percent. The general performance dimensions were also superior to the specific dimensions with respect to dimension bias. There was no evidence of dimension bias for the general performance dimensions. With respect to the specific performance dimensions, dimension bias accounted for 13 to 20 percent of the rating variance.

Correlational Analyses

A number of correlational analyses were performed on supervisory and final assessment ratings. Squared multiple partial correlations

were calculated to determine the relative amount of variance accounted for in overall ratings by the general and specific performance dimensions. It was hypothesized that the general performance dimensions would account for a significantly greater amount of the variance in the overall ratings than the specific performance dimensions. Pearson product moment correlations were also calculated between the overall ratings and the ratings on the general and specific performance dimensions. Finally, correlations were calculated to determine whether the relationship between supervisory and assessment center ratings on the same performance dimensions was influenced by the performance dimension level. The correlations between supervisory and assessment center ratings were expected to be significantly greater for the general performance dimensions than for the associated specific performance dimensions.

Squared multiple partial correlations. The supervisors of the candidates evaluated by the assessment center provided two overall ratings in addition to ratings on the general and specific performance dimensions. The overall ratings dealt with the candidate's current job performance and management potential. Squared multiple partial correlations were calculated separately for the relationship between each of these overall ratings and the supervisory ratings on the general and specific performance dimensions. F-tests were conducted on the resulting correlations to determine whether the amount of unique variance accounted for by each of the two types of performance dimensions was significant. In addition, the squared multiple partial correlations for the general and specific performance dimensions were

adjusted for shrinkage. The results of these analyses are displayed in Table 25.

The general performance dimensions failed to account for a significant amount of unique variance in the overall ratings of job performance and management potential beyond the variance accounted for by the specific performance dimensions. By contrast, the specific performance dimensions did account for a significant amount of unique variance in the two overall ratings beyond that accounted for by the general performance dimensions. All of the squared multiple partial correlations were adjusted for shrinkage. The reduction in the squared multiple partial correlations due to this adjustment were greatest for the specific performance dimensions, because there were considerably more performance dimensions included in the specific category (i.e., 14) than there were within the general category (i.e., 3).

Similar analyses were performed to determine the amount of unique variance in the overall assessment ratings accounted for by the assessment center ratings on the general and specific performance dimensions. Neither the general nor the specific performance dimension ratings accounted for a significant amount of unique variance (See Table 25).

Pearson product moment correlations. The detection of differences in the correlations between supervisory and assessment ratings on the general and specific performance dimensions required that the ratings on the general and specific dimensions be independent. Therefore, the 134 sets of ratings provided by the supervisors and the assessment center were divided randomly into two equal groups. The first group

Table 25

Squared Multiple Partial Correlations, F-Values, and Adjustments for Shrinkage for the Relationship between Three Overall Measures and Ratings on the General and Specific Performance Dimensions

Overall Ratings	<u>General Performance Dimensions</u>			<u>Specific Performance Dimensions</u>		
	pR ²	F-Value	p \hat{R}^2	pR ²	F-Value	p \hat{R}^2
<u>Supervisory Ratings</u>						
Job Performance	.00	.13	.00	.33	2.46*	.24
Management Potential	.07	2.55	.05	.28	2.08*	.19
<u>Assessment Ratings</u>						
Overall Assessment Rating	.01	.42	.00	.14	1.18	.04

*p < .05.

constituted the general performance dimensions condition, while the second group constituted the specific performance dimensions condition.

The correlations between the three overall ratings and the ratings on the general and specific performance dimensions by the supervisors and the assessment center are contained in Tables 26 and 27. Table 26 provides the correlations with supervisory ratings, and Table 27 contains the correlations with assessment center ratings. Examination of Table 26 reveals that the supervisors' ratings on most of the performance dimensions are highly correlated with the overall measures

Table 26

Correlations between Supervisory Ratings on the General and Specific Performance Dimensions and Overall Ratings

Performance Dimensions	<u>Overall Ratings</u>		
	Job Performance	Management Potential	Overall Assessment Rating
<u>Intellectual/Communication</u>	.41** (66)	.38** (66)	.16 (67)
Fact Finding - Oral	.34** (66)	.45** (66)	.09 (66)
Fact Finding - Written	.15 (64)	.34** (64)	.14 (64)
Organizing	.32** (67)	.40** (67)	-.14 (67)
Interpreting Information	.24 (67)	.42** (67)	.20 (67)
Oral Presentation	.25** (65)	.49** (65)	.07 (65)
Oral Defense	.27** (67)	.40** (67)	-.03 (67)
<u>Interpersonal</u>	.32** (66)	.49** (66)	-.04 (67)
Energy	.65** (67)	.47** (67)	.04 (67)
Impact	.40** (67)	.41** (67)	.15 (67)
Leadership	.52** (67)	.70** (67)	.15 (67)
Behavior Flexibility	.04 (67)	2.14 (67)	-.12 (67)

Table 26 (Concluded)

Performance Dimensions	<u>Overall Ratings</u>		
	Job Performance	Management Potential	Overall Assessment Rating
Autonomy	.42** (67)	.59** (67)	.24* (67)
<u>Administrative</u>	.40** (66)	.52** (66)	.02 (67)
Decisiveness	.38** (66)	.49** (66)	.09 (66)
Decision Making	.48** (66)	.48** (66)	-.02 (66)
Planning	.21 (66)	.37** (66)	-.07 (66)

Note. The number of rating pairs is in parentheses.

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

of job performance and management potential, which were also obtained from the supervisors. The three exceptions are interpreting information, behavior flexibility, and planning, all of which are specific performance dimensions. The behavior flexibility ratings were not significantly correlated with either overall rating, whereas the ratings on interpreting information and planning were significantly related to managerial potential, but not to overall job performance. Only the supervisory ratings for autonomy were significantly correlated with the overall assessment rating from the assessment center.

Table 27

Correlations between Assessment Center Ratings on the General and Specific Performance Dimensions and Overall Ratings

Performance Dimensions	<u>Overall Ratings</u>		
	Job Performance	Management Potential	Overall Assessment Rating
<u>Intellectual/Communication</u>	.08 (67)	.14 (67)	.86** (67)
Fact Finding - Oral	-.24 (67)	-.08 (67)	.39** (67)
Fact Finding - Written	-.14 (67)	-.03 (67)	.43** (67)
Organizing	.10 (67)	.02 (67)	.61** (67)
Interpreting Information	-.05 (67)	.09 (67)	.69** (67)
Oral Presentation	.02 (67)	-.07 (67)	.38** (67)
Oral Defense	-.14 (67)	-.05 (67)	.62** (67)
<u>Interpersonal</u>	-.04 (67)	.14 (67)	.76** (67)
Energy	-.21 (67)	.03 (67)	.52** (67)
Impact	-.22 (67)	-.03 (67)	.58** (67)
Leadership	-.22 (67)	.01 (67)	.54** (67)
Behavior Flexibility	-.14 (67)	-.01 (67)	.70** (67)

Table 27 (Concluded)

Performance Dimensions	<u>Overall Ratings</u>		
	Job Performance	Management Potential	Overall Assessment Rating
Autonomy	-.13 (67)	.11 (67)	.59** (67)
<u>Administrative</u>	.18 (67)	.35** (67)	.82** (67)
Decisiveness	.06 (67)	.12 (67)	.63** (67)
Decision Making	-.14 (67)	-.06 (67)	.77** (67)
Planning	-.05 (67)	.07 (67)	.71** (67)

Note. The number of rating pairs is in parentheses.

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

The results displayed in Table 27 indicate a reverse pattern of correlations. The overall assessment ratings were significantly correlated with all of the assessment ratings on the general and specific performance dimensions. With the exception of administrative skills, none of the assessment center ratings on the general and specific performance dimensions were significantly correlated with the two overall measures obtained from the supervisors. The assessment ratings on the administrative skills dimension were significantly

correlated with the management potential ratings, but not with the job performance ratings.

Finally, Pearson product moment correlations were calculated for the relationship between the supervisory and assessment ratings on the general and specific performance dimensions. The correlations between supervisory and assessment ratings on the three general performance dimensions and their associated specific performance dimensions can be found in Table 28. The number of the ratings provided by the supervisors varied, because some of the supervisors indicated that they had not observed behavior relevant to all of the performance dimensions.

The average correlation for the specific performance dimensions associated with each of the three general performance dimensions was calculated. Fisher r-to-z transformations were performed on the correlations for the three general performance dimensions and the average correlations for the three specific performance dimension groups. Z-tests were then performed to determine whether the correlations for the general performance dimensions differed significantly from the average correlation of the associated specific performance dimensions. The resulting Z-scores for the intellectual/communication ($Z = .70$), interpersonal ($Z = -.71$), and administrative ($Z = .11$) analyses were not significantly different from zero.

In sum, there was virtually no support for the hypotheses involving correlational analyses. The general performance dimensions failed to account for a significant amount of unique variance in the overall ratings beyond the variance associated with the specific performance dimensions. Contrary to the hypotheses, the specific performance

Table 28

Correlations between Supervisory and Assessment Center Ratings

Performance Dimensions	r	N
<u>Intellectual/Communication (I/C)</u>	.20	67
Fact Finding - Oral	.05	66
Fact Finding - Written	.05	64
Organizing	.05	67
Interpreting Information	.13	67
Oral Presentation	.10	65
Oral Defense	-.10	67
Average Specific I/C	.08	
<u>Interpersonal (INT)</u>	.00	67
Energy	-.02	67
Impact	.15	67
Leadership	-.05	67
Behavior Flexibility	-.20	67
Autonomy	.19	67
Average Specific INT	.12	
<u>Administrative (ADM)</u>	.10	66
Decisiveness	.09	66
Decision Making	-.13	66
Planning	.00	66
Average Specific ADM	.07	

Note. Underlined performance dimensions are general performance dimensions.

dimensions accounted for a significant amount of unique variance in the overall ratings provided by the supervisors beyond that contributed by the general performance dimensions.

Comparisons of the correlations between supervisory and assessment center ratings on the general and specific performance dimensions also failed to yield the expected results. The correlations for the general performance dimensions were not significantly greater than the average correlations of the associated specific performance dimensions.

The correlations between the overall ratings and ratings on the general and specific performance dimensions were also examined. The supervisory ratings on most of the performance dimensions were highly correlated with the overall ratings of job performance and management potential. The three exceptions were specific performance dimensions (i.e., interpreting information, behavior flexibility, and planning). All of the assessment ratings on the performance dimensions were significantly correlated with the overall assessment rating. In addition, the assessment rating on the general performance dimension of administrative skills was significantly correlated with supervisory ratings of management potential. These results, combined with the squared multiple partial correlations, suggest that much of the variation in the overall ratings is shared by the general and specific performance dimensions.

IV. DISCUSSION

Overview

The discussion section is divided into six parts: categorization, aggregation, assessor reliability, construct validation, correlational analyses, and recapitulation and future research. Each of the first five parts describes the implications of the findings and possible explanations for the results obtained.

Categorization

The evaluation of an individual by an assessor or a supervisor requires that the rater proceed through an elaborate information processing sequence. An information processing model proposed by Zedeck (1986) specifies the first step as observing and responding to behavior and the second step as encoding the behavior to performance dimensions. The categorization phase of the research addressed the encoding process.

A number of factors are believed to influence the ease with which behaviors may be categorized to performance dimensions. One factor is the number of performance dimensions employed. The use of a large number of performance dimensions is believed to overburden the cognitive capabilities of the rater and reduce the quality of the ratings. Research by Gaugler and Thornton (1989) revealed that rating accuracy was greatest when three performance dimensions were employed. Rating accuracy declined with the use of six or nine performance dimensions. A second factor that may influence the encoding process is the hierarchical level of the categories employed. Research by Rosch et al.

(1976) and Cantor and Mischel (1979a) suggest that categories occupying an intermediate level would provide an optimal level of distinctiveness.

The categorization phase of the research explored the differential effect of general (i.e., intermediate level) and specific (i.e., lower level) performance dimensions on the accuracy and reliability of behavioral categorizations. It was expected that categorization accuracy and reliability would be greater for the general performance dimensions than for the specific dimensions. The sections to follow will address the accuracy and reliability components, respectively.

Accuracy. Contrary to the hypothesis, the accuracy analyses disclosed that performance dimension level, in and of itself, was not a strong determinant of the accuracy of the behavioral categorizations. Apparently, the distinctions among the general performance dimensions were no more pronounced than those among some of the specific performance dimensions.

The supervisors in the general condition were most accurate in categorizing administrative behavioral items. They had the most difficulty correctly categorizing intellectual/communication and interpersonal skills behavioral items. In both cases, the errors tended to be caused by not paying adequate attention to the context of the behavior and focusing exclusively on the content. In addition, some of the categorization errors for the interpersonal skills items were caused by evaluating the effectiveness of the behavior prematurely. The patterns of categorization errors for the intellectual/communication and interpersonal skills performance dimensions identify those areas where

supervisory training was deficient and provide direction for further improvements.

The categorization errors made by supervisors in the specific conditions were less clear-cut. The oral presentation and interpreting information performance dimensions were often confused in specific Condition D as were the planning and decision making performance dimensions in specific Condition F. The fact that the patterns of errors were less well defined is indicative of more widespread confusion. This provides a less optimistic prognosis for remedial training than was the case with the general performance dimensions.

Although the effect of performance dimension level was not as great as anticipated, it must be remembered that the full advantage of the general performance dimensions over the specific performance dimensions was not tested, because the number of performance dimensions to which each behavioral item was categorized remained constant in both conditions. Therefore, the number of categorization errors that were available to supervisors in the specific condition were unrealistically constrained. The supervisors in the specific condition did not have the opportunity to confuse interpreting information, oral presentation, and oral defense with decisiveness, decision making, and planning.

Likewise, the supervisors in the specific condition who categorized autonomy, impact, and leadership behaviors did not have the opportunity to be misled by the perceived effectiveness of the behaviors. At the point that the supervisors provided actual ratings on the specific performance dimensions, all of these categorization errors, and more, were at their disposal.

It may also be argued that the supervisors in the general performance dimension condition also did not have the opportunity to commit the errors made by the supervisors in the specific condition. However, these types of errors are constrained by the use of the general performance dimensions. Indeed, this constraining of errors is one of the chief benefits of the general performance dimensions.

Another factor that must be considered in the interpretation of these results is that the supervisors in the three specific conditions only had three types of behavioral items to categorize. There were nine behavioral items representing each of three specific performance dimensions. By contrast, the supervisors in the general condition had nine types of behavioral items to categorize. There were three behavioral items associated with each of the nine specific performance dimensions. It is possible that some of the supervisors in each condition were able to discern a pattern with regard to the format for the behavioral items. This pattern could more easily be detected in the specific condition than in the general condition.

It is likely that categorization accuracy would have been enhanced for both types of performance dimensions by providing more extensive rater training. The error analyses suggest that this might be more easily accomplished with the general than the specific performance dimensions. On those behavioral items that were more accurately categorized at the specific level, there was an identifiable pattern of errors for the supervisors in the general condition. These errors were caused by not being adequately attentive to the context of the candidate behavior and providing premature evaluations concerning the

effectiveness of the behaviors. The fact that the supervisors were not very familiar with the assessment exercises no doubt contributed to the first error. The problem of premature evaluation is a familiar problem encountered in all assessment centers. The errors committed by supervisors in the specific condition are less easily remedied. There were only two instances of identifiable patterns of errors, and both of these dealt with overlap among the performance dimensions. The absence of a pattern of errors elsewhere also suggests more widespread confusion regarding the meaning of the performance dimensions. Furthermore, because the number of specific performance dimensions is large (i.e., 14), a great deal of training would be required for the supervisors to be able to distinguish among all of the specific performance dimensions.

In summary, the results of the accuracy component provided meager support for the hypothesis that the number of correct categorization responses to the same behavioral items would be significantly greater for the general performance dimensions than for the specific. Therefore, it appears that the primary benefit to be derived from the use of the general performance dimensions lies in their reduced number and not in any inherent distinctiveness associated with their hierarchical level. A definite advantage of intermediate level (i.e., general) performance dimensions over lower level (i.e., specific) performance dimensions lies in the ability of the former to cover the entire range of candidate behavior with a fewer number of performance dimensions.

In terms of evaluating the relative effectiveness of the general and specific performance dimensions for purposes of categorization

accuracy, the research design was extremely conservative. By holding constant the number of performance dimensions employed in both conditions, the number of categorization errors available to supervisors in the specific condition was unrealistically constrained. In addition, the range of behaviors to which supervisors in the specific condition were exposed in the categorization exercise was restricted. This restriction was less severe in the general conditions and is nonexistent in reality.

Therefore, the failure of this phase of the research to demonstrate the superiority of the general performance dimensions over the specific performance dimension with regard to categorization accuracy only addresses the argument that intermediate level performance dimensions are inherently more distinctive than lower level performance dimensions. These results do not diminish the relative benefits of the general performance dimensions in terms of reduced cognitive demands on the rater and reduced training requirements.

Reliability. The hypothesis that the same behavioral items would be categorized with greater interrater reliability for the general performance dimensions than for the specific dimensions was partially confirmed. Four of the nine behavioral item cells (i.e., cells 1, 7, 8, and 9) displayed greater interrater reliability for the general performance dimensions. Only one of the behavioral item cells (i.e., cell 5) displayed greater reliability for the specific performance dimensions.

With the exception of cell 1, the reliability findings parallel those found for categorization accuracy. The general performance

dimension of administrative skills, which was represented by cells 7 through 9, was apparently the most distinctive of the intermediate level performance dimensions.

As was true with the accuracy component, the reliability findings are conservative in that the number of performance dimensions from which the supervisors had to choose was held constant. It is likely that the results would have been even more favorable for the general performance dimensions had the number of specific performance dimensions employed in the specific condition been 14 instead of 3.

It is also possible that the reliability of categorizations in both performance dimension conditions would have been improved with greater rater training. Even so, these results indicate the superiority of the general performance dimensions over the specific dimensions for behavioral items dealing with decisiveness, decision making, and planning.

Aggregation

An advantage of the general performance dimensions is that their broad definitions permit greater aggregation of behaviors within exercises than is possible with the specific performance dimensions. Increasing the number of relevant behaviors was expected to result in greater accuracy in the ratings. Therefore, one component of this phase of the research was a test of the effect of varying the frequency with which relevant behaviors were displayed on rating accuracy. It was expected that rating accuracy would be significantly greater when relevant behaviors were displayed with high frequency than when the behaviors were displayed with low frequency.

Because the general performance dimensions are more broadly defined than the specific dimensions, less information should be required to categorize the behaviors. More correct categorizations should lead to greater accuracy in the ratings. Therefore, it was expected that in low information situations, where few behaviors were displayed, rating accuracy would be greater for the general performance dimensions than for the specific dimensions. In cases where relevant behaviors were displayed with high frequency, ratings on the two types of performance dimensions would be equally accurate. In these situations, the raters have sufficient information to provide accurate ratings on general and specific performance dimensions. When ratings made at high and low frequency levels are combined, the ratings on the general performance dimensions should display greater accuracy than those on the specific dimensions, because of the expected superiority of the general performance dimensions in low frequency conditions.

The rating procedure employed by the assessment center provided an unanticipated obstacle in this phase of the research. According to the rating procedure, the absence of relevant behavior results in low ratings. Higher ratings are assigned based primarily on the quality of the behavior, although the relative frequency with which the behavior is displayed is also considered. Two problems were created as a result of the rating procedure.

The first problem was that the same relevant behaviors were shared by one general and one specific performance dimension. There were no behaviors representing components of the two general performance dimensions outside of those that were also relevant for the associated

specific performance dimension. The net effect was that the initial target ratings for all candidates on the general performance dimensions were low. This problem was corrected by furnishing candidate profiles to provide information on the general performance dimensions that were not represented by relevant behavior in the candidate scenarios. This procedure was described in greater detail in the method section.

The second problem was that adherence to the rating procedure would result in a positive relationship between the frequency with which relevant behaviors were displayed and the rating assigned on the associated performance dimension. The implications of this effect will be discussed as appropriate in succeeding paragraphs.

Frequency effects. There was little support for the hypothesis that rating accuracy would be significantly greater when relevant behaviors were displayed with high frequency than when they were displayed with low frequency. The only accuracy measure affected by the frequency condition was differential elevation. The effect of behavior frequency on differential elevation was dependent on the quality of the behaviors displayed. In the case of a candidate with a moderately high target rating, rating accuracy was greater in the high frequency condition than in the low frequency condition. By contrast, the reverse pattern was found for two candidates who had low target ratings.

One explanation for these findings is the rating procedure described earlier. The leniency found in the ratings of poor candidates in the high frequency condition and the severity in the ratings of a good candidate in the low frequency condition suggest that the

assessors placed too much weight on the frequency of the behaviors and too little weight on the quality of the behaviors. This explanation, however, may be somewhat simplistic, since the ratings of two of the three best candidates were equally accurate in both frequency conditions. Therefore, it appears that there is a qualitative shift in the assessors' criteria for different portions of the rating scale. Poor candidates appear to be given credit for the frequency with which they display relevant behavior. As the quality of the behavior improves, frequency diminishes in importance, and ultimately disappears as a factor on which to base ratings. This phenomenon may be a product of a rating policy employed in the assessment center at which the present research was conducted. This policy is that candidate behavior can only serve to enhance the rating earned. No candidate behavior, no matter how dysfunctional, may be used by an assessor as a justification for a lower rating.

One implication of these findings is that aggregation of behaviors may in some cases serve to distort the ratings rather than lead to rating accuracy. Two factors that may have jointly contributed to this distortion are the number of behaviors included within each frequency condition and the fact that these behaviors all occurred within one exercise. If the number of relevant behaviors in the high and low frequency conditions had been reduced to six and three, as opposed to ten and five, the leniency observed for poor candidates would probably have been reduced. The number of behaviors employed in both frequency conditions may have been so high that it became a more salient factor than the quality of the ratings. This effect was probably magnified by

the fact that all of the behaviors occurred within a single exercise. If the behaviors had been scattered across multiple exercises, the effect would have been diffused.

These results may have implications for assessment centers that provide ratings for each exercise. Within the narrow context of an exercise, poor quality candidates who are actively involved in the process may be rated more favorably than candidates of equal quality who are passive. The probability of this phenomenon occurring is enhanced to the extent that the assessment center fails to weight negatively undesirable candidate behavior.

It is also likely that the experience of the assessors influenced their susceptibility to frequency effects. In particular, less experienced assessors are likely to fall into the trap of counting behaviors rather than focusing greater attention on the quality of those behaviors. It is noted that the most accurate ratings were provided by the most experienced assessor. This also explains why the target ratings provided by the experts were not influenced by the frequency of the behavior.

The fact that rating accuracy was not consistently greater in the high frequency conditions does not necessarily negate the presumed benefits of aggregating behaviors across exercises. The advantage of aggregating behaviors over a large number of exercises is that it provides information over a broad range of situations. If traits are indeed stable, a pattern would be expected to emerge over repeated measurements. This phase of the research, however, only dealt with one

exercise. Therefore, future research should directly compare rating accuracy within and across exercises.

Performance dimension effects. There was partial support for the hypothesis that rating accuracy would be greater for the general performance dimensions than for the specific performance dimensions. The findings regarding differential accuracy indicated that the ratings made for the individual candidates on the individual performance dimensions were inaccurate. Tukey HSD post hoc tests revealed significantly greater rating accuracy for the general performance dimension of interpersonal skills than for the specific performance dimension of autonomy for candidates 1, 2, 3, and 5. The Tukey procedure also revealed significantly greater accuracy for the general performance dimension of administrative skills than for the specific performance dimension of planning for candidates 1, 2, and 5, although the reverse pattern was found for candidate 3. Thus, the pattern of rating accuracy within the measure of differential accuracy favored the general performance dimensions and provided partial support for the hypothesized superiority of the general performance dimensions.

The measure of stereotype accuracy provided no evidence of differences among the performance dimensions. Although there was a significant Raters by Dimensions effect, the findings for the effects of performance dimension level were mixed. Rating accuracy for the general performance dimension of interpersonal skills was significantly greater than that for the specific dimension of autonomy for half of the raters. The reverse was true for the remaining three raters. Rating accuracy was also greater for the general performance dimension of administrative

skills than for the specific dimension of planning for three of the raters, while one rater displayed the reverse pattern.

One implication of the results obtained is that rating accuracy for the group of assessors as a whole is greater than the accuracy of individual raters, both across and within performance dimensions. The measures of elevation accuracy and stereotype accuracy indicated that the ratings of the group were accurate, while measures of elevation and stereotype accuracy by raters revealed significant inaccuracies. These findings attest to the assessment center premise that the ratings of the group neutralize the biases of individual raters.

This finding has implications for the disparity in the results obtained regarding the relative superiority of the general and specific performance dimensions. The pattern of rating accuracy for differential accuracy, which combined the ratings of the individual raters, favored the general performance dimensions. The findings for the individual raters revealed no clear superiority with regard to the general performance dimension of interpersonal skills and the specific performance dimension of autonomy. The findings for the general performance dimension of administrative skills and the specific dimension of planning favored the general dimension. Since the raters as a group have been found to be more accurate than the individual raters, it follows that greater weight should be attached to the findings for differential accuracy than to those for stereotype accuracy by rater. In addition, the purpose of the assessment center is to provide accurate ratings on individual performance dimensions for individual candidates. As the measure of differential accuracy,

compared to the other measures, is most consistent with the objectives of the assessment center (i.e., evaluation of candidates on several performance dimensions), the findings for differential accuracy are preeminent.

Frequency by performance dimension interactions. Partial support was provided for the hypotheses regarding interactions between frequency conditions and performance dimension levels. The frequency with which relevant behaviors were displayed had no significant effect on measures of stereotype accuracy or differential accuracy. Therefore, the hypothesis regarding no difference in rating accuracy for the performance dimension levels in the high frequency condition was confirmed, while the hypothesis of a difference in the low frequency condition was not supported. These results suggest that rating accuracy on individual performance dimensions within an exercise is not greatly influenced by the frequency with which behavior is displayed.

Summary. Contrary to hypothesis, the frequency with which relevant behaviors were displayed within an assessment center exercise was not a strong determinant of rating accuracy. Differential elevation was the only accuracy measure significantly affected by the frequency conditions, and the frequency effect was moderated by the quality of the behaviors displayed. As these findings result from varying the frequency of behaviors within an exercise, as opposed to across exercises, they should not be interpreted as an indictment against the benefits of aggregation across assessment center exercises. These results, however, do raise a concern with regard to assessment centers that provide ratings for individual exercises. Namely, poor quality

candidates may be able to enhance their ratings simply by increasing their level of participation in the exercises.

Partial support was found for the hypothesis that rating accuracy would be greater for the general performance dimensions than for the specific dimensions. The strongest evidence was provided by the measure of differential accuracy. The measure of stereotype accuracy by rater provided mixed results for the general performance dimension of interpersonal skills, but favored the general performance dimension of administrative skills.

The hypotheses regarding interaction effects between frequency conditions and performance dimension level were partially confirmed. The measures of stereotype accuracy and differential accuracy revealed no frequency effect. Therefore, the hypothesis of no difference in rating accuracy for performance dimension level in the high frequency condition was confirmed. The hypothesis of a difference favoring the general performance dimensions in the low frequency condition was not supported.

Assessor Reliability

The distinctiveness of the general performance dimensions (Cantor & Mischel, 1979a; Rosch et al., 1976) in combination with the greater aggregation possible with these dimensions (Bycio et al., 1987) in comparison with the specific performance dimensions was expected to lead to greater interrater reliability for the general performance dimensions than for the associated specific performance dimensions.

As hypothesized, the reliability for the three general performance dimensions exceeded the reliabilities for the associated specific

performance dimensions for the pre-consensus ratings. The reliabilities for the post-consensus ratings maintained the same pattern, but the differences were not significant. The differences found between the pre- and post-consensus ratings were likely due to consensus discussions enhancing the reliability of the specific performance dimensions.

Although reliability estimates were provided for pre- and post-consensus ratings, the former should be considered the most important. Howard (1974) described the reliability estimates for the AT&T research as being inflated, because high reliabilities based on independent observations of a candidate's performance in an exercise was a more potent finding than high reliability in ratings following the reading of the assessment report. Using this logic, the reliability estimates for the pre-consensus ratings are more potent than those for the post-consensus ratings.

Furthermore, the post-consensus ratings may be contaminated by group dynamics occurring during the consensus discussions. In some cases, less experienced assessors may yield to their more experienced colleagues. Assessors with stronger personalities may have undue influence on other assessors. At other times, the assessors who are fatigued may become more agreeable to modifying their ratings. The important point is that there were no controls of assessor behavior during consensus discussions. Therefore, the pre-consensus findings are the purest of the two sets of reliability estimates, notwithstanding the fact that the post-consensus ratings are the actual ratings used for employment decisions.

Differences in reliability were also found for the two assessment center locations. The pre-consensus performance dimension reliabilities for the Silver Spring location were greater than the corresponding reliabilities for the Philadelphia location. With respect to the post-consensus ratings, the reliabilities for the interpersonal skills and administrative skills groups of performance dimensions for the Silver Spring location were greater than those for the Philadelphia location. The findings were in the same direction for the intellectual/communication skills reliabilities, but the differences were not significant.

Two possible causes for the reliability differences for the two assessment center locations are the relative experience of the assessment center managers and the on-the-job training these managers provide the assessors. The manager of the Silver Spring location possessed greater experience with the assessment center than the manager of the Philadelphia location. As the assessors received a great deal of on-the-job training during the first few months of consensus discussions, it is possible that the training provided by the more experienced assessment center manager was more effective.

In summary, substantial support was provided for the hypothesis that the reliability for the general performance dimensions would be greater than that for the specific dimensions. The purest reliability estimates, based on the pre-consensus ratings, revealed significant differences which favored the general performance dimensions. Although the results for the post-consensus ratings did not attain significance, they were in the hypothesized direction.

Construct Validation

The increased categorization accuracy (Gaugler & Thornton, 1989) and the increased aggregation potential (Bycio et al., 1987) associated with the general performance dimensions, combined with the enhanced reliability for these performance dimensions was expected to lead to greater evidence for the construct validity of the general performance dimensions than was possible with the specific performance dimensions.

As predicted, the evidence for convergent validity accounted for a substantially greater proportion of the rating variance for the general performance dimensions than for the specific dimensions. This was true of pre- and post-consensus ratings at both locations. However, discriminant validity accounted for a greater amount of the variance for the specific performance dimensions on both sets of measures at both locations. Even so, the evidence for the discriminant validity of the general performance dimensions was respectable, accounting for 22 to 34 percent of the variance. The evidence for the discriminant validity of the measures was higher for the post-consensus ratings than for the pre-consensus ratings, which suggests that the consensus discussions fulfilled their purpose.

The evidence for an increase for discriminant validity, and attendant decrease for convergent validity, in the post-consensus ratings was greater for the specific performance dimensions than for the general dimensions. It is likely that the assessment staff devoted a greater amount of attention in the consensus discussions to the specific performance dimensions than to the general dimensions. One reason for the increased attention to the specific performance dimensions is that

these ratings would be reported back to the candidates and the company, and could influence employment and developmental decisions. The ratings on the general performance dimensions were collected for research purposes only and may not have been viewed as important by some assessors.

Another factor that is likely to have influenced the quality of the ratings is the experience and training of the assessors. At the point that the general performance dimensions were introduced, the assessors had been providing ratings on the specific performance dimensions for two months. The two weeks of assessment training and the on-the-job training that had occurred during this time focused on the specific performance dimensions. By contrast, the assessors received approximately one day of training on the general performance dimensions and had virtually no experience using these performance dimensions prior to data collection.

The ratings on the general performance dimensions also differed from those on the specific performance dimensions in that there was no evidence of dimension bias in any of the measures on the general performance dimensions. Dimension bias for the specific performance dimensions accounted for 14 to 20 percent of the variance in the pre-consensus ratings and 13 to 16 percent of the variance in the post-consensus ratings.

Examination of the mean ratings on the specific performance dimensions at both locations revealed high ratings on energy and autonomy and low ratings on planning. It is unclear whether the candidates as a group are energetic and autonomous, but lack planning

skills, or whether the assessors are more demanding when it comes to providing ratings on planning than they are on autonomy and energy. As the candidates currently occupy non-management positions, it is possible that they have not had the opportunity to develop skill in planning.

Differences were found among the raters for the general and specific performance dimensions at the Philadelphia location and for the specific performance dimensions at the Silver Spring location. In all cases, however, rater bias accounted for less than one percent of the variance. Rater by dimension bias was also identified for the specific performance dimensions in the Philadelphia pre- and post-consensus ratings and the Silver Spring pre-consensus ratings. Once again, this bias accounted for less than one percent of the variance and was not explored further.

In summary, the preponderance of the evidence supported the superiority of the general performance dimensions over the specific dimensions. The evidence for convergent validity was substantially greater for the general performance dimensions. Contrary to the hypothesis, discriminant validity was somewhat greater for the specific performance dimensions. However, discriminant validity for the general performance dimensions reached a respectable level, accounting for 22 to 34 percent of the rating variance. In addition, there was no evidence of dimension bias for the general performance dimensions. Significant levels of dimension bias were consistently found for the specific performance dimensions.

These findings demonstrate the construct validity of the general performance dimensions, as well as highlighting those characteristics

which make them superior to the specific performance dimensions. The relative inexperience of the assessors with the general performance dimensions highlight these results.

Correlational Analyses

The confidence that may be placed in measures of constructs is enhanced by the accumulation of a variety of types of evidence for their validity (Cronbach & Meehl, 1955; Landy, 1986). In the previous section, evidence of convergent and discriminant validity was presented for the general and specific performance dimensions. The relationship of ratings on the general and specific performance dimensions with three overall measures were examined as another form of evidence of the relative validity of the two types of performance measures. It was expected that the squared multiple partial correlations between the ratings on the general performance dimensions and the overall ratings, after the effects of the specific performance dimensions were removed, would be statistically significant. In addition, the relationship between assessment and supervisory ratings on the same performance dimensions was explored. The correlations between assessment and supervisory ratings on the general performance dimensions were expected to be greater than the average correlations for the associated specific performance dimensions.

With respect to the squared multiple partial correlations, neither the general nor the specific performance dimension ratings of the assessors accounted for a significant amount of the overall assessment ratings when the effects of the other were removed. Supervisory ratings on the general performance dimensions also failed to account for a

significant amount of the variation in overall measures of job performance and management potential when the effects of the specific performance dimensions were removed. However, the multiple correlation between the supervisory ratings on the specific performance dimensions and the overall measures of job performance and management potential remained significant after the effects of the general performance dimensions were removed.

These results provide no support for the hypotheses that the general performance dimensions would account for a significantly greater amount of the variance in the overall ratings than the specific performance dimensions. In fact, the reverse was found for supervisory ratings of overall job performance and management potential. With respect to the overall assessment ratings, neither the general nor the specific performance dimensions accounted for a significant proportion of the rating variance. As a result of these findings, the correlations between the overall ratings and the individual performance dimensions were examined.

The assessment ratings on the general and specific performance dimensions were all highly correlated with the overall assessment ratings. Although the correlations were somewhat higher for the general performance dimensions than for the associated specific performance dimensions, these differences, as reflected in the squared multiple partial correlation, were not statistically significant. Therefore, it must be concluded that most of the variance accounted for by the general and specific performance dimensions is shared variance. The fact that much of the variance in the 14 specific performance dimensions is shared

by the three general performance dimensions is encouraging in view of the reduced number of general dimensions. Supervisory ratings on all of the general and most of the specific performance dimensions were highly correlated with the overall measures of job performance and management potential. As was true of the assessment ratings, a large part of the variance in the general and specific performance dimension ratings appears to be shared. A few of the specific performance dimensions, however, have particularly strong relationships with the two overall measures. The correlations of job performance with energy ($r = .65$) and leadership ($r = .52$) are very high, as are the correlations of management potential with leadership ($r = .70$) and autonomy ($r = .59$). The strong relationship between energy and overall job performance is reasonable. Candidates who work steadily and can maintain a rapid pace throughout the day would probably be valued by most supervisors. The high correlations for leadership also make sense. Leadership may be viewed as the ultimate level of interpersonal skill. Candidates who display leadership would probably not have difficulty working with others. This would be an important factor in the performance of their current jobs, and would be even more important for those promoted into management positions. With respect to autonomy, this performance dimension was defined as the willingness to take independent action, which would also appear to be a desirable characteristic for managers.

Despite the fact that the general performance dimensions did not account for a significantly greater amount of the rating variance in the overall ratings than the specific performance dimensions, the strong relationship between the general performance dimensions and the three

overall ratings was clearly established. In addition, the fact that much of the rating variance explained by the 14 specific performance dimensions was shared by the three general performance dimensions suggests that the general performance dimensions are quite effective, given their limited number. Finally, the correlations between assessment and supervisory ratings on the same performance dimensions were examined. None of the correlations reached significance. Contrary to the hypothesis, there were no differences between the magnitude of the correlations for the general performance dimensions and the average correlations for the associated specific performance dimensions. The absence of a significant relationship between the two sets of ratings is disturbing. What is even more disturbing, however, is the negative relationships on some of the specific performance dimensions.

One explanation concerning why there was not greater agreement between the assessment and supervisory ratings is that the supervisors were not provided with adequate training on the performance dimensions. A comparison of the training received by the assessors on the performance dimensions with that provided to the supervisors shows wide disparities. As stated previously, the assessors received two weeks of intensive formalized training as well as on-the-job training in the evaluation sessions. By contrast, the supervisors received a supervisory training packet and less than one hour of one-on-one training during the course of the interview. Although greater supervisor training would have been desirable, practical constraints precluded more extensive training efforts.

The extent of the supervisors' disadvantage is made even more clear by the fact that the performance dimensions employed by the assessment center and their definitions are not widely publicized. Some of the supervisors had never seen the list of performance dimensions, and none of them were well informed of the definitions. Thus, it is likely that understanding of the constructs differed for the two groups.

A second explanation for the low correlations between supervisory and assessment ratings is that the candidates evaluated at the assessment center do not currently occupy managerial positions, and their supervisors may not have had the opportunity to observe the candidates' skills and abilities on many of the performance dimensions evaluated at the assessment center. The supervisors' ratings on these performance dimensions may well reflect halo error as opposed to accurate ratings of candidates' performance on the job.

Although the correlations between supervisory and assessment ratings were lower than anticipated, these results are not unusual for this type of research. Turnage and Muchinsky (1984) reported correlations ranging from .01 to .08 for managerial and assessment ratings on comparable performance dimensions. The fact that the highest correlation obtained was for the general performance dimension of intellectual/communication skills is encouraging, as is the fact that none of the correlations for general performance dimensions was negative.

To the extent that the supervisory training explanation is a valid explanation for these findings, it is likely that training deficiencies could be more easily corrected for the general performance dimensions

than for the specific dimensions. One reason for this is that there are only three general performance dimensions, compared to the 14 specific dimensions. In addition, the results of the error analysis in the categorization phase suggested patterns of errors for the general performance dimensions of intellectual/communication skills and interpersonal skills. As the errors made by supervisors in the specific condition were less clear-cut, they would probably be more difficult to remedy.

In summary, there was no support for the hypotheses set forth in the correlational analyses phase of the research. The general performance dimensions failed to account for a significant amount of the variance in the overall ratings after the variance associated with the specific performance dimensions was removed. Since all of the general performance dimensions and most of the specific dimensions were highly correlated with the overall ratings, it appears that much of their variance is shared. This presents an optimistic picture for the general performance dimensions in view of their reduced number.

The magnitude of the correlations between supervisory and assessment center ratings on the general and specific performance dimensions also deviated from hypothesis. The correlations for the general performance dimensions were not significantly greater than those for the associated specific performance dimensions. Perhaps more disturbing is the finding that all of the correlations were not statistically significant from zero.

There are a number of explanations for the low correlations between supervisory and assessment ratings. One explanation for these findings

is the disparity in the training provided to the assessors and the supervisors. A second explanation is that the candidates do not occupy managerial positions, and their supervisors may not have observed the candidates' skills and abilities on many of the performance dimensions.

Recapitulation and Future Research

This research was composed of five phases: categorization, aggregation, assessor reliability, construct validation, and correlational analyses. The sections to follow will summarize the findings in each phase and provide suggestions for future research, as appropriate.

The categorization phase of the research examined the differential effect of general and specific performance dimensions on the accuracy and reliability with which behavioral items could be assigned to performance dimension categories. The findings provided partial support for the hypotheses that categorization accuracy and reliability would be significantly greater for the general performance dimensions than for the specific dimensions. Behavioral items were consistently categorized with greater accuracy and reliability to the general performance dimension of administrative skills than to the associated specific performance dimensions. Categorization accuracy and reliability were less favorable for the general performance dimensions of intellectual/communication skills and interpersonal skills. These results suggest that the general performance dimensions were not inherently more distinctive than the associated specific performance dimensions. The benefits associated with the reduced number of general performance dimensions was not addressed by this research. Because the general

performance dimensions are more broadly defined than the specific dimensions, the general dimensions are able to encompass the full range of candidate behavior with a reduced number of performance dimensions. Research by Gaugler and Thornton (1989) has shown that the ability to classify behaviors to performance dimensions is significantly greater for three performance dimensions than for six or nine dimensions. In this research, the number of performance dimensions was set at three for both performance dimension levels. The number of specific performance dimensions actually employed for candidate ratings was 14, rather than 3. Therefore, the errors available to the supervisors in the specific condition were unrealistically constrained. Although the results were not as favorable as anticipated, the general performance dimensions still provide promise in terms of categorization accuracy and reliability by virtue of their reduced number.

The aggregation phase of the research had three purposes: (1) to determine the effect of frequency of relevant behaviors on rating accuracy; (2) to determine the effect of performance dimension level (i.e., general and specific) on rating accuracy; and (3) to determine the effect of performance dimension level in high and low frequency conditions.

It was expected that rating accuracy would be greater for the high frequency condition than the low frequency condition. Contrary to the hypothesis, the results of this phase of the research suggest that the frequency with which relevant behaviors are displayed within an exercise is not a strong determinant of rating accuracy. Closer examination of the frequency effect found for differential elevation disclosed that the

effect was moderated by the quality of the behaviors displayed. Poor to moderate candidates who displayed a greater number of behaviors received higher ratings than their more passive counterparts. The ratings of very good candidates were unaffected by the frequency with which they displayed relevant behaviors.

One implication of these findings is that aggregation of behaviors within an exercise may distort rating accuracy. This has implications for those assessment centers that provide ratings for each exercise. These findings, however, should not be viewed as an indictment against the presumed benefits of aggregating behavior across assessment center exercises. The advantage of aggregating behaviors over numerous exercises is that it provides information over a broad range of situations. Future research should directly compare rating accuracy across and within assessment center exercises. It may be desirable to use videotapes for this purpose, in that videotapes would more closely approximate the actual rating situation.

With respect to performance dimension level, rating accuracy was expected to be greater for the general performance dimensions than for the specific dimensions. Three of the measures provided information on the effect of performance dimension level on rating accuracy. These measures include stereotype accuracy, stereotype accuracy by rater, and differential accuracy. Of the three measures, differential accuracy is preeminent, because it measures the individual performance of candidates on the individual dimensions and, thus, most closely approximates the goals of the assessment center.

The results for differential accuracy indicate that rating accuracy was somewhat greater for the general performance dimensions than for the specific dimensions. The magnitude of the difference was not always large enough to attain statistical significance, but a pattern was clearly present.

The results were mixed for the measures of stereotype accuracy by rater. Neither the general performance dimension of interpersonal skills nor the specific dimension of autonomy was found to be consistently superior. However, the results did favor the general performance dimension of administrative skills over the specific dimension of planning. No differences were found for stereotype accuracy, which combined the performance dimension ratings across raters and thereby neutralized individual rater bias.

Interaction effects for performance dimension level and frequency condition were also hypothesized. It was expected that rating accuracy would be greater for the general performance dimensions than for the specific dimensions in the low frequency condition, but not the high frequency condition. The measures of stereotype accuracy and differential accuracy revealed no frequency effects. Thus, the hypothesis for the high frequency condition was confirmed, while that for the low frequency condition was not.

The assessor reliability phase of the research was the first component to compare the effectiveness of the general and specific performance dimensions in a realistic setting. It was expected that interrater reliability would be significantly greater for the general performance dimensions than for the specific dimensions. This

hypothesis was confirmed for the pre-consensus ratings, and the results for the post-consensus ratings were in the hypothesized direction. The construct validation phase of the research examined the differential effect of the general and specific performance dimensions on evidence of convergent and discriminant validity. It was expected that convergent and discriminant validity would be greater for the general performance dimensions. As predicted, the evidence of convergent validity was substantially greater for the general performance dimensions than for the specific dimensions. Although the evidence of discriminant validity was somewhat greater for the specific performance dimensions, discriminant validity for the general performance dimensions was respectable, accounting for 22 to 34 percent of the rating variance. The general performance dimensions were also superior to the specific dimensions with respect to dimension bias. There was no evidence of dimension bias for the general performance dimensions. Dimension bias accounted for 13 to 20 percent of the rating variance for the specific performance dimensions.

These results indicate that the general performance dimensions possess construct validity, and suggest that the general performance dimensions may provide a means of reducing the number of performance dimensions while maintaining high quality ratings. These findings are particularly encouraging in light of the relative inexperience of the assessors with the general performance dimensions. Whereas the assessor reliability and construct validation phases of the research compared the quality of the ratings on the general and specific performance dimensions within the assessment center context, the correlational phase

of the research extended the investigation of the relative validity of the performance measures within and beyond the assessment center context. Three types of correlational analyses were performed. First, multiple correlations of ratings on the general and specific performance dimensions with three overall measures were examined. It was expected that the general performance dimensions would account for a significant amount of the overall ratings after the effects of the specific dimensions were removed. Second, the correlations between the overall ratings and the individual performance dimensions were examined. Third, the correlations between supervisory and assessment center ratings on the general and specific performance dimensions were examined. It was expected that the correlations between supervisory and assessment ratings on the general performance dimensions would be significantly greater than the average correlations on the associated specific performance dimensions.

There was no evidence to support the hypotheses that the general performance dimensions would account for a significantly greater amount of the variance in the overall ratings than the specific performance dimensions. In fact, the reverse pattern was observed for supervisory ratings on overall job performance and management potential. Closer examination revealed that all of the general performance dimensions and most of the specific performance dimensions were highly correlated with the overall ratings. Therefore, it appears that much of the variance is shared by the general and specific performance dimensions. Although the square multiple partial correlations for the general performance dimensions and the overall ratings were not statistically significant,

the strong relationship between the general performance dimensions and the three overall ratings was clearly established.

The results of the correlations between supervisory and assessment center ratings were disturbing in that all of the correlations failed to reach statistical significance. Contrary to the hypothesis, the correlations for the general performance dimensions were not significantly greater than the average correlations for the associated specific performance dimensions. One possible explanation for these findings is that the supervisors were not provided with adequate training on the performance dimensions. A second explanation is that the candidates do not currently occupy managerial positions, and their supervisors may not have had the opportunity to observe the candidates' skills and abilities on many of the performance dimensions evaluated at the assessment center. Therefore, some of the supervisory ratings may reflect halo error.

One possible means of testing the differential effect of assessment and supervisory training on the performance dimension ratings is to develop videotapes of fictitious candidates and have assessors and supervisors view the videotapes and provide ratings. Videotapes that were created to test rating accuracy across and within assessment center exercises could also be used for this purpose. Information on the relative accuracy of assessors and supervisors would provide important information concerning the quality of supervisory ratings as criterion measures.

The findings regarding the correlations between supervisory and assessment ratings are not unique to the present research. Turnage and

Muchinsky (1984) reported correlations ranging from .01 to .08 for managerial and assessment ratings on comparable performance dimensions. The fact that the highest correlation obtained was for intellectual/communication skills, a general performance dimension, is encouraging, as is the fact that none of the correlations for general performance dimensions was negative.

An additional benefit of the general performance dimensions is that their reduced number should facilitate supervisory training. Considerably less time should be required to train supervisors on three general performance dimensions than to train them on 14 specific dimensions.

In reviewing the findings of this research, a consistent pattern emerges. The general performance dimensions are typically as effective, if not more effective than the specific performance dimensions. Partial support for the hypotheses favoring the general performance dimensions was found for the categorization and aggregation phases. The results for the categorization phase of the research were particularly conservative in that the benefits associated with the reduced number of general performance dimensions were controlled. Therefore, the full power of the general performance dimensions in comparison to the specific dimensions was not tested.

The assessor reliability and construct validation phases were the components of the research carried out in a realistic setting. For the first time, the full benefit of the general performance dimensions was tested against the effectiveness of the specific dimensions. These phases of the research explored characteristics of the general and

specific performance dimensions within the assessment center context. In both cases, the results were very favorable for the general performance dimensions, despite the fact that the assessors had very little experience with these dimensions compared to the specific performance dimensions. These findings also suggest that the findings in the categorization and aggregation phases are understated.

The correlational analyses phase sought to extend the evidence for the validity of the two types of performance dimensions beyond the boundaries of the assessment center. Although the results were not as favorable as anticipated, this phase of the research clearly established a strong relationship between the ratings on the general performance dimensions and the overall ratings. The problem of nonsignificant correlations between supervisory and assessment center ratings was shared by the general and specific performance dimensions, and may not necessarily reflect deficiencies in the constructs.

In conclusion, the effectiveness of the general performance dimensions as a method of reducing the number of performance dimensions, while simultaneously maintaining high quality ratings, should be viewed as successful. Further refinements in the training of assessors and supervisors on these dimensions should result in even greater successes in the future.

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APPENDIX A

Specific Performance Dimensions and Definitions



1. Personal Qualities

Energy

To what extent can the individual continuously maintain a high level of work activity?

Self-Objectivity

To what extent does this individual realize his or her own strengths or weaknesses?

2. Interpersonal Skills

Impact

To what extent does the individual make an impression on others?

Leadership

To what extent can the individual effectively lead a group to accomplish a task without incurring hostility?

Awareness of Social Environment

To what extent can the individual perceive subtle cues in the behavior of others toward him or her?

Behavior Flexibility

To what extent can the individual, when motivated, modify his or her behavior to reach a goal?

Autonomy

To what extent does the individual take independent action?

3. Problem-Solving Skills

Fact Finding - Oral

To what extent can the individual effectively interact with another person to obtain information regarding a problem?

Fact Finding - Written

To what extent can the individual effectively obtain information regarding a problem from available written sources?

Organizing

To what extent can the individual effectively structure his or her own work and the work of others for the most efficient accomplishment of a task?

Interpreting Information

To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Planning

To what extent can the individual effectively plan his or her own work and the work of others?

Decisiveness

To what extent is the individual willing to make decisions when required?

Decision Making

To what extent can the individual make decisions of high quality?

4. **Communications Skills**Oral Presentation

To what extent can the individual effectively present an oral report to an individual and small group?

Oral Defense

To what extent can the individual, when presenting ideas orally, effectively respond to challenges and questions raised by others?

Writing Fluency

To what extent does the individual demonstrate knowledge of writing fluency in terms of the standard grammatical mechanics of the English language?

5. **Scholastic Aptitude**

How does the individual compare to other individuals in his or her ability to learn new things?

APPENDIX B

General Performance Dimensions and Definitions

Intellectual/Communication Skills

To what extent can the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Interpersonal Skills

To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Administrative Skills

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

APPENDIX C

**Initial Retranslation of Behavioral Items
to Performance Dimensions**



**Instructions for Retranslation of Behavioral Items
to Performance Dimensions**

The selection research district, in cooperation with the assessment center, is working on a project to develop rating scales for each of the performance dimensions used in the assessment center. These rating scales will provide assessors with descriptions of candidate performance at high, average, and low levels of effectiveness on each performance dimension, and will serve as guidelines concerning the distinctions among levels of performance. In addition, research will be conducted on the effectiveness of three new performance dimensions which are more broadly defined than those currently used. The new performance dimensions are referred to as general performance dimensions.

In order to develop the rating scales, it is necessary that examples of behaviors be identified which represent each of the performance dimensions. The purpose of this task is to identify those behaviors. You have been asked to retranslate the attached behavioral items to the performance dimensions because of your experience as assessors.

There are 420 behavioral items to be retranslated. Half of these items will be retranslated into the 14 specific performance dimensions currently used; the writing fluency, scholastic aptitude, and self-objectivity performance dimensions will not be used. The other half of the behavioral items will be retranslated into the three general performance dimensions. The letter codes to be used to designate the performance dimensions and definitions for the performance dimensions are attached to the behavioral items. Please be sure to identify only one performance dimension for each behavioral item.

Since many candidate behaviors are associated with more than one performance dimension, some guidelines are provided to help you determine which performance dimension is most appropriate. These guidelines are found at the front of the behavioral items.

If you have any questions, feel free to contact me. My office number is (703) 974-5762 and my home telephone number is (301) 676-0444. Please have the retranslation completed by Tuesday, May 2, 1989, and return the packet to John Thompson or Rosemary McCarthy on that date.

Specific Performance Dimensions

Code

E Energy:

To what extent can the individual continuously maintain a high level of work activity?

Sources: Primary - All Exercises

I Impact:

To what extent does the individual make an impression on others?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
Proposal Exercise

L Leadership:

To what extent can the individual effectively lead a group to accomplish a task without incurring hostility?

Sources: Primary - Group Exercise

BF Behavior Flexibility:

To what extent can the individual, when motivated, modify his or her behavior to reach a goal?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

A Autonomy:

To what extent does the individual take independent action?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

FFO Fact Finding - Oral:

To what extent does the individual effectively interact with another person to obtain information regarding a problem?

Sources: Primary - Fact Finding Exercise

Secondary - Group Exercise

FFW Fact Finding - Written:

To what extent can the individual effectively obtain information regarding a problem from available written sources?

Sources: Primary - In-Basket Exercise
Proposal Exercise
Group Exercise

O Organizing:

To what extent can the individual effectively structure his or her work and the work of others for the most efficient accomplishment of a task(s)?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise
Group Exercise

II Interpreting Information:

To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Sources: Primary - In-Basket Exercise
Proposal Exercise

Secondary - Group Exercise

P Planning:

To what extent can the individual effectively plan his or her own work and the work of others?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

D Decisiveness:

To what extent is the individual willing to make decisions when required?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

DM Decision Making:

To what extent can the individual make decisions of high quality?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

OP Oral Presentation:

To what extent can this individual effectively present an oral report to an individual or a small group?

Sources: Primary - Proposal Exercise
Group Exercise

OD Oral Defense:

To what extent can this individual, when presenting ideas orally, effectively respond to challenges and questions raised by others?

Sources: Primary - Proposal Exercise

Secondary - Group Exercise

Guidelines for Specific Performance Dimensions

1. If the behavioral item describes a candidate's presentation, code the item as oral presentation, even though components of the item may also be categorized as decision making, fact finding - written, interpreting information, etc.

For example:

During the proposal presentation, the candidate said she picked the store renovation proposal because it was the only proposal that could increase sales. This proposal included the installation of a drop ceiling, new floors and carpeting, new lighting, and new fixtures. The proposal cost \$102,000. The candidate maintained contact except when referencing her notes.

2. If the behavioral item describes a candidate's response to questions, challenges, and rejections, code the item as oral defense, even though components of the item may also be categorized as fact finding - written, interpreting information, autonomy, etc.

For example:

When the assessor challenged the store renovation proposal, the candidate responded that the company had to start putting money back into the store if it expected profits to increase. He went on to say that the store had been going down hill for three years now, and it was going to take some time and money to get it back on its feet.

3. If the behavioral item lists decisions without reasons, the item should be coded as decisiveness.

For example:

The candidate decided to have Ferdinand & Son repair the roof, discharge Arthur Peterson, conduct inventory on Sunday, and postpone the softball game.

4. If the behavioral item includes decisions and rationale for the decisions, it should be coded as decision making even though components of the item may also be categorized as fact finding - written, interpreting information, etc. This does not include behavioral items which describe candidate presentations or defenses.

For example:

The candidate selected Ferdinand & Son to do the roofing because they could start the work right away and provided a range of the expected cost. It was important to have the roof repaired immediately because one of the leased departments threatened to take legal action if the problem was not taken care of soon. The leased department had merchandise damaged from the leaking roof.

5. If the behavioral item presents the rationale for a course of action without explicitly referring to a decision, then the item should be coded as interpreting information.

For example:

The candidate said that the noise problem could be corrected by the installation of a drop ceiling and the atmosphere could be improved by the new lighting. This would be expected to increase sales and improve employee morale.

6. If the behavioral item describes candidate behavior in the group exercise that helped the group progress toward its goal, the item should be coded as leadership.

For example:

During the group exercise, the PM suggested that the candidate qualifications be listed on the easel; another group member listed the qualifications on the easel.

General Performance Dimensions

Code

A Administrative Skills:

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

I Interpersonal Skills:

To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
Proposal Exercise

C Intellectual/Communication Skills:

To what extent can the individual gather, organize, and interpret information obtained from oral or written sources?
To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Sources: Primary - All Exercises

Guidelines for General Performance Dimensions

1. If the behavioral item describes a candidate's decision and the rationale for it, the item should be coded as administrative skills, even though the rationale may also reflect the intellectual abilities of the candidate.

For example:

The candidate decided to give the roofing contract to Arthur Peterson to improve employee morale.

2. If the behavioral item describes a candidate's presentation or defense against challenge, the item should be coded as intellectual/communication skills, as opposed to interpersonal skills. Statements made with respect to the issues will typically be intellectual/communication skills.

For example:

When the assessor rejected the merchandise control proposal, the candidate indicated that the company could not expect to make a profit until it first knew what merchandise it had and where the merchandise was.

3. If the behavioral item describes candidate statements which affect the candidate's relationship with others, the item should be coded as interpersonal skills rather than intellectual/communication skills.

For example:

During the group exercise, the PM glared at another group member who had interrupted him.

Behavioral Items

- _____ 1. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof, conduct the inventory on Sunday, have the employees check for errors in pricing and correct them while doing the inventory, reschedule the softball game for the following Sunday, and grant all requests for time off.
- _____ 2. The candidate selected the shoplifting and theft proposal, because she felt that the company was losing the most money in this area. The company had an employee under surveillance for theft and there were problems with boxes of merchandise being opened and items being missing or damaged. Since most of the theft appeared to be occurring after store hours, more sophisticated electronic equipment was necessary.
- _____ 3. During the fact finding exercise, the candidate asked the following questions about employee morale: (1) Is there a problem with employee morale? (2) Are the policies and procedures in effect throughout the other chains? (3) Do you know what some of these employee complaints are? (4) Are we having more complaints from part-time or full-time employees? (5) How many employees have turned over in the last two years? (6) Are the problems concentrated in one department? and (7) Is the dissatisfaction in the leased departments or our own departments?
- _____ 4. During the fact finding exercise, the candidate continuously asked questions and was in the middle of a question when the exercise ended. During the proposal and in-basket exercises, the candidate provided comprehensive answers to the assessors' questions. The candidate was the most active PM in the group exercise.
- _____ 5. The candidate indicated that the revenues could be increased by the merchandise control proposal; the company would have records on which items sold best and could stock more of them; customers could be checked out faster and would be more willing to come back; and the clerks who would otherwise check-out customers could straighten up the store and help customers, which would also bring customers back in.
- _____ 6. The candidate planned to have representatives of the warehouse and employees in the receiving and stocking department meet to discuss solutions to their problems.

7. During the challenge portion of the proposal exercise, the candidate repeated the same argument three times.
8. During the group exercise, the PM went to the easel and announced that they needed to decide what characteristics were important for the store manager position. He questioned the other group members and recorded their suggestions on the easel. After the characteristics were listed, he suggested listing candidate names next to the characteristics. He asked for suggestions on which names to list and suggested compromises to debates. After all of the names were listed next to the characteristics, the PM suggested that the list be used to narrow down the number of candidates considered for each rank, and the group agreed.
9. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company had serious problems in this area. There had been complaints that sale items were not in stock and that the same items had different prices on them. Both of these problems could be corrected by the proposed system. The candidate described the system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. In addition to correcting the problems with insufficient stock and inconsistent pricing, the system could be used for reordering supplies, for providing a quick inventory, and for keeping track of items that were not selling well and need to be pushed. She said that the total cost of the system was \$98,000. The check-in and check-out systems cost \$48,000 and \$32,000, and the computer terminals cost \$18,000. The candidate had eye contact, except when referencing her notes. Her voice was clear, and she used voice inflection and hand gestures.
10. The candidate decided to reschedule the softball game for the following Sunday, because it was more important to do the inventory than to have the softball game. The inventory was important because of complaints from the Bureau of Consumer Protection and the problem with shoplifting and theft. Although there was a problem with employee morale, this problem was believed to be less important than the other problems.
11. During the group exercise, the PM challenged the more vocal members of the group and asked the opinions of the group members who were less active.

- _____ 12. During the group exercise, the PM shifted his opinions continuously, often adopting positions that were at odds with positions he had taken previously.
- _____ 13. During the group exercise, the PM volunteered to make her presentation first.
- _____ 14. The candidate handled the in-basket items in the order provided until she realized that the items were related. Then she skimmed all of the items and prioritized them in order of importance. The candidate indicated that the complaints were the most important items, and that the complaint from the Bureau of Consumer Protection was the most important of all. The candidate indicated that the easiest item was the Sunbury cola shopper letter, because it was not related to anything else; the letter involved one of the leased departments.
- _____ 15. The candidate planned to meet with the employees to discuss the rudeness complaint and the complaint regarding Mr. Baskin's automobile and to tell them that any further evidence of unprofessional behavior would result in discharge.
- _____ 16. When the assessor rejected the store renovation proposal, the candidate indicated that this proposal was the minimum that could be done to save the store; that the proposed changes were not elaborate--a drop ceiling, fixing the floor and carpeting, new fixtures, and stuff like that; and that the cash outlay was not that extravagant when you considered that the store could bring in \$9 million in sales and that nothing had been done to it in the last 15 years. The candidate predicted that the cost of the proposal would be made up in increased sales within six months.
- _____ 17. The candidate planned to meet with the security chief to discuss store departments requiring increased coverage, to discuss doubling the number of security guards used, and to discuss coordinating surveillance efforts with the local police.
- _____ 18. During the proposal presentation, the candidate said that she picked the store renovation proposal because the store had not been remodeled in almost 15 years and it had problems with exposed pipes, peeling paint, uneven floors, and was dirty. The proposal would include dropped ceilings, which would reduce the noise and cover up the pipes. The floors would be leveled and carpet would be layed down in departments like jewelry and clothing. New fixtures would be put in to store the merchandise. Except for the drop ceilings, the work could be done during normal

business hours. The installation of the drop ceilings could be a hazard to customers so that the store would have to be closed for that. The company already has a legal problem, because a customer tripped over a dolly and hurt herself. The renovation would bring in more customers and would improve employee morale. This might reduce the number of resignations and could also lessen the complaints that our employees were not helpful or were rude. The candidate had random eye contact.

- _____ 19. The candidate scheduled a meeting for Friday, August 3 at 1:00 with the department supervisors. The candidate recorded the time and meeting and on the calendar provided. The candidate drafted a memo to the department supervisors, discussing various problems at the store, attaching copies of the complaints, and asking the supervisors to give some thought to solutions to these problems prior to the meeting.
- _____ 20. During the group discussion, the PM served as a conciliator twice and periodically asked the opinions of the less vocal group members. Fifteen minutes before the end of the exercise, the PM reminded the group that they still had to rank five candidates and time was running out. In order to make better progress, the PM suggested that no PM be permitted to vote for his/her own candidate in the rankings. The other group members agreed, and the group moved ahead.
- _____ 21. During the proposal presentation, the candidate stated that she reviewed the three proposals and selected the store renovation proposal, because that was the only proposal that dealt with increasing the store's revenue. The other proposals dealt with controlling costs. The store renovation proposal included the installation of drop ceilings, leveling off the floors and installing new floor covering and carpet, and installing new fixtures. The total cost of the renovation was \$102,000. The new ceiling would hide the exposed pipes and would reduce the noise level. Fifty percent of the customers surveyed said that the store was either somewhat noisy or very noisy. The carpet would also cut down on some of the noise. The leveling of the floors and the installation of new floor covering would make the floors safer. Putting new fixtures in would help the store become more organized; 55% of the customers said that the store was somewhat disorganized and 19% said that it was quite disorganized. These changes should make the store a more enjoyable place to shop and work. Both customers and employees are expected to be happier. This might also correct some of the problems with employee morale and make the employees more willing to help the customers. The cost of the proposal is \$102,000, which

is not high when you consider that nothing has been done in almost 15 years and the price includes a new ceiling, new floor covering, new lighting, and new fixtures. The candidate had random eye contact; the candidate used voice inflection.

- _____ 22. During the group exercise, the PM corrected another group member concerning a candidate's educational qualifications.
- _____ 23. During the fact finding exercise, the candidate asked the following multiple question: "Let me ask a little about the decline in revenue and what the real problem is; its getting worse and I'm wondering, do we have any indication as to where this is coming from; that is, are we having problems with the community at large; are the people coming in?"
- _____ 24. During the group exercise, the PM's principal role was that of observer. The PM deviated from this role when asked questions by other group members.
- _____ 25. The candidate decided to grant all requests for time off, to pay for all expenses associated with Mrs. Tobias' injury, Mr. Baskin's car, and the leasee department's damaged merchandise. The candidate was going to obtain an additional bid on the roof before making a decision and was going to obtain more information on the customer complaints and the warehouse and stockroom problem before taking action.
- _____ 26. During the group exercise, the PM's suggestion was dismissed by another group member and ignored by the rest of the group.
- _____ 27. During the fact finding exercise, the candidate ran out of questions after four minutes. There were numerous pauses between assessor clues, and the candidate frequently looked at his watch. The candidate's responses to the in-basket items consisted mainly of approvals or delegations. The candidate's presentation during the proposal exercise lasted three and one-quarter minutes and his responses to questions were punctuated with pauses. During the group exercise, the candidate intermittently entered into the discussion. During his inactive periods, he bent paperclips into new shapes.
- _____ 28. The candidate indicated that the shoplifting and theft proposal would make the employee morale problem worse, because the employees would not feel as though they were trusted. Even if the cameras were intended to detect customer theft, the employees would feel as though they were being monitored. By contrast, the store renovation

proposal would make the employees feel better about themselves and their place of work.

- _____ 29. The candidate decided to hire Ferdinand & Son to repair the roof, discharge Arthur Peterson, hold inventory on Sunday and postpone the softball game, conduct exit interview with Felix Owens, meet with warehouse and stockroom managers to iron out solution, grant the day off to Maureen Taylor's employees, grant the day off to two people in each department, and have Alan Baskin provide estimates for the damage done to his car.
- _____ 30. The candidate read through the background information provided in the in-basket before taking a look at any of the other items. She then skimmed each of the remaining in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the Bureau of Consumer Protection complaint, the Stoneboro warehouse complaint, and the receiving and stock complaint; (3) the surveillance report and the roofing bid; (4) the roof complaint and the roof repair authorizations; (5) the department supervisor resignation, the request for the evening off, and Maureen Taylor's memo; and (6) the letter from the attorney and the background information on the condition of the store. The candidate then ordered the issues according to how long it would take to complete. The candidate started with the issue requiring the least time, the complimentary letter for the grocery department employee, and moved to the issues that required more time.
- _____ 31. During the proposal presentation, the candidate said that her proposal involved cleaning up the store. The walls would be repainted, a new ceiling would be put in, and carpet would be put in. The store had problems with peeling paint and exposed pipes. It was also dirty. The paint would cover up the dirt, and the new ceiling would cover up the pipes and the peeling paint. Once this was done, then more people would shop in the store and sales would increase. The candidate had random eye contact.
- _____ 32. The candidate planned to have the merchandise control system installed on the same Sunday that the inventory was performed. She planned to close the store the following Monday so that the inventory data could be entered in the data base and the system would be current. The roof would be repaired that Sunday and Monday. The merchandise control system could be used to determine how long merchandise was in stock. Merchandise that moved fast could be ordered in greater number to increase revenue. Sales could be offered on slow moving items to decrease

the inventory. The system could be programmed so that stock was reordered whenever the supply dropped below a specific level.

- _____ 33. During the group exercise, the group turned to the PM for her reaction to a suggestion made by another group member. The PM's opinion was then supported by the other group members.
- _____ 34. When the assessor challenged the store renovation proposal, the candidate indicated that the company could not continue taking from the store and not expect to put some money back in. The candidate stated that all of the proposals were good, but that he had to select the one that would do the most good in the shortest period of time. The other proposals all dealt with present problems; the store renovation proposal involved future opportunities. The store needed to win back the customers before a competitor moved in.
- _____ 35. The candidate selected Ferdinand & Sons for the roofing job, because they provided a range of the cost of repairs and could begin work immediately. It was important to get the roof repaired as soon as possible because one of the leasee departments had written a memo complaining that merchandise had been damaged from the water and had indicated that legal action would be taken if the matter was not corrected soon. The candidate decided not to select Arthur Peterson, because he was the employee who was under surveillance for theft. The roof work would begin on Sunday, August 5, since the store was closed on Sundays and would continue for the next four Sundays so that customers would not be inconvenienced by the work. Doing the work on Sundays would also prevent customers from being injured as a result of the work. The store already had one legal problem with a woman who tripped over a dolley in the store.
- _____ 36. During the fact finding exercise, the candidate asked questions in a rapid-fire manner. The candidate completed all of the in-basket items, and most of his letters and memos were 3/4 of a page or longer. During the proposal exercise, the candidate spoke at a rapid pace and provided lengthy answers and rebuttals to the assessor's questions and challenges. In the group exercise, the candidate stood for his presentation, which was delivered at a moderate to fast pace. When the candidate was not addressing the entire group, he was engaged in sidebars with other group members.
- _____ 37. The candidate indicated that she planned to implement the merchandise control and security and theft proposals after

the store renovation proposal started bringing in some money.

- _____ 38. During the fact finding exercise, the candidate asked the following questions on customer complaints: (1) What were some of the customer complaints? (2) What kind of rude behavior? (3) Was this letter reported to the head person at the store? (4) What did you do about the complaints? and (5) What other information do you have on the complaint.
- _____ 39. During the group exercise, the PM, who had been writing candidate qualifications on the easel, did not write a qualification suggested by another PM.
- _____ 40. During the fact finding exercise, the candidate changed his line of questioning when it became clear that there was no more information to be gained.
- _____ 41. The candidate delegated responsibility for the leaking roof to Mike Parsons; responsibility for posting employee notices to Susan; and the responsibility for scheduling, approving days off, and handling the complaints from the Bureau of Consumer Protection to the department supervisors.
- _____ 42. During the fact finding exercise, the candidate picked up two of the seven clues.
- _____ 43. The candidate's pace was moderate during the fact finding exercise. The candidate picked up and followed up on all five of the assessor clues. The clues followed candidate questions which would not yield useful information. The candidate's presentations during the proposal and group exercises lasted 7 1/2 and 3 1/4 minutes respectively. The candidate was one of three active members in the group exercise.
- _____ 44. During the group exercise, the PM initiated group discussion on characteristics desired for a store manager, questioned the other group members on their candidate's characteristics, and was influential in her support of other group members. Periodically, the PM reminded the group of the passage of time and suggested ways to speed up the decision process, which were adopted.
- _____ 45. When the assessor said that he might adopt another proposal instead of the one recommended by the candidate, the candidate said that if that was the only way to keep the store open, she would go along with it.
- _____ 46. When asked whether there were problems with merchandise

control, the candidate said that there had been complaints that sale items were not in stock and that more expensive items were prominently displayed. In addition, some items had two or more different prices marked on them. There have been problems with checking-in merchandise. There was \$10,400 lost in check-in errors last year. There has also been a problem with items being missing from boxes. Other items have been found damaged.

- _____ 47. When other group members challenged the PM's candidate on the basis of being too aggressive, the PM justified the selection of her candidate by stating that the store needed a strong manager. There were problems of employee rudeness and employee theft. A people-oriented manager would not be able to deal with these problems as effectively as a manager who was more results-oriented.
- _____ 48. The candidate skimmed through the in-basket items before taking action on any of them. The candidate made the following associations: (1) the complaint from the Bureau of Consumer Protection, the Stoneboro warehouse complaint, and the receiving and stock complaint; (2) the surveillance report, the shop steward announcement, and the roof repair bid; (3) the leaking roof complaint, the roof repair authorization, and background information on the condition of the store; (4) Maureen Taylor's memo and the request for the evening off; (5) the leaking roof complaint, the receiving and stock complaint, and the Stoneboro warehouse complaint; (6) the employee roster and request for the evening off; and (7) the department supervisor resignation, the request for the evening off, and the training center letter.
- _____ 49. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. The candidate stated that the proposal cost \$98,000 and described the merchandise control system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. She also described the following benefits of the system: can be used for reordering supplies; can provide a quick inventory; and can keep track of items that are not selling well and need to be pushed. This information could help avoid problems with sale items not being in stock and would make sure that the same price was charged for identical items. She stated that the system could be installed on

the Sunday that inventory was taken and that by closing the store on Monday, the data from the inventory could be input in the computer so that the database would be up to date. The candidate had eye contact except when reviewing her notes and used voice inflection and hand gestures.

- _____ 50. During the group exercise, the PM reminded the group that they were to consider the welfare of the company when making the rankings, and not their own personal gain. The PM nominated his person for the number five position, and provided support for another member's candidate. This candidate was ultimately selected for the store manager position.
- _____ 51. The candidate decided to hire more part-time employees to reduce the overtime problem. Part-time employees were less costly than full-time employees, because they did not get any fringe benefits. Employment agencies would be contacted, ads would be placed in the newspapers, and notices would be put on the bulletin board about the need for more part-time employees.
- _____ 52. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof over the next four Sundays, conduct inventory on Sunday and reschedule the softball game for the following Sunday, grant the requests for time off for Maureen Taylor's employees, deny the time off for Saturday evening, and waive the cost of the padding and installation of carpet in the Bureau of Consumer Protection complaint.
- _____ 53. The candidate planned to implement the following procedures for maintaining inventory: (1) department supervisors would forward stock orders to the store manager one week before the start of the sale; (2) if items were not brought out from the stockroom by two days before the sale, the department supervisor was to check with the stockroom supervisor and notify the store manager if the stock was not received.
- _____ 54. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. The candidate stated that the proposal cost \$98,000 and described the merchandise control system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. She also described the

following benefits of the system: can be used for reordering supplies; can provide a quick inventory; and can keep track of items that are not selling well and need to be pushed. This information could help avoid problems with sale items not being in stock and would make sure that the same price was charged for identical items. The candidate spoke clearly, used voice inflection, and had eye contact.

- _____ 55. During the fact finding exercise, the candidate asked the following questions about employee theft: (1) Do we have a problem with employee theft? (2) Was the surveillance report just on one employee? (3) Are we talking about petty theft or something on a grand scale? (4) Could you tell me what is in the report? (5) Where does the employee work? and (6) Was the employee confronted about this?
- _____ 56. After the assessor told the candidate that he didn't know the answer to the question, the candidate asked whether anyone else knew the answer.
- _____ 57. After the group had been arguing among themselves concerning the candidate qualifications for 20 minutes, the PM entered the discussion and noted that the group was not making any progress. He suggested that each member make another brief presentation explaining why his candidate was better than the others. The group followed this suggestion, and he summarized the arguments on the easel. He then summarized the arguments made by each group member and began polling for votes. He reentered discussion two other times to poll for votes.
- _____ 58. The candidate handled the in-basket items in the order in which they were provided. The candidate made the following associations: (1) the inventory and the softball game; and (2) the leaking roof complaint and the roof repair authorization.
- _____ 59. During the group exercise, the PM refused to initial a list of rankings already signed by two of the candidates.
- _____ 60. During the group exercise, the PM assumed the role of questioner and challenger.
- _____ 61. The candidate decided to have the roof fixed and decided not to give the contract to Arthur Peterson. The candidate decided to hire some more employees and to give the employees time off to attend the birthday party.

- _____ 62. The candidate decided not to award the roofing contract to Arthur Peterson, because Peterson works for the company and would be taking inventory on the date that the candidate wanted the work on the roof done.
- _____ 63. The candidate delegated all requests for time off to the department supervisors. The candidate also had the department supervisors talk to the employees about the customer complaints received. One memo was written to all department supervisors concerning both issues.
- _____ 64. The candidate decided to give the employees the time off to attend the birthday party on Saturday evening, because the morale was already low and it would drop even further if they couldn't go to the party. In addition, Felix Owens, the supervisor whose birthday they are celebrating, had submitted his resignation. Felix appeared to be a good supervisor and it is possible that if the employees attended his party he might reconsider leaving the store. The candidate said that he would be meeting with Felix to discuss his resignation and see if he could talk him into staying. The candidate said that he believed that telling Felix that he was going to discharge Arthur Peterson might cause him to reconsider his resignation. Arthur Peterson worked in Felix's department and was not easy to get along with. Arthur was also under surveillance for theft. It's possible that if Felix realizes that the store manager is interested in the problems he is having with employees like Arthur, he may reconsider his decision to leave.
- _____ 65. During the proposal presentation, the candidate announced his proposal as the store renovation proposal. He indicated that the store renovation was needed, because nothing had been done to the store in 15 years and that a consumer survey had indicated that 55% of the customers thought the store was "downright tacky." The store renovation proposal cost \$102,000 and included a new ceiling and lighting, which cost \$30,000; new flooring, which cost \$19,000; and new fixtures, which cost \$53,000. The candidate pointed out that a report from Mr. Fyler had said that the paint was peeling. In addition, there was a problem with having the pipes exposed and uneven flooring. The uneven flooring could cause an accident, and the store already had one legal problem involving an accident. The store renovation proposal was expected to bring in new customers and improve employee morale. As the population is mainly middle class, they would be accustomed to shopping in attractive stores and the store renovation project was needed to bring these people back into the store. The unattractive appearance of the store was also identified as a factor contributing to the low employee morale. By improving the store, employees would feel

better about themselves and the company and may be less likely to be rude. The candidate had random eye contact and spoke clearly.

- _____ 66. The candidate decided to discharge Arthur Peterson, hire Ferdinand & Son to repair the roof, schedule the inventory for the following Sunday to avoid a conflict with the softball game, grant Saturday off to two employees from each department (to be selected by the department supervisor), remove charges for padding and installation, and have department supervisors check to make sure that they have enough stock for the sale.
- _____ 67. The candidate asked the following questions about the problem in the warehouse: (1) Are there problems in the warehouse? (2) Does our organization take care of the transportation or does a private company do it? (3) What is the procedure for transferring merchandise from the warehouse to the store? and (4) Why were the shipments sent back.
- _____ 68. During the group exercise, the PM had been engaged in a heated debate with another group member concerning whose candidate was the best. The PM looked at the other candidate and said, "Mr. Green, what can I do to get you on my side?"
- _____ 69. When the assessor indicated that he was going to sell the store to the competition, the candidate reminded the assessor that there was no competition.
- _____ 70. The candidate suggested that the store renovation begin with the movement of the walls (if necessary), then install the drop ceilings, followed by the floor, and then do the painting and the installation of fixtures last.
- _____ 71. When asked about the problem with shoplifting and theft, the candidate said that the revenue in the store had been declining over the past three years and that a lot of it was due to theft. There was a problem with shoplifting, but theft seemed to exceed shoplifting. During the weekends, theft occurred primarily after hours. Forty percent of the theft occurred after hours. The figures presented for theft were were 18% during store hours on weekdays, 12% after hours on weekdays, 23% during store hours on weekends, and 40% after hours on weekends. One of the employees is presently under surveillance for theft. He was observed passing cash to a driver in the receiving and loading area. He was also found to have three of our saws in his automobile. He said that he purchased them as gifts, but our records showed that only one was sold that day.

- _____ 72. During the proposal presentation, the candidate indicated that he picked the store renovation proposal because he believed that the building being 15 years old had a lot to do with the public not coming in and the profits going down. The proposal included drop ceilings, which would cover up the pipes and the peeling paint and would also reduce the noise; new lighting, which would help the atmosphere; and new shelving and carpet. The proposal cost \$102,000, which wasn't bad since nothing had been done in 15 years. By cleaning up the store, customers would want to shop here, and the profits would increase. Then the store could put in place some of the other proposals. The candidate had eye contact and used voice inflection and hand gestures.
- _____ 73. During the group exercise, the PM assumed the role of advocate, questioner, challenger, facilitator, and conciliator.
- _____ 74. When asked about the receiving and stock complaint, the candidate indicated that the memo was from the stockroom employees who complained that the warehouse did not give them sufficient notice of deliveries to enable them to clear space. The candidate also said that the warehouse manager had been advised of the problem, but that nothing had been done. There was also a memo from the warehouse complaining the shipments were being refused.
- _____ 75. During the fact finding exercise, the candidate asked 73 questions, most of which were open. The candidate had two pauses which lasted between 10 and 15 seconds. The candidate's presentation in the proposal exercise lasted eight minutes and had one pause during which the candidate appeared to be collecting his thoughts. The PM was one of the less vocal members of a very active group. The PM's questions indicated that he had been paying attention to what the other members said during his periods of silence.
- _____ 76. The candidate began by handling the in-basket items in the order presented. When he realized that some of the items were related, he skimmed through the remainder of the items before taking any further action on them. The candidate made the following associations: (1) the complaint from the Bureau of Consumer Protection, the Stoneboro warehouse complaint, and the receiving and stock complaint; (2) the surveillance report, the shop steward announcement, and the roof repair bid; (3) the leaking roof complaint and the roof repair authorization; (4) Maureen Taylor's memo and the request for the evening off; and (5) the department supervisor resignation, the request for the evening off, and the training center letter.

77. During the group exercise, the PM interrupted another PM, telling him that his candidate was not ready to be a store manager; Two other group members challenged the interrupted PM after that.
78. The candidate decided to change the date of the inventory to Saturday, August 4, and start the inventory early in the morning because the softball game was scheduled for August 5; The candidate wanted to keep the softball on the date scheduled, because employee morale was already low. By beginning inventory early in the morning, it would be possible to let the employees have the evening off for the birthday party. In addition, doing inventory on Saturday rather than Sunday would reduce the overtime.
79. The candidate stated that the theft problem in the appliances, automotive, camera and hobby, hardware and tools, and records and books departments could be reduced installing closed-circuit cameras in the departments and by having the security guards pay particular attention to these departments.
80. When asked why the store renovation proposal was more important than the security proposal, the candidate stated that the first thing that needed to be done was to get the customers back in the store. The security proposal would reduce costs, but it was a short-sighted solution. It was necessary to look at the long-run opportunity to increase sales, especially since the store was in a good location and had no competitors. The store would never have a better opportunity to increase sales than it does right now. Once sales have been increased, then the security proposal could be implemented.
81. After one of the group members listed the candidate strengths on the easel, the PM suggested that the candidate weaknesses also be listed. After the candidate strengths were listed, the PM supported another group member's candidate. Other group members supported fellow member's candidates after that.
82. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had a serious problem in this area. One employee was already under surveillance for theft, and it is likely that other employees, as well as customers, may also be guilty. The proposal cost \$99,000 and included a sonic alarm system that was sensitive to the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store

without paying for it. The sonic alarm system would be installed throughout the store and in the stock and receiving areas. This system would reduce the problems of theft afterhours; theft seems to be highest when the store is closed. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The security guards could turn the sonic system on when the employees left the store in the evening and the manager could turn it off when he came in the following morning. A guard could be stationed to watch the television monitors continuously. The system could be installed during normal store hours so that there would be no loss of business from closing the store. The candidate used voice inflection and had eye contact except when referencing her notes.

- _____ 83. The candidate planned to have someone monitor the closed circuit television continuously; if the person who did the monitoring needed to be away, someone else would have to take his place before he could leave.
- _____ 84. The candidate planned to post notes the following morning that inventory would be taken the following Sunday and that the softball game would take place the following week; to meet with the department supervisors the Friday before inventory at 10:00 to review the inventory procedures; and to have the employees check for pricing discrepancies and correct pricing errors while they are taking inventory.
- _____ 85. During the group exercise, the PM pushed his candidate until it became obvious that the group was not going to accept his candidate; then he threw his support to another candidate.
- _____ 86. When asked how the shoplifting and theft proposal was going to make money for the store, the candidate said that it would not increase revenue, but would reduce costs, pointing out that bringing in more money was not going to help the store if the revenue was going out the back door. There was an indication that there was a problem with employee theft as well as shoplifting. One employee was under surveillance for theft. In addition, thefts seemed to be highest during hours that the store was not open.
- _____ 87. The candidate asked questions steadily during the first six minutes of the fact finding exercise. During the last four minutes, the candidate frequently paused to collect his thoughts. The candidate's pace was fast during the presentation in the proposal exercise, but slowed to a moderate pace during the questioning and challenge portion of the exercise. The candidate's responses to the in-basket items consisted mostly of notes and short memos.

During the group exercise the PM listened attentively to the other group members and was moderately active in the discussion.

- _____ 88. The candidate skimmed through all of the material and then sorted the material by whether they required letters, memos, or notes. The letters were done first, and included a letter to Mrs. Tobias' attorney, a letter to the Bureau of Consumer Protection, and a letter to Mr. Baskin. Memos were written to the department supervisors regarding the complaints received by the store, and copies of the complaints were attached to the memos. Notes indicated that the notice concerning the softball game, the inventory, and Arthur Peterson's appointment be posted.
- _____ 89. During the group exercise, the PM listed a candidate as having been selected when a majority was reached, even though not all of the group members had voted.
- _____ 90. During the first half of the group exercise, the PM focused on minute details. After realizing that there was not enough time to consider every detail in making the rankings, the PM began focusing on broader characteristics of the candidates.
- _____ 91. The candidate indicated that the store had a lot of potential to make money; it had a good location, there was not direct competition, and the population, which was 60% middle income, had doubled. The store renovation proposal would enable the store to take advantage of this opportunity. A new drop ceiling and lights, new floor covering and carpeting, and new fixtures would give the store a whole new look. The drop ceiling would hide the exposed pipes and reduce the level of noise; the new lights would improve the atmosphere; and the new fixtures would help the store become more organized. The changes could be described in an advertising blitz by the public relations department. This would increase sales.
- _____ 92. During the group exercise, the PM was the first group member to actively campaign for her candidate. The PM later suggested that the group review the educational background of the candidates and use it as a factor in the ranking decisions. The group complied.
- _____ 93. The candidate called the assessor by name.
- _____ 94. The candidate decided to hire Ferdinand & Son for the roof repair, discharge Arthur Peterson, conduct the inventory on Saturday, hold an exit interview with Felix Owens, notify the legal affairs department of Mrs. Tobias' injury and Mr. Baskin's car, and grant time off to two employees within each department.

- _____ 95. In response to a challenge that her candidate lacked formal education, the PM defended her candidate by saying that her candidate had valuable work experience and that education could not take the place of that experience. She asked the other group members if they believed that the knowledge they had gained on the job could have been obtained out of a book.
- _____ 96. When told by the assessor that they did not have a customer name on a complaint from the Bureau of Consumer Protection, the candidate responded, " Well, they don't just write letters; there had to have been a complaint."
- _____ 97. The candidate decided to conduct inventory as planned on Sunday, to deny employees scheduled to work on Sunday time off for the softball game, to pay all expenses associated with Mrs. Tobias' injury, to let two or three people off for the birthday party, and to have Mr. Baskin come in to identify the employees who damaged his car.
- _____ 98. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company needed to know what merchandise it had and where the merchandise was. Many of the customers said that the store was disorganized. You can't expect the employees to know what the store has and what it doesn't have if management doesn't even know. This proposal would include a computer terminal, which would keep an up-to-date record of all of the merchandise. Items would be checked-in with an electronic pen in the receiving area and would be checked-out at the time of a sale at the cash registers. The manager could check at any time to see how much merchandise was there. This would mean that the manager could make sure that there were enough items for sales. This would result in more sales. The candidate maintained eye contact except when referencing her notes.
- _____ 99. During the group discussion, the PM was the first person to challenge the qualifications of the other group members' candidates and was the first PM to use information from the in-basket as a basis for challenging or defending a position. The other group members followed her example. After 20 minutes of discussion, the PM stated that no new ground was being covered and that the group needed to start voting on ranks. The candidate was supported by all but one group member. All but one of group members agreed, and the group decided ranks without the participation of the one disgruntled member.

- _____ 100. The candidate stated that the overtime required by the manual system of conducting inventory could be reduced by the implementation of the merchandise control proposal. This proposal would also be more efficient and more accurate than the manual bookkeeping system previously used.
- _____ 101. When the assessor began questioning the candidate on her proposal, the candidate picked up his soft drink and took a sip before answering.
- _____ 102. During the group exercise, the PM dismissed another group member's suggestion by saying, "We can get to that later."
- _____ 103. The candidate indicated that the roof had to be repaired right away because one of the leasee departments complained that merchandise was lost because of the leaking roof and legal action would be taken if the matter was not corrected soon. Information was available on three roofing contractors. One of the people interested in repairing the roof was Arthur Peterson, an employee who was under surveillance for theft and was recently appointed shop steward. One of the contractors, Ferdinand & Son, provided a range of the expected cost and could do the work right away. A third contractor was unable to provide an estimate for a few weeks.
- _____ 104. The candidate planned to offer part-time employees the chance to become full-time employees. The candidate also planned to contact employment agencies, place ads in the local newspapers, and put a notice on the bulletin board that part-time employees were needed.
- _____ 105. The candidate asked 62 questions and had one page of notes in the fact finding exercise. The candidate wrote 8 letters, 5 memos, and 12 notes in the in-basket. The candidate's pace was moderate during both the proposal and group presentations. During the questioning portion of the proposal exercise, the assessor was able to obtain most of the information that the candidate knew by asking two questions on each topic. The candidate was a moderately active PM in the group discussion.
- _____ 106. When told that the store would be closed, the candidate indicated that she liked being the store manager and did not think that the store should be closed.
- _____ 107. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. This

proposal would permit the company to make sure that it had enough sale items in stock. In addition, inventory would not have to be done manually, so the company could reduce overtime expenditures for inventory. The system would cost \$98,000 and include automatic check-in, automatic check-out, and computer terminals. The system would reduce the number of employees needed for check-in and check-out, and these employees could straighten up the store so that it was more organized. The candidate used voice inflection and had eye contact except when referencing her notes.

- _____ 108. When the assessor indicated that he was going to close the store, the candidate justified the selection of the store renovation proposal by noting that the other stores in the chain were profitable and that by putting a little money back into the store, it could also be profitable. The candidate went on to say that maybe in the past the company focused too much on opening new stores and not enough on maintaining this one. It took some time for the store to fall to its present condition, and it was going to take some time to bring it back on its feet again.
- _____ 109. When asked how the store renovation proposal could correct the shoplifting and theft problem, the candidate said that it would not, but the most important thing was to get the sales back up.
- _____ 110. The candidate decided to reschedule the softball game; conduct the inventory on Sunday, August 5; pay for merchandise damaged because of the leaking roof; pay damage to the automobile; meet with department managers who were not included in store manager training program individually; discharge Arthur Peterson; and wait until additional bids were received to decide on the roofing contract.
- _____ 111. After being clued about complaints from the Bureau of Consumer Protection, the candidate asked the following questions: (1) What did the letter say? (2) Any other complaints? (3) Any other complaints? and (4) Was padding and installation included?
- _____ 112. During the group exercise, the PM continued to support her candidate even though the remainder of the group supported another candidate.
- _____ 113. When asked about complaints, the candidate said that the store had received some complaints from the Bureau of Consumer Protection. Items advertised for sale were not in stock and more expensive items were prominently displayed. Rolls of Kodak film had three different prices on them. There was also a complaint that people had ordered a sofa

and it had never been delivered. There was also a complaint that some people had purchased some carpeting and were told by the salesperson that padding and installation were included. The customers were later charged for the padding and installation. There was also a complaint about employee rudeness in the jewelry department.

- _____ 114. During the group exercise, the PM solicited the opinions of nonvocal members, and developed compromises in situations where other members were deadlocked.
- _____ 115. The candidate decided to allow two of the five employees in Maureen Taylor's department to have the day off, because there would not be enough employees to cover the store if all of the employees were given the time off. Giving all of the employees the day off who had requested it would put an unfair burden on the other employees and reduce the quality of service. The candidate considered granting the time off to all five people and moving salespeople from other departments, but rejected this idea, because the other salespeople would not be familiar with the merchandise.
- _____ 116. The candidate indicated that since the store was closed on Sundays, it would be best to do inventory as planned on Sunday, August 5. The candidate indicated that this might hurt employee morale, because the employees would not be able to attend the softball game which was also scheduled on Sunday.
- _____ 117. After learning that there were problems with unaccounted for merchandise, the candidate asked the following questions: (1) Any other problems with the stockroom? (2) What did the letters say? (3) How does insufficient notice of time create a problem for the stockroom? and (4) What was the problem with the warehouse?
- _____ 118. The candidate decided to award the roofing contract to Ferdinand & Son, hold the inventory after the softball game, conduct an exit interview with Felix Owens, deny time off for employees to attend the birthday party, grant Saturday off to two of Maureen Taylor's employees, send a memo encouraging department supervisors to attend the softball game, and request more information on the stockroom and warehouse problem and on Arthur Peterson before making a decision.
- _____ 119. The candidate's pace was moderate during the fact finding exercise. Two of the assessor's five clues were provided because of candidate pauses. The candidate's proposal presentation lasted four and three-quarters minutes. The candidate paused before responding to each question and

challenge provided by the assessor. The candidate never did respond to three of the questions. The candidate was the least active of the group members. The candidate's participation was generally limited to supporting other group members.

- _____ 120. After being clued on the warehouse problem, the candidate asked the following questions: (1) Why would he refuse delivery? (2) The best way to make space is to move all merchandise. (3) Have we contacted the supplier? (4) Does he have the personnel in the warehouse that he needs? (5) Does he have the proper equipment?
- _____ 121. The candidate asked the assessor whether she had any questions midway through his proposal.
- _____ 122. The candidate's pace was moderate to fast for the first half of the fact finding exercise and slowed to a moderate pace for the second half. The candidate's written responses to the first five in-basket items completed were specific and lengthy. The written responses became shorter as the candidate responded to more items. The candidate's pace during the proposal exercise was moderate, and it slowed down during the questioning, challenging, and rejection phases. The PM was moderately active in the group discussion, pitching for his candidate, and questioning, challenging, and supporting other group members.
- _____ 123. During the group exercise, the PM suggested qualifications for the store manager position, and the rest of the group agreed.
- _____ 124. The candidate indicated that the noise problem and the peeling paint could be corrected by the drop ceiling.
- _____ 125. The candidate decided to meet with Felix Owens to try to persuade him to stay with the company since Mr. Owens appeared to be a good supervisor and was liked by the employees. Many of the employees wanted to take time off to go to Felix's birthday party. If Felix left the company, then more employees might leave, and that would mean that there would be more overtime. Since the employees would be overworked by the shortage of help, they might tend to be more rude to the customers and the company would lose more business.
- _____ 126. The candidate associated the softball game, the inventory announcement, the birthday party, and the requests for Saturday and Saturday evening off, and handled them together in the in-basket. The candidate sent one memo to the employees, notifying them that inventory would be taken

on Saturday, beginning at 7:00 a.m. so that the employees could attend the softball game the following day. The supervisors of the employees requesting Saturday evening off were advised that all of the employees could have the evening off if inventory was completed. The requests for all day Saturday off was denied.

- _____ 127. The candidate decided to let the department supervisors make decisions regarding employees' work schedules, to send the letter from Mrs. Tobias' attorney to the legal affairs department, to meet with department supervisors about declining revenues and customer complaints, and to gather more information on Arthur Peterson and the condition of the roof.
- _____ 128. During the group exercise, the PM told the group that they were running out of time and needed to vote. The group began voting on ranks.
- _____ 129. When asked what he knew about the memo from Felix Owens, the candidate indicated that Felix, a college graduate, was giving 30 days notice of his resignation from his position as supervisor of the hardware and tools department. The candidate went on to say that Felix was employed 4 1/2 years before he was promoted to department head and that Felix complained that people off the street with no college education were promoted before him. Lastly, Felix was not nominated for the store manager training program as promised. There was also a memo that four department supervisors who were recommended for the store manager training would not be included in the next training class.
- _____ 130. The candidate planned to have all department supervisors place orders for sale items three weeks before the sale, check to see that the items were received and on the floor the week of the sale, and notify the stockroom supervisor and the store manager if the items were not on the floor the week of the sale.
- _____ 131. During the group exercise, the PM suggested that the group decide what characteristics were important for the store manager and assistant store manager to have. The group began to discuss qualifications. After a number of qualifications had been identified, the PM suggested that the group vote on the #6 position first and work backwards to the store manager position. The group followed this suggestion. When two group members became deadlocked, the PM proposed a compromise which was accepted. At various points, the PM polled the other group members regarding candidates for different ranks. At one point, the PM reminded the other group members that they were running out of time.

- _____ 132. During the proposal presentation, the candidate said that he chose the merchandise control proposal. This proposal cost \$98,000 and included automatic check-in and check-out and computer terminals. The merchandise would be checked-in in receiving and would be checked-out at the cash register. The computer terminals would permit the store manager to determine how much stock was there at all times. This could be used to make sure that all sale items were in stock. It would also provide information to track what items were lost to shoplifting and theft. The candidate had random eye contact.
- _____ 133. During the group exercise, the PM maintained that the store needed a strong manager, while the other group members indicated that a "people person" was needed more.
- _____ 134. During the fact finding exercise, the candidate asked the following questions concerning declining profits: (1) Did any other stores open up in the area? (2) How is our location? (3) Do we have ample parking? (4) Are the losses concentrated in specific departments? (5) Could you give me an example? (6) Any others?
- _____ 135. When the assessor indicated that she was going to reject the candidate's proposal, the candidate said that he would be willing to listen to any other suggestions for improving the store.
- _____ 136. During the group exercise, the PM challenged everyone in the group at least twice.
- _____ 137. The candidate selected the security and theft proposal, because the company was losing over \$30,000 per year from shoplifting and theft. The electronic equipment would take care of problems when the store was closed, which was when the greatest losses due to theft were occurring. The candidate decided to require supervisors to be on the loading dock when shipments were received and to start a policy that only shipping and receiving employees could be on the loading dock at any time. The candidate decided to require that the locks for all of the doors in the stockroom be changed and that the only people who would have the keys would be Mike Parsons, the supervisor, and the store manager. The equipment which would be used to take off the security tags on the merchandise would be permanently attached to the cashiers' counters so that the equipment would not disappear.
- _____ 138. When asked about the current security system, the candidate indicated that the company had a contract with an external security company that supplied four guards, and that there were no closed circuit televisions, or anything like that.

- _____ 139. In response to the assessor's statement that she was going to close the store, the candidate provided the following justifications for keeping the store open: (1) the store has no competition; (2) the store has good employees; and (3) the store has a good location.
- _____ 140. During the group exercise, the PM challenged another PM, and a third group member supported the challenge.
- _____ 141. During the fact finding exercise, the candidate asked the following questions about complaints: (1) What are the major complaints? (2) Management rudeness or employee rudeness? (3) What is the attitude of the employees? and (4) What has been done about this?
- _____ 142. During the group exercise, the PM suggested that the company consider the needs of the store based on the problems previously identified. The other group members agreed. After the group discussed those problems which were viewed as most critical, the PM summarized the major issues. The PM suggested that the group next identify the characteristics needed to handle the most important problems facing the store and then evaluated all of the candidates in comparison to these guidelines. The group agreed. Once during the discussion, the PM reminded the group that they were running out of time, and the group moved on to a different task.
- _____ 143. The candidate indicated that the store renovation proposal would increase sales and improve employee morale. The renovation would make the store a more attractive place to shop and work. The installation of new fixtures would make the store more organized, which would please the customers and help the employees be more effective. The additional storage space associated with the new fixtures may make it possible for the store to carry more merchandise on the sale floor, and minimize the problems of sale items not being in stock.
- _____ 144. During the fact finding exercise, the candidate consistently preceded questions with rambling statements and frequently used multiple questions. The candidate's written material on the in-basket items was vague; however, the candidate provided specific plans of action and rationale during the in-basket interview. The candidate presented an eight minute presentation in the proposal exercise, referring to the half page of notes to jog his memory. He provided extensive responses to the assessor's questions and challenges, once asking the assessor if she wanted him to continue telling her what he knew. The candidate was the most vocal of the members in the group exercise.

- _____ 145. The candidate planned to check the work schedules to see if rearranging the hours could reduce the overtime; if that did not work, she intended to hire more employees.
- _____ 146. When the assessor said that he was just going to sell the store, the candidate indicated that he probably wasn't going to get much for it. The store's profits were showing a steady decline and the building was in terrible shape.
- _____ 147. After being clued about a problem with employee morale, the candidate asked the following questions: (1) What was the letter you observed? (2) What was the letter about? (3) Can you give me specifics on his complaints? and (4) How was the company unfair to him?
- _____ 148. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had a serious problem in this area. One employee was already under surveillance for theft, and it is likely that other employees as well as customers may also be guilty. The proposal cost \$99,000 and included a sonic alarm system that was sensitive to the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The sonic alarm system would be installed throughout the store and in the stock and receiving areas. This system would reduce the problems of theft afterhours; theft seems to be highest when the store is closed. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The security guards could turn the sonic system on when the employees left the store in the evening and the manager could turn it off when he came in the following morning. A guard could be stationed to watch the television monitors continuously. The candidate used voice inflection and hand gestures. Eye contact was established and maintained.
- _____ 149. When the assessor indicated that the proposal cost too much, the candidate indicated that maybe they could renegotiate the cost of the proposal.
- _____ 150. During the group exercise, the PM stood for her presentation. The PM was the third person to present; the two previous PMs gave their presentations from their seats.
- _____ 151. The candidate decided to grant the time off requested by the employees, to meet with the department supervisors who were denied the store manager training, and to meet with the warehouse manager to discuss the delivery problems. The candidate was going to gather more information on the

customer complaints and additional bids on the roof before making any more decisions.

- _____ 152. The candidate addressed one memo to the manager of the Stoneboro warehouse and the receiving and stockroom supervisor in which she scheduled a meeting for Tuesday, August 7 at 1:00 p.m.. The meeting was recorded on her calendar. The memo indicated that the meeting had three purposes: (1) discuss the delivery problems experienced by both parties; (2) identify the needs of both parties; and (3) reach a solution which is acceptable to both parties.
- _____ 153. The candidate decided to conduct the inventory on Sunday, August 5, because the store was closed on Sundays and he needed to have this information because of the problem with shoplifting and theft. One of the employees was under surveillance for theft and it seemed that most of the theft occurred after store hours. As store manager, the candidate had to have an accurate count of the merchandise. The inventory information would also tell the store manager whether he had enough of the merchandise that was advertised as being on sale. There were complaints that merchandise advertised was not in stock. In addition, the employees could check the prices on all of the items to make sure that the same price was on all of the same items.
- _____ 154. When the assessor was unable to provide information on questions concerning one area, the candidate changed her line of questioning to another area.
- _____ 155. During the fact finding exercise, the candidate's pace was slow; he asked 46 questions. The candidate took very detailed notes, often asking the assessor to repeat an answer so that he could get it all written down. The candidate generated five letters, eight memos, and two notes in the in-basket exercise. During the presentations in the proposal and group exercises, the candidate relied heavily on his notes, which were complete and extensive. The candidate participation in the group began at a moderate level and then dropped off as other candidates overtalked and interrupted him.
- _____ 156. During the group exercise, the PM suggested that the group list the strengths and weakness of the candidates and start the ranking with the least desirable person. The group followed the recommendations. The PM polled the other group members, announced which candidate was selected for each rank, and summarized the qualifications of the remaining candidates for the next position.
- _____ 157. The candidate read the background material provided first. Then the candidate skimmed the items and put related items

together. The candidate made the following associations: (1) the background information on the condition of the store, the leaking roof complaint, and the roof repair authorization; (2) the background information on employee morale, the department supervisor's resignation, and the training center letter; (3) the employee roster, the request for the evening off, and the Maureen Taylor memo; and (4) the surveillance report and Arthur Peterson's bid for the roofing job.

- _____ 158. When asked about the store renovation proposal, the candidate said that according to the customer survey, the store needed a lot of renovations.
- _____ 159. When the assessor favored the shoplifting and theft proposal over the candidate's proposal for store renovation, the candidate asked what good a security system was going to do if the store didn't have any customers.
- _____ 160. The candidate decided to award the roofing contract to Ferdinand & Son, discharge Arthur Peterson, try to convince Felix Owens to stay, investigate the customer complaints, grant the time off to Maureen Taylor's people, grant Saturday evening off to two people in each department, and have supervisors check to see that sale items are in stock.
- _____ 161. During the group exercise, the PM suggested that each group member summarize his candidate's strengths and weaknesses. At a later point, she suggested that the group needed to decide what its characteristics it wanted the store manager to have so that it could make appropriate decisions.
- _____ 162. During the proposal presentation, the candidate said that he picked the store renovation proposal. The store had problems with the paint peeling, pipes were exposed, and the floors are uneven. This is why the profits have been declining. People don't like to shop in stores like this. It depresses them and people don't spend money when they are depressed. All they want to do is get out of there. That is also why the company has an employee morale problem. It's an established fact that people work better when the work environment is pleasant. No wonder our employees are rude. Anyway, by renovating the store we can increase sales. The store will be more attractive and the employees will be more helpful. Those employees who are not pleasant, we can fire. The cost of the proposal is \$102,000 and it is worth every bit of it. The candidate maintained eye contact and used voice inflection and hand gestures.

- _____ 163. When the assessor said that the merchandise control proposal was too expensive, the candidate justified the expense by pointing out that the cost would probably be recouped within six months and the proposal would correct check-in, check-out, and bookkeeping errors.
- _____ 164. During the group exercise, the PM initiated group discussion on characteristics desired for a store manager, questioned the other group members on their candidate's characteristics, and was influential in her support of other group members.
- _____ 165. When the assessor asked which in-basket items were easy, the candidate laughed.
- _____ 166. The candidate indicated that the present security force would not be necessary if the security proposal was implemented, and that this proposal would reduce costs by decreasing shoplifting and theft. Since the annual losses due to shoplifting and theft were \$31,200, the store would break even in three years.
- _____ 167. During the fact finding exercise, the candidate asked the following questions about employee morale: (1) Do you think the morale problems are because of the management? (2) Has anything happened; How do you know that there is a morale problem? (3) Has this been brought to management's attention? and (4) Have they made any suggestions as to what can be done?
- _____ 168. The candidate identified the following components of the store renovation proposal: drop ceilings, new floors and carpeting, and new fixtures.
- _____ 169. When the assessor said that he didn't see how new fixtures were going to make money, the candidate said that the customers would be able to find what they were looking for. The customers couldn't buy something if they couldn't find it. One of the complaints about the store was that it was disorganized.
- _____ 170. During the group exercise, the PM told another group member to make his presentation first, and the other group member complied.
- _____ 171. The candidate indicated that because of the problem with shoplifting and theft, the inventory needed to be taken as soon as possible.
- _____ 172. The candidate questioned the assessor's authority to close the store.

- _____ 173. The candidate selected the inventory control proposal, because the company did not have a record of what merchandise it had. She decided to do the inventory on Sunday as scheduled so that the company would have a list of all of the merchandise and could input the data in the computer system. The computerized equipment would be installed on Sunday while the inventory was being taken and the data would be put into the computer the following Monday. The store would be closed on that Monday when the data was put into the computer. The candidate decided to start a policy that supervisors would have to be on the loading dock when shipments were received in case there was a problem. Also two employees would have to be present when each box was opened and the contents checked, and both employees would sign their names to indicate that all of the merchandise was there and that none of it was damaged.
- _____ 174. Throughout the fact finding exercise, the candidate took notes on the assessors' answers. The candidate provided detailed responses to the in-basket items and thorough descriptions in the in-basket interview. During the group exercise, the PM took notes on the other group members' presentations and listed the strengths and weaknesses of each candidate discussed.
- _____ 175. The candidate decided to have Ferdinand & Son take care of the roof repairs and decided to give Maureen Taylor's employees the day off. The candidate withheld decisions on the following items until he had more information: (1) Arthur Peterson, (2) complaints from the Bureau of Consumer Protection, (3) the complaint about the damaged automobile, (4) the complaint from the bus tour.
- _____ 176. When asked about the Sunbury Cola Shopper letter, the candidate said that a customer had written a letter complimenting an employee who had stopped what he was doing to get merchandise out of the stockroom for her. The merchandise was not on the shelf. The employee worked in the grocery department, which is a leased department.
- _____ 177. The candidate handled the in-basket items in the order in which they were presented. The candidate made no notations on the calendar or organizational chart. The candidate associated the surveillance report with the shop steward appointment, and the Stoneboro warehouse complaint with the receiving and stock complaint.
- _____ 178. The candidate planned to give part-time employees the option of becoming full-time employees.

- _____ 179. When asked about the roof problem, the candidate indicated that there was a letter from one of the leasee departments complaining about water damage. There was information on three individuals who could fix the roof. One of the people was an employee who is presently under surveillance for theft. Another bid said that they could begin work right away and gave a range of cost. The other company said that it couldn't start the work for a few weeks.
- _____ 180. During the fact finding exercise, the candidate asked 80 questions, most of which were open. The candidate responded to all of the in-basket items; most of the responses included rubber-stamping items, delegating items, or making notes to post something. The candidate used a moderate pace in his presentations for both the proposal and group exercises. Both presentations included general information provided in the data, which was supplemented by arguments generated by the candidate. The candidate was a vocal member of an active group.
- _____ 181. During the fact finding exercise, the candidate ceased providing solutions after being advised that the purpose of the exercise was to gather information.
- _____ 182. During the fact finding exercise, the candidate asked the following questions regarding the complaint in the jewelry department: (1) What did the complaint say? (2) What was the clerk's name? (3) do they have a date and time when this occurred? (4) Does the letter give any more information? (5) Could you give me the information? (6) What did the customers do when told that the clerk was on break? (7) What happened? (8) What happened next? (9) And then? (10) And what happened at that point? and (11) What happened next?
- _____ 183. The candidate indicated that the overtime problem could be reduced by giving the part-time employees the option to become full-time employees, hiring new part-time employees, and rearranging work schedules.
- _____ 184. After arguing for the renovation of the store, the candidate agreed that maybe the store should be closed.
- _____ 185. The candidate indicated that he was going to discuss his ideas about how to deal with the morale problem, Owen's resignation, and the overtime problem with Mr. Fyler.

- _____ 186. When asked why the candidate recommended the security and theft proposal over the store renovation proposal, the candidate said that the security and theft proposal would cut losses immediately, but that it was hard to tell how long it would take for the store renovation to start making money.
- _____ 187. The candidate decided to rearrange the work schedules of the employees, to schedule a meeting between the warehouse representatives and the receiving and stocking personnel, to post a memo on the bulletin board concerning Arthur Peterson's appointment as shop steward, and to give Ferdinand & Son the roofing contract. The candidate postponed decisions on giving the employees the time off and on Arthur Peterson until more information was available.
- _____ 188. During the group exercise, the PM ignored another group member's challenge.
- _____ 189. After being clued that the assessor had an example of declining profits in departments, the candidate asked for an example.
- _____ 190. The candidate planned to have the fixtures replaced and the carpeting installed during normal store hours, one department at a time.
- _____ 191. The candidate decided to meet with the staff to discuss the sales figures so that the employees could participate in providing suggestions for improving sales.
- _____ 192. After the group had been arguing among themselves for 15 minutes concerning the qualifications of the candidates, the PM suggested that the strengths and weaknesses of each candidate be listed on the easel by one of the other group members. The group followed this suggestion. The PM then summarized the strengths and weaknesses of each candidate before the group began voting.
- _____ 193. The candidate decided to hire Ferdinand & Son to repair the roof, conduct inventory on Saturday, hold the softball game as planned on Sunday, deny all requests for time off on Saturday, have employees check the prices of merchandise for inconsistencies, and have the department supervisors check to make sure that sale items were in stock. The candidate indicated that he did not have enough information to make a decision on Arthur Peterson.

- _____ 194. After another group member had suggested that the candidates be listed on the easel, along with their qualifications, the PM suggested that the candidate weaknesses also be listed.
- _____ 195. After the assessor cautioned the candidate about asking multiple questions, the candidate limited herself to one question at a time.
- _____ 196. During the group exercise, the PM pushed his candidate and received support from one other group member.
- _____ 197. During the proposal presentation, the candidate said that she had selected the merchandise control proposal. As the store manager, she needed to know how much merchandise was in the store, how long it had been there, and where it was. This would correct problems of not having advertised items in stock during sales. The merchandise control system cost \$98,000 and included automatic check-in, automatic check-out, and a computer terminal. The merchandise would be checked-in in receiving with an electronic pen. When customers paid for the merchandise, the register would record the sale in the computer so that the store would always have a record of the amount of merchandise sold. The new system would cut down on the manhours required for checking out customers and would shorten the lines. The new system would also permit inventory to be done every month instead of twice a year. Lastly, the store manager could check the computer before every sale to determine if there was enough merchandise for the sale. The candidate had eye contact, and used voice inflection.
- _____ 198. When asked what was in Mr. Fyler's report in addition to his comments on the condition of the store, the candidate indicated that the report talked about security, inventory, computerized inventory and cash register replacement.
- _____ 199. During the group exercise, the PM interrupted another group member and challenged that person's position.
- _____ 200. The candidate decided to hire Ferdinand & Sons for the roofing job because they could do the job right away and they provided a range of the cost. The candidate decided not to hire Arthur Peterson because of the surveillance report and he could not wait for the bid from the other company because one of the leasee departments indicated that legal action would be taken if the problem was not corrected soon. The candidate decided that the roof would be fixed over the next four Sundays when the store was closed. In the mean time, the candidate wrote a memo to Mike Parsons in shipping and receiving, telling him to

clear some space for the stock of the leasee department that had complained of loss due to water damage. The candidate decided to compensate the leasee department for the damage because the roof should have been fixed a long time ago. The candidate also decided to discharge Arthur Peterson because of the results of the surveillance report.

- _____ 201. During the proposal exercise, the candidate suggested that if the company could not afford to implement the entire proposal, it should consider implementing a portion of it.
- _____ 202. When asked about the employee theft problem, the candidate indicated that the security was watching a particular person in the hardware department; the individual also had a relative working there. The employee was seen passing money to distributors who were supplying the store--truck drivers. The security found the employee on the loading dock in the evening with boxes stacked on the loading dock.
- _____ 203. The candidate identified C. K. Newcastle as head of the legal affairs department and indicated that the letter from Mrs. Tobias' attorney should have been forwarded to him. The candidate stated that Mrs. Tobias tripped over a drolley that was left in an aisle. Other potential legal matters that Mr. Newcastle should have been aware of were the leasee's damaged merchandise (water damage from our leaky roof) and the automobile damaged in the parking log.
- _____ 204. The candidate decided to ask the security chief to have his guards pay particular attention to the appliances, automotive, camera and hobby, hardware and tools, and records and books departments as these departments had a particular problem with theft.
- _____ 205. When asked how the store renovation proposal would make money for the store, the candidate indicated that it would make customers want to come into the store and shop; if the customers could find what they wanted and didn't have to step on top of things, they would enjoy shopping more.
- _____ 206. When asked about the store renovation proposal, which was not selected by the candidate, the candidate said that the proposal cost \$102,000 and included repairing the floor, installing carpeting in some areas, installing new lights, putting in a drop ceiling, and installing new shelving. The store's appearance was in bad shape since nothing had been done to it in almost 15 years. Mr. Fyler said in his report that the store was dirty and had a problem with peeling paint. Customers also complained about the appearance in a survey.

- _____ 207. During the fact finding exercise, the candidate asked the following questions regarding employee working conditions:
- (1) Do we have employee parking? (2) What kind of condition are the break room and restrooms in? and the statement (3) Employee comfort has a lot to do with morale.
- _____ 208. In response to the assessor's statement that she was going to implement the store renovation proposal instead of the merchandise control proposal suggested by the candidate, the candidate said that the store renovation proposal was a

surface solution that could be incorporated into the budget with the money saved by the merchandise control system.

- _____ 209. The candidate decided to award the roofing contract to Ferdinand & Son, try to convince Felix Owens to stay, grant the time off to Maureen Taylor's people, grant Saturday evening off to two people in each department, refer Mrs. Tobias' injury to immediate supervisor, and check to see if security knows anything about Mr. Baskin's automobile.
- _____ 210. During the group exercise, four group members were involved in two different sidebars. When the PM started to make a suggestion, both sidebars grew silent and listened to the PM's suggestion.
- _____ 211. During the group exercise, the PM conceded on ranking another PM's candidate in the #2 slot.
- _____ 212. After being clued on the employee theft problem, the candidate asked the following questions: (1) Is there a problem with employee theft? (2) Do we have figures on losses due to theft? (3) What if we boost security in the area? (4) Perhaps cameras would be a wise investment. (5) Are the security guards from a local company? and (6) When you deal with \$18,300 in theft, someone is falling down on the job.
- _____ 213. When asked about the receiving and stock complaint, the candidate indicated that there was a problem with Stoneboro, the warehouse, not giving sufficient notification to the stockroom of deliveries, as required by the procedure. The stockroom people rejected the deliveries--sent them back.
- _____ 214. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the Consumer Protection Bureau complaint, the Stoneboro warehouse complaint, and the receiving and stock complaint; (3) the surveillance report, the shop steward appointment, and the roofing bid; (4) the roof complaint and the roof repair authorizations; (5) the department supervisor resignation and the training center letter; (6) the department supervisor resignation, the request for the evening off, the staffing problem memo, and Maureen Taylor's memo; and (7) letter from attorney and background information on the condition of the store.
- _____ 215. During the fact finding exercise, the candidate asked the following questions about the physical condition of the store: (1) How would you describe the physical condition

of the store? (2) Do we have outside cleaning or do we do our own? (3) Has there been any remodeling done?

- _____ 216. During the group exercise, the PM's opinion was solicited by another group member who was seeking support.
- _____ 217. The candidate decided to try to rearrange the work schedules so that the amount of overtime could be reduced. She requested the work schedules for the weeks preceding and following the scheduled inventory to determine whether there were enough extra employees to do inventory on Saturday so that inventory would not interfere with the game on Sunday. The cancellation of the softball game would have hurt employee morale.
- _____ 218. During the group discussion, the PM was the first person to support the qualifications of the other group members' candidates. The other group members followed her example. After 20 minutes of discussion, the PM stated that no new ground was being covered and suggested that the group start voting on the last position. The candidate was supported by all but one group member. All but one of the group members agreed, and the PM proceeded without the participation of the one disgruntled member.
- _____ 219. The candidate decided to give the roofing contract to Ferdinand & Son, to pay the leasee department for expenses associated with damaged goods, to try to convince Felix Owens to stay, to grant the time off to Maureen Taylor's employees, and to pay all of Mrs. Tobias' expenses. The candidate was going to continue surveillance on Arthur Peterson and was going to investigate the customer complaints.
- _____ 220. The candidate indicated that to overturn the department supervisor's decision to permit four employees to have the day off would hurt morale even more.
- _____ 221. The candidate asked 52 closed questions during the fact finding exercise and took notes on the assessor's comments. The candidate wrote three letters, six memos, and four notes in the in-basket exercise. The candidate talked at a moderate pace during her presentation in the proposal exercise, providing both specific and general information. During the group exercise, the candidate's pace was rapid during her presentation. The candidate appeared to pay attention to the comments of other group members. Her participation in the group discussion was intermittent.
- _____ 222. When asked about problems at the store, the candidate said that there was a legal problem because a customer had tripped over a dolly in an aisle and was injured. The

customer hired an attorney. The candidate said that the store might have another legal problem because of a leak in the roof. One of the leased departments had lost merchandise because of water damage. The company leasing the space has also mentioned legal action. In addition to the roof problem, the inside of the store has some problems with peeling paint and being dirty.

- _____ 223. The candidate planned to meet with Michelle Roberts the following morning to discuss the letter of complaint.
- _____ 224. During the group exercise, the PM suggested that the group members vote and that the votes be recorded on the easel.
- _____ 225. The candidate indicated that the complaints in the customer survey could be addressed by the store renovation proposal.
- _____ 226. The candidate preceded many of his questions with rambling statements. His pace was slow and his questions were carefully framed. He appeared to take notes while the assessor responded to questions. The candidate handled nine of the in-basket items, providing detailed memos or letters to all persons affected by the items. The candidate's presentations in the proposal and group exercises were detailed and were delivered at a slow pace. During the group exercise, most of the PM's statements were either summaries of the group's current status on the task or recommendations on how to proceed with the task.
- _____ 227. During the group exercise, the PM continued ranking candidates after this action was challenged by another group member.
- _____ 228. During the group exercise, the PM suggested that the group look at each candidate's seniority, and the group considered seniority as a factor.
- _____ 229. During the group exercise, the group listened to the PM's suggestion, but did not follow it.
- _____ 230. During the group exercise, the PM challenged another group member who had tried to dominate the group. When the other group member yielded, the PM became more conciliatory.
- _____ 231. During the group exercise, the PM, who was soft spoken, was repeatedly overtalked by the other group members.
- _____ 232. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the Consumer Protection Bureau

complaint, the Stoneboro warehouse complaint, and the receiving and stock complaint; (3) the surveillance report, the shop steward appointment, and the roofing bid; (4) the roof complaint and the roof repair authorizations; (5) the department supervisor resignation and the training center letter; (6) the department supervisor resignation, the request for the evening off, the staffing problem memo, and Maureen Taylor's memo; and (7) letter from attorney and background information on the condition of the store. Most of the appointments were listed on the calendar.

- _____ 233. When another group member tried to interrupt him in the group exercise, the PM told her to wait until he was finished.
- _____ 234. During the proposal presentation, the candidate said that she picked the store renovation proposal. As part of this proposal, new management should be hired, and more employees should be hired. The new employees should be screened so that they would have a good attitude. There would be not changes in the work schedules except for emergencies. Inventories would be conducted to make sure that sale items were in stock, and customers would be given rain checks if the store was temporarily out of stock. Items would be kept off the floor so that there would not be any more accidents. The store would be kept in immaculate condition, and each employee would be responsible for keeping his area clean. If there are problems in the store, they should be taken care of right away and not let the problem get bigger. The candidate had random eye contact.
- _____ 235. During the challenge and reject portions of the proposal exercise, the candidate's voice grew softer.
- _____ 236. The candidate decided to hire Ferdinand & Son to do the roof repair, discharge Arthur Peterson, conduct an exit interview with Felix Owens, approve all requests for time off, refer Mrs. Tobias' injury to the legal affairs department, and meet with department supervisors about declining profits and customer complaints.
- _____ 237. The candidate planned to install barriers around the parking lot that would prevent the shopping carts from being moved into the parking lot.
- _____ 238. During the group exercise, the PM polled the other group members on the candidates for the number 5 rank. Later in the exercise, the PM reminded the group that time was passing.

- _____ 239. When asked about the problem of internal theft, the candidate said that one or two employees appeared to be helping themselves to merchandise.
- _____ 240. The candidate handled the in-basket items in the order in which they were provided. The candidate made the following associations: (1) the inventory and the softball game; and (2) the leaking roof complaint and the roof repair authorization. The candidate listed the inventory and softball game on the calendar.
- _____ 241. The candidate was described by another group member as a "nice person."
- _____ 242. When the assessor suggested supporting the security and theft proposal instead of the candidate's proposal, the candidate said that they could get the security people to take care of that problem.
- _____ 243. When asked about the rudeness complaint, the candidate said that a letter from the bus tour indicated that a couple had come to the jewelry counter to purchase three watches and that the girl behind the counter was talking to another clerk. When the couple asked for help, they were told that she was on her break. After waiting a few minutes, the man asked to speak to the department supervisor, and the female employee laughed and said that she was the supervisor. The couple asked to speak to the store manager and was told that he didn't work there any more. Next, an employee from another department came over and suggested that they could settle their differences outside. Because of this problem, the bus tour was no longer going to stop at the store.
- _____ 244. During the group exercise, the PM challenged another group member three consecutive times.
- _____ 245. The candidate planned to meet with the department supervisors weekly to discuss problems they were having, complaints received, and weekly sales.
- _____ 246. The candidate planned to offer an overtime incentive until more employees could be hired.
- _____ 247. The candidate selected the inventory control proposal, because it would make it possible to keep track of all of the merchandise at all times. The company had some complaints that sale items were not in stock and that some items had more than one price marked on them. This proposal would take care of those problems. The inventory control system would also indicate how long items were in stock so that the company could offer sales on items that did not move fast and could buy more items that were in

demand. This should also increase sales. In addition, tighter control might help reduce some of the problems with employee theft.

- _____ 248. During the challenge and reject portions of the proposal exercise, the candidate folded her arms.
- _____ 249. The candidate said that the physical injury at the store was an indication that the store should be cleaner.
- _____ 250. When the assessor indicated that the proposal recommended by the candidate cost too much, the candidate asked how much she was willing to pay.
- _____ 251. During the proposal presentation, the candidate said that he selected the store renovation proposal, which would cost \$102,000. The proposal included a dropped ceiling, new floor and carpeting, and new fixtures--things like cabinets, counters, racks, and display cases. This proposal was selected because the store had not had anything done to it in almost 15 years and Mr. Fyler's report had indicated that the paint was peeling and the store was dirty. Since the store was located near the corporate office and was the flagship store, it should serve as a model for the rest of the chain. The money spent on the renovation would be recovered in increased sales. Once the revenue increased, the other proposals could be put in place. The candidate used voice inflection.
- _____ 252. The candidate sat slumped in his chair during the fact finding exercise. His pace was slow and he asked the assessor to repeat her answers to three different questions. The candidate's presentation in the proposal exercise lasted five minutes. The presentation contained mainly general information which was presented at a slow pace. The candidate's responses to five of the assessor's questions did not address the question asked. The candidate quickly read his presentation in the group exercise and then sat back in his chair and appeared to be doodling during the other members' presentations. The candidate entered the group discussion sporadically, usually after having been challenged. His participation in the discussion was typically of short duration, the longest exchange lasting eight minutes.
- _____ 253. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company had received some complaints about sale items not being in stock and different prices being found on identical items. There were also problems with check-in and check-out errors. This system would take care of most

of the errors because the information would be recorded electronically. The proposal included automatic check-in and check-out in addition to a computer terminal which could be used to access the information. The data would be input with an electronic pen in receiving. When customers were checking-out, the register would read the prices and record the sale in the computer. The bookkeeping system would be faster and more accurate than keeping records manually. It would also speed up the checking out of customers. This would make the customers happier because they would not have to stand in line. Fewer clerks would be required for checking-in and checking-out. This would reduce the overtime, and the clerks could spend more time straightening up the store and helping customers. The candidate established and maintained eye contact except when referencing her notes; the candidate used voice inflection and hand gestures.

- _____ 254. The candidate decided to get two more bids for the roofing job before making a decision because she wanted to make sure that the job was done right. Since nothing had been done to the store in 15 years, it was likely that the entire roof needed to be replaced and she did not want to spend money on a band-aid and have to pay to have a new roof done in another year or two. The candidate asked Mike Parsons to clear room in the stockroom for the leasee's merchandise, and she decided to pay for the damages to the leasee's merchandise that was due to water damage. The candidate advised the leasee department of the actions taken.
- _____ 255. During the group exercise, the PM challenged another group member and the challenged PM agreed.
- _____ 256. The candidate was described by another group member as asking "simple questions."
- _____ 257. When the assessor asked how the installation of drop ceilings and new lighting would make money, the candidate repeated a previous justification that it would bring in more customers.
- _____ 258. The candidate decided to conduct inventory on Sunday and postpone the softball game, obtain two more bids on the roof repair, have the security service work with local police on the surveillance of Arthur Peterson, investigate the customer complaints, grant the time off for Saturday, and hold an exit interview with Felix Owens.
- _____ 259. During the fact finding exercise, the candidate disregarded information provided by the assessor three times.

- _____ 260. The candidate called the district manager with the estimates for the roof repair before awarding the contract.
- _____ 261. The candidate indicated that the problems with boxes being opened and items being missing could be corrected by having supervisors present when deliveries were received to check check the packages as they arrived.
- _____ 262. The candidate decided not to give the roofing contract to Arthur Peterson and decided to wait for another bid before awarding the contract. The candidate decided to transfer the two Peterson brothers to different departments, to meet with the employees before taking inventory on Sunday to introduce himself and discuss customer complaints, and to send the letter from Mrs. Tobias' attorney to the legal affairs department.
- _____ 263. The candidate read through the background information provided in the in-basket before taking a look at any of the other items. She then skimmed each of the remaining in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the Bureau of Consumer Protection complaint, the Stoneboro warehouse complaint, and the receiving and stock complaint; (3) the surveillance report and the roofing bid; (4) the roof complaint and the roof repair authorizations; (5) the department supervisor resignation and the training center letter; (6) the department supervisor resignation, the request for the evening off, the staffing problem memo, and Maureen Taylor's memo; and (7) letter from attorney and background information on the condition of the store. The candidate listed all appointments made on the calendar.
- _____ 264. The candidate used a moderate to slow pace when asking questions during the fact finding exercise. Most of the candidate's questions were open. The candidate wrote three letters, five memos, and six notes in the in-basket. The candidate was slow in replying to assessor questions during the in-basket interview. The candidate spoke for seven minutes, using a slow to moderate pace during the proposal presentation. The candidate paused after each assessor question before answering. During the group exercise, the candidate actively followed the discussion of the other group members, as indicated by the nature of his challenges. Because of his slow pace, he was frequently interrupted, but continued to voice his opinion throughout the exercise.
- _____ 265. During the challenge portion of the proposal exercise, the candidate's pace, which had been moderate, slowed.

- _____ 266. The candidate decided to write a letter of apology to the managers of the bus tour to restore goodwill.
- _____ 267. During the fact finding exercise, the candidate preceded many of his questions with rambling statements. He was still asking questions when the exercise came to an end. The candidate provided more detailed responses to those in-basket items completed first, and his responses became shorter for those items handled last. During the challenge and reject portions of the proposal exercise, the candidate paused frequently before responding to questions. The candidate was one of the least active PMs in the group.
- _____ 268. The candidate's letter regarding Mrs. Tobias' injury was addressed to Mr. Wescott, rather than Mr. Ennis; Mr. Ennis was the attorney who had written the letter.
- _____ 269. During the proposal presentation, the candidate said that he picked the shoplifting and theft proposal because the company was losing about \$30,000 each year from shoplifting and theft. The proposal included a sonic alarm system, closed-circuit television cameras, and special tags which would be attached to the more expensive items. The cameras could go in departments that had a bigger problem with shoplifting--places like the jewelry department. A security guard would watch the camera monitors at all times. The tool to remove the special tags would be permanently attached to the cashier counter so that they would not be stolen. The sonic alarm system would be turned on after the employees left in the evening and would be turned off when they came back to work. The alarm would be connected with the local police department so that they would know if anyone was in the store. If the store cannot afford the whole package, the alarm system should be installed first, because the biggest theft problem occurs when the store is closed. The candidate had random eye contact.
- _____ 270. When asked about the employee morale problem, the candidate said that it mainly had to do with promotions and the way they were handled. A supervisor complained that people with less time or whatever would come in and move ahead of him for promotion.
- _____ 271. The candidate planned postpone the inventory until the end of the month, close the store on a Monday, and perform the inventory then. That same day the drop ceilings would be installed in the store. The floors would be leveled next. Then the walls would be painted in one department at a time during normal store hours. After the painting was done, the carpeting would be put down and the fixtures would be installed.

- _____ 272. After learning that there was a report dealing with employee theft, the candidate moved to questions regarding the stockroom problem.
- _____ 273. The candidate decided to give the roofing contract to Ferdinand & Sons because they could do the job right away and provided a range of the costs. In the meantime, the candidate decided to put a tarp over the merchandise to keep it from being damaged by further leaks.
- _____ 274. After the assessor had summarized the candidate's proposal, the candidate identified a point which the assessor had forgotten to mention.
- _____ 275. When asked how the store renovation proposal would help with merchandise control, the candidate indicated that the company needed to take inventory and find out what items were in the store for the sales.
- _____ 276. During the group exercise, the PM tried to interrupt another group member three times and was told to wait.
- _____ 277. The candidate decided to hire Ferdinand & Son to repair the roof, reimburse the lease department for damaged merchandise, double the number of security guards, place Felix Owens under surveillance and continue surveillance of Arthur Peterson, hold inventory after the softball game on Sunday, hire more part-time employees, grant day off to Maureen Taylor's employees, deny time off to employees for Saturday evening, and meet with department supervisors to discuss declining profits, complaints from the Bureau of Consumer Protection, and complaint of employee rudeness.
- _____ 278. During the fact finding exercise, the candidate asked how inventory was done--was it done manually by clerks, was it computerized?
- _____ 279. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) Jan.-June revenue report, shopping tour incident, and the Consumer Protection Bureau complaint; (3) the Consumer Protection Bureau complaint, the Stoneboro warehouse complaint, the receiving and stock complaint, and the delivery procedures in the background information; (4) the surveillance report, the shop steward appointment, and the roofing bid; (5) the leaking roof complaint and the roof repair authorization; (6) the department supervisor resignation and the training center letter; (7) the department supervisor resignation, the request for the evening off, the staffing problem memo, and

Maureen Taylor's memo; and (8) the letter from the attorney and background information on the condition of the store. The candidate indicated that after she sorted the items by relationship, she prioritized the issues in terms of importance, and addressed the most important issues first.

- _____ 280. During the fact finding exercise, the candidate's pace was moderate. She referred to her notes at various points, particularly when searching for questions. The candidate attempted to end the exercise after eight minutes, but was returned to role by the assessor who offered another clue. Three to four assessor questions were required in order to gather all of the information that the candidate knew about a topic. The candidate's participation in the group discussion consisted mainly of responses to questions.
- _____ 281. The candidate indicated that Michelle Roberts might not be a good candidate for the store manager position, because of the complaint of employee rudeness.
- _____ 282. During the fact finding exercise, the candidate paused briefly to review his notes before beginning questions on each topic. The candidate picked up on all clues and was waiting for the assessor's response to a question at the close of the exercise. The candidate handled 12 of the in-basket items, generating four letters, six memos, and four notes. The candidate had two 10 second pauses during his proposal presentation. There was a 30 second pause after the assessor rejected the candidate's proposal. During the group exercise, the candidate was moderately active during the first half of the discussion and less active for the latter half of the discussion.
- _____ 283. During the group exercise, the PM suggested that each person identify his candidate's strengths and weaknesses, that these strengths and weakness be listed on the easel, that the weaknesses be distinguished between those that were undesirable and those that would create problems for the organization, and that the strengths be distinguished between those that were essential and those that were merely desirable. The group followed all of these recommendations. The PM suggested that the person who recorded the qualifications on the easel also poll the PMs for their votes on the ranks. This was also done.
- _____ 284. During the fact finding exercise, the candidate asked the following questions about employee working hours: (1) Does the average employee work a 40-hour week? (2) Do they work five days per week? (3) Do we rotate Saturdays? (4) Are evening hours left to the immediate supervisors for scheduling?

- _____ 285. During the group exercise, the PM yielded to all challenges.
- _____ 286. The candidate decided to perform the inventory on Sunday, August 5, after the softball game was over so that the employee morale would not be harmed and the inventory would still get done. The inventory needed to be done, because the store had problems with shoplifting and theft, and he needed to know exactly what merchandise the store had. In addition, the store had some complaints that items which were advertised were not in stock. The inventory would permit the manager to order merchandise that was not in stock.
- _____ 287. The candidate overturned Maureen Taylor's decision to give the employees off on August 4; only two of the employees would be given the time off.
- _____ 288. During the proposal presentation, the candidate stated that he selected the store renovation proposal. He indicated that a customer survey had indicated that 55% of the customers thought the store was "downright tacky," 55% said that the store's atmosphere was not pleasant, and 55% said that the store was a bit disorganized. In addition, Mr. Fyler's report described the store as dirty and mentioned that there was a problem with paint peeling. The renovation proposal included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The new ceiling would hide the exposed pipes and reduce the noise level. The new fixtures would help organize the merchandise so that customers could find what they were looking for. The store renovation proposal would bring in new customers and improve employee morale. The proposal cost \$102,000 which wasn't very much when you considered that nothing had been done to the store in about 15 years. Since this was the "flagship" store, it should serve as a model for the other stores in the chain. By putting in a little money now, the company may be able to bring the store's sales back to where they used to be. The candidate relied heavily on his notes; eye contact was random.
- _____ 289. When asked about problems with the physical condition of the store, the candidate said that there was a problem with a leaking roof and that the company was in the process of getting estimates to have it repaired; merchandise was damaged because of the water, and the company was threatened with some legal action.
- _____ 290. During the group exercise, the PM forcefully challenged the other group members. When one of the group members responded with equal force, the PM became more conciliatory .pa when dealing with this individual, but maintained his

aggressive behavior when dealing with the others.

- _____ 291. In response to the assessor's question regarding how the merchandise control system would make money for the company, the candidate said that it was not a money making item; it was a money saving item.
- _____ 292. The candidate planned to have the roof repaired over the next four Sundays.
- _____ 293. The candidate's pace was moderate to fast throughout the four exercises. The candidate quietly tapped her pen against her pad of paper while the assessor responded to questions during the fact finding exercise. The candidate provided detailed responses to the assessor's questions in the proposal and in-basket interviews. The candidate paced during her presentation in the group exercise, and wrote on the easel during much of the group discussion.
- _____ 294. During the group exercise, the PM provided suggestions for store manager qualifications which were accepted. The PM polled the other group members twice.
- _____ 295. The candidate decided to discharge Arthur Peterson, try to convince Felix Owens to stay with the company by offering him another department, obtain two more estimates for the roof before deciding on the contract, conduct inventory on Sunday and cancel the softball game, give part-time employees the opportunity to work full-time, pay all expenses incurred by Mrs. Tobias, and deny all requests for time off.
- _____ 296. The candidate indicated that permitting Maureen Taylor's employees to have the day off would reduce the workforce in that department by 50% and place an unfair burden on the rest of the workforce. In addition, it might create more problems with employee rudeness, since overworked employees might be less inclined to help customers.
- _____ 297. When asked about the surveillance report, the candidate said that it involved an employee named Arthur Peterson, who worked in the hardware and tools department. Arthur Peterson was observed in the loading area after hours. One evening an automobile was observed in the loading area after hours. When the security people approached the car, it took off with its lights out. The local police later pulled the car over for speeding. The driver was Arthur Peterson. There were three saws in the backseat of the car. He said that he had purchased them as gifts, but our records showed that only one was sold that day. Arthur was also seen passing money to a driver in the receiving area.

There have been problems with some of the shipments having merchandise missing. Arthur Peterson was also just appointed shop steward. He also submitted a bid on the roofing contract. He probably intended to use tools that he took from our store to do the work.

- _____ 298. During the proposal presentation, the candidate indicated that she had selected the store renovation proposal, because there were a lot of problems with the physical condition of the store. The store had problems with paint peeling, exposed pipes, and uneven flooring. The store was described as disorganized and dirty. The proposal would take care of the peeling paint and exposed pipes with a drop ceiling. This would also help with the noise. The proposal would also level the floor and put a new floor covering on it. Lastly, the proposal would include new fixtures, which would help the store become more organized. This would make the store a more pleasant place to shop and would increase sales.
- _____ 299. The candidate decided to give the employees time off to go to the birthday party if they agreed to make up the time on Sunday doing inventory with no overtime for the first five hours, because the important thing was that the employees make up the time. This way, the employee morale would not be harmed, the inventory would be done, and the overtime costs would be reduced.
- _____ 300. The candidate decided to have the customer who complained of the automobile damage come to the store and identify the employees who shoved shopping carts into his car. The employees responsible would be discharged. The other alternative considered was to tell the customer to contact his insurance company.
- _____ 301. The candidate handled the in-basket items in the order in which they were presented. The candidate listed the inventory on his calendar for Sunday, August 5.
- _____ 302. During the proposal presentation, the candidate said that she had picked the shoplifting and theft proposal. The proposal cost \$99,000. The system included a sonic alarm system that could detect people in the store afterhours, which was where most of the theft occurred. The system also included 25 closed-circuit television cameras, and special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The candidate had random eye contact and used voice inflection.

- _____ 303. When the candidate's proposal for store renovation was challenged, the candidate stated that the store renovation proposal did not cost much more money than the other proposals and had the opportunity to make money.
- _____ 304. The candidate planned to investigate to determine who the employees were who were involved with the bus tour complaint and discharge them.
- _____ 305. During the fact finding exercise, the candidate continued to ask what had been done on items even though the assessor repeatedly informed her that nothing had been done on any of the items.
- _____ 306. The candidate asked the following questions about personnel: (1) Were there any personnel changes this past year? and (2) Were the people who left replaced?
- _____ 307. At the beginning of the exercise, the candidate placed his notes on the assessor's desk and said, "Let me get myself organized, if you don't mind."
- _____ 308. During the fact finding exercise, the assessor provided approximately one clue for every three of the candidate's questions. The candidate had ten pauses in excess of 15 seconds. The candidate responded to the in-basket items with brief notes and memos, frequently delegating the items to others. During the group exercise, the PM observed the other group members during discussion, responding when addressed.
- _____ 309. The candidate appeared to take extensive notes during the fact finding exercise. He ran out of questions after five minutes, but picked up and followed up on all assessor cues. The candidate had four pages of notes for the proposal exercise and wrote detailed letters, memos, and notes during the in-basket. The candidate's presentation in the proposal and group exercises were delivered at a slow pace, but were quite detailed. The candidate remained silent during much of the group exercise, but appeared to be listening intently to the other group members. The PM appeared to take notes on the other group member's presentations, and he made a summary list of each candidate's strengths and weaknesses, which he presented to the group. The candidate participated in sidebars, but did not address the group as a whole except when making his initial presentation and when summarizing the qualifications of the candidates.
- _____ 310. When asked about problems with employee rudeness, the candidate said that two customers complained of being treated rudely by the jewelry department. The customers

had come to the jewelry department and asked for an item that was out of stock. The clerk ignored the customers, and when the customers asked to speak to the manager, the clerk said that she was the manager and that there wasn't anything that she could do about it. Then someone from housewares came over and started to give the customer a hard time.

- _____ 311. After the PM provided support for another group member's candidate during the group exercise, two other group members joined in the support.
- _____ 312. The candidate decided to discharge Arthur Peterson, deny the time off to the employees for the birthday party, grant the time off to Maureen Taylor's employees, accept all future shipments, and obtain more bids for the repair of the roof.
- _____ 313. After being clued in the fact finding exercise, the candidate asked the following questions about the surveillance report: (1) Was the in the surveillance report? (2) One of our employees? (3) You don't know whether the employee was reprimanded? and (4) What were the main things taken by the employee?
- _____ 314. During the proposal presentation, the candidate said that he chose the store renovation proposal, because the store had problems with peeling paint and was dirty. Nothing had been done in almost 15 years and the condition of the store showed it. The proposal cost \$102,000 and included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The renovation would increase sales and improve employee morale. People don't like to shop or work in places that are dingy. By putting some money back into the store, it would be possible to bring the sales back up to where they should be. If the store was a more attractive place to work, the store might be able to hired better employees who would be more helpful to the customers and not be rude to them. The candidate used voice inflection and hand gestures; eye contact coincided with hand gestures.
- _____ 315. During the fact finding exercise, the candidate asked the following questions regarding employee morale: (1) Is there a problem with employee morale? and (2) What reason was given for the transfer requests?
- _____ 316. The candidate decided to set up a meeting with Mike Parsons, the stockroom manager, and the manager of the warehouse to try to work out a system so that the stockroom would receive enough notice to make room for the shipments before they arrived. The candidate indicated

that the store had a problem with not having sale items in stock and that it shouldn't be turning back deliveries when it needed the stock for sales.

- _____ 317. The candidate decided to hire Ferdinand & Son to repair the roof, discharge Arthur Peterson, conduct inventory on Sunday, try to convince Felix Owens to stay, grant all requests for time off, have Mr. Baskin submit two estimates for the repair of his car, and refer Mrs. Tobias' injury to the legal affairs department.
- _____ 318. The candidate planned to have the renovations performed on off hours so that it would not interfere with the customers.
- _____ 319. During the group exercise, the PM indicated that it was possible that none of the candidates would be good as a store manager. After all, the individuals were all nominated by the manager who ran the store into the ground and then left.
- _____ 320. When asked about the condition of the store, the candidate said that the store had a problem with exposed pipes and peeling paint. A customer survey said that 58% of the customers said that the store was dirty; 55% said that it was down right tacky; and 55% said that it was disorganized.
- _____ 321. The candidate decided to meet individually with the supervisors turned down for the store manager training to explain why they had been denied the training. The candidate wanted to talk to them individually to try to avoid any other resignations from department managers because of the promotion policies. The candidate decided to offer the supervisors the opportunity to work in other departments so that they could get more experience. The candidate also planned to meet individually with Felix Owens to see if he could talk Felix into staying. Felix would also be offered another department.
- _____ 322. During the group exercise, the PM's challenges were ignored.
- _____ 323. The candidate had finished her questions after four minutes in the fact finding exercise. The candidate picked up and followed up on six of the nine assessor clues. The candidate handled 18 of the in-basket items, approving and delegating many of the items. During the proposal exercise, the candidate spoke at a moderate pace for three and one-half minutes. The candidate's responses to assessor questions were general in nature, and the assessor was required to ask similar questions three times before

gaining all of the information that the candidate had. The candidate's role in the group exercise was principally that of an observer.

- _____ 324. After learning about that there had been an accident in the store, the candidate asked whether there were any more accidents.
- _____ 325. When asked about employee morale, the candidate said that there were a lot of requests for transfers. One of the department supervisors, Felix Owens, had given notice of his resignation because of the promotional policies. Felix appeared to be a popular supervisor because a lot of the employees requested time off to go to his birthday party. There might be other problems with department managers, because a memo said that four of them would not be able to attend the store manager training program. Another problem with employee morale is that the employees who quit have not been replaced. The remaining employees have to work a lot of overtime. The poor condition of the store and the fact that it is so disorganized may also be creating problems with morale.
- _____ 326. The candidate planned to have the cashiers be the only employees who could remove the security tags from merchandise and have the tools permanently attached to the cashier area so they could not be removed.
- _____ 327. During the group exercise, the PM was excluded from sidebars.
- _____ 328. The candidate decided not to discharge Arthur Peterson, because he did not have enough evidence to hold up under review.
- _____ 329. During the fact finding exercise, the assessor provided 11 clues, seven of which were in response to candidate pauses in excess of 15 seconds. The majority of the candidate's questions were open. The information provided by the candidate in her proposal presentation and in response to assessor questions was general. On two occasions, the candidate never responded to the assessor's question.
- _____ 330. The candidate indicated that Felix Owens must be a popular supervisor since 24 employees asked for the evening off to attend his birthday party. The candidate also indicated that if Felix does not change his resignation plans, the company may lose other good employees.
- _____ 331. During the fact finding exercise, the candidate asked the following questions regarding customer complaints: (1) Is there a particular department in which we have received the

most complaints? (2) How many customer complaints have we had? (3) Which departments were the other three complaints from? (4) Which situation was addressed by the letter from the Bureau of Consumer Protection? (5) Did the letter say what the reason was for the delay? and (6) What was done?

- _____ 332. The candidate indicated the Arthur Peterson's bid for the roofing job should not be accepted, because he was the subject of a surveillance report concerning employee theft. If Peterson was guilty of theft, he probably could not be relied upon to do a good job on the roof.
- _____ 333. When asked for the justification for spending the large sum of money for the store renovation proposal, the candidate said that it would bring more customers into the store and improve morale.
- _____ 334. After the assessor rejected the candidate's proposal, the candidate began addressing the assessor as "Sir."
- _____ 335. During the proposal presentation, the candidate said that she selected the store renovation proposal because it would bring in more business. The proposal included drop ceilings, new floors and carpet, and new fixtures. The proposal cost \$102,000. The drop ceilings would hide the pipes and would lower the noise level. The new fixtures would make the store seem less disorganized. Also, it would be easier to keep the carpet clean than to be constantly washing the floors. Once the profits were increased, the store could put in the other proposals. The candidate had random eye contact.
- _____ 336. During the group exercise, the candidate frequently used rambling lead-ins and stated opinions. The candidate had prepared one page of notes on the problems facing the store. The candidate generated five letters, nine memos, and 16 notes in the in-basket. The candidate's presentation for the proposal exercise lasted nine and one-quarter minutes and was quite specific. The candidate read his presentation in the group exercise at a rapid pace. The candidate participated in numerous sidebars, but was not very vocal in addressing the entire group.
- _____ 337. The candidate decided to uphold Maureen Taylor's decision to give the employees the day off because she had already given them permission. Denying them the time off would also hurt employee morale.
- _____ 338. During the group exercise, the PM challenged the ranking of a candidate which was supported by three other group members.

- _____ 339. The candidate decided to offer part-time employees full-time status; fix the roof on either Sunday or after the store was closed; terminate Arthur Peterson; grant Saturday and Saturday evening off to employees requesting it; move the softball game to Saturday; and do inventory on Sunday.
- _____ 340. With the exception of her presentation, the PM's comments were either statements in support of another group member or responses to questions.
- _____ 341. During the group exercise, the PM suggested that the group move their chairs so that they could see each other. Two other PMs moved their chairs. After the group engaged in unstructured discussion for ten minutes, the PM suggested that the group first decide what characteristics were important for the store manager and assistant store manager to have. The group began to discuss qualifications. After a number of qualifications had been identified, the PM suggested that the group vote on the #6 position first and work backwards to the store manager position. The group followed this suggestion, and when two group members became deadlocked, the PM proposed a compromise. The PM regularly solicited the opinions of the less vocal members and worked out compromises when individual group members were in disagreement. At various points, the PM polled the other group members regarding candidates for different ranks. At one point, the PM reminded the other group members that they were running out of time.
- _____ 342. The candidate planned to implement the following stockroom procedures: (1) only stockroom employees would be allowed in the stockroom and loading areas at any time; (2) incoming merchandise would be checked by a two-person team, with both people signing the receiving slip; and (3) the locks on the stockroom doors would be changed, and the keys would only be available to those persons authorized by the store manager.
- _____ 343. When the assessor expressed a preference for the shoplifting and theft proposal over the store renovation proposal recommended by the candidate, the candidate justified the selection of his proposal by pointing out that losses due to the loss of business were greater than the losses due to theft. The company should put its money where it will do the most good in the shortest period of time.
- _____ 344. During the group exercise, the PM suggested that the group consider the needs of the store based on the problems identified in the previous exercises. The other group members agreed, and the candidates were compared on the

basis of their perceived ability to deal with the store's problems. The PM polled the group once.

- _____ 345. The candidate indicated that she planned to implement the security and theft proposal as outlined in the proposal.
- _____ 346. When asked how much the store renovation proposal cost, the candidate said that it was around \$100,000; that it was right around what the other two proposals cost.
- _____ 347. When the assessor asked why the merchandise control proposal was better than the store renovation proposal, the candidate said that the merchandise control proposal could speed up the check-in and check-out process, and that it would reduce the need for as many clerks. The clerks who would otherwise be checking merchandise in or checking customers out could straighten up the store and help customers; this would make the store look better and the customers would be happy because they wouldn't have to stand in line.
- _____ 348. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the receiving and stock complaint and the Stoneboro warehouse complaint; (3) the surveillance report and the roofing bid; (4) the leaking roof complaint and the roof repair authorization; (5) the department supervisor resignation and the request for the evening off; and (6) Maureen Taylor's memo and the memo for the evening off. No entries were made on the calendar.
- _____ 349. With regard to the security problem, the candidate asked the following questions: (1) Is the security force internal or outside the organization? (2) Is there security coverage the entire time the store is open? (3) We have people in the building even when the store is not open? (4) How many security people work when the store is open? (5) How many floors does the store have? and (6) What hours are we open?
- _____ 350. During the group exercise, the PM suggested that each person identify his candidate's strengths and weaknesses and that these strengths and weakness be listed on the easel. The group followed all of these recommendations. The PM suggested that the person who recorded the qualifications on the easel also poll the PMs for their votes on the ranks, which was also done.
- _____ 351. When told by the assessor that there were 71 full-time employees, 40 part-time employees, and a total of 128

employees, the candidate noted that 71 and 40 does not equal 128 and asked where the missing employees were.

- _____ 352. During the proposal presentation, the candidate announced his proposal as the store renovation proposal. He indicated that the store renovation was needed because nothing had been done to the store in 15 years and that a consumer survey had indicated that 55% of the customers thought the store was "downright tacky." The store renovation proposal cost \$102,000 and included a new ceiling and lighting, which cost \$30,000; new flooring, which cost \$19,000; and new fixtures, which cost \$53,000. The candidate pointed out that a report from Mr. Fyler had said that the paint was peeling. In addition, there was a problem with having the pipes exposed and uneven flooring. The uneven flooring could cause an accident, and the store already had one legal problem involving an accident. The store renovation proposal was expected to bring in new customers and improve employee morale. As the population is mainly middle class, they would be accustomed to shopping in attractive stores and the store renovation project was needed to bring these people back into the store. The unattractive appearance of the store was also identified as a factor contributing to the low employee morale. By improving the store, employees would feel better about themselves and the company and may be less likely to be rude. The proposal could be implemented in four stages. The ceiling and lighting would be installed first, the walls would be painted next, then the flooring and carpeting would be installed, and lastly, the fixtures would be installed. For the sake of customer safety the company would have to close down for the installation of the ceiling. The other work could be done during normal store hours by doing one department at a time. The candidate spoke clearly; eye contact was random.
- _____ 353. During the group exercise, the PM suggested that the group decide what characteristics were important for the store manager, list these on the easel, and then put the names of the candidates who possess each qualification. The person who possesses most of the qualifications should be the store manager and the person with the least number of qualifications should be ranked number six.
- _____ 354. The candidate decided to give the roofing contract to Ferdinand & Son, to meet individually with the four managers who were not included in the store manager training program, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors to discuss declining profits, and to let the individual department supervisors decide which employees can have time off on Saturday.

- _____ 355. The candidate decided to have the inventory on Sunday August 5, after the softball game so that the inventory would be done without hurting employee morale. The candidate also decided to send a memo to the department supervisors encouraging them to attend the softball game to improve employee morale. The inventory was important, because a lot of merchandise could not be accounted for. Some of the problem was due to check-in and check-out errors and some was due to shoplifting and theft. The candidate decided to discharge Arthur Peterson because of the results of the surveillance memo.
- _____ 356. During the group exercise, the PM challenged another PM five times, and the challenged party agreed to three of the five challenges.
- _____ 357. The candidate planned to meet with the employees prior to taking inventory to introduce himself, discuss the problems with declining profits and customer complaints, get the employees ideas for taking care of the problems, and go over the inventory procedure.
- _____ 358. The candidate indicated that the problems the store was experiencing such as not having sale items in stock and having different prices on the same items could be reduced by the merchandise control proposal. This proposal would tell the manager what inventory the store had and where it was. This system would also give the store a good idea of how much merchandise it was losing to shoplifting and theft.
- _____ 359. During the fact finding exercise, the candidate asked the following questions concerning inventory control: (1) Do we have enough people to perform inventory? (2) We need to check into that.
- _____ 360. During the group exercise, the PM's contribution was limited to supporting suggestions made by other group members.
- _____ 361. During the group exercise, the PM agreed that another PM who had challenged him had a point.
- _____ 362. During the fact finding exercise, the candidate apologized for asking multiple questions.
- _____ 363. The candidate decided to conduct an exit interview with Felix Owens, discharge Arthur Peterson, grant all requests for time off, have department supervisors check that sale items are in stock, have department supervisors talk to their subordinates about complaints of employee rudeness, obtain another bid for the roof job, and pay all expenses

associated with Mrs. Tobias' injury, Mr. Baskin's car, and the leasee department's damaged merchandise.

- _____ 364. During the fact finding exercise, the candidate delivered her questions in a moderate pace. The questions were separated by pauses during which the candidate examined her notes or made notes on what the assessor said. After seven minutes, the candidate indicated that she was out of questions, and the assessor provided a clue which she picked up and followed through on. The candidate provided mostly general information in her proposal presentation and defense. The candidate frequently consulted her notes before responding to questions. The candidate generated four letters, eight memos, and eight notes in the in-basket exercise. During the group exercise, the candidate appeared to follow the comments of the other PMs, and she often asked questions to clarify her understanding.
- _____ 365. During the fact finding exercise, the candidate's pace was fast, and she overtalked the assessor three times. The candidate's responses to the in-basket items were brief and to-the-point. Her presentations in the proposal and group exercises were composed of direct, concise statements and her responses to questions were clipped. Her frequent challenges to other group members were delivered in a rapid-fire manner. The candidate used a lot of hand gestures when speaking and making presentations, and frequently rose from her seat to point to something written on the easel to illustrate a point.
- _____ 366. During the group exercise, all of the the PM's statements were in support of another group member's position.
- _____ 367. During the group discussion, the PM stated that she could not support her own candidate for the store manager position. The candidate served as a conciliator twice and periodically reminded the group of the time. In order to make better progress, the PM suggested that no PM be permitted to vote for his/her own candidate in the rankings. The other group members agreed, and the group moved ahead.
- _____ 368. The candidate indicated that part of the employee morale problem was that the people were overworked. The employees who left the organization had not been replaced, and the employees had to work a lot of overtime. More part-time employees should have been hired, because the part-time employees did not get any fringe benefits and would have been cheaper than the full-time employees. There was also a problem with the approval of leave; for example, four people from one department had been given the same day off.

This put an additional burden on the other employees. Only half of the employees should have been given the time off. In addition, the poor physical condition of the store and the disorganization probably affected the morale. Both of these problems could have been corrected by the store renovation proposal. The new ceilings, new floor covering and new carpet, and new lighting should improve the appearance of the store and improve morale. The installation of new fixtures should permit greater organization and also improve employee morale.

- _____ 369. When asked about company problems, the candidate said that there was a letter from a customer who said that his car was hit by carts. The people with the carts had blue jackets on; our employees wear blue jackets. There was also a letter from an attorney. One of the customers tripped over a drolley in an aisle and was hurt.
- _____ 370. When asked whether there was a problem with employee theft, the candidate said that one of the employees, Arthur Peterson, was under surveillance for theft. He had been observed passing money to a driver in the receiving and loading area. His automobile was cited in the loading area one evening after hours. When the security people approached the car, it took off with its lights out. Later that evening the police stopped the car for speeding. The driver was Arthur Peterson. There were three of our saws in his backseat. Arthur said that he had purchased them as gifts, but our records only showed that one was sold that day. Arthur was also observed arguing with the supervisor about the keys to the stockroom which were missing. Later that day, the keys showed up.
- _____ 371. When the assessor indicated that he was going to take the money for the proposal and give it to the employees, the candidate indicated that he did not believe that the employees should be rewarded for not doing a good job. There were complaints that some of the employees were rude and that the store was disorganized. If the employees were doing their work properly, the store would be organized, the customers would be treated politely, and there wouldn't be dollies left in the aisle for customers to trip over.
- _____ 372. When asked about instances of employee rudeness, the candidate indicated that a couple, husband and wife, had requested help in the jewelry department and were told by the person behind the counter that she was on her break, and when they asked to speak to the manager, the person said that she was the manager.
- _____ 373. The candidate indicated that the overtime problem could be corrected by hiring more part-time employees.

- _____ 374. During the group exercise, the PM challenged another PM and was joined in the challenge by three other group members.
- _____ 375. During the proposal presentation, the candidate said that she had picked the shoplifting and theft proposal. The proposal cost \$99,000. The system included a sonic alarm system that could tell if people were in the store when the store was closed. This was when most of the theft happened. The system also included 25 closed-circuit television cameras, and special security tags which could be attached to the merchandise and would sound an alarm if a person tried to leave the store without paying for it. The closed-circuit television could be put in the departments that had the biggest problem with shoplifting. The candidate had random eye contact.
- _____ 376. The candidate continued to argue that the store's problems could be corrected, despite the assessor's statements that she wanted to close the store.
- _____ 377. During the group exercise, the PM reminded the group that everyone's candidate couldn't be the store manager and suggested that his candidate be ranked number 6; other group members began to identify deficiencies in their own candidates. The PM summarized the qualities of the two remaining candidates before votes were taken on the store manager and assistant store manager positions.
- _____ 378. The candidate selected the store renovation proposal, because it was the one proposal that could actually make money rather than save it. Many of the customers had complained that the store was dirty and unattractive, and nothing had been done in 15 years. Since the population was mainly middle class, they were accustomed to shopping in more attractive stores, and it was necessary to fix up the store in order to get these customers back. The store renovation proposal would also help employee morale, since people did not like to work in places which were depressing. If the employees were happier about the place where they worked, the company might not have some of the problems they had been having with employee rudeness. Since the store was in a good location, had no competitors, and had made money in the past, it made sense to invest a bit more money into it now.
- _____ 379. During the proposal presentation, the candidate said that she picked the store renovation proposal. Mr. Fyler said that the store was dirty and dingy and that the paint was peeling on the walls. There was also a problem with the pipes on the ceiling being exposed. Nothing has been done in the store in almost 15 years and the company needs to put money back into the store if it expects to have it make

money again. A customer survey said that the store was "downright tacky," and it is hard to bring customers into a store that looks like this. The renovation costs \$102,000 and includes a drop ceiling, new floors and carpeting, painting the walls, and putting in new fixtures to hold the merchandise. Customers also said that the store was disorganized, so the new fixtures would take care of that problem. The candidate used voice inflection and had random eye contact.

_____ 380. During the group exercise, the PM was conciliatory until another group member attacked her candidate. The PM aggressively defended her candidate and launched an attack on the other person's candidate. When the other group member withdrew, the PM became less combative and supported the other candidate on another issue.

_____ 381. The candidate planned to meet with the department supervisors individually who were denied store manager training to explain the problem and offer them transfers to other departments to give them more experience, to meet with Felix Owens to see if a department transfer and the discharge of Arthur Peterson would alter his resignation decision, and to place a note in a file to forward the necessary registration forms for store manager training in November of 1991.

_____ 382. During the group exercise, the PM suggested that the group list the strengths and weakness of the candidates, view the manager and assistant manager as a team, and start the ranking with the least desirable person. The group followed each recommendation. The PM polled the other group members, announced which candidate was selected for each rank, and summarized the qualifications of the remaining candidates for the next position.

_____ 383. The candidate reviewed the background information on the store before reviewing any of the other in-basket items. The candidate highlighted portions of the report on Mr. Fyler's site visit to the store; he also highlighted the names of the department supervisors on the employee roster. The candidate noted on the employee roster those employees who had requested time off Saturday evening, and he circled those employees who shared the same last name with another employee.

_____ 384. When the candidate was told that nothing had been done on a letter of complaint, the candidate asked why nothing had been done.

_____ 385. During the fact finding exercise, the candidate had ten pauses in excess of ten seconds. The candidate responded

to 15 of the in-basket items with short notes and memos which typically ran no more than a quarter of a page. The candidate's pace was moderate during the proposal exercise. The candidate paused before responding to all questions and remained silent after two questions. During the group exercise, the candidate slumped in his chair and looked out the window while the other PMs made their presentations. The candidate participated in a few sidebars, but did not address the whole group during the discussion.

- _____ 386. The candidate indicated that the shoplifting and theft problem could be reduced by the improved lighting included in the store renovation proposal.
- _____ 387. When asked about the employee morale problem, the candidate said that one department supervisor had submitted his resignation. He said that he was leaving, because of the way promotions were handled around here. He had been passed over for promotions while people without college educations were given the jobs off the street. He said that there were 48 requests for transfers among the employees. The candidate said that part of the problem was that part-time employees did not get any benefits. Full-time employees only got two weeks vacation and a 10% discount.
- _____ 388. The candidate handled the in-basket items in the order presented. The candidate used the background information.
- _____ 389. During the group exercise, the PM forcefully argued in favor of his candidate. He later acknowledged that his candidate had some weaknesses and reached a compromise which ranked his candidate as the assistant store manager.
- _____ 390. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) Jan.-June revenue report, shopping tour incident, and the Consumer Protection Bureau complaint; (3) the Consumer Protection Bureau complaint, the Stoneboro warehouse complaint, the receiving and stock complaint; (4) the surveillance report, the shop steward appointment, and the roofing bid; (5) the leaking roof complaint and the roof repair authorization; (6) the department supervisor resignation and the training center letter; (7) the department supervisor resignation, the request for the evening off, and Maureen Taylor's memo; and (8) the letter from the attorney and background information on the condition of the store. The candidate listed most of the appointments made on the calendar and highlighted various portions of the background information.

- _____ 391. During the proposal presentation, the candidate said that he picked the store renovation proposal, because the store was in bad shape. Nothing had been done in almost 15 years and the store had problems with exposed pipes, peeling paint, and uneven floors. The proposal cost \$102,000 and included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The renovation would bring in new customers and help keep some of the regular ones. Since most of the people in the area were middle class, they were used to shopping in nice stores and might start coming back if the store looked better. The store renovation would also help employee morale, because people like to work in pleasant surroundings. This might reduce problems with employee rudeness and would also increase business. The candidate used voice inflection and hand gestures.
- _____ 392. The candidate decided to give the roofing contract to Ferdinand & Son, to meet with Michelle Roberts, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors about declining profits and customer complaints, and to withhold a decision on Arthur Peterson until more information was available.
- _____ 393. In response to the assessor's statement that he didn't know the answer to the question, the candidate responded that she really needed to know this.
- _____ 394. The candidate planned to implement the following security procedures: (1) all doors and windows would be locked and checked by security personnel at closing; (2) no merchandise would be outside the building except for unloading; (3) only stockroom employees would be allowed in the stockroom and loading areas at any time; (4) incoming merchandise would be checked by a two-person team, with both people signing the receiving slip; and (5) the locks on the stockroom doors would be changed, and the keys would only be available to those persons authorized by the store manager.
- _____ 395. When asked about complaints of employee rudeness, the candidate said that two customers had come to the jewelry department and asked for assistance. There were two people behind the counter talking. The clerk ignored the customers and when they asked for help, she told them that she was on her break. The customers waited a while and then asked to speak to the manager, and the person behind the counter said that she was the manager. When the customers asked to speak to the store manager, she said that he didn't work there anymore. Then an employee from another department came over and asked the customer if he

wanted to settle the matter outside. The customers were on a bus tour. Because of this incident, the bus tour is not going to stop at the store anymore.

- _____ 396. When asked how the merchandise control proposal would make the company money, the candidate said that it would enable the company to keep better records of inventory and would identify items which sold fast; this information could be used to purchase more products that were in demand and could increase sales. Items which were not selling well could be put on sale. This proposal would enable the company to make sure that sale items were in stock and that the same price was charged for identical items, both of which were problems mentioned by the Bureau of Consumer Protection. The merchandise control proposal would permit the company to keep track of where the merchandise was and how much of it there was. It would also cut down on the amount of time spent checking in merchandise.
- _____ 397. During the group exercise, the PM drew a matrix listing the candidates down the left side, the qualifications across the top, and Xs in the blocks for the qualifications of each candidate. The PM drew a similar matrix for candidates and their weaknesses. The two matrices were used for the PM as a source for questioning, challenging, and supporting other group members during discussion.
- _____ 398. The candidate took the assessor's pen.
- _____ 399. The candidate indicated that much of the problem with decreased profits was caused by shoplifting and theft, and that these problems could be corrected by the shoplifting and theft proposal. The sonic alarm system would deter much of the theft that takes place after the store is closed. The information indicated that the highest proportion of theft occurs after hours. One example of this problem was Arthur Peterson, an employee who has been under surveillance. If the sonic alarm system were installed, the next time Arthur Peterson tried to walk off with merchandise, he would be greeted by the local police. Since shoplifting and theft appears to be a bigger problem in some departments like jewelry, camera and hobby, etc. the closed-circuit television cameras could be installed in those departments to reduce the shoplifting and theft problem. Four security guards just can't be everywhere at one time. The special tags would be used on the expensive merchandise to keep the high cost items from walking out of the store.
- _____ 400. During the proposal presentation, the candidate said that he picked the merchandise control proposal. This proposal was selected because of the problems the store had with

not having sale items in stock, with having different prices on the same items, and with problems of shoplifting and theft. This system would automatically check-in all merchandise in receiving and would automatically record the price of items when cashiers checked people out. It would also keep a listing of all the merchandise that was in stock. This would tell the manager if there was enough merchandise for a sale and could also be used to determine how much was lost from shoplifting and theft. If the figures from the inventory did not match with the computer, then the merchandise probably walked out the door. This system would eliminate the check-in and check-out errors, so the company would have an easier time accounting for missing merchandise. The computer could be programmed to automatically order merchandise once it dropped below a certain level. It could also show which items sold fast so that the store manager would know to order more. This way the proposal could both increase sales and reduce costs.

- _____ 401. The candidate planned to move the inventory to early Saturday morning so that it would not be necessary to pay overtime for Sunday work. By moving the inventory to Saturday morning, it would not interfere with the softball game and employee morale would not be harmed. In addition, if the employees started early enough, it would be possible for them to take Saturday evening off to go to the birthday party.
- _____ 402. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) Jan.-June revenue report, shopping tour incident, and the Consumer Protection Bureau complaint; (3) the Consumer Protection Bureau complaint, the Stoneboro warehouse complaint, the receiving and stock complaint, and the delivery procedures in the background information; (4) the surveillance report, the shop steward steward appointment, and the roofing bid; (5) the leaking roof complaint and the roof repair authorization; (6) the department supervisor resignation and the training center letter; (7) the department supervisor resignation, the request for the evening off, the staffing problem memo, and Maureen Taylor's memo; and (8) the letter from the attorney and background information on the condition of the store. The candidate indicated that after she sorted the items by relationship, she prioritized the issues in terms of importance, and addressed the most important issues first. The candidate listed all the appointments made on the calendar and highlighted various portions of the background information.

- _____ 403. When asked what the shoplifting and theft proposal included, the candidate said that it included a sonic alarm system that would notify the local police department if it detected the movement of people or objects after the store was closed; 25 closed-circuit television cameras; and special tags which could be placed on the more expensive merchandise. The cameras should be placed in those departments which had the biggest problem with shoplifting and theft. These departments were hardware and tools, camera and hobby, records and books, automotive, appliances, and furniture. The special tags would trigger an alarm if merchandise was removed from the store without having the tags removed.
- _____ 404. During the group exercise, the PM joined another group member's challenge, the the challenged party gave in.
- _____ 405. The candidate noted that the merchandise control proposal could cut down on manhours and overtime; could reduce losses due to theft; could cut down on losses due to check-in and check-out errors; would permit inventory to be done monthly instead of twice a year; could make sure that a sufficient number of sale items were in stock; and would provide the store manager with information that could be used to identify trends in customer purchases which could be used to increase sales.
- _____ 406. During the group exercise, the PM reminded the group that everyone's candidate couldn't be the store manager and suggested that his candidate be ranked number 6; other group members began to identify deficiencies in their own candidates. The PM encouraged less vocal members of the group to express their opinions and defended the weaker PMs against some of the challenges. When two of the group members reached a stalemate, the PM proposed a solution. The PM summarized the qualities of the two remaining candidates before votes were taken on the store manager and assistant store manager positions.
- _____ 407. After being clued on Mrs. Tobias' accident in the fact finding exercise, the candidate asked the following questions: (1) What did the letter say? (2) Were there any other complaints?
- _____ 408. When the assessor stated that the proposal would cost a lot of money, the candidate stated that there was no way to get the store out of the bind it was in without investing more money. The candidate pointed out that the store had been going down hill for two and one-half years and that it would take some time to get it back on its feet; within six months the store was expected to save enough money to pay for the proposal.

- _____ 409. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had lost over \$31,000 because of this problem. One employee was already under surveillance for theft. The proposal cost \$99,000 and included a sonic alarm system that would notify the local police if it detected the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The total cost of the proposal was \$98,000. Looking at the loss from shoplifting and theft this past year, the system would pay for itself in three years. In addition, the company could cancel its contract for the security guards and reduce that expense. The sonic alarm system was especially needed, because the records indicated that the greatest percentage of theft occurred after store hours. The closed-circuit cameras could be installed in those departments where shoplifting was the greatest. The special tags could take care of any shoplifting missed by the cameras. The candidate established and maintained eye contact.
- _____ 410. During the group exercise, the PM switched his support from his candidate to another PM's candidate.
- _____ 411. The candidate skimmed each of the in-basket items, grouping related problems, and then prioritizing the issues in order of importance. The candidate began with the most important issue. The candidate made the following associations: (1) the softball game, inventory, and background information on employee morale; (2) the receiving and stock complaint and the Stoneboro warehouse complaint; (3) the shop steward appointment, the surveillance report, and the roofing bid; (4) the leaking roof complaint and the roof repair authorization; (5) the department supervisor resignation and the request for the evening off; and (6) Maureen Taylor's memo and the memo for the evening off. All of the appointments were listed on the calendar.
- _____ 412. During the fact finding exercise, the candidate's pace was moderate. He paused four times to review his two pages of notes before initiating a new line of questioning. His presentation included specific and general information about the proposal he selected. Most of the candidate's responses to assessor questions were general, and he often repeated the same response to similar assessor questions. The candidate was actively involved in the group discussion.

- _____ 413. During the fact finding exercise, the candidate interrupted the assessor twice while the assessor was trying to answer questions.
- _____ 414. The candidate decided to try to talk Felix Owens into staying, have Ferdinand & Son repair the roof, move the leasee's merchandise into the stockroom and reimburse the company for merchandise lost, conduct inventory on Sunday after the softball game, discharge Arthur Peterson, hire more part-time employees, have each department supervisor check the prices of items and make sure that sale items are in stock, and meet with the staff to discuss the declining profits and complaints of employee rudeness.
- _____ 415. The candidate decided to meet with the chief of security and have him double the number of security guards used, because the losses due to shoplifting and theft were too high. The candidate also decided to have the guards devote more time to those departments where the shoplifting and theft problems were greatest. The candidate decided to discharge Arthur Peterson, but not turn the matter over to the police, because there was sufficient information to discharge Peterson, but not sufficient information to press charges.
- _____ 416. The candidate planned to move the softball game to Saturday, August 4, grant the day off to employees making the request, and have inventory on Sunday, August 5.
- _____ 417. The candidate indicated that the components of the proposal could be implemented one at a time if the cost of the whole proposal was too high.
- _____ 418. During the group exercise, the PM went to the easel and indicated that the group needed to decide what characteristics were important for the store manager position. He questioned the other group members and recorded their suggestions on the easel. After the characteristics were listed, he asked for candidate names to put next the characteristics and was provided with them by the group. The PM suggested that the list be used to narrow down the number of candidates considered for each rank, and the group agreed.
- _____ 419. The candidate handled the in-basket items in the order presented, and made the following associations: (1) inventory and the softball game; (2) shop steward appointment, the surveillance report; and the roof repair authorization; (3) the department supervisor resignation and the request for the evening off.

- _____ 420. During the group exercise, the PM challenged another PM and was supported by a third group member.

APPENDIX D

**Revised Retranslation of Behavioral Items
to Performance Dimensions**

Form 1

Instructions for Retranslation of Behavioral Items
to Performance Dimensions

Form 1

The selection research district, in cooperation with the assessment center, is working on a project to develop rating scales for each of the specific performance dimensions used in the assessment center. These rating scales will provide assessors with descriptions of candidate performance at three levels of effectiveness on each performance dimension, and will serve as guidelines concerning the distinctions among levels of performance. In addition, research will be conducted on the effectiveness of three general performance dimensions which are more broadly defined than those currently used.

In order to develop the rating scales, it is necessary that examples of behaviors be identified which represent each of the performance dimensions. The purpose of this task is to identify those behaviors. You have been asked to retranslate the attached behavioral items to the performance dimensions because of your experience as assessors.

There are 150 behavioral items to be retranslated. Most of these items will be retranslated to the 14 specific performance dimensions currently used; the writing fluency, scholastic aptitude, and self-objectivity performance dimensions will not be used. The remainder of the behavioral items will be retranslated into the three general performance dimensions. The letter codes to be used to designate the performance dimensions and definitions for the performance dimensions are attached to the behavioral items. Please be sure to identify only one performance dimension for each behavioral item.

Since many candidate behaviors are associated with more than one performance dimension, some guidelines are provided to help you determine which performance dimension is most appropriate. These guidelines are found at the front of the behavioral items.

If you have any questions, feel free to contact me. My office number is (703) 974-5762 and my home telephone number is (301) 676-0444. Please have the retranslation completed by Thursday, June 29, 1989, and return the packet to either John Thompson or Rosemary McCarthy on that date.

Specific Performance Dimensions

Code

E Energy:

To what extent can the individual continuously maintain a high level of work activity?

Sources: Primary - All Exercises

I Impact:

To what extent does the individual make an impression on others?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
Proposal Exercise

L Leadership:

To what extent can the individual effectively lead a group to accomplish a task without incurring hostility?

Sources: Primary - Group Exercise

BF Behavior Flexibility:

To what extent can the individual, when motivated, modify his or her behavior to reach a goal?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

A Autonomy:

To what extent does the individual take independent action?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

FFO Fact Finding - Oral:

To what extent does the individual effectively interact with another person to obtain information regarding a problem?

Sources: Primary - Fact Finding Exercise

Secondary - Group Exercise

FFW Fact Finding - Written:

To what extent can the individual effectively obtain information regarding a problem from available written sources?

Sources: Primary - In-Basket Exercise
Proposal Exercise
Group Exercise

O Organizing:

To what extent can the individual effectively structure his or her work and the work of others for the most efficient accomplishment of a task(s)?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise
Group Exercise

II Interpreting Information:

To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Sources: Primary - In-Basket Exercise
Proposal Exercise

Secondary - Group Exercise

P Planning:

To what extent can the individual effectively plan his or her own work and the work of others?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

D Decisiveness:

To what extent is the individual willing to make decisions when required?

Sources: Primary - In-Basket Exercise

 Secondary - Proposal Exercise

DM Decision Making:

To what extent can the individual make decisions of high quality?

Sources: Primary - In-Basket Exercise

 Secondary - Proposal Exercise

OP Oral Presentation:

To what extent can this individual effectively present an oral report to an individual or a small group?

Sources: Primary - Proposal Exercise

Guidelines for Specific Performance Dimensions

1. If the behavioral item describes a candidate's presentation, code the item as oral presentation, even though components of the item may also be categorized as decision making, fact finding - written, interpreting information, etc.

For example:

During the proposal presentation, the candidate said she picked the store renovation proposal because it was the only proposal that could increase sales. This proposal included the installation of a drop ceiling, new floors and carpeting, new lighting, and new fixtures. The proposal cost \$102,000. The candidate maintained contact except when referencing her notes.

2. If the behavioral item describes a candidate's response to questions, challenges, and rejections, code the item as oral defense, even though components of the item may also be categorized as fact finding - written, interpreting information, autonomy, etc.

For example:

When the assessor challenged the store renovation proposal, the candidate responded that the company had to start putting money back into the store if it expected profits to increase. He went on to say that the store had been going down hill for three years now, and it was going to take some time and money to get it back on its feet.

3. If the behavioral item lists decisions without reasons, the item should be coded as decisiveness.

For example:

The candidate decided to have Ferdinand & Sons repair the roof, discharge Arthur Peterson, conduct inventory on Sunday, and postpone the softball game.

4. If the behavioral item includes decisions and rationale for the decisions, it should be coded as decision making even though components of the item may also be categorized as fact finding - written, interpreting information, etc. This does not include behavioral items which describe candidate presentations or defenses.

For example:

The candidate selected Ferdinand & Sons to do the roofing, because they could start the work right away and provided a range of the expected cost. It was important to have the roof repaired immediately because one of the leased departments threatened to take legal action if the problem was not taken care of soon. The leased department had merchandise damaged from the leaking roof.

5. If the behavioral item presents the rationale for a course of action or the likely effect of a course of action without explicitly referring to a decision, then the item should be coded as interpreting information.

For example:

The candidate said that the noise problem could be corrected by the installation of a drop ceiling and the atmosphere could be improved by the new lighting. This would be expected to increase sales and improve employee morale.

6. If the behavioral item describes candidate behavior in the group exercise that helped the group progress toward its goal, the item should be coded as leadership.

For example:

During the group exercise, the PM suggested that the candidate qualifications be listed on the easel; another group member listed the qualifications on the easel.

General Performance Dimensions

Code

A Administrative Skills:

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

I Interpersonal Skills:

To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
Proposal Exercise

C Intellectual/Communication Skills:

To what extent can the individual gather, organize, and interpret information obtained from oral or written sources?
To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Sources: Primary - All Exercises

Guidelines for General Performance Dimensions

1. If the behavioral item describes the candidate's relationship with other group members and/or energy level, the item should be coded as interpersonal skills.

For example:

The candidate was actively involved in the exercises throughout the day. He frequently challenged the other members of the group and was involved in most of the disagreements that occurred during the exercise. The candidate rarely changed his position on issues, regardless of the amount of pressure placed on him by others in the group.

2. If the behavioral item describes the candidate's willingness to make decisions, the quality of the decisions, or planning ability, the item should be coded as administrative skills.

For example:

The candidate made decisions on the easiest in-basket items and tended to request more information on the more difficult items. The candidate's decisions were logical, and there were a few vague implementation plans.

3. If the behavioral item describes the candidate's ability to organize and interpret information or the candidate's ability to present or defend his ideas, the item should be coded as intellectual/communication skills.

For example:

The candidate skimmed through the in-basket items before taking action on any of them. The candidate identified obvious relationships among the in-basket items and described some of these relationships in his presentation. The candidate obtained and presented mainly general information.

Specific Performance Dimensions

1. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the supervisors for the furniture, hardware and tools, appliances, and plant and garden departments that informed them of the complaint that merchandise advertised on sale was not available. In this memo, she scheduled a meeting on August 6 at 10:00 a.m., informed the supervisors of the reason for the memo, attached a copy of the letter from the Bureau of Consumer Protection, and told the supervisors to be prepared to describe the actions taken to avoid further occurrences of the problem. The candidate sent separate memos to the supervisors of the furniture and camera and hobby departments, informing them of the complaints received and scheduling separate appointments to discuss what they had done to correct the problems. All of the appointments were listed on her calendar.
2. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store didn't have a security problem.
3. During the proposal presentation, the candidate said that she had selected the merchandise control proposal because the company had serious problems in this area. There had been complaints that sale items were not in stock and that the same items had different prices on them. Both of these problems could be corrected by the proposed system. The candidate described the system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. In addition to correcting the problems with insufficient stock and inconsistent pricing, the system could be used for reordering supplies, for providing a quick inventory, and for keeping track of items that were not selling well and need to be pushed. She said that the total cost of the system was \$98,000. The check-in and check-out systems cost \$48,000 and \$32,000, and the computer terminals cost \$18,000. The candidate had eye contact, except when referencing her notes. Her voice was clear, and she used voice inflection and hand gestures.

- _____ 4. When asked about the surveillance report, the candidate said that an employee in the hardware department had taken three saws. This was discovered by the police when they stopped him for speeding.
- _____ 5. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) What can you tell me about employee morale? (2) Were the employees good employees? (3) Were there certain departments that had more problems with turnover than others? (4) What reasons did the employees give for resigning? (5) What policies? (6) What is the company policy regarding promotions? (7) How long was he employed at the store? (8) Was he a manager the entire time? (8) How much are the management employees paid? (9) What about the other employees? (10) What are the fringe benefits? (11) Have the employees who left been replaced? and (12) Why not?
- _____ 6. During the group exercise, the PM suggested that the store manager qualifications that had been discussed be listed on the easel.
- _____ 7. During the group exercise, the PM frequently overtalked the other candidates.
- _____ 8. The candidate asked questions steadily during the first six minutes of the fact finding exercise. During the last four minutes, the candidate frequently paused to collect his thoughts. The candidate's pace was fast during the presentation in the proposal exercise, but slowed to a moderate pace during the questioning and challenge portion of the exercise. The candidate's responses to the in-basket items consisted mostly of notes and short memos. During the group exercise the PM listened attentively to the other group members and was moderately active in the discussion.
- _____ 9. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. The candidate stated that the proposal cost \$98,000 and described the merchandise control system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. She also described the following benefits of the system: can be used for reordering supplies; can provide a quick inventory; and

can keep track of items that are not selling well and need to be pushed. This information could help avoid problems with sale items not being in stock and would make sure that the same price was charged for identical items. The candidate spoke clearly, used voice inflection, and had eye contact.

- _____ 10. During the group discussion, the PM was engaged in a debate with another group member concerning the merit of their candidates. When this did not work, the PM turned to an influential third group member and attempted to win her support.
- _____ 11. During the group exercise, the group listened to the PM's suggestions, but did not follow any of them.
- _____ 12. During the group exercise, the PM was the first group member to challenge the qualifications of the other members' candidates.
- _____ 13. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate scheduled a meeting with all of the department supervisors on Monday, August 6 at 9:00 a.m.. The candidate intended to discuss the following issues at the meeting: (1) the January-June sales figures, (2) the letter of complaint from the bus tour, and (3) the letter from the Bureau of Consumer Protection. The supervisors were told to pass the information on to their subordinates. The candidate scheduled a meeting on August 8 at 3:00 with Mike Parsons and Anthony Colwell to discuss the problems in the stockroom and warehouse. The candidate intended to stress the need for a solution in light of the letter from the Bureau of Consumer Protection. All of the appointments were listed on his calendar.
- _____ 14. The candidate indicated that the employee morale problem was due to the shortage of employees and the overtime requirements, the low wages, and the lack of promotional opportunities. Since the store lost a large number of employees and has not replaced them, the remaining employees have to pick up the slack. This means that they must work harder and must also work longer hours. This increases the payroll costs and probably causes some of the employee morale problems. If more part-time employees were hired, the overtime expenses could be reduced, no additional fringe benefits would have to be paid, and employee morale would improve. Another cause of employee morale is the low wages. Since the people in the surrounding area are mainly middle class, this means that the store employees make less money than most of the other people in Carlisle. If the store paid its employees more,

it might be able to get better employees who would be less likely to be rude. Another problem is the lack of promotional opportunities. Felix Owens resigned, because he wasn't promoted. Four other supervisors have been denied store manager training, and this is going to hurt their morale. If another training class was offered, Felix Owens and the other four supervisors could go to it. This might help morale.

- _____ 15. The candidate planned to meet with the employees prior to taking inventory on Sunday to introduce himself and describe the inventory procedures. The candidate also planned to also discuss the problems with declining profits and customer complaints at that time.
- _____ 16. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal could take care of more problems than the security proposal. The store renovation proposal would bring in more customers which would increase revenue. Since new fixtures would be added, merchandise could be moved off the floor and organized. This would reduce the safety hazard and make it easier for customers to find what they wanted. In addition, the store renovation proposal would probably improve employee morale and this might reduce the problem with employee rudeness. The security proposal would only take care of problems with shoplifting and theft.
- _____ 17. During the group exercise, the PM was generally supportive in his comments, but spoke sharply to another group member who had tried to dominate the group.
- _____ 18. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) How is employee morale? (2) What indicates that there is a morale problem? (3) Is turnover higher in some departments than others? (4) Why did the employees leave? (5) Dissatisfaction with what policies? (6) How long was he employed here? (7) How much are the management employees paid? (8) What about the nonmanagement employees? (9) What about fringe benefits? and (10) Have the employees who left been replaced?
- _____ 19. When asked about the surveillance report, the candidate said that one of the employees was suspected of stealing from the company.
- _____ 20. During the group exercise, the PM interceded in two disputes between other candidates. In both cases, her solutions were supported by the majority of the group.

- _____ 21. The candidate decided to meet with the chief of security and have him double the number of security guards used, because the losses due to shoplifting and theft were too high. The candidate also decided to have the guards devote more time to those departments where the shoplifting and theft problems were greatest.
- _____ 22. The candidate indicated that the employee morale problem and the overtime problem could be corrected by hiring more part-time employees. Since the part-time employees did not get fringe benefits, it would be cheaper to hire part-time employees than to hire full-time employees.
- _____ 23. The candidate handled the in-basket items in the order in which they were provided. The candidate highlighted the department supervisors on the employee roster and wrote the department numbers on the floor plan of the store. The candidate highlighted and took detailed notes on Mr. Fyler's report on his visit to the Carlisle store and the supplemental guidelines for store managers. Because of the amount of time spent on the background and reference material, the candidate addressed only three additional items. He had Susan post the notice of the softball game and the complimentary Sunbury cola letter on the employee bulletin board. The candidate also asked Susan to contact the personnel department and tell them to send over applicants for part-time positions.
- _____ 24. The candidate decided to offer part-time employees full-time status; fix the roof on either Sunday or after the store was closed; terminate Arthur Peterson; grant Saturday and Saturday evening off to employees requesting it; move the softball game to Saturday; and do inventory on Sunday.
- _____ 25. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal had the potential to increase sales, while the security proposal could only decrease costs. With the store renovation proposal, the company could attract more customers. Since the primary purpose of having a store was to sell products, it was more important to increase sales than to decrease costs. In the long run, the store renovation proposal would give a better return on the investment.
- _____ 26. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) Is there a problem with employee morale? (2) What reasons did the employees give for leaving? (3) What policies and procedures? (4) How much are the employees paid? (6) Do the employees receive fringe benefits? and (7) Have the employees been replaced?

- _____ 27. The candidate planned to establish a policy that employees found being rude to customers would be discharged and planned to meet with Michelle Roberts the following morning to get her side of the story on the complaint of rudeness.
- _____ 28. During the group exercise, the PM periodically reminded the group of the time remaining in the exercise. After the first reminder, another member started polling the group. After the third reminder, another group member yielded to the group on the ranking of his candidate.
- _____ 29. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that he was primarily concerned with employee morale. He approved all of the leave requests and postponed the inventory one week so that it would not interfere with the softball game. He scheduled individual meetings with the four department supervisors who were denied the store manager training. He blocked out an hour for each meeting which he scheduled from 9:00 through 12:00 and 1:00 through 2:00 on Monday, August 6. Susan was asked to post notices of the inventory, softball game, Arthur Peterson's appointment as shop steward, and an announcement that full and part-time employees would be hired on the employee bulletin board. All requests for time off were granted and the department supervisors were told that in the future they should be prepared to make decisions in their departments concerning employees' schedules. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. Most of his appointments were listed on his calendar.
- _____ 30. During the group exercise, the PM was the first group member to actively campaign for her candidate.
- _____ 31. During the group exercise, the PM was conciliatory when dealing with influential group members, but bullied the quiet members.
- _____ 32. The candidate handled the in-basket items in the order in which they were provided. The candidate delegated the overtime problem to Mr. Fyler, asking him to check the employment applications to see if there were any persons on file for employment. Approximately half of the candidate's appointments were listed on his calendar.
- _____ 33. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal would bring in a higher class of customers who would be less likely to shoplift. The increased revenue could then be used to implement proposals such as the security proposal.

- _____ 34. When asked about the surveillance report, the candidate said that an employee named Peterson was pulled over by the police for speeding one evening. The police spotted three of the store's saws in his car. Peterson said that he purchased them as gifts, but the store records indicated that only one was sold that day. Earlier that evening a car had been seen in the loading area after store hours. The car took off at a high rate of speed when security approached.
- _____ 35. The candidate decided to discharge Arthur Peterson, deny the time off to the employees for the birthday party, grant the time off to Maureen Taylor's employees, accept all future shipments, and obtain more bids for the repair of the roof.
- _____ 36. The candidate indicated that the overtime problem could be fixed by hiring more employees.
- _____ 37. During the group exercise, a less active group member consistently looked to the PM for support.
- _____ 38. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the department supervisors that indicated that there had been complaints that merchandise advertised on sale was not available. In addition, she attached a copy of the ordering policy that indicated that department supervisors were responsible for seeing that their departments were adequately stocked. In this memo, she scheduled a meeting on August 6 at 1:00 p.m. and told the supervisors to be prepared to discuss ways of correcting the problem. The candidate scheduled an earlier meeting with Mike Parsons and Anthony Colwell and had Susan type a memo, establishing the appointment for 9:00 a.m. on August 6, referring to the complaint from the Bureau of Consumer Protection that advertised merchandise was not in stock, and telling each of them to make lists of the problems they were having with each other and ways to solve the problems. Most of her appointments were listed on her calendar.
- _____ 39. The candidate decided not to give the roofing contract to Arthur Peterson and decided to wait for another bid before awarding the contract. The candidate decided to transfer the two Peterson brothers to different departments, to meet with the employees before taking inventory on Sunday to introduce himself and discuss customer complaints, and to send the letter from Mrs. Tobias' attorney to the legal affairs department.

- _____ 40. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) Why is employee morale low? (2) What do you think the reasons are? (3) How much are the employees paid? (4) Do they receive fringe benefits? (5) Were the employees replaced? and (6) Why not?
- _____ 41. The candidate planned to have a department supervisor check each box as it was unloaded during deliveries.
- _____ 42. During the fact finding exercise, the candidate's pace was moderate. He paused four times to review his two pages of notes before initiating a new line of questioning. His presentation included specific and general information about the proposal he selected. Most of the candidate's responses to assessor questions were general, and he often repeated the same response to similar assessor questions. The candidate was actively involved in the group discussion.
- _____ 43. During the proposal presentation, the candidate announced that he had selected the store renovation proposal. He indicated that the store renovation was needed, because nothing had been done to the store in 15 years and that a consumer survey had indicated that 55% of the customers thought the store was "downright tacky." The store renovation proposal cost \$102,000 and included a new ceiling and lighting, which cost \$30,000; new flooring, which cost \$19,000; and new fixtures, which cost \$53,000. The candidate pointed out that a report from Mr. Fyler had said that the paint was peeling. In addition, there was a problem with exposed pipes and uneven flooring. The uneven flooring could cause an accident, and the store already had one legal problem involving an accident. The store renovation proposal was expected to bring in new customers and improve employee morale. As the population was mainly middle class, they would be accustomed to shopping in attractive stores and the store renovation project was needed to bring these people back into the store. The unattractive appearance of the store was also identified as a factor contributing to the low employee morale. By improving the store, employees would feel better about themselves and the company and might be less likely to be rude. The candidate had random eye contact and spoke clearly.
- _____ 44. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal would bring in more customers, and that this was more important than lowering costs.

- _____ 45. During the group exercise, the PM suggested that the strengths and weaknesses of each candidate be listed on the easel by a particular group member. The other group member complied. After a prolonged discussion on the importance of different store manager qualifications, the candidate suggested a differential weighting system that was adopted.
- _____ 46. During the group exercise, the PM aggressively stressed her position until other group members resisted. She appeared to consider the other members' positions and then resumed her aggressive behavior.
- _____ 47. The candidate read the background material provided first. Then he skimmed the items and put related items together. The candidate indicated that the most important item was the problem with the Bureau of Consumer Protection. He told Susan to make copies of the letter from the Bureau of Consumer Protection for the supervisors of furniture, hardware and tools, appliances, plant and garden, and camera and hobby. Susan was told to distribute these letters to the supervisors along with a notice to meet with him on Friday, August 3 at 10:00 a.m. to discuss the problems.
- _____ 48. During the group exercise, the PM reminded the group that everyone's candidate couldn't be the store manager and suggested that her candidate be ranked number 6. The group agreed, and other group members began to identify problems with their own candidates.
- _____ 49. The candidate decided to have the inventory on Sunday August 5, after the softball game so that the inventory would be done without hurting employee morale. The candidate did not want to postpone the inventory, because a lot of merchandise could not be located.
- _____ 50. During the group exercise, the PM's joined the challenges of other group members, but did not initiate any.
- _____ 51. The candidate handled the in-basket items in the order presented. If she did not know what to do with an item, she moved on to the next one. She asked Susan to post the notices for the softball game, the inventory, and Arthur Peterson's appointment as shop steward. She also asked Susan to set up a meeting for her to speak to Felix Owens.
- _____ 52. The candidate planned to have the roof repaired over the next four Sundays.
- _____ 53. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate scheduled a joint meeting with Ronald McKeever,

Felix Owens, and Mike Parsons on Thursday, August 3 at 1:00 to discuss the possible termination of Arthur Peterson. Felix Owens was asked to plan to stay after the meeting to discuss the possibility of remaining with the company. The candidate scheduled another joint meeting involving Mike Parsons and Anthony Colwell to discuss the problems between the stockroom and the warehouse and arrive at a solution. The candidate delegated responsibility for all department supervisors to make decisions regarding requests for time off. There were no notations on the calendar or any other reference material provided to the candidate.

- _____ 54. During the fact finding exercise, the candidate had ten pauses in excess of ten seconds. The candidate responded to 15 of the in-basket items with short notes and memos which typically ran no more than a quarter of a page. The candidate's pace was moderate during the proposal exercise. The candidate paused before responding to all questions and remained silent after two questions. During the group exercise, the candidate slumped in his chair and looked out the window while the other PMs made their presentations. The candidate participated in a few sidebars, but did not address the whole group during the discussion.
- _____ 55. During the group exercise, the PM's statements were all in support of suggestions made by other group members.
- _____ 56. When asked about the surveillance report, the candidate said that it concerned an employee named Arthur Peterson, who was accused of theft. One evening after the store was closed, Peterson was observed on the loading dock. Much of the theft appeared to occur after store hours, so the security people were suspicious. Peterson was involved in an argument with the supervisor of the stockroom and receiving area concerning keys being missing. There was also another incident where a car was spotted in the loading dock after hours. When the security people went to investigate, the car sped away. That same evening Arthur Peterson was pulled over for speeding by the local police who noticed that Peterson had three of the store's saws in the backseat. Peterson said that he bought them as gifts. The store's records indicated that only one saw was sold that day. Peterson was the same person who was appointed shop steward.
- _____ 57. The candidate decided to hire Ferdinand & Son to do the roof repair, discharge Arthur Peterson, conduct an exit interview with Felix Owens, approve all requests for time off, refer Mrs. Tobias' injury to the legal affairs department, and meet with department supervisors about declining profits and customer complaints.

- _____ 58. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) What has been done about employee morale? (2) Why not? (3) Why do you think the employees are leaving? (4) Could the employees be dissatisfied with their pay? and (5) How much are the employees paid?
- _____ 59. The candidate planned to meet with the department supervisors prior to conducting inventory on Sunday to review the procedures. The candidate intended to postpone the softball game until the following week.
- _____ 60. The candidate indicated that the employee morale problem was caused by employees having to work a lot of overtime.
- _____ 61. When asked why the store renovation proposal was more important than the security proposal, the candidate said that nothing had been done in the store for 15 years and the store was in bad shape.
- _____ 62. The candidate decided to allow two of the five employees in Maureen Taylor's department to have the day off, because there would not be enough employees to cover the store if all of the employees were given the time off. Giving all of the employees the day off who had requested it would put an unfair burden on the other employees and reduce the quality of service. The candidate considered granting the time off to all five people and moving salespeople from other departments, but rejected this idea, because the other salespeople would not be familiar with the merchandise.
- _____ 63. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) Does the store have a problem with employee morale? (2) What were their reasons for leaving? (3) What policies and procedures? (4) Such as? (5) What is the policy on promotions?
- _____ 64. During the group exercise, the PM initially dominated the group.
- _____ 65. The candidate's pace was moderate during the fact finding exercise. Two of the assessor's five clues were provided because of candidate pauses. The candidate's proposal presentation lasted four and three-quarters minutes. The candidate paused before responding to each question and challenge provided by the assessor. The candidate never did respond to three of the questions. The candidate was the least active of the group members. The candidate's participation was generally limited to supporting other group members.

- _____ 66. During the group exercise, the two store manager qualifications suggested by the PM were accepted by the group.
- _____ 67. The candidate decided to change the date of the inventory to Saturday, August 4 so that it would not interfere with the softball game. The candidate wanted to keep the softball on the date scheduled because employee morale was already low and canceling the game would make it worse.
- _____ 68. During the group exercise, the PM challenged another group member twice.
- _____ 69. The candidate skimmed each of the in-basket items, grouping related problems, and then prioritizing the issues in order of importance. The candidate began with the most important issue, which she said was the potential litigation from Mrs. Tobias' injury. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to C. K. Newcastle in legal affairs. In her letter to Newcastle, she stated that a report by Mr. Fyler had indicated that there was a problem with merchandise stocked in the aisle. The candidate asked Susan to send a copy of these letters to Mr. Fyler for his information. The candidate scheduled a meeting with the department supervisors on Friday, August 3, at 2:00 to discuss the poor condition of the store and the potential legal problems if other customers were injured. With regard to the roofing problem, the candidate intended to call Ferdinand and notify him that he would be given the roofing contract and that the work should be done over the next four Sundays, since the guidelines indicated that the store was closed Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks. The candidate also sent a memo to Mr. Ambridge advising him that the roofing contract had been awarded to Ferdinand, that the work should be completed within four weeks, and advising Ambridge of the potential legal cases involving the roof and Mrs. Tobias' injury. All of her appointments were listed on her calendar.
- _____ 70. During the proposal presentation, the candidate indicated that he picked the store renovation proposal, because he believed that the store's poor physical condition had a lot to do with the public not coming in and the profits going down. The proposal included drop ceilings, which would cover up the pipes and the peeling paint and would also reduce the noise; new lighting, which would help the atmosphere; and new shelving and carpet. The proposal cost \$102,000, which wasn't bad since nothing had been done in 15 years. Once the store was fixed up, customers would

want to shop here, and the profits would increase. Then the store could put in place some of the other proposals. The candidate had eye contact and used voice inflection and hand gestures.

- _____ 71. During the group exercise, the PM opposed another group member who had been dominating the discussion. Three other group members repeatedly supported these challenges.
- _____ 72. During the group exercise, the PM initially dominated the discussion. When another group member became equally active, he opposed her. When this failed, he attempted to win her support.
- _____ 73. During the group exercise, the PM suggested that the group give one point to each candidate for every desired qualification that the candidate possessed. He also suggested deciding the ranks based on the number of points each candidate had. The group complied.
- _____ 74. During the fact finding exercise, the candidate asked the following questions concerning employee morale: (1) Why is employee morale low? (2) What did the letter say? (3) Was he a good supervisor? and (4) Why wasn't he promoted?
- _____ 75. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the most important thing was to increase sales. Since the store was in a good location and didn't have any competitors, it was possible to make the store profitable again.
- _____ 76. The candidate planned to meet with the department supervisors the Friday before inventory to review the inventory procedures. The candidate planned to have the employees check the pricing on items while they were performing the inventory. The candidate intended to use the results of the inventory to decide what items to place on sale.
- _____ 77. The candidate asked 62 questions and had one page of notes in the fact finding exercise. The candidate wrote eight letters, five memos, and 12 notes in the in-basket. The candidate's pace was moderate during both the proposal and group presentations. During the questioning portion of the proposal exercise, the assessor was able to obtain most of the information that the candidate knew by asking two questions on each topic. The candidate was a moderately active PM in the group discussion.

- _____ 78. The candidate decided to give the roofing contract to Ferdinand & Son, to pay the leasee department for expenses associated with damaged goods, to try to convince Felix Owens to stay, to grant the time off to Maureen Taylor's employees, to pay all of Mrs. Tobias' expenses. The candidate was going to continue surveillance on Arthur Peterson and was going to investigate the customer complaints.
- _____ 79. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) Have there been any complaints? (2) What's in the letter? (3) Which departments? and (4) Were there any other complaints? and (5) Who was the employee?
- _____ 80. The candidate read through the background information provided in the in-basket before taking a look at any of the other items. She then skimmed each of the remaining in-basket items, grouping related problems before addressing each issue. The candidate then ordered the issues according to how long it would take to complete. The candidate started with the issue requiring the least time, the complimentary Sunbury cola letter, which she sent to the grocery department. The next items that she addressed were notices concerning inventory and Arthur Peterson's appointment as shop steward. She asked Susan to post both of these. She forwarded the letter concerning Mrs. Tobias' accident to the legal affairs department and sent the letter concerning the damaged auto to Ronald McKeever.
- _____ 81. The candidate decided not to award the roofing contract to Arthur Peterson because Peterson works for the company and would be taking inventory on the date that the candidate wanted the work on the roof done.
- _____ 82. The candidate indicated that the employee morale problem was caused by the employees having to work a lot of hours and not having the opportunity to get ahead.
- _____ 83. The candidate decided to hire Ferdinand & Son to repair the roof, conduct inventory on Saturday, hold the softball game as planned on Sunday, deny all requests for time off on Saturday, have employees check the prices of merchandise for inconsistencies, and have the department supervisors check to make sure that sale items were in stock. The candidate indicated that he did not have enough information to make a decision on Arthur Peterson.

84. During the group exercise, the PM suggested that the group decide what characteristics were important for a store manager. After the group identified important qualifications, the PM suggested that the group list the names of the candidates behind the qualifications on the easel and rank the candidates based on the number of qualifications possessed. This was done by the person at the easel. Twice during the exercise, the PM resolved disputes between other group members.
85. The candidate handled the in-basket items in the order in which they were presented. The candidate asked Susan to post the softball notice and the complimentary letter from Elise Holmes on the employee bulletin board. The candidate passed copies of Mr. Fyler's overtime memo to all department supervisors, asking them to take care of the problem.
86. During the group exercise, the other group members directed their comments and suggestions to the PM.
87. During the group exercise, the PM suggested that the group disregard the instructions and divide the wage increases among all candidates who were not selected for either the store manager or assistant store manager positions.
88. During the proposal presentation, the candidate said that he picked the merchandise control proposal. This proposal was selected, because of the problems the store had with not having sale items in stock, with having different prices on the same items, and with problems of shoplifting and theft. This system would automatically check-in all merchandise in receiving and would automatically record the price of items when cashiers checked people out. It would also keep a listing of all the merchandise that was in stock. This would tell the manager if there was enough merchandise for a sale and could also be used to determine how much was lost from shoplifting and theft. If the figures from the inventory did not match with the computer, then the merchandise probably walked out the door. This system would eliminate the check-in and check-out errors, so the company would have an easier time accounting for missing merchandise. The computer could be programmed to automatically order merchandise once it dropped below a certain level. It could also show which items sold fast so that the store manager would know to order more. This way the proposal could both increase sales and cut losses. The candidate used voice inflection.
89. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the costs from shoplifting and theft were lower than

the loss of sales. Since the store renovation proposal would increase sales, this proposal should come first.

- _____ 90. The candidate indicated that the employee morale problem was probably created by the lack of opportunities for advancement. Felix Owens resigned from his position, because promises made to him concerning promotion were not kept. Recently four other supervisors were turned down for store manager training. They might also leave when they get the news.
- _____ 91. The candidate planned to have the merchandise control system installed on the same Sunday that the inventory was performed. The store would be closed the following Monday so that the inventory could be entered in the data base and the system would be current. The candidate planned to have the employees check for and correct pricing errors while conducting inventory. The store could then use the results of the inventory to determine what items would be placed on sale. Those items that were plentiful would be the sale items.
- _____ 92. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had lost over \$31,000 because of this problem. One employee was already under surveillance for theft. The proposal cost \$99,000 and included a sonic alarm system that would notify the local police if it detected the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The total cost of the proposal was \$98,000. Looking at the loss from shoplifting and theft this past year, the system would pay for itself in three years. In addition, the company could cancel its contract for the security guards and reduce that expense. The sonic alarm system was especially needed because the records indicated that the greatest percentage of theft occurred after store hours. The closed-circuit cameras could be installed in those departments where shoplifting was the greatest. The special tags could take care of any shoplifting missed by the cameras. The candidate established and maintained eye contact.
- _____ 93. During the group exercise, the PM initially used a calm voice when expressing her disagreement with the position of another group member. As the disagreement continued, her voice slowly became firmer and somewhat louder. As a last resort, she became sarcastic.

- _____ 94. When asked about employee morale, the candidate said that many of the employees have resigned. Other employees have asked for transfers. Since the employees had not been replaced, the remaining employees had to work a lot of overtime. In addition, Felix Owens, a department supervisor, has turned in his resignation. The reason given was the promotional policies.
- _____ 95. The candidate handled the in-basket items in the order provided until she realized that the items were related. Then she skimmed all of the items and prioritized them in order of importance. The candidate indicated that the complaints were most important items, and that the complaint from the Bureau of Consumer Protection was the most important of all. The candidate scheduled separate meetings with the supervisors of each department involved in the Bureau of Consumer Protection letter. She also scheduled a meeting with Michelle Roberts to discuss the bus tour complaint. The candidate asked Susan to post the notices concerning the inventory and Arthur Peterson's appointment to shop steward. There were no notations on the calendar or other reference material.
- _____ 96. The candidate decided to hire more part-time employees to reduce the overtime problem, because part-time employees were less costly than full-time employees since they did not get any fringe benefits.
- _____ 97. During the proposal presentation, the candidate said that her proposal involved cleaning up the store. The walls would be repainted, a new ceiling would be put in, and carpet would be put in. The store had problems with peeling paint and exposed pipes. It was also dirty. The paint would cover up the dirt, and the new ceiling would cover up the pipes and the peeling paint. Once this was done, then more people would shop in the store and sales would increase. The candidate had random eye contact.
- _____ 98. When asked about employee morale, the candidate said that a lot of the employees have resigned. A department supervisor had just turned in his resignation.
- _____ 99. The candidate's pace was moderate during the fact finding exercise. The candidate picked up and followed up on all five of the assessor clues. The clues followed candidate questions which would not yield useful information. The candidate's presentations during the proposal and group exercises lasted 7 1/2 and 3 1/4 minutes respectively. The candidate was one of three active members in the group exercise.
- _____ 100. During the group exercise, the PM initially glared at a

- _____ 100. During the group exercise, the PM initially glared at a group member who was dominating the group. She then actively opposed him in discussion. When this did not work, the PM began directing questions towards other group members and ignored her adversary.
- _____ 101. During the group exercise, the candidate indicated that her candidate had serious faults and should not be the store manager. The group agreed. The PM then questioned other group members on the qualifications of their candidates while another group member checked off which candidates had the desired characteristics. The PM reviewed the listing and proposed a ranking of the candidates. His proposed ranking was approved by the group for four of the six candidates. When two of the other group members disputed the ranking of their candidates, he proposed that the order for these two be reversed and the task was completed.
- _____ 102. During the group exercise, the PM initially limited her role to that of an observer. When the discussion turned to qualifications desired in a store manager, she provided a few suggestions and supported positions taken by others.
- _____ 103. The candidate indicated that the employee morale problems were made worse by the shortage of employees. Since the store has not replaced the employees who left, the remaining employees have extra work to do. In addition, they have to work longer hours. This hurts morale and increases payroll expenses. This problem could be corrected by giving the good part-time employees the opportunity to become full-time employees and hiring more part-time employees. Employee morale may also be low with the department supervisors. Felix Owens', a supervisor, resigned because of the lack of promotional opportunities. This problem may become more widespread, since four other supervisors have been denied store manager training. If the supervisors have a morale problem, it might rub off on their subordinates. In addition, Felix Owens' resignation will probably hurt morale since he is well liked by the employees.
- _____ 104. The candidate decided to let the department supervisors make decisions regarding employees' work schedules, to send the letter from Mrs. Tobias' attorney to the legal affairs department, to meet with department supervisors about declining revenues and customer complaints, and to gather more information on Arthur Peterson and the condition of the roof.

- _____ 105. The candidate decided to reschedule the softball game for the following Sunday because it was more important to do the inventory than to have the softball game. The inventory was important because of complaints from the Bureau of Consumer Protection and the problem with shoplifting and theft. Although there was a problem with employee morale, this problem was believed to be less important than the other problems.
- _____ 106. The candidate skimmed through all the material before taking action on any of the items. The candidate indicated that she thought the biggest problem was the handling of merchandise. She wrote a memo describing the problems from the perspective of both the warehouse and the stockroom. In addition, she attached a copy of the complaint from the Bureau of Consumer Protection, with the section on sale merchandise not being available highlighted. The candidate scheduled an appointment to meet with Colwell and Parsons on Friday, August 3 at 10:00. The purpose of the meeting was to find a solution to warehouse and stockroom problems. A second meeting scheduled for Monday, August 6 at 9:00 a.m.. All department supervisors were advised in a memo to attend this meeting to discuss current inventory levels, ways to keep sufficient stock in hand, and ways to keep the inventory out of the aisles of the store.
- _____ 107. During the group exercise, the PM yielded to all challenges from other group members.
- _____ 108. During the group exercise, the PM's suggestions were repeatedly dismissed by the other group members.
- _____ 109. The candidate planned to meet with the department supervisors on Friday to review the inventory procedures for the following Sunday. He planned to have the employees correct pricing errors while they were conducting the inventory. The candidate also planned to install the merchandise control system on the same Sunday that inventory was performed and to close the store the following Monday so that the results of the inventory could be entered in the data base. The inventory information would be used to determine the items to be offered for sale during the new few weeks. After the merchandise control system was in operation for a month, those items that had not sold well would be placed on sale. In addition, the candidate planned to have the roof repaired during that Sunday and Monday since the store would already be closed.
- _____ 110. The candidate decided to reschedule the softball game; conduct the inventory on Sunday, August 5; pay for merchandise damaged because of the leaking roof; pay damage to the automobile; meet with department managers who

were not included in store manager training program individually; discharge Arthur Peterson; and wait until additional bids were received to decide on the roofing contract.

- _____ 111. During the fact finding exercise, the candidate continuously asked questions and was in the middle of a question when the exercise ended. During the proposal and in-basket exercises, the candidate provided comprehensive answers to the assessors' questions. The candidate was the most active PM in the group exercise.
- _____ 112. When asked about employee morale, the candidate said that a lot of the employees have resigned.
- _____ 113. The candidate skimmed through the items and sorted those that were related. The candidate asked Susan to make copies of the letter from the Bureau of Consumer Protection for the supervisors of the hardware and tools, furniture, appliances, and plant and garden departments. The candidate wrote a memo to accompany the copied letter, reminding the supervisors that the supplemental guidelines indicated that they were responsible to maintain sufficient quantities of the products. They were told to take care of the problem and to get the merchandise that was in stock out of the aisles before any more customers were injured. The candidate sent the letters from Mr. Ennis and Mr. Butler to Mr. Ambridge, the District Retail Manager.

General Performance Dimensions

- _____ 1. The candidate made decisions on most of the more critical in-basket issues and some of the less critical items. The candidate considered alternative courses of action on the more critical issues and provided logical reasons for all of the decisions. Some of the implementation plans were detailed.
- _____ 2. From time to time the candidate disagreed with other individuals and the group as a whole. When other group members provided persuasive arguments, the candidate frequently changed his position. The candidate was an active member of the group, and many of his suggestions were adopted and proved helpful.
- _____ 3. The candidate obtained and provided some general and some specific information. He identified the obvious relationships among in-basket items and referred to these relationships when presenting and defending his recommendations. His arguments were logical and persuasive.
- _____ 4. The candidate made decisions on all of the more critical in-basket items and many of the less critical items. Her decisions were supported by specific facts provided in the in-basket and she often considered alternative courses of action. The implementation plans on those items she identified as most important were more detailed than the plans for items she considered less important.
- _____ 5. The candidate smiled frequently and occasionally made a humorous remark that relieved the tension during the group exercise. The candidate sometimes disagreed with another individual, but tended to go along with the group. From time to time, the candidate offered suggestions that were adopted by the group and contributed to the group's progress.
- _____ 6. The candidate made decisions on some of the more critical and most of the less critical issues. Some of the decisions were interim decisions. Most of the decisions made were logical, and some dealt with more than one problem. The candidate provided a few general implementation plans,
- _____ 7. The candidate's abrasive manner alienated most of the people with whom he came in contact. The candidate was an active member in all disputes that occurred during the group exercise, and frequently initiated them.

- _____ 8. The candidate "rubber stamped" or delegated most of the decisions on the in-basket items. Some of the reasons given for the decisions were logical. There were no implementation plans.
- _____ 9. The candidate was submissive when dealing with individuals who occupied positions of authority, but was domineering when interacting with other candidates. When the candidate offered suggestions, the other group members exchanged glances or rolled their eyes.
- _____ 10. The candidate handled the in-basket items in the order presented, noting obvious relationships among items. His presentations and responses to questions indicated that his knowledge of the material was mostly general. When questioning others, he gained some specific information.
- _____ 11. The candidate made decisions on some of the more critical and all of the less critical issues. The candidate almost always provided a logical reason, based on the material provided, for his actions. A few general implementation plans were developed.
- _____ 12. The candidate made many interim decisions. The candidate addressed most of the less critical items and some of the more critical issues. Many of the more critical items were delegated or referred to others. She occasionally considered alternative courses of action. The rationale given for most decisions was logical.
- _____ 13. The candidate's comments and suggestions indicated that he had paid close attention to what was said by others in the group. The candidate tended to play a minor role in the normal functioning of the group, but emerged as an active participant whenever the group faced an obstacle. Invariably, his suggestions corrected the problems, and the other group members began to turn to him when they encountered problems.
- _____ 14. The candidate provided mostly specific and some general information in his presentations, which were orderly and easy to follow. During his presentations, the candidate maintained eye contact and used voice inflection. When questioned by others, the candidate generally provided new information and made logical inferences based on the material provided.
- _____ 15. The candidate was actively involved in all of the exercises. During the early portion of the group discussion, he competed with another member for control of the group. He ultimately gained control and retained it. The candidate was usually courteous with all of the group

members, but was particularly attentive to the group members who made the most persuasive arguments.

- _____ 16. The candidate made decisions on most of the in-basket items. The candidate sometimes considered alternative solutions. Most of the decisions were logical, and some dealt with two problems simultaneously. There were some general plans for implementing the decisions.
- _____ 17. The candidate handled the in-basket items in order and identified only the most obvious relationships among the items. When questioned about problems facing the store, the candidate presented mainly general information and frequently repeated information he had previously provided. When questioning others, he focused on superficial aspects of the problems.
- _____ 18. The candidate skimmed over all of the in-basket items before taking action on any of them. She handled related items together and described the relationship between various items to justify actions taken in the in-basket and recommendations made in her proposal. The candidate provided detailed and specific answers to questions posed by others.
- _____ 19. The candidate's comments and suggestions indicated that he rarely paid attention to what others in the group had said. The candidate played a major role in the group discussions and initially dominated the group. As the discussion continued, other group members began to ignore him.
- _____ 20. The candidate made decisions on most of the critical in-basket issues and many of the less critical items. The candidate usually provided logical reasons for his decisions. Some of the decisions resolved multiple issues. Some detailed plans were developed.
- _____ 21. The candidate considered a number of alternatives for many of the in-basket items attempted. She provided detailed explanations for her decisions and outlined specific implementation plans. The candidate made decisions on most of the critical in-basket issues and many of the less critical items.
- _____ 22. The candidate identified a few of the more obscure and all of the obvious relationships among the in-basket items. He generally considered one problem at a time when predicting the effect of a given course of action. Most of the information that he provided in presentations and in response to questions were general.

- _____ 23. The candidate "rubber stamped" the less critical items in the in-basket and indicated that more information was needed for the more critical problems. The reasons given for the decisions made were logical, but self-evident. There were no implementation plans.
- _____ 24. The candidate was domineering and critical of others' ideas. The other candidates generally responded with anger to his attacks and ignored most of his suggestions.
- _____ 25. The candidate sorted the in-basket items into categories and always handled all of the items within a stack together. He identified many complex relationships among the items and provided a comprehensive description of the effect of various courses of action. His attention to detail was reflected in his questions, presentations, and responses to questions.
- _____ 26. The candidate was sometimes abrasive in his directions to other group members. Since his suggestions were normally effective, the group often went along with his ideas.
- _____ 27. The candidate frequently jumped from topic to topic in her presentations and questioning of others. The material she presented was mostly general and reflected a recognition of obvious relationships among the issues. When questioned or challenged by others, she frequently repeated arguments that she had made earlier.
- _____ 28. The candidate was the least active of the members in the group discussion. The group listened to the few suggestions that she made, but none were adopted. She sometimes supported positions taken by the most powerful group members. She rarely challenged anyone, and when she did, the challenges were directed towards other less active members.
- _____ 29. The candidate jumped from topic to topic in his questioning and his presentations. Almost all of the information that he provided was general and his questions were mainly surface probes. The candidate identified a few of the obvious effects of various courses of action.
- _____ 30. The candidate served mainly as an observer during the first 15 minutes of the group discussion. She then provided some suggestions for ways to do the ranking, most of which were adopted. The candidate tended to ignore the less active members of the group and focused her attention on the other two active members.

- _____ 31. The candidate handled the in-basket items in the order presented and identified only the most obvious relationships between problems and solutions. His questions consisted almost completely of surface probes.
- _____ 32. The candidate made decisions on some of the items she identified as most critical and most of the other items. She "rubber stamped" any decisions that were suggested by others and passed many of the critical items to other people to handle. Some of the decisions reached were not supported by information in the in-basket. There were a few vague implementation plans.
- _____ 33. The candidate made decisions on some of the less crucial in-basket items. She passed the more critical in-basket items on to other people. Some of her decisions were logical.
- _____ 34. The candidate frequently provided solutions for obstacles faced by the group. Most of these solutions were adopted. The candidate was usually courteous when dealing with other group members. He sometimes changed his position in response to logical arguments.
- _____ 35. The candidate handled the in-basket items in the order presented and identified a few obvious relationships among the items. She jumped from topic to topic in her presentations and questioning of others and was very difficult to follow. She provided and obtained only general information.
- _____ 36. The candidate often provided direction to the other participants in the group. Many of his suggestions provided ways around obstacles faced by the group. He frequently changed his position in response to logical arguments, but generally refused to yield if the argument was based on an emotional appeal.
- _____ 37. The candidate was systematic in her questioning of others. Her presentations were easy to follow and she provided a comprehensive description of the effect of her proposed solution on many of the problems facing the store. She often provided detailed answers to questions, and her responses to challenges were usually logical and persuasive.

APPENDIX E
Revised Retranslation of Behavioral Items
to Performance Dimensions
Form 2

Instructions for Retranslation of Behavioral Items
to Performance Dimensions

Form 2

The selection research district, in cooperation with the assessment center, is working on a project to develop rating scales for each of the specific performance dimensions used in the assessment center. These rating scales will provide assessors with descriptions of candidate performance at three levels of effectiveness on each performance dimension, and will serve as guidelines concerning the distinctions among levels of performance. In addition, research will be conducted on the effectiveness of three general performance dimensions which are more broadly defined than those currently used.

In order to develop the rating scales, it is necessary that examples of behaviors be identified which represent each of the performance dimensions. The purpose of this task is to identify those behaviors. You have been asked to retranslate the attached behavioral items to the performance dimensions because of your experience as assessors.

There are 150 behavioral items to be retranslated. Most of these items will be retranslated to the 14 specific performance dimensions currently used; the writing fluency, scholastic aptitude, and self-objectivity performance dimensions will not be used. The remainder of the behavioral items will be retranslated into the three general performance dimensions. The letter codes to be used to designate the performance dimensions and definitions for the performance dimensions are attached to the behavioral items. Please be sure to identify only one performance dimension for each behavioral item.

Since many candidate behaviors are associated with more than one performance dimension, some guidelines are provided to help you determine which performance dimension is most appropriate. These guidelines are found at the front of the behavioral items.

If you have any questions, feel free to contact me. My office number is (703) 974-5762 and my home telephone number is (301) 676-0444. Please have the retranslation completed by Thursday, June 29, 1989, and return the packet to either John Thompson or Rosemary McCarthy on that date.

Specific Performance Dimensions

Code

E Energy:

To what extent can the individual continuously maintain a high level of work activity?

Sources: Primary - All Exercises

I Impact:

To what extent does the individual make an impression on others?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
 Proposal Exercise

L Leadership:

To what extent can the individual effectively lead a group to accomplish a task without incurring hostility?

Sources: Primary - Group Exercise

BF Behavior Flexibility:

To what extent can the individual, when motivated, modify his or her behavior to reach a goal?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

A Autonomy:

To what extent does the individual take independent action?

Sources: Primary - Group Exercise

Secondary - Proposal Exercise

FFO Fact Finding - Oral:

To what extent does the individual effectively interact with another person to obtain information regarding a problem?

Sources: Primary - Fact Finding Exercise

Secondary - Group Exercise

FFW Fact Finding - Written:

To what extent can the individual effectively obtain information regarding a problem from available written sources?

Sources: Primary - In-Basket Exercise
Proposal Exercise
Group Exercise

O Organizing:

To what extent can the individual effectively structure his or her work and the work of others for the most efficient accomplishment of a task(s)?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise
Group Exercise

II Interpreting Information:

To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Sources: Primary - In-Basket Exercise
Proposal Exercise

Secondary - Group Exercise

P Planning:

To what extent can the individual effectively plan his or her own work and the work of others?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

D Decisiveness:

To what extent is the individual willing to make decisions when required?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

DM Decision Making:

To what extent can the individual make decisions of high quality?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

OP Oral Presentation:

To what extent can this individual effectively present an oral report to an individual or a small group?

Sources: Primary - Proposal Exercise
Group Exercise

OD Oral Defense:

To what extent can this individual, when presenting ideas orally, effectively respond to challenges and questions raised by others?

Sources: Primary - Proposal Exercise

Secondary - Group Exercise

Guidelines for Specific Performance Dimensions

1. If the behavioral item describes a candidate's presentation, code the item as oral presentation, even though components of the item may also be categorized as decision making, fact finding - written, interpreting information, etc.

For example:

During the proposal presentation, the candidate said she picked the store renovation proposal because it was the only proposal that could increase sales. This proposal included the installation of a drop ceiling, new floors and carpeting, new lighting, and new fixtures. The proposal cost \$102,000. The candidate maintained contact except when referencing her notes.

2. If the behavioral item describes a candidate's response to questions, challenges, and rejections, code the item as oral defense, even though components of the item may also be categorized as fact finding - written, interpreting information, autonomy, etc.

For example:

When the assessor challenged the store renovation proposal, the candidate responded that the company had to start putting money back into the store if it expected profits to increase. He went on to say that the store had been going down hill for three years now, and it was going to take some time and money to get it back on its feet.

3. If the behavioral item lists decisions without reasons, the item should be coded as decisiveness.

For example:

The candidate decided to have Ferdinand & Sons repair the roof, discharge Arthur Peterson, conduct inventory on Sunday, and postpone the softball game.

4. If the behavioral item includes decisions and rationale for the decisions, it should be coded as decision making even though components of the item may also be categorized as fact finding - written, interpreting information, etc. This does not include behavioral items which describe candidate presentations or defenses.

For example:

The candidate selected Ferdinand & Sons to do the roofing, because they could start the work right away and provided a range of the expected cost. It was important to have the roof repaired immediately because one of the leased departments threatened to take legal action if the problem was not taken care of soon. The leased department had merchandise damaged from the leaking roof.

5. If the behavioral item presents the rationale for a course of action or the likely effect of a course of action without explicitly referring to a decision, then the item should be coded as interpreting information.

For example:

The candidate said that the noise problem could be corrected by the installation of a drop ceiling and the atmosphere could be improved by the new lighting. This would be expected to increase sales and improve employee morale.

6. If the behavioral item describes candidate behavior in the group exercise that helped the group progress toward its goal, the item should be coded as leadership.

For example:

During the group exercise, the PM suggested that the candidate qualifications be listed on the easel; another group member listed the qualifications on the easel.

General Performance Dimensions

Code

A Administrative Skills:

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Sources: Primary - In-Basket Exercise

Secondary - Proposal Exercise

I Interpersonal Skills:

To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Sources: Primary - Group Exercise

Secondary - Fact Finding Exercise
Proposal Exercise

C Intellectual/Communication Skills:

To what extent can the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Sources: Primary - All Exercises

Guidelines for General Performance Dimensions

1. If the behavioral item describes the candidate's relationship with other group members and/or energy level, the item should be coded as interpersonal skills.

For example:

The candidate was actively involved in the exercises throughout the day. He frequently challenged the other members of the group and was involved in most of the disagreements that occurred during the exercise. The candidate rarely changed his position on issues, regardless of the amount of pressure placed on him by others in the group.

2. If the behavioral item describes the candidate's willingness to make decisions, the quality of the decisions, or planning ability, the item should be coded as administrative skills.

For example:

The candidate made decisions on the easiest in-basket items and tended to request more information on the more difficult items. The candidate's decisions were logical, and there were a few vague implementation plans.

3. If the behavioral item describes the candidate's ability to organize and interpret information or the candidate's ability to present or defend his ideas, the item should be coded as intellectual/communication skills.

For example:

The candidate skimmed through the in-basket items before taking action on any of them. The candidate identified obvious relationships among the in-basket items and described some of these relationships in his presentation. The candidate obtained and presented mainly general information.

Specific Performance Dimensions

- _____ 1. The candidate reviewed the background information on the store before reviewing any of the other in-basket items. The candidate highlighted portions of the report on Mr. Fyler's site visit to the store; he also highlighted the names of the department supervisors on the employee roster. The candidate noted on the employee roster those employees who had requested time off Saturday evening, and then decided to let the department supervisors make the scheduling decisions. The candidate also delegated the responsibility for hiring more employees to the department supervisors.
- _____ 2. During the group exercise, the PM periodically shook his head "no," but did not voice opposition.
- _____ 3. The candidate said that the overtime problem could be taken care of by giving the part-time employees the chance to become full-time employees and hiring more part-time employees.
- _____ 4. The candidate planned to establish a policy that only stockroom employees would be allowed in the stockroom and loading areas.
- _____ 5. During the group exercise, the candidate frequently used rambling lead-ins and stated opinions. The candidate had prepared one page of notes on the problems facing the store. The candidate generated five letters, nine memos, and 16 notes in the in-basket. The candidate's presentation for the proposal exercise lasted nine and one-quarter minutes and was quite specific. The candidate read his presentation in the group exercise at a rapid pace. The candidate participated in numerous sidebars, but was not very vocal in addressing the entire group.
- _____ 6. When asked about employee morale, the candidate said that the store had lost a lot of its employees. Recently, Felix Owens, a department supervisor submitted his resignation. He said that the reason he was leaving was because he had not been given the promotions he had been promised. Four other department supervisors have just been denied training as store managers. This could also hurt morale.
- _____ 7. During the group exercise, the PM and another group member had competed for control of the group. The other group member yielded and began actively seeking the PM's support.

8. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company needed to know what merchandise it had and where the merchandise was. Many of the customers said that the store was disorganized. You can't expect the employees to know what the store has and what it doesn't have if management doesn't even know. This proposal would include a computer terminal, which would keep an up-to-date record of all of the merchandise. Items would be checked-in with an electronic pen in the receiving area and would be checked-out at the time of a sale at the cash registers. The manager could check at any time to see how much merchandise was there. This would mean that the manager could make sure that there were enough items for sales. This would result in more sales. The candidate maintained eye contact except when referencing her notes.
9. The candidate decided to try to talk Felix Owens into staying, have Ferdinand & Son repair the roof, move the leasee's merchandise into the stockroom and reimburse the company for merchandise lost, conduct inventory on Sunday after the softball game, discharge Arthur Peterson, hire more part-time employees, have each department supervisor check the prices of items and make sure that sale items are in stock, and meet with the staff to discuss the declining profits and complaints of employee rudeness.
10. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. He indicated that he was most concerned about employee morale. The first item that he handled was Felix Owens' resignation. He scheduled a meeting with Felix for Friday, August 3 at 11:00. The candidate indicated that he had delegated the responsibility for granting time off to the department supervisors. In addition, the department supervisors would be responsible for ordering merchandise, making sure that adequate supplies were available, and conducting inventory as needed.
11. When asked about employee morale, the candidate said that the store had a problem with turnover. A department supervisor named Felix Owens had given notice of his resignation. The reason given was the lack of promotional opportunities. Felix's resignation could create other morale problems because Felix appeared to be popular with the employees. A number of the employees have asked to have time off to go to his birthday party. Four other department supervisors were recently denied the store manager training.

- _____ 12. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal would increase sales by bringing in new customers. Most of the people in the area were middle class, and they were accustomed to shopping in attractive stores. The store renovation proposal would also improve employee morale, since employees preferred to work in pleasant surroundings. Improving employee morale would also help reduce the problem of employee rudeness, which would help to keep the customers coming back. The installation of new fixtures would help to make the store more organized. This would mean that customers would be able to find the merchandise that they wanted. Since the increase in sales would be greater than the increases in shoplifting and theft, the company would come out ahead and could use the money to implement the security proposal. The security proposal could only decrease costs; it could not increase sales.
- _____ 13. The candidate decided to uphold Maureen Taylor's decision to give the employees the day off because she had already given them permission. Denying them the time off would also hurt employee morale.
- _____ 14. During the group exercise, the PM reminded the group that everyone's candidate couldn't be the store manager and suggested that his candidate be ranked number 6; other group members began to identify deficiencies in their own candidates. When two of the group members reached a stalemate, the PM proposed a solution that was acceptable to everyone. From time to time, the PM reminded the group of the time remaining. The group began voting as a result of one of these reminders.
- _____ 15. During the fact finding exercise, the assessor provided approximately one clue for every three of the candidate's questions. The candidate had ten pauses in excess of 15 seconds. The candidate responded to the in-basket items with brief notes and memos, frequently delegating the items to others. During the group exercise, the PM observed the other group members during discussion, responding when addressed.
- _____ 16. The candidate decided to give the roofing contract to Ferdinand & Son, to meet individually with the four managers who were not included in the store manager training program, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors to discuss declining profits, and to let the individual department supervisors decide which employees could have time off on Saturday.

- _____ 17. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) Have there been any complaints? (2) What was in the letter? (3) Which departments? (4) Did the letter say anything else? (5) Which departments? (6) Were there any other complaints? and (7) Who was the employee?
- _____ 18. During the proposal presentation, the candidate said that he picked the store renovation proposal. The store had problems with the paint peeling, pipes were exposed, and the floors are uneven. This is why the profits have been declining. People don't like to shop in stores like this. It depresses them and people don't spend money when they are depressed. All they want to do is get out of there. That is also why the company has an employee morale problem. It's an established fact that people work better when the work environment is pleasant. No wonder our employees are rude. Anyway, by renovating the store we can increase sales. The store will be more attractive and the employees will be more helpful. Those employees who are not pleasant, we can fire. The cost of the proposal is \$102,000 and it is worth every bit of it. The candidate maintained eye contact and used voice inflection and hand gestures.
- _____ 19. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal could increase sales. Most of the people in the area were middle class, and they were accustomed to shopping in stores that were attractive. If the store were fixed up, some of these people might start coming back. Even if the costs due to shoplifting and theft remained the same, this expense would be proportionately less if sales were increased.
- _____ 20. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate scheduled a meeting with all of the department supervisors on Friday, August 3 at 8:00 a.m.. The candidate intended to discuss the following issues at the meeting: (1) the January-June sales figures, (2) the letter of complaint from the bus tour, (3) Mr. Fyler's report on the condition of the store (dirty floors and windows and merchandise stacked in the aisle) and (4) the letter from the Bureau of Consumer Protection. The supervisors were told to pass the information on to their subordinates. The candidate scheduled another meeting with Mike Parsons and Anthony Colwell to discuss the problems described in their memos. The candidate intended to stress the need for a solution in light of the letter from the Bureau of Consumer Protection. All of the appointments were listed on his calendar.

- _____ 21. During the group exercise, the PM was actively involved until the group decided to rank his candidate last. At that point he moved his chair back and crossed his arms. He remained in this position throughout the rest of the exercise.
- _____ 22. During the group exercise, the PM continued to support her candidate even though another group member had identified a complaint involving her candidate's department.
- _____ 23. The candidate skimmed each of the in-basket items, grouping related problems. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to Newcastle in legal affairs. The candidate wrote a letter to Ferdinand, notifying him that he had been given the roofing contract and that the work should be done over the next four Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks. Most of the candidates appointments were listed on his calendar.
- _____ 24. During the group exercise, the PM assumed the role of advocate, questioner, and conciliator.
- _____ 25. When asked about employee morale, the candidate said that there were a lot of requests for transfers and many of the employees had resigned. One of the department supervisors, Felix Owens, had given notice of his resignation because of the promotional policies. Felix appeared to be a popular supervisor, because a lot of the employees requested time off to go to his birthday party. There might be other problems with department supervisors, because a memo said that four of them would not be able to attend the store manager training program. Another problem with employee morale was that the employees who have resigned have not been replaced. The remaining employees have to work a lot of overtime. The poor condition of the store and the fact that it is so disorganized may also be creating problems with morale.
- _____ 26. The candidate indicated that some of the problems could be corrected by getting rid of Arthur Peterson. First, it would take care of some of the problems with employee theft. Most of the theft occurred after the store was closed. Since Peterson was observed passing money to a truck driver, they might be the ones responsible for the boxes of merchandise that were found open with items

missing. Peterson also doesn't seem to get along well with other people. He was seen arguing with the stockroom .pa supervisor. He could be a real problem now that he is the shop steward.

- _____ 27. The candidate planned to have all of the locks in the store changed.
- _____ 28. The candidate decided not to discharge Arthur Peterson, because he did not have enough evidence to hold up under review.
- _____ 29. During the group exercise, the PM repeatedly challenged a group member who had been dominating the discussion. The other group member finally withdrew from the discussion.
- _____ 30. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company had received some complaints about sale items not being in stock and different prices being found on identical items. There were also problems with check-in and check-out errors. This system would take care of most of the errors because the information would be recorded electronically. The proposal included automatic check-in and check-out in addition to a computer terminal which could be used to access the information. The data would be input with an electronic pen in receiving. When customers were checking-out, the register would read the prices and record the sale in the computer. The bookkeeping system would be faster and more accurate than keeping records manually. It would also speed up the checking out of customers. This would make the customers happier because they would not have to stand in line. Fewer clerks would be required for checking-in and checking-out. This would reduce the overtime, and the clerks could spend more time straightening up the store and helping customers. The candidate established and maintained eye contact except when referencing her notes; the candidate used voice inflection and hand gestures.
- _____ 31. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) Are there problems with customer complaints? (2) What did the letter say? and (3) What has been done about this?
- _____ 32. The candidate's pace was moderate to fast throughout the four exercises. The candidate quietly tapped her pen against her pad of paper while the assessor responded to questions during the fact finding exercise. The candidate

provided detailed responses to the assessor's questions in the proposal and in-basket interviews. The candidate paced during her presentation in the group exercise, and wrote on the easel during much of the group discussion.

- _____ 33. During the group exercise, the PM was friendly and supportive except when challenged, then she glared at the challenging group member and raised her voice.
- _____ 34. The candidate handled the in-basket items in the order in which they were provided. The candidate highlighted the department supervisors and circled the employees who had the same last name on the employee roster. She wrote the department numbers on the floor plan of the store and circled those departments that had a problem with shoplifting and theft. The candidate highlighted Mr. Fyler's report on his visit to the Carlisle store and the supplemental guidelines for store managers. She had Susan post the notice of the softball game, the inventory, the shop steward appointment, and the complimentary Sunbury cola letter on the employee bulletin board. The candidate asked Susan to contact the personnel department and tell them to send over applicants for part-time positions and to send the letter from Mr. Ennis to the legal affairs department.
- _____ 35. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal would improve employee morale, because the employees would be happier. If cameras were installed as part of the security proposal, employee morale would probably get worse because the employees would think that the company didn't trust them.
- _____ 36. The candidate decided to hire Ferdinand & Son for the roof repair, discharge Arthur Peterson, conduct the inventory on Saturday, hold an exit interview with Felix Owens, notify the legal affairs department of Mrs. Tobias' injury and Mr. Baskin's car, and grant time off to two employees within each department.
- _____ 37. During the proposal presentation, the candidate said that he picked the shoplifting and theft proposal because the company was losing about \$30,000 each year from shoplifting and theft. The proposal included a sonic alarm system, closed-circuit television cameras, and special tags that would be attached to the more expensive items. The cameras could go in departments that had a bigger problem with shoplifting--places like the jewelry department. A security guard would watch the camera monitors at all times. The tool to remove the special tags would be permanently attached to the cashier counter so that they

would not be stolen. The sonic alarm system would be turned on after the employees left in the evening and would be turned off when they came back to work. The alarm would be connected with the local police department so that they would know if anyone was in the store. If the store could not afford the whole package, the alarm system should be installed first, because the biggest theft problem occurs when the store is closed. The candidate had random eye contact.

- _____ 38. During the group exercise, the PM was the first group member to support another's candidate. Other group members followed her example after that.
- _____ 39. The candidate planned to establish a policy that a supervisor must be present for all deliveries and would be notified whenever boxes were found damaged or open.
- _____ 40. The candidate decided to give the employees time off to go to the birthday party if they agreed to make up the time on Sunday doing inventory with no overtime for the first five hours because the important thing was that the employees make up the time. This way, the employee morale would not be harmed, the inventory would be done, and the overtime costs would be reduced.
- _____ 41. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she was primarily concerned with employee morale. The first group of items that the candidate handled included Felix Owens' resignation, the letter concerning store manager training, the softball game, the inventory, the requests for time off, and the memo from Mr. Fyler concerning the overtime problem. The candidate had Susan make copies of the inventory procedure and attach it to a memo advising all department supervisors that inventory would be held on Monday, August 6 beginning at 9:00 and would be followed by a birthday celebration for Felix Owens. Susan was asked to post notices of the inventory and softball game on the employee bulletin board. Susan was also delegated the responsibility of planning the birthday celebration and was authorized to spend up to \$200 on food and beverages. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. The candidate wrote a memo to Mr. Fyler, asking him to try to persuade Regina Neason to operate another store manager training session and to include Felix Owens in the program as an inducement for him to stay. The candidate also asked Susan to contact the local unemployment office and notify them of job openings for

full-time and part-time employees. The candidate delegated responsibility for authorizing time off to the department supervisors with the restriction that at least two people from each department be on the floor at all times.

- _____ 42. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) Has the store had any problems with complaints? (2) What did the letter say? and (3) What has been done about these complaints?
- _____ 43. The candidate indicated that the discharge of Arthur Peterson would take care of some of the store's problem with employee theft. If he was stealing three saws at one time, he may be the cause of a lot of the theft problem. His discharge would also warn other employees that the company wasn't going to put up with employee theft.
- _____ 44. The candidate planned to change the locks on the doors and limit the keys to store managers and department supervisors.
- _____ 45. During the proposal presentation, the candidate stated that he selected the store renovation proposal. He indicated that a customer survey had indicated that 55% of the customers thought the store was "downright tacky," 55% said that the store's atmosphere was not pleasant, and 55% said that the store was a bit disorganized. In addition, Mr. Fyler's report described the store as dirty and mentioned that there was a problem with paint peeling. The renovation proposal included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The new ceiling would hide the exposed pipes and reduce the noise level. The new fixtures would help organize the merchandise so that customers could find what they were looking for. The store renovation proposal would bring in new customers and improve employee morale. The proposal cost \$102,000 which wasn't very much when you considered that nothing had been done to the store in about 15 years. Since this was the "flagship" store, it should serve as a model for the other stores in the chain. By putting in a little money now, the company may be able to bring the store's sales back to where they used to be. The candidate relied heavily on his notes; eye contact was random.
- _____ 46. The candidate indicated that if Arthur Peterson was fired, a lot of the problem with employee theft would be taken care of. Then other employees would think twice about stealing from the company.
- _____ 47. During the group exercise, the PM's challenges were repeated supported by another group member.

- _____ 48. During the group exercise, the PM had been engaged in a debate with another candidate concerning the inclusion of a particular qualification for the store manager position. After a few minutes discussion, the PM suggested as a compromise that the qualifications be differentially weighted.
- _____ 49. The candidate decided to have the roof fixed and decided not to give the contract to Arthur Peterson. The candidate decided to hire some more employees and to give the employees time off to attend the birthday party.
- _____ 50. During the fact finding exercise, the candidate preceded many of his questions with rambling statements. He was still asking questions when the exercise came to an end. The candidate provided more detailed responses to those in-basket items completed first, and his responses became shorter for those items handled last. During the challenge and reject portions of the proposal exercise, the candidate paused frequently before responding to questions. The candidate was one of the least active PMs in the group.
- _____ 51. During the group exercise, the PM overtalked other group members who tried to interrupt him.
- _____ 52. When asked why the store renovation proposal was more important than the security proposal, the candidate said that it would improve employee morale. Since the employees were happier, they would be less likely to steal from the company.
- _____ 53. The candidate delegated all requests for time off to the department supervisors. The candidate also had the department supervisors talk to the employees about the customer complaints received. One memo was written to all department supervisors concerning both issues.
- _____ 54. When asked about the employee morale problem, the candidate said that it mainly had to do with promotions and the way they were handled. A supervisor complained that people with less time or whatever would come in and move ahead of him for promotion.
- _____ 55. During the group exercise, the PM suggested that the group decide what qualifications were needed for a store manager. The group agreed, and the PM began questioning other group members on the qualifications of their candidates.
- _____ 56. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) What kind of complaints have been received? (2) What did the letter say? and (3) Were there other complaints?

- _____ 57. The candidate handled the in-basket items in the order presented. He asked Susan to send the letters from Mr. Baskin and Mr. Ennis to his supervisor, to schedule a meeting with Felix Owens on August 6, and to post notices on the softball game and Arthur Peterson's appointment as shop steward. There were no notations on the calendar.
- _____ 58. When asked about the surveillance report, the candidate said that an employee had been taking tools from the store.
- _____ 59. During the group exercise, the PM had agreed with the group that his candidate had some weaknesses that would not make her a good store manager. When another group member suggested that his candidate be ranked number 6, the PM began actively campaigning for a higher position.
- _____ 60. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the supervisors for the furniture, hardware and tools, appliances, and plant and garden departments that informed them of the complaint that merchandise advertised on sale was not available. The candidate attached a copy of the letter from the Bureau of Consumer Protection, with the information regarding each supervisor's department highlighted. In addition, she attached a copy of the ordering policy that indicated that department supervisors were responsible for seeing that their departments were adequately stocked. In this memo, she scheduled a meeting on August 7 at 10:00 a.m. and told the supervisors to be prepared to describe the actions taken to avoid further occurrences of the problem. The candidate sent separate memos to the supervisors of the furniture and camera and hobby departments, informing them of the complaints received and scheduling separate appointments to discuss what they had done to correct the problems. All of the appointments were listed on her calendar.
- _____ 61. During the group exercise, the PM was repeatedly included in sidebars.
- _____ 62. The candidate indicated that the discharge of Arthur Peterson would send a clear message to the employees that theft would not be tolerated. The surveillance report provided evidence that Peterson was involved in company theft. Since Peterson was observed passing money to a truck driver from the warehouse, it is possible that he

and the truck driver opened boxes of merchandise and removed some of goods before the boxes ever reached the stockroom. Since Peterson is obviously a problem employee, discharging him might cause Felix Owens, his supervisor, to reconsider his resignation.

- _____ 63. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation would improve employee morale. Since the employees were happier, they would be less likely to be rude to customers. This would bring customers back.
- _____ 64. The candidate asked 52 closed questions during the fact finding exercise and took notes on the assessor's comments. The candidate wrote three letters, six memos, and four notes in the in-basket exercise. The candidate talked at a moderate pace during her presentation in the proposal exercise, providing both specific and general information. During the group exercise, the candidate's pace was rapid during her presentation. The candidate appeared to pay attention to the comments of other group members. Her participation in the group discussion was intermittent.
- _____ 65. The candidate planned to establish a policy that only stockroom employees would be allowed in the stockroom and loading areas at any time. The candidate also planned to have all of the locks changed and to limit the keys to the store manager, the department supervisors, and the security employees.
- _____ 66. During the proposal presentation, the candidate indicated that she had selected the store renovation proposal, because there were a lot of problems with the physical condition of the store. The store had problems with paint peeling, exposed pipes, and uneven flooring. The store was described as disorganized and dirty. The proposal would take care of the peeling paint and exposed pipes with a drop ceiling. This would also help with the noise. The proposal would also level the floor and put a new floor covering on it. Lastly, the proposal would include new fixtures, which would help the store become more organized. This would make the store a more pleasant place to shop and would increase sales.
- _____ 67. The candidate decided to give the roofing contract to Ferdinand & Sons because they could do the job right away and provided a range of the costs. In the meantime, the candidate decided to put a tarp over the merchandise to keep it from being damaged by further leaks.

- _____ 68. During the group exercise, the PM challenged individual group members, but did not oppose positions taken by the group as a whole.
- _____ 69. During the group exercise, the PM was the first group member to use information from the in-basket to justify his position. Other group members began citing in-basket items after that. After 20 minutes of discussion, the PM stated that no new ground was being covered and that the group needed to start voting on the ranks. The group began voting.
- _____ 70. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation would improve employee morale.
- _____ 71. The candidate skimmed the items and put related items together. The candidate indicated that the most important item was the January-June sales figures. The candidate scheduled a meeting with all of the employees on Sunday, August 5 at 8:00. The meeting would be held before the inventory. The candidate intended to discuss the declining sales figures and some possible causes for the decline. Among the causes he intended to discuss were the letter from the Bureau of Consumer Protection and a complaint of employee rudeness. The candidate scheduled a meeting with Ronald McKeever, Mike Parsons, and Felix Owens on Tuesday, August 7 at 10:00 to discuss the termination of Arthur Peterson. The candidate stated that by this time, he would have the results of the inventory and would know how much merchandise was missing and where.
- _____ 72. During the first 15 minutes of the group discussion, the PM paid close attention to what the other group members said, but was not actively involved. The candidate then advised the group that they were not getting anywhere and suggested that the group start considering the qualifications required of a store manager. He provided a number of qualifications and participated in subsequent discussion of the strengths and weaknesses of the candidates.
- _____ 73. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) Have there been any complaints? (2) What did the letter say? (3) What was the other complaint in the letter? (4) Were other complaints received? (5) How was the employee rude? (6) What happened next? (7) Do you know the name of the employee? and (8) Does anyone else know anything about this?

- _____ 74. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof over the next four Sundays, conduct inventory on Sunday and reschedule the softball game for the following Sunday, grant the requests for time off for Maureen Taylor's employees, deny the time off for Saturday evening, and waive the cost of the padding and installation of carpet in the Bureau of Consumer Protection complaint.
- _____ 75. The candidate decided to write a letter of apology to the managers of the bus tour to restore goodwill.
- _____ 76. The candidate planned to establish a policy that a department supervisor must be present for all deliveries. The supervisor would be notified by the stockroom employees whenever any of the boxes were found open or damaged, and the supervisor would call the store manager and report the problem.
- _____ 77. During the group exercise, the PM challenged another group member who had been dominating the discussion.
- _____ 78. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that he was primarily concerned with employee morale. He approved all of the leave requests and postponed the inventory one week so that it would not interfere with the softball game. He scheduled a group meeting with the four department supervisors who were denied the store manager training on Monday, August 6 at 11:00. Susan distributed the notice to all four of the supervisors. Susan was asked to post notices of the inventory, softball game, and Arthur Peterson's appointment as shop steward. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. Most of his appointments were listed on his calendar.
- _____ 79. During the proposal presentation, the candidate said that she had picked the shoplifting and theft proposal. The proposal cost \$99,000. The system included a sonic alarm system that could detect people in the store afterhours, which was where most of the theft occurred. The system also included 25 closed-circuit television cameras, and special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The candidate had random eye contact and used voice inflection.

- _____ 80. When asked about the surveillance report, the candidate said that an employee had taken some saws. He was pulled over by the police for speeding, and that is when they found the saws.
- _____ 81. During the group exercise, the PM directed another group member to go to the easel and questioned the other group members on the qualifications of their candidates while the other person listed them on the easel. The PM was the first group member to use in-basket material to support his position. Other group members later followed his example. He settled disputes involving other group members three times. When the group was advised that they had five minutes to complete the task, the PM began polling the group on the ranks. When another group member protested a particular ranking, the PM advised him that the group had already discussed that and didn't have time to discuss it again. The group resumed the rankings and completed the task on time.
- _____ 82. During the group exercise, the other group members exchanged glances and smiled whenever the PM spoke.
- _____ 83. The candidate indicated that many of the problems could be corrected by discharging Arthur Peterson. First, the discharge of Peterson would reduce the problem of employee theft. Most of the theft occurred after the store was closed and that is when Peterson was observed on the loading dock. Based on the surveillance report, getting rid of Peterson might also correct some of the problems between the stockroom and the warehouse. The surveillance report said that Peterson was observed passing money to the truck driver who makes deliveries. It is possible that Peterson is connected with the problem involving boxes being found open with merchandise missing. Peterson and the truck driver may be responsible for a large proportion of the theft since they appear to have some system developed. If Peterson took three saws in one incident, he could be responsible for a lot of the theft problem. Discharging Arthur Peterson might also influence Felix Owens' decision to resign. Felix complained of being undermined and it is likely that Peterson created problems for him. Peterson was observed having an argument with Mike Parsons, and it is likely that Peterson was the individual who invited the customer in the jewelry department to "settle things outside." Peterson seems to be a difficult person, and things will only get worse now that he is the shop steward.

84. During the fact finding exercise, the candidate asked 80 questions, most of which were open. The candidate responded to all of the in-basket items; most of the responses included rubber-stamping items, delegating items, or making notes to post something. The candidate used a moderate pace in his presentations for both the proposal and group exercises. Both presentations included general information provided in the data, which was supplemented by arguments generated by the candidate. The candidate was a vocal member of an active group.
85. When asked why the store renovation proposal was more important than the security proposal, the candidate said that the store renovation proposal would bring in more customers and improve employee morale. He went on to say that the security system wasn't going to help the store if it didn't have any customers.
86. The candidate decided to ask the security chief to have his guards pay particular attention to the appliances, automotive, camera and hobby, hardware and tools, and records and books departments as these departments had a particular problem with theft.
87. During the group exercise, the PM sat with his arms crossed and refused to participate after his candidate was assigned the last position in the ranking.
88. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she was primarily concerned with employee morale. The first group of items that the candidate handled included Felix Owens' resignation, the letter concerning store manager training, the softball game, the inventory, and the requests for time off. The candidate had Susan make copies of the inventory procedure and attach it to a memo advising all department supervisors that inventory would be held on Monday, August 6 beginning at 9:00 so it would not interfere with the softball game. Susan was asked to post notices of the inventory, softball game, Arthur Peterson's appointment as shop steward, and an announcement that full- and part-time employees would be hired on the employee bulletin board. All requests for time off were granted and the department supervisors were told that in the future they should be prepared to make decisions in their departments concerning employees' schedules. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. The candidate scheduled individual meetings with the four department supervisors who were denied participation in the store manager training program. The

candidate allotted 30 minutes to each meeting, beginning at 9:00 on Wednesday, August 8. Most of her appointments were listed on her calendar.

- _____ 89. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) What kind of complaints have been received? (2) What did the letter say? (3) Was there anything else in the letter? (4) What was the other complaint in the letter? (5) Was the padding and installation actually included? (6) Was this the only letter of complaint received? (7) What was the complaint? (8) What happened? (9) Do we know the name of the employee? and (10) Was there anything else in the letter?
- _____ 90. The candidate indicated that the employee morale problem could be corrected by hiring more part-time employees. This way the employees would not have to work as hard and could work fewer hours. This might also help with the problem of employee rudeness.
- _____ 91. When asked about the surveillance report, the candidate said that Arthur Peterson was accused of theft. Peterson was seen in the loading area after the store had closed. On another evening he was pulled over for speeding and was found to have three of the store's saws in his back seat. He said that he purchased them as gifts, but the store's records indicated that only one was sold that day.
- _____ 92. Throughout the fact finding exercise, the candidate took notes on the assessors' answers. The candidate provided detailed responses to the in-basket items and thorough descriptions in the in-basket interview. During the group exercise, the PM took notes on the other group members' presentations and listed the strengths and weaknesses of each candidate discussed.
- _____ 93. The candidate decided to hire Ferdinand & Son to repair the roof, discharge Arthur Peterson, hold inventory on Sunday and postpone the softball game, conduct exit interview with Felix Owens, meet with warehouse and stockroom managers to iron out solution, grant the day off to Maureen Taylor's employees, grant the day off to two people in each department, and have Alan Baskin provide estimates for the damage done to his car.
- _____ 94. During the group exercise, the PM reminded the group that everyone's candidate could not be selected and suggested that instead of arguing for their candidate's they agree on the characteristics needed for a store manager. The group agreed and began listing qualifications. The PM indicated that her candidate should not be selected as store manager because of his weaknesses. Following this, other group

members also discussed weaknesses of their own candidates. The PM reminded the group of the time and suggested that they start ranking with the worst candidate and select the store manager by the process of elimination. She identified her selection for the last ranking and polled the other group members. This procedure was repeated for the remaining five ranks.

- _____ 95. The candidate skimmed each of the in-basket items, grouping related problems. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to Newcastle in legal affairs. In her letter to Newcastle, she stated that a report by Mr. Fyler had indicated that there was a problem with merchandise stocked in the aisle. The candidate intended to call Ferdinand and notify him that he would be given the roofing contract and that the work should be done over the next four Sundays, since the guidelines indicated that the store was closed Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks and had Susan send a copy of the letter to Mr. Ambridge, District Retail Manager, along with a note, advising him of the potential legal cases involving the roof and Mrs. Tobias' injury. All of her appointments were listed on her calendar.
- _____ 96. During the group exercise, the PM listed a candidate as having been selected when a majority was reached, even though not all of the group members had voted.
- _____ 97. During the group exercise, the PM withdrew from the discussion. Two of the other group members repeatedly attempted to bring him back into the group by asking his opinion.
- _____ 98. During the proposal presentation, the candidate said that she picked the store renovation proposal. Mr. Fyler said that the store was dirty and dingy and that the paint was peeling on the walls. There was also a problem with the pipes on the ceiling being exposed. Nothing has been done in the store in almost 15 years and the company needs to put me money back into the store if it expects to have it make money again. A customer survey said that the store was "downright tacky" and it is hard to bring customers into a store that looks like this. The renovation costs \$102,000 and includes a drop ceiling, new floors and carpeting, painting the walls, and putting in new fixtures to hold the merchandise. Customers also said that the store was disorganized, so the new fixtures would take care of that problem. The candidate used voice inflection and had random eye contact.

- _____ 99. During the group discussion, the PM and another group member argued that each of their candidates should be the store manager. When the group was notified that they had five minutes remaining, the PM indicated that he would be satisfied if his candidate were made the assistant store manager.
- _____ 100. The candidate skimmed the items and put related items together. The candidate indicated that the most important item was the problem with the Bureau of Consumer Protection. The candidate scheduled a meeting with the department supervisors on Monday, August 6 at 9:00 a.m. to discuss the the letter from the Bureau of Consumer Protection as well as the sales figures for the past six months. While holding this meeting, the candidate also intended to discuss customer complaints regarding rudeness and the poor physical condition of the store (e.g., dirty floors and windows, boxes piled in the aisles, disorganized stockroom), as mentioned in Mr. Fyler's report. The candidate said that he believed that all of these problems contributed to the declining sales figures. The candidate indicated that he intended to have the department supervisors discuss these problems with their subordinates.
- _____ 101. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof, conduct the inventory on Sunday, have the employees check for errors in pricing and correct them while doing the inventory, reschedule the softball game for the following Sunday, and grant all requests for time off.
- _____ 102. The candidate decided to hire Ferdinand & Sons for the roofing job because they could do the job right away and they provided a range of the cost. The candidate decided not to hire Arthur Peterson because of the surveillance report and he could not wait for the bid from the other company because one of the leasee departments indicated that legal action would be taken if the problem was not corrected soon. The candidate decided that the roof would be fixed over the next four Sundays when the store was closed. In the mean time, the candidate wrote a memo to Mike Parsons in shipping and receiving, telling him to clear some space for the stock of the leasee department that had complained of loss due to water damage. The candidate decided to compensate the leasee department for the damage because the roof should have been fixed a long time ago. The candidate also decided to discharge Arthur Peterson because of the results of the surveillance report.

- _____ 103. During the fact finding exercise, the candidate asked the following questions concerning complaints: (1) What can you tell me about complaints? (2) What did the letter say? (3) What departments were involved? (4) Was there anything else in the letter? (5) Did this occur in the same departments? (6) Which departments? (7) Were there any other complaints? (8) Was padding and installation included? (9) Were these the only complaints? (10) What can you tell me about the rudeness complaint? (11) What happened next? (12) What happened then? and (13) Do you know the name of the employee involved?
- _____ 104. During the group exercise, the PM told another group member to go to the easel and record the store manager qualifications as they were agreed upon. The other group member complied.
- _____ 105. The candidate's pace was moderate to fast for the first half of the fact finding exercise and slowed to a moderate pace for the second half. The candidate's written responses to the first five in-basket items completed were specific and lengthy. The written responses became shorter as the candidate responded to more items. The candidate's pace during the proposal exercise was moderate, and it slowed down during the questioning, challenging, and rejection phases. The PM was moderately active in the group discussion, pitching for his candidate, and questioning, challenging, and supporting other group members.
- _____ 106. The candidate indicated that the employee morale problem would be helped if the company hired more employees and paid better wages.
- _____ 107. The candidate planned to establish the following stockroom procedures: (1) a department supervisor would be present when all deliveries were made and would notify the store manager if any boxes were damaged or found open at the time of delivery; (2) only stockroom employees would be allowed in the stockroom and loading areas; (3) a two-person team of stockroom employees would check all incoming merchandise for damage and compare the number of items present with the order; (4) the two-person team would both initial a receipt for merchandise received; (5) a combination lock would be installed on the stockroom doors and the combination would be changed daily; and (6) employees would be given the new combination when they reported for work each day.
- _____ 108. The candidate decided to meet with Felix Owens to try to persuade him to stay with the company since Mr. Owens appeared to be a good supervisor and was liked by the employees. Many of the employees wanted to take time off

to go to Felix's birthday party. If Felix left the company, then more employees might leave, and that would mean that there would be more overtime. Since the employees would be overworked by the shortage of help, they might tend to be more rude to the customers and the company would lose more business.

- _____ 109. When asked about the surveillance report, the candidate said that it concerned an employee named Arthur Peterson. Peterson was observed in the loading area after the store was closed. He was also seen having an argument with Parsons, the supervisor of the stockroom, concerning missing keys. Another evening a car was observed parked in the loading after hours. The car sped off when the security people approached it. Later that evening Arthur Peterson was pulled over by the local police for speeding. At that time the police noticed that there were three saws in his backseat. Peterson said that he purchased them as gifts. The records showed that only one saw was sold that day.
- _____ 110. During the group exercise, the PM kept track of the time and periodically reminded the group of the time remaining. The group began the rankings as a result of one of these reminders.
- _____ 111. The candidate began handling the items one at a time until she realized that the items were related. Then she skimmed through the remainder of the items before doing any others. The candidate addressed one memo to the manager of the Stoneboro warehouse and the receiving and stockroom supervisor in which she scheduled a meeting for Tuesday, August 7 at 1:00. The meeting was recorded on her calendar. The memo indicated that the meeting had three purposes: (1) discuss the delivery problems experienced by both parties; (2) identify the needs of both parties; and (3) reach a solution which is acceptable to both parties.
- _____ 112. During the group exercise, the PM was the first group member to support someone else's candidate. Other group members followed his example. The PM later suggested that the group consider the educational background of the candidates as an important factor and the group agreed.

General Performance Dimensions

- _____ 1. The candidate made decisions on most of the in-basket items. The candidate often considered more than one course of action before making a decision and his decisions were viable. The decisions were consistent with one another and included detailed implementation plans.
- _____ 2. The candidate focused on details throughout the assessment process. Her presentations and responses to questions were comprehensive and detailed. The candidate addressed the items that she viewed as most critical first, and her her description of the likely effect of various courses of action were more complete for these issues.
- _____ 3. The candidate was an active member in all of the exercises. During the group discussion, he proposed a few solutions to obstacles faced by the group, and some of these were adopted by the group. The candidate sometimes opposed individual group members, but did not oppose the group as a whole.
- _____ 4. The candidate made decisions on the less critical in-basket itmes and assigned the more critical items to subordinates. The candidate rarely considered other alternative course of action. Many of the decisions were not logical based on the candidate's understanding of the material. There were few implementation plans, and those that existed were vague.
- _____ 5. The candidate generally supported the comments of the other group members. The candidate infrequently made challenges, but when he did they were directed toward a specific individual. The group adopted some of the candidate's suggstions.
- _____ 6. The candidate almost always requested more information before making decisions. His reasons for requesting additional information were sometimes logical. There were a few illdefined implementation plans.
- _____ 7. The candidate was well spoken and made a number of persuasive arguments. She remained calm when challenged and provided new arguments for the adoption of her proposal. The candidate's arguments combined the case material with logic. When seeking information from others, she tended to continue probing until most of the available information had been obtained.
- _____ 8. The candidate made decisions on some of the items that he identified as most important and many of the items he viewed as less critical. Some of the decisions on the

more important issues were interim decisions. The decisions frequently were designed to address two or more problems. A few very general implementation plans were developed.

- _____ 9. The candidate was friendly and appeared to be well liked by the group. The candidate asked questions of other group members, but did not directly challenge anyone. The group considered all of her suggestions and adopted many of them.
- _____ 10. The candidate organized the in-basket items by topic and addressed related items as a group. Her answers to questions reflected an in-depth knowledge of the material and an understanding of the likely effect of various courses of action. The content of her presentations was well organized, and her arguments were logical.
- _____ 11. The candidate appeared self-confident and his presentation was easy to follow. The content of his presentation was limited to generalities, supplemented by his own creativity. His questions during the fact finding exercise consisted mostly of surface probes, and his responses to questions conveyed a lack of attention to detail. The candidate handled the most critical items in the in-basket first, but his responses suggested that he did not consider all of the possible consequences of various courses of action.
- _____ 12. The candidate made a few decisions on the issues that he viewed as most important. The remaining important issues were passed on to others. It was likely that some of the decisions made would have aggravated other existing problems. The candidate rarely considered alternative courses of action and there were no implementation plans.
- _____ 13. The candidate made no decisions on the issues she viewed as most important. She either passed them on to others or indicated that more information was needed. The candidate occasionally considered alternative courses of action. Many of the decisions were supported by information in the in-basket. There were a couple of general implementation plans.
- _____ 14. The candidate was moderately active throughout the day. The candidate served a supporting role for another participant who directed the group's actions. The candidate's suggestions regarding store manager qualifications were accepted by the group, and she was successful in her challenges about fifty percent of the time.

- _____ 15. The candidate was systematic in her questioning and her presentation followed an orderly progression. The candidate relied heavily on her notes during her presentations, rarely making eye contact. The candidate provided some specific, and some general, responses to questions from others. These responses indicated a recognition of many likely effects of various courses of action, as well as some obscure effects.
- _____ 16. The candidate made decisions on all of the issues that he viewed as most critical and some of the items he viewed as less important. Many of the candidate's solutions were comprehensive. There were some general and some specific implementation plans.
- _____ 17. The candidate gained some specific and some general information when questioning others. Her responses to questions and challenges from others were general, but indicated a recognition of obvious relationships among problems facing the store and the consequences of various course of action. The candidate jumped around from topic to topic during her presentations and questioning, but was easy to follow.
- _____ 18. The candidate's level of activity declined from a moderate to a low level as the day progressed. The candidate rarely challenged the other group members and generally agreed with the dominant speaker in the group. The candidate assumed the role of timekeeper halfway through the group exercise, and the group quickened its pace in response to two of his reminders.
- _____ 19. The candidate made decisions on all of the issues that she identified as most important and some of the less critical issues. Some of the candidate's solutions were comprehensive and most were consistent with one another. The candidate provided a few very detailed implementation plans.
- _____ 20. The candidate recognized obvious relationships among in-basket items and described logical outcomes of some courses of action. He tended to focus on generalities, as evidenced in his presentations, responses to questions, and questioning of others. When making presentations, the candidate paused frequently and relied heavily on his notes.
- _____ 21. The candidate made decisions on all of the items that he identified as most critical and some of the items he viewed

as less important. The candidate's solutions were comprehensive and consistent with one another. Few of the decisions aggravated other existing problems. Some of the implementation plans were detailed.

- _____ 22. The candidate spoke clearly and maintained eye contact during her presentations. The content of her presentations indicated a knowledge of the major issues facing the store and a recognition of the likely consequences of various courses of action. During the in-basket exercise, the candidate tended to delegate the less crucial items to subordinates and personally handled the most pressing issues.
- _____ 23. The candidate worked well with the other candidates as long as they agreed to do things his way. When others disagreed with him, he became abusive.
- _____ 24. The candidate made decisions on all of the more critical in-basket issues and some of the less critical items. The candidate frequently considered alternative courses of action. The candidate's decisions on related items were consistent and usually did not aggravate other existing problems. Some general implementation plans were provided.
- _____ 25. The candidate identified obvious relationships among items in the in-basket and referred to these relationships when explaining the actions he had taken. The candidate's presentations and responses to questions included mostly general information.
- _____ 26. The candidate was moderately active during the first three exercises. During the first half of the group exercise, the candidate offered a number of suggestions on methods for approaching the problem. Most of these suggestions were either ignored or criticized. Thereafter, the candidate withdrew from the group reserving her comments to responses to questions.
- _____ 27. The candidate was actively involved in all of the exercises. During the group exercise, the other participants listened to her comments and suggestions. Some of her suggestions were adopted and contributed to the group's effectiveness. The candidate sometimes disagreed with other group members, but was generally courteous. Most of these disagreements were worked out during the exercise.
- _____ 28. The candidate provided mostly specific information in her presentations and responses to questions. These responses indicated a recognition of many obvious outcomes for various courses of action, as well as a few outcomes that

were less easily discernible. When questioning others, she followed through until most of the information was obtained. When making presentations, the candidate spoke softly and relied heavily on her notes.

- _____ 29. The candidate made mostly interim decisions and provided general explanations for her decisions. Some of the decisions included vague implementation plans.
- _____ 30. The candidate consistently provided direction to the other participants in the group exercise. Although her major role was that of a facilitator, she also functioned as a conciliator when disputes arose. The candidate actively encouraged the less active group members to participate by directing questions at them.
- _____ 31. The candidate skimmed all of the in-basket material and prioritized the items before taking action on any of them. She identified some obscure relationships among items, as well as most of the more obvious ones. Her predictions of the effect of different solutions were specific and comprehensive. This attention to detail was also evident in her questions, presentations, and responses.
- _____ 32. The candidate made decisions on most of the less critical in-basket items and some of the more critical items. The candidate sometimes considered alternative courses of action. The candidate generally provided a logical reason for his decision and sometimes provided more than one reason. When implementation plans were described, they were general.
- _____ 33. The candidate reviewed all of the in-basket material, sorting items as she went along. The candidate provided comprehensive descriptions of the likely effect of different solutions on many related problems. Her strategy was to move from the general to the specific. When questioned or challenged by others, she frequently provided specific information and drew logical inferences from them.
- _____ 34. The candidate maintained a frenetic pace throughout the day. She commanded the attention of others, sometimes overpowering them. This frequently led to angry compliance on the part of others.
- _____ 35. The candidate made decisions on some of the more critical in-basket items and many of the less critical items. Two of the decisions were interim decisions. Most of the decisions were logical and were based on information provided. The implementation plans were mostly general.

- _____ 36. The candidate was the least active member of the group. His comments were typically statements in support of another member's position. His two suggestions were ignored by the group.
- _____ 37. The candidate described some of the more obscure relationships among in-basket items when presenting and defending her recommendations. Her presentations and questioning of others followed a logical order. She presented and received some specific and some general information. When challenged by others, she frequently presented new arguments to support her position.
- _____ 38. The candidate was friendly to most of the other group members. On a few occasions, he attacked a member who had tried to dominate the group. Some of the candidate's ideas were adopted by the group and proved effective. The candidate was moderately active throughout the day.

APPENDIX F

Mean Ranks for the Intellectual/Communication Skills

General Performance Dimension



Intellectual/Communication Skills

Mean Rank

- 14.33 1. The candidate focused on details throughout the assessment process. Her presentations and responses to questions were comprehensive and detailed. The candidate addressed the items that she viewed as most critical first, and her description of the likely effect of various courses of action were more complete for these issues.
- 10.33 2. The candidate was systematic in her questioning and her presentation followed an orderly progression. The candidate relied heavily on her notes during her presentations, rarely making eye contact. The candidate provided some specific, and some general, responses to questions from others. These responses indicated a recognition of many likely effects of various courses of action.
- 8.00 3. The candidate gained some specific and some general information when questioning others. Her responses to questions and challenges from others were general, but indicated a recognition of obvious relationships among problems facing the store and the consequences of various course of action. The candidate jumped around from topic to topic during her presentations and questioning, but was easy to follow.
- 6.67 4. The candidate recognized obvious relationships among in-basket items and described logical outcomes of some courses of action. He tended to focus on generalities, as evidenced in his presentations, responses to questions, and questioning of others. When making presentations, the candidate paused frequently and relied heavily on his notes.
- 6.67 5. The candidate identified obvious relationships among items in the in-basket and referred to these relationships when explaining the actions he had taken. The candidate's presentations and responses to questions included mostly general information.
- 15.00 6. The candidate provided mostly specific information in her presentations and responses to questions. These responses indicated a recognition of many obvious outcomes for various courses of action, as well as a few outcomes that were less easily discernible. When questioning others, she followed through until most of the information was obtained. When making presentations,

Mean Rank

- the candidate spoke softly and relied heavily on her notes.
- 14.67 7. The candidate reviewed all of the in-basket material, sorting items as she went along. The candidate provided comprehensive descriptions of the likely effect of different solutions on many related problems. Her strategy was to move from the general to the specific. When questioned or challenged by others, she frequently provided specific information and drew logical inferences from them.
- 17.00 8. The candidate described some of the more obscure relationships among in-basket items when presenting and defending her recommendations. Her presentations and questioning of others followed a logical order. She presented and received some specific and some general information. When challenged by others, she frequently presented new arguments to support her position.
- 13.00 9. The candidate obtained and provided some general and some specific information. He identified the obvious relationships among in-basket items and referred to these relationships when presenting and defending his recommendations. His arguments were logical and persuasive.
- 9.00 10. The candidate handled the in-basket items in the order presented, noting obvious relationships among items. His presentations and responses to questions indicated that his knowledge of the material was mostly general. When questioning others, he gained some specific information.
- 16.67 11. The candidate provided mostly specific and some general information in his presentations, which were orderly and easy to follow. During his presentations, the candidate maintained eye contact and used voice inflection. When questioned by others, the candidate generally provided new information and made logical inferences based on the material provided.
- 2.33 12. The candidate handled the in-basket items in order and identified only the most obvious relationships among the items. When questioned about problems facing the store, the candidate presented mainly general information and frequently repeated information he had previously provided. When questioning others, he focused on superficial aspects of the problems.

Mean Rank

- 16.00 13. The candidate skimmed over all of the in-basket items before taking action on any of them. She handled related items together and described the relationship between various items to justify actions taken in the in-basket and recommendations made in her proposal. The candidate provided detailed and specific answers to questions posed by others.
- 10.00 14. The candidate identified a few of the more obscure and all of the obvious relationships among the in-basket items. He generally considered one problem at a time when predicting the effect of a given course of action. Most of the information that he provided in presentations and in response to questions were general.
- 1.67 15. The candidate handled the in-basket items in the order presented and identified a few obvious relationships among the items. She jumped from topic to topic in her presentations and questioning of others and was very difficult to follow. She provided and obtained only general information.
- 17.00 16. The candidate was systematic in her questioning of others. Her presentations were easy to follow and she provided a comprehensive description of the effect of her proposed solution on many of the problems facing the store. She often provided detailed answers to questions, and her responses to challenges were usually logical and persuasive.
- 20.00 17. The candidate sorted the in-basket items into categories, and he always handled all of the items within a stack together. He identified many complex relationships among the items and provided a comprehensive description of the effect of various courses of action. His attention to detail was reflected in his questions, presentations, and responses to questions.
- 4.00 18. The candidate frequently jumped from topic to topic in her presentations and questioning of others. The material she presented was mostly general and reflected a recognition of obvious relationships among the issues. When questioned or challenged by others, she frequently repeated arguments that she had made earlier.
- 5.00 19. The candidate jumped from topic to topic in his questioning and his presentations. Almost all of the information that he provided was general and his questions were mainly surface probes. The candidate

Mean Rank

identified a few of the obvious effects of various courses of action.

- 2.67 20. The candidate handled the in-basket items in the order presented and identified only the most obvious relationships between problems and solutions. His questions consisted almost completely of surface probes.

APPENDIX G

Mean Ranks for the Interpersonal Skills

General Performance Dimension



Interpersonal Skills

Mean Rank

- 15.00 1. From time to time the candidate disagreed with other individuals and the group as a whole. When other group members provided persuasive arguments, the candidate frequently changed his position. The candidate was an active member of the group, and many of his suggestions were adopted and proved helpful.
- 13.67 2. The candidate smiled frequently and occasionally made a humorous remark that relieved the tension during the group exercise. The candidate sometimes disagreed with another individual, but tended to go along with the group. From time to time, the candidate offered suggestions that were adopted by the group and contributed to the group's progress.
- 7.67 3. The candidate was submissive when dealing with individuals who occupied positions of authority, but was domineering when interacting with other candidates. When the candidate offered suggestions, the other group members exchanged glances or rolled their eyes.
- 20.67 4. The candidate was actively involved in all of the exercises. During the early portion of the group discussion, he competed with another member for control of the group. He ultimately gained control and retained it. The candidate was usually courteous with all of the group members, but was particularly attentive to the group members who made the most persuasive arguments.
- 5.00 5. The candidate's comments and suggestions indicated that he rarely paid attention to what others in the group had said. The candidate played a major role in the group discussions and initially dominated the group. As the discussion continued, other group members began to ignore him.
- 10.67 6. The candidate was an active member in all of the exercises. During the group discussion, he proposed a few solutions to obstacles faced by the group, and some of these were adopted by the group. The candidate sometimes opposed individual group members, but did not oppose the group as a whole.
- 8.67 7. The candidate generally supported the comments of the other group members. The candidate infrequently made challenges, but when he did they were directed toward a

Mean Rank

- specific individual. The group adopted some of the candidate's suggestions.
- 17.67 8. The candidate was friendly and appeared to be well liked by the group. The candidate asked questions of other group members, but did not directly challenge anyone. The group considered all of her suggestions and adopted many of them.
- 13.33 9. The candidate was moderately active throughout the day. The candidate served a supporting role for another participant who directed the group's actions. The candidate's suggestions regarding store manager qualifications were accepted by the group, and she was successful in her challenges about fifty percent of the time.
- 6.33 10. The candidate's level of activity declined from a moderate to a low level as the day progressed. The candidate rarely challenged the other group members and generally agreed with the dominant speaker in the group. The candidate assumed the role of timekeeper halfway through the group exercise, and the group quickened its pace in response to two of his reminders.
- 5.00 11. The candidate worked well with the other candidates as long as they agreed to do things his way. When others disagreed with him, he became abusive.
- 6.00 12. The candidate was moderately active during the first three exercises. During the first half of the group exercise, the candidate offered a number of suggestions on methods for approaching the problem. Most of these suggestions were either ignored or criticized. Thereafter, the candidate withdrew from the group reserving her comments to responses to questions.
- 19.33 13. The candidate was actively involved in all of the exercises. During the group exercise, the other participants listened to her comments and suggestions. Many of her suggestions were adopted and contributed to the group's effectiveness. The candidate sometimes disagreed with other group members, but was generally courteous. Most of these disagreements were worked out during the exercise.
- 9.67 14. The candidate maintained a frenetic pace throughout the day. She commanded the attention of others, sometimes overpowering them. This frequently led to angry compliance on the part of others.

Mean Rank

- 3.00 15. The candidate was the least active member of the group. His comments were typically statements in support of another member's position. His two suggestions were ignored by the group.
- 12.67 16. The candidate was friendly to most of the other group members. On a few occasions, he attacked a member who had tried to dominate the group. Some of the candidate's ideas were adopted by the group and proved effective. The candidate was moderately active throughout the day.
- 18.33 17. The candidate frequently provided solutions for obstacles faced by the group. Most of these solutions were adopted. The candidate was usually courteous when dealing with other group members. He sometimes changed his position in response to logical arguments.
- 16.67 18. The candidate often provided direction to the other participants in the group. Many of his suggestions provided ways around obstacles faced by the group. He frequently changed his position in response to logical arguments, but generally refused to yield if the argument was based on an emotional appeal.
- 16.00 19. The candidate was an active member in all of the exercises. During the group discussion, he proposed a few solutions to obstacles faced by the group, and some of these were adopted by the group. The candidate sometimes opposed individual group members, but did not oppose the group as a whole.
- 8.33 20. The candidate was domineering and critical of others' ideas. The other candidates generally responded with anger to his attacks and ignored most of his suggestions.
- 6.00 21. The candidate was the least active of the members in the group discussion. The group listened to the few suggestions that she made, but none were adopted. She sometimes supported positions taken by the most powerful group members. She rarely challenged anyone, and when she did, the challenges were directed towards other less active members.
- 13.33 22. The candidate served mainly as an observer during the first 15 minutes of the group discussion. She then provided some suggestions for ways to do the ranking, most of which were adopted. The candidate tended to ignore the less active members of the group and focused her attention on the other two active members.

APPENDIX H

Mean Ranks for the Administrative Skills

General Performance Dimension

Administrative Skills

Mean Rank

- 5.00 1. The candidate made decisions on some of the items she identified as most critical and most of the other items. She "rubber stamped" any decisions that were suggested by others and passed many of the critical items to other people to handle. Some of the decisions reached were not supported by information in the in-basket. There were a few vague implementation plans.
- 2.67 2. The candidate made decisions on the less critical in-basket items and assigned the more critical items to subordinates. The candidate rarely considered other alternative course of action. Many of the decisions were not logical based on the candidate's understanding of the material. There were few implementation plans, and those that existed were vague.
- 18.33 3. The candidate made decisions on all of the issues that he viewed as most critical and some of the items he viewed as less important. Many of the candidate's solutions were comprehensive. There were some general and some specific implementation plans.
- 10.67 4. The candidate made decisions on some of the items that he identified as most important and many of the items he viewed as less critical. Some of the decisions on the more important issues were interim decisions. The decisions frequently were designed to address two or more problems. A few very general implementation plans were developed.
- 2.67 5. The candidate made a few decisions on the issues that he viewed as most important. The remaining important issues were passed on to others. It was likely that some of the decisions made would have aggravated other existing problems. The candidate rarely considered alternative courses of action and there were no implementation plans.
- 18.00 6. The candidate made decisions on all of the items that he identified as most critical and some of the items he viewed as less important. The candidate's solutions were comprehensive and consistent with one another. Few of the decisions aggravated other existing problems. Some of the implementation plans were detailed.
- 18.33 7. The candidate made decisions on all of the issues that she identified as most important and some of the less critical issues. Some of the candidate's solutions were comprehensive and most were consistent with one another.

Mean Rank

- The candidate provided a few very detailed implementation plans.
- 4.33 8. The candidate made no decisions on the issues she viewed as most important. She either passed them on to others or indicated that more information was needed. The candidate occasionally considered alternative courses of action. Many of the decisions were supported by information in the in-basket. There were a couple of general implementation plans.
- 15.67 9. The candidate made decisions on all of the more critical in-basket issues and some of the less critical items. The candidate frequently considered alternative courses of action. The candidate's decisions on related items were consistent and usually did not aggravate other existing problems. Some general implementation plans were provided.
- 10.67 10. The candidate made decisions on most of the less critical in-basket items and some of the more critical items. The candidate sometimes considered alternative courses of action. The candidate generally provided a logical reason for his decision and sometimes provided more than one reason. When implementation plans were described, they were general.
- 9.67 11. The candidate made decisions on some of the more critical in-basket items and many of the less critical items. Two of the decisions were interim decisions. Most of the decisions were logical and were based on information provided. The implementation plans were mostly general.
- 4.33 12. The candidate made decisions on some of the less crucial in-basket items. She passed the more critical in-basket items on to other people. Some of her decisions were logical.
- 17.00 13. The candidate made decisions on most of the more critical in-basket issues and some of the less critical items. The candidate considered alternative courses of action on the more critical issues and provided logical reasons for all of the decisions. Some of the implementation plans were detailed.
- 21.67 14. The candidate made decisions on all of the more critical in-basket items and many of the less critical items. Her decisions were supported by specific facts provided in the in-basket and she often considered alternative courses of action. The implementation plans on those

Mean Rank

- items she identified as most important were more detailed than the plans for items she considered less important.
- 12.33 15. The candidate made decisions on some of the more critical and most of the less critical issues. Some of the decisions were interim decisions. Most of the decisions made were logical, and some dealt with more than one problem. The candidate provided a few general implementation plans.
- 3.00 16. The candidate "rubber stamped" or delegated most of the decisions on the in-basket items. Some of the reasons given for the decisions were logical. There were no implementation plans.
- 11.67 17. The candidate made decisions on some of the more critical and all of the less critical issues. The candidate almost always provided a logical reason, based on the material provided, for his actions. A few general implementation plans were developed.
- 8.33 18. The candidate made many interim decisions. The candidate addressed most of the less critical items and some of the more critical issues. Many of the more critical items were delegated or referred to others. She occasionally considered alternative courses of action. The rationale given for most decisions was logical.
- 14.00 19. The candidate made decisions on most of the in-basket items. The candidate sometimes considered alternative solutions. Most of the decisions were logical, and some dealt with two problems simultaneously. There were some general plans for implementing the decisions.
- 17.33 20. The candidate made decisions on most of the critical in-basket issues and many of the less critical items. The candidate usually provided logical reasons for his decisions. Some of the decisions resolved multiple issues. Some detailed plans were developed.
- 21.00 21. The candidate considered a number of alternatives for many of the in-basket items attempted. She provided detailed explanations for her decisions and outlined specific implementation plans. The candidate made decisions on most of the critical in-basket issues and many of the less critical items.

Mean Rank

- 6.00 22. The candidate "rubber stamped" the less critical items in the in-basket and indicated that more information was needed for the more critical problems. The reasons given for the decisions made were logical, but self-evident. There were no implementation plans.

APPENDIX I

**Mean Ranks for the Autonomy
Specific Performance Dimension**

Autonomy

Mean Rank

- | | |
|-------|---|
| 7.33 | 1. During the group exercise, the PM volunteered to make her presentation first. |
| 10.67 | 2. During the group exercise, the PM, who had been writing candidate qualifications on the easel, did not write a qualification suggested by another PM. |
| 10.00 | 3. During the group exercise, the PM frequently overtalked the other candidates. |
| 14.00 | 4. During the group exercise, the PM was the first group member to challenge the qualifications of the other members' candidates. |
| 18.33 | 5. During the group exercise, the PM refused to initial a list of rankings already signed by two of the candidates. |
| 5.67 | 6. During the group exercise, the PM was the first group member to actively campaign for her candidate. |
| 14.67 | 7. During the group exercise, the PM continued ranking candidates after this action was challenged by another group member. |
| 10.00 | 8. During the group exercise, the PM ignored another group member's challenge. |
| 8.33 | 9. During the group exercise, the PM interrupted another group member and challenged that person's position. |
| 1.00 | 10. During the group exercise, the PM yielded to all challenges from other group members. |
| 21.00 | 11. During the group exercise, the PM suggested that the group disregard the instructions and divide the wage increases among all candidates who were not selected for either the store manager or assistant store manager positions. |
| 19.00 | 12. During the group exercise, the PM continued to support her candidate even though the remainder of the group supported another candidate. |
| 4.33 | 13. During the group exercise, the PM challenged another group member twice. |
| 2.00 | 14. During the group exercise, the PM's joined the challenges of other group members, but did not initiate any. |

Mean Rank

- 16.33 15. During the group exercise, the PM challenged the ranking of a candidate which was supported by three other group members.
- 14.33 16. During the group exercise, the PM listed a candidate as having been selected when a majority was reached, even though not all of the group members had voted.
- 16.00 17. During the group exercise, the PM sat with his arms crossed and refused to participate after his candidate was assigned the last position in the ranking.
- 12.67 18. During the group exercise, the PM challenged another group member who had been dominating the discussion.
- 11.67 19. During the group exercise, the PM continued to support her candidate even though another group member had identified a complaint involving her candidate's department.
- 5.67 20. During the group exercise, the PM challenged individual group members, but did not oppose positions taken by the group as a whole.
- 8.00 21. During the group exercise, the PM overtalked other group members who tried to interrupt him.

APPENDIX J

Mean Ranks for the Behavior Flexibility

Specific Performance Dimension

Behavior Flexibility

Mean Rank

- 20.67 1. During the group exercise, the PM challenged the more vocal members of the group and asked the opinions of the group members who were less active.
- 5.00 2. During the group exercise, the PM shifted his opinions continuously, often adopting positions that were at odds with positions he had taken previously.
- 10.67 3. During the proposal exercise, the candidate suggested that if the company could not afford to implement the entire proposal, it should consider implementing a portion of it.
- 23.33 4. During the group exercise, the PM challenged another group member who had tried to dominate the group. When the other group member yielded, the PM became more conciliatory.
- 4.00 5. During the challenge and reject portions of the proposal exercise, the candidate's voice grew softer.
- 11.67 6. After the assessor cautioned the candidate about asking multiple questions, the candidate limited herself to one question at a time.
- 22.67 7. During the first half of the group exercise, the PM focused on minute details. After realizing that there was not enough time to consider every detail in making the rankings, the PM began focusing on broader characteristics of the candidates.
- 5.67 8. When the assessor said that he might adopt another proposal instead of the one recommended by the candidate, the candidate said that if that was the only way to keep the store open, she would go along with it.
- 8.00 9. When the assessor indicated that the proposal cost too much, the candidate indicated that maybe they could renegotiate the cost of the proposal.
- 16.00 10. During the group exercise, the PM agreed that another PM who had challenged him had a point.
- 18.67 11. During the group exercise, the PM conceded on ranking another PM's candidate in the #2 slot.

Mean Rank

- 10.67 12. During the fact finding exercise, the candidate ceased providing solutions after being advised that the purpose of the exercise was to gather information.
- 20.33 13. During the group exercise, the PM pushed his candidate until it became obvious that the group was not going to accept his candidate; then he threw his support to another candidate.
- 6.33 14. After the assessor rejected the candidate's proposal, the candidate began addressing the assessor as "Sir."
- 10.33 15. When the assessor indicated that she was going to reject the candidate's proposal, the candidate said that he would be willing to listen to any other suggestions for improving the store.
- 5.33 16. After arguing for the renovation of the store, the candidate agreed that maybe the store should be closed.
- 7.00 17. During the group exercise, the PM switched his support from his candidate to another PM's candidate.
- 25.00 18. During the group exercise, the PM had been engaged in a heated debate with another group member concerning whose candidate was the best. The PM looked at the other candidate and said, "Mr. Green, what can I do to get you on my side?"
- 29.33 19. During the group exercise, the PM forcefully argued in favor of his candidate. He later acknowledged that his candidate had some weaknesses and reached a compromise which ranked his candidate as the assistant store manager.
- 29.67 20. During the group exercise, the PM was conciliatory until another group member attacked her candidate. The PM aggressively defended her candidate and launched an attack on the other person's candidate. When the other group member withdrew, the PM became less combative and supported the other candidate on another issue.
- 12.00 21. The candidate indicated that the components of the proposal could be implemented one at a time if the cost of the whole proposal was too high.

Mean Rank

- 28.00 22. During the group discussion, the PM was engaged in a debate with another group member concerning the merit of their candidates. When this did not work, the PM turned to an influential third group member and attempted to win her support.
- 20.33 23. During the group exercise, the PM was generally supportive in his comments, but spoke sharply to another group member who had tried to dominate the group.
- 15.33 24. During the group exercise, the PM was conciliatory when dealing with influential group members, but bullied the quiet members.
- 26.67 25. During the group exercise, the PM initially dominated the discussion. When another group member became equally active, he opposed her. When this failed, he attempted to win her support.
- 17.67 26. During the group exercise, the PM initially used a calm voice when expressing her disagreement with the position of another group member. As the disagreement continued, her voice slowly became firmer and somewhat louder. As a last resort, she became sarcastic.
- 22.00 27. During the group exercise, the PM initially glared at a group member who was dominating the group. She then actively opposed him in discussion. When this did not work, the PM began directing questions towards other group members and ignored her adversary.
- 10.00 28. During the group exercise, the PM initially limited her role to that of an observer. When the discussion turned to qualifications desired in a store manager, she provided a few suggestions and supported positions taken by others.
- 3.00 29. During the group exercise, the PM was actively involved until the group decided to rank his candidate last. At that point he moved his chair back and crossed his arms. He remained in this position throughout the rest of the exercise.
- 17.00 30. During the group exercise, the PM had agreed with the group that his candidate had some weaknesses that would not make her a good store manager. When another group member suggested that his candidate be ranked number 6, the PM began actively campaigning for a higher position.

Mean Rank

- 19.67 31. During the group discussion, the PM and another group member argued that each of their candidates should be the store manager. When the group was notified that they had five minutes remaining, the PM indicated that he would be satisfied if his candidate were made the assistant store manager.

APPENDIX K

Mean Ranks for the Decisiveness

Specific Performance Dimension

Decisiveness

Mean Rank

- 22.33 1. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof, conduct the inventory on Sunday, have the employees check for errors in pricing and correct them while doing the inventory, reschedule the softball game for the following Sunday, and grant all requests for time off.
- 8.00 2. The candidate decided not to give the roofing contract to Arthur Peterson and decided to wait for another bid before awarding the contract. The candidate decided to transfer the two Peterson brothers to different departments, to meet with the employees before taking inventory on Sunday to introduce himself and discuss customer complaints, and to send the letter from Mrs. Tobias' attorney to the legal affairs department.
- 23.67 3. The candidate decided to hire Ferdinand & Son to repair the roof, conduct inventory on Saturday, hold the softball game as planned on Sunday, deny all requests for time off on Saturday, have employees check the prices of merchandise for inconsistencies, and have the department supervisors check to make sure that sale items were in stock. The candidate indicated that he did not have enough information to make a decision on Arthur Peterson.
- 10.33 4. The candidate decided to give the roofing contract to Ferdinand & Son, to meet individually with the four managers who were not included in the store manager training program, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors to discuss declining profits, and to let the individual department supervisors decide which employees can have time off on Saturday.
- 25.00 5. The candidate decided to discharge Arthur Peterson, try to convince Felix Owens to stay with the company by offering him another department, obtain two more estimates for the roof before deciding on the contract, conduct inventory on Sunday and cancel the softball game, give part-time employees the opportunity to work full-time, pay all expenses incurred by Mrs. Tobias, and deny all requests for time off.
- 22.67 6. The candidate decided to discharge Arthur Peterson, hire Ferdinand & Son to repair the roof, schedule the inventory for the following Sunday to avoid a conflict with the softball game, grant Saturday off to two employees from each department (to be selected by the

Mean Rank

- department supervisor), remove charges for padding and installation, and have department supervisors check to make sure that they have enough stock for the sale.
- 13.00 7. The candidate decided to conduct inventory as planned on Sunday, to deny employees scheduled to work on Sunday time off for the softball game, to pay all expenses associated with Mrs. Tobias' injury, to let two or three people off for the birthday party, and to have Mr. Baskin come in to identify the employees who damaged his car.
- 13.33 8. The candidate decided to award the roofing contract to Ferdinand & Son, hold the inventory after the softball game, conduct an exit interview with Felix Owens, deny time off for employees to attend the birthday party, grant Saturday off to two of Maureen Taylor's employees, send memo encouraging department supervisors to attend the softball game, and request more information on the stockroom and warehouse problem and on Arthur Peterson before making a decision.
- 24.00 9. The candidate decided to hire Ferdinand & Son to repair the roof, discharge Arthur Peterson, hold inventory on Sunday and postpone the softball game, conduct exit interview with Felix Owens, meet with warehouse and stockroom managers to iron out a solution, grant the day off to Maureen Taylor's employees, grant the day off to two people in each department, and have Alan Baskin provide estimates for the damage done to his car.
- 16.00 10. The candidate decided to award the roofing contract to Ferdinand & Son, discharge Arthur Peterson, try to convince Felix Owens to stay, investigate the customer complaints, grant the time off to Maureen Taylor's people, grant Saturday evening off to two people in each department, and have supervisors check to see that sale items are in stock.
- 17.67 11. The candidate decided to reschedule the softball game; conduct the inventory on Sunday, August 5; pay for merchandise damaged because of the leaking roof; pay damage to the automobile; meet with department managers who were not included in store manager training program individually; discharge Arthur Peterson; and wait until additional bids were received to decide on the roofing contract.

Mean Rank

- 6.67 12. The candidate decided to grant the time off requested by the employees, to meet with the department supervisors who were denied the store manager training, and to meet with the warehouse manager to discuss the delivery problems. The candidate was going to gather more information on the customer complaints and additional bids on the roof before making any more decisions.
- 12.67 13. The candidate decided to discharge Arthur Peterson, deny the time off to the employees for the birthday party, grant the time off to Maureen Taylor's employees, accept all future shipments, and obtain more bids for the repair of the roof.
- 3.00 14. The candidate decided to have Ferdinand & Son take care of the roof repairs and decided to give Maureen Taylor's employees the day off. The candidate withheld decisions on the following items until he had more information: (1) Arthur Peterson, (2) complaints from the Bureau of Consumer Protection, (3) the complaint about the damaged automobile, and (4) the complaint from the bus tour.
- 25.33 15. The candidate decided to try to talk Felix Owens into staying, have Ferdinand & Son repair the roof, move the leasee's merchandise into the stockroom and reimburse the company for merchandise lost, conduct inventory on Sunday after the softball game, discharge Arthur Peterson, hire more part-time employees, have each department supervisor check the prices of items and make sure that sale items are in stock, and meet with the staff to discuss the declining profits and complaints of employee rudeness.
- 17.67 16. The candidate decided to hire Ferdinand & Son to do the roof repair, discharge Arthur Peterson, conduct an exit interview with Felix Owens, approve all requests for time off, refer Mrs. Tobias' injury to the legal affairs department, and meet with department supervisors about declining profits and customer complaints.
- 23.67 17. The candidate decided to hire Ferdinand & Son to repair the roof, discharge Arthur Peterson, conduct inventory on Sunday, try to convince Felix Owens to stay, grant all requests for time off, have Mr. Baskin submit two estimates for the repair of his car, and refer Mrs. Tobias' injury to the legal affairs department.
- 3.33 18. The candidate decided to give the roofing contract to Ferdinand & Son, to meet with Michelle Roberts, to meet with the warehouse manager to discuss the delivery

Mean Rank

- problems, to meet with the department supervisors about declining profits and customer complaints, and to withhold a decision on Arthur Peterson until more information was available.
- 16.00 19. The candidate decided to give the roofing contract to Ferdinand & Son, to pay the leasee department for expenses associated with damaged goods, to try to convince Felix Owens to stay, to grant the time off to Maureen Taylor's employees, to pay all of Mrs. Tobias' expenses. The candidate was going to continue surveillance on Arthur Peterson and was going to investigate the customer complaints.
- 8.00 20. The candidate decided to award the roofing contract to Ferdinand & Son, try to convince Felix Owens to stay, grant the time off to Maureen Taylor's people, grant Saturday evening off to two people in each department, refer Mrs. Tobias' injury to immediate supervisor, and check to see if security knows anything about Mr. Baskin's automobile.
- 3.00 21. The candidate decided to have the roof fixed and decided not to give the contract to Arthur Peterson. The candidate decided to hire some more employees and to give the employees time off to attend the birthday party.
- 27.00 22. The candidate decided to discharge Arthur Peterson, have Ferdinand & Son repair the roof over the next four Sundays, conduct inventory on Sunday and reschedule the softball game for the following Sunday, grant the requests for time off for Maureen Taylor's employees, deny the time off for Saturday evening, and waive the cost of the padding and installation of carpet in the Bureau of Consumer Protection complaint.
- 7.00 23. The candidate decided to rearrange the work schedules of the employees, to schedule a meeting between the warehouse representatives and the receiving and stocking personnel, to post a memo on the bulletin board concerning Arthur Peterson's appointment as shop steward, and to give Ferdinand & Son the roofing contract. The candidate postponed decisions on giving the employees the time off and on Arthur Peterson until more information was available.
- 12.67 24. The candidate decided to conduct inventory on Sunday and postpone the softball game, obtain two more bids on the roof repair, have the security service work with local police on the surveillance of Arthur Peterson, investigate the customer complaints, grant the time off

Mean Rank

- for Saturday, and hold an exit interview with Felix Owens.
- 12.00 25. The candidate decided to grant all requests for time off, to pay for all expenses associated with Mrs. Tobias' injury, Mr. Baskin's car, and the leasee department's damaged merchandise. The candidate was going to obtain an additional bid on the roof before making a decision and was going to obtain more information on the customer complaints and the warehouse and stockroom problem before taking action.
- 19.00 26. The candidate decided to offer part-time employees full-time status; fix the roof on either Sunday or after the store was closed; terminate Arthur Peterson; grant Saturday and Saturday evening off to employees requesting it; move softball game to Saturday; and do inventory on Sunday.
- 2.00 27. The candidate decided to let the department supervisors make decisions regarding employees' work schedules, to send the letter from Mrs. Tobias' attorney to the legal affairs department, to meet with department supervisors about declining revenues and customer complaints, and to gather more information on Arthur Peterson and the condition of the roof.
- 17.33 28. The candidate decided to hire Ferdinand & Son for the roof repair, discharge Arthur Peterson, conduct the inventory on Saturday, hold an exit interview with Felix Owens, notify the legal affairs department of Mrs. Tobias' injury and Mr. Baskin's car, and grant time off to two employees within each department.
- 30.00 29. The candidate decided to hire Ferdinand & Son to repair the roof, reimburse the leasee department for damaged merchandise, double the number of security guards, place Felix Owens under surveillance and continue surveillance of Arthur Peterson, hold inventory after the softball game on Sunday, hire more part-time employees, grant day off to Maureen Taylor's employees, deny time off to employees for Saturday evening, and meet with department supervisors to discuss declining profits, complaints from the Bureau of Consumer Protection, and complaint of employee rudeness.
- 22.67 30. The candidate decided to conduct an exit interview with Felix Owens, discharge Arthur Peterson, grant all requests for time off, have department supervisors check that sale items are in stock, have department supervisor

Mean Rank

talk to their subordinates about complaints of employee rudeness, obtain another bid for the roof job, and pay all expenses associated with Mrs. Tobias' injury, Mr. Baskin's car, and the leasee department's damaged merchandise.

APPENDIX L

**Mean Ranks for the Decision Making
Specific Performance Dimension**

Decision Making

Mean Rank

- 12.00 1. The candidate decided to meet with Felix Owens to try to persuade him to stay with the company since Mr. Owens appeared to be a good supervisor and was liked by the employees. Many of the employees wanted to take time off to go to Felix's birthday party. If Felix left the company, then more employees might leave, and that would mean that there would be more overtime. Since the employees would be overworked by the shortage of help, they might tend to be more rude to the customers and the company would lose more business.
- 14.33 2. The candidate decided to hire Ferdinand & Sons for the roofing job, because they could do the job right away and they provided a range of the cost. The candidate decided not to hire Arthur Peterson, because of the surveillance report, and he could not wait for the bid from the other company, because one of the leasee departments indicated that legal action would be taken if the problem was not corrected soon. The candidate decided that the roof would be fixed over the next four Sundays when the store was closed. In the mean time, the candidate wrote a memo to Mike Parsons in shipping and receiving, telling him to clear some space for the stock of the leasee department that had complained of loss due to water damage. The candidate decided to compensate the leasee department for the damage, because the roof should have been fixed a long time ago. The candidate also decided to discharge Arthur Peterson because of the results of the surveillance report.
- 8.00 3. The candidate decided to give the roofing contract to Ferdinand & Sons, because they could do the job right away and provided a range of the costs. In the meantime, the candidate decided to put a tarp over the merchandise to keep it from being damaged by further leaks.
- 13.33 4. The candidate decided to get two more bids for the roofing job before making a decision because she wanted to make sure that the job was done right. Since nothing had been done to the store in 15 years, it was likely that the entire roof needed to be replaced and she did not want to spend money on a band-aid and have to pay to have a new roof done in another year or two. The candidate asked Mike Parsons to clear room in the stockroom for the leasee's merchandise, and she decided to pay for the damages to the leasee's merchandise that was due to water damage. The candidate advised the leasee department of the actions taken.

Mean Rank

- 14.33 5. The candidate selected Ferdinand & Sons for the roofing job, because they provided a range of the cost of repairs and could begin work immediately. It was important to get the roof repaired as soon as possible, because one of the leasee departments had written a memo complaining that merchandise that had been damaged from the water and had indicated that legal action would be taken if the matter was not corrected soon. The candidate decided not to select Arthur Peterson, because he was the employee who was under surveillance for theft. The roof work would begin on Sunday, August 5, since the store was closed on Sundays and would continue for the next four Sundays so that customers would not be inconvenienced by the work. Doing the work on Sundays would also prevent customers from being injured as a result of the work. The store already had one legal problem with a woman who tripped over a dolly in the store.
- 7.67 6. The candidate decided to perform the inventory on Sunday, August 5, after the softball game was over so that the employee morale would not be harmed and the inventory would still get done. The inventory needed to be done, because the store had problems with shoplifting and theft and he needed to know exactly what merchandise the store had. In addition, the store had some complaints that items which were advertised were not in stock. The inventory would permit the manager to order merchandise that was not in stock.
- 7.33 7. The candidate decided to try to rearrange the work schedules so that the amount of overtime could be reduced. She requested the work schedules for the weeks preceding and following the scheduled inventory to determine whether there were enough extra employees to do inventory on Saturday so that inventory would not interfere with the game on Sunday. The cancellation of the softball game would have hurt employee morale.
- 2.00 8. The candidate decided not to discharge Arthur Peterson, because he did not have enough evidence to hold up under review.
- 7.67 9. The candidate decided to give the employees time off to go to the birthday party if they agreed to make up the time on Sunday doing inventory with no overtime for the first five hours, because the important thing was that the employees make up the time. This way, the employee morale would not be harmed, the inventory would be done, and the overtime costs would be reduced.

Mean Rank

- 5.67 10. The candidate decided to reschedule the softball game for the following Sunday, because it was more important to do the inventory than to have the softball game. The inventory was important, because of complaints from the Bureau of Consumer Protection and the problem with shoplifting and theft. Although there was a problem with employee morale, this problem was believed to be less important than the other problems.
- 2.67 11. The candidate decided to write a letter of apology to the managers of the bus tour to restore goodwill.
- 2.00 12. The candidate decided not to award the roofing contract to Arthur Peterson, because Peterson works for the company and would be taking inventory on the date that the candidate wanted the work on the roof done.
- 10.67 13. The candidate decided to conduct the inventory on Sunday, August 5, because the store was closed on Sundays and he needed to have this information because of the problem with shoplifting and theft. One of the employees was under surveillance for theft, and it seemed that most of the theft occurred after store hours. As store manager, the candidate had to have an accurate count of the merchandise. The inventory information would also tell the store manager whether he had enough of the merchandise that was advertised as being on sale. There were complaints that merchandise advertised was not in stock. In addition, the employees could check the prices on all of the items to make sure that the same price was on all of the same items.
- 11.67 14. The candidate decided to give the employees the time off to attend the birthday party on Saturday evening, because the morale was already low and it would drop even further if they couldn't go to the party. In addition, Felix Owens, the supervisor whose birthday they are celebrating, had submitted his resignation. Felix appeared to be a good supervisor and it is possible that if the employees attended his party he might reconsider leaving the store. The candidate said that he would be meeting with Felix to discuss his resignation and see if he could talk him into staying. The candidate said that he believed that telling Felix that he was going to discharge Arthur Peterson might cause him to reconsider his resignation. Arthur Peterson worked in Felix's department and was not easy to get along with. Arthur was also under surveillance for theft. It's possible that if Felix realizes that the store manager is

Mean Rank

interested in the problems he is having with employees like Arthur, he may reconsider his decision to leave.

- 10.67 15. The candidate decided to allow two of the five employees in Maureen Taylor's department to have the day off, because there would not be enough employees to cover the store if all of the employees were given the time off. Giving all of the employees the day off who had requested it would put an unfair burden on the other employees and reduce the quality of service. The candidate considered granting the time off to all five people and moving salespeople from other departments, but rejected this idea, because the other salespeople would not be familiar with the merchandise.
- 3.33 16. The candidate decided to uphold Maureen Taylor's decision to give the employees the day off, because she had already given them permission. Denying them the time off would also hurt employee morale.

APPENDIX M

**Mean Ranks for the Energy
Specific Performance Dimension**

Energy

Mean Rank

- 11.00 1. The candidate asked 52 closed questions during the fact finding exercise and took notes on the assessor's comments. The candidate wrote three letters, six memos, and four notes in the in-basket exercise. The candidate talked at a moderate pace during her presentation in the proposal exercise, providing both specific and general information. During the group exercise, the candidate's pace was rapid during her presentation. The candidate appeared to pay attention to the comments of other group members. Her participation in the group discussion was intermittent.
- 14.67 2. The candidate's pace was moderate to fast for the first half of the fact finding exercise and slowed to a moderate pace for the second half. The candidate's written responses to the first five in-basket items completed were specific and lengthy. The written responses became shorter as the candidate responded to more items. The candidate's pace during the proposal exercise was moderate, and it slowed down during the questioning, challenging, and rejection phases. The PM was moderately active in the group discussion, pitching for his candidate, and questioning, challenging, and supporting other group members.
- 20.33 3. The candidate's pace was moderate during the fact finding exercise. The candidate picked up and followed up on all five of the assessor clues. The clues followed candidate questions which would not yield useful information. The candidate's presentations during the proposal and group exercises lasted seven and one-half and three and one-quarter minutes respectively. The candidate was one of three active members in the group exercise.
- 27.33 4. During the fact finding exercise, the candidate continuously asked questions and was in the middle of a question when the exercise ended. During the proposal and in-basket exercises, the candidate provided comprehensive answers to the assessors' questions. The candidate was the most active PM in the group exercise.
- 18.00 5. During the fact finding exercise, the candidate asked 73 questions, most of which were open. The candidate had two pauses which lasted between 10 and 15 seconds. The candidate's presentation in the proposal exercise lasted eight minutes and had one pause during which the candidate appeared to be collecting his thoughts. The PM

Mean Rank

was one of the less vocal members of a very active group. The PM's questions indicated that he had been paying attention to what the other members said during his periods of silence.

- 27.00 6. During the fact finding exercise, the candidate asked questions in a rapid-fire manner. The candidate completed all of the in-basket items, and most of his letters and memos were three-quarters of a page or longer. During the proposal exercise, the candidate spoke at a rapid pace and provided lengthy answers and rebuttals to the assessor's questions and challenges. In the group exercise, the candidate stood for his presentation, which was delivered at a moderate to fast pace. When the candidate was not addressing the entire group, he was engaged in sidebars with other group members.
- 4.33 7. During the fact finding exercise, the candidate ran out of questions after four minutes. There were numerous pauses between assessor clues, and the candidate frequently looked at his watch. The candidate's responses to the in-basket items consisted mainly of approvals or delegations. The candidate's presentation during the proposal exercise lasted three and one-quarter minutes and his responses to questions were punctuated with pauses. During the group exercise, the candidate intermittently entered into the discussion. During his inactive periods, he bent paperclips into new shapes.
- 1.67 8. During the fact finding exercise, the assessor provided approximately one clue for every three of the candidate's questions. The candidate had ten pauses in excess of 15 seconds. The candidate responded to the in-basket items with brief notes and memos, frequently delegating the items to others. During the group exercise, the PM observed the other group members during discussion, responding when addressed.
- 18.00 9. The candidate appeared to take extensive notes during the fact finding exercise. He ran out of questions after five minutes, but picked up and followed up on all assessor cues. The candidate had four pages of notes for the proposal exercise and wrote detailed letters, memos, and notes during the in-basket. The candidate's presentation in the proposal and group exercises were delivered at a slow pace, but were quite detailed. The candidate remained silent during much of the group exercise, but appeared to be listening intently to the

Mean Rank

other group members. The PM appeared to take notes on the other group member's presentations, and he made a summary list of each candidate's strengths and weaknesses, which he presented to the group. The candidate participated in sidebars, but did not address the group as a whole except when making his initial presentation and when summarizing the qualifications of the candidates.

- 16.67 10. During the fact finding exercise, the candidate asked 80 questions, most of which were open. The candidate responded to all of the in-basket items; most of the responses included rubber-stamping items, delegating items, or making notes to post something. The candidate used a moderate pace in his presentations for both the proposal and group exercises. Both presentations included general information provided in the data, which was supplemented by arguments generated by the candidate. The candidate was a vocal member of an active group.
- 14.00 11. During the fact finding exercise, the candidate's pace was slow; he asked 46 questions. The candidate took very detailed notes, often asking the assessor to repeat an answer so that he could get it all written down. The candidate generated five letters, eight memos, and two notes in the in-basket exercise. During the presentations in the proposal and group exercises, the candidate relied heavily on his notes, which were complete and extensive. The candidate participation in the group began at a moderate level and then dropped off as other candidates overtalked and interrupted him.
- 9.00 12. During the fact finding exercise, the candidate paused briefly to review his notes before beginning questions on each topic. The candidate picked up on all clues and was waiting for the assessor's response to a question at the close of the exercise. The candidate handled 12 of the in-basket items, generating four letters, six memos, and four notes. The candidate had two ten second pauses during his proposal presentation. There was a 30-second pause after the assessor rejected the candidate's proposal. During the group exercise, the candidate was moderately active during the first half of the discussion and less active for the latter half of the discussion.
- 25.00 13. The candidate's pace was moderate to fast throughout the four exercises. The candidate quietly tapped her pen against her pad of paper while the assessor responded to questions during the fact finding exercise. The

Mean Rank

candidate provided detailed responses to the assessor's questions in the proposal and in-basket interviews. The candidate paced during her presentation in the group exercise, and wrote on the easel during much of the group discussion.

- 12.00 14. During the fact finding exercise, the candidate delivered her questions in a moderate pace. The questions were separated by pauses during which the candidate examined her notes or made notes on what the assessor said. After seven minutes, the candidate indicated that she was out of questions, and the assessor provided a clue which she picked up and followed through on. The candidate provided mostly general information in her proposal presentation and defense. The candidate frequently consulted her notes before responding to questions. The candidate generated four letters, eight memos, and eight notes in the in-basket exercise. During the group exercise, the candidate appeared to follow the comments of the other PMs, and she often asked questions to clarify her understanding.
- 3.00 15. During the fact finding exercise, the candidate had ten pauses in excess of ten seconds. The candidate responded to 15 of the in-basket items with short notes and memos which typically ran no more than a quarter of a page. The candidate's pace was moderate during the proposal exercise. The candidate paused before responding to all questions and remained silent after two questions. During the group exercise, the candidate slumped in his chair and looked out the window while the other PMs made their presentations. The candidate participated in a few sidebars, but did not address the whole group during the discussion.
- 21.33 16. During the group exercise, the candidate frequently used rambling lead-ins and stated opinions. The candidate had prepared one page of notes on the problems facing the store. The candidate generated five letters, nine memos, and 16 notes in the in-basket. The candidate's presentation for the proposal exercise lasted nine and one-quarter minutes and was quite specific. The candidate read his presentation in the group exercise at a rapid pace. The candidate participated in numerous sidebars, but was not very vocal in addressing the entire group.

Mean Rank

- 6.67 17. During the fact finding exercise, the candidate preceded many of his questions with rambling statements. He was still asking questions when the exercise came to an end. The candidate provided more detailed responses to those in-basket items completed first, and his responses became shorter for those items handled last. During the challenge and reject portions of the proposal exercise, the candidate paused frequently before responding to questions. The candidate was one of the least active PMs in the group.
- 20.67 18. The candidate asked 62 questions and had one page of notes in the fact finding exercise. The candidate wrote eight letters, five memos, and 12 notes in the in-basket. The candidate's pace was moderate during both the proposal and group presentations. During the questioning portion of the proposal exercise, the assessor was able to obtain most of the information that the candidate knew by asking two questions on each topic. The candidate was a moderately active PM in the group discussion.
- 6.00 19. The candidate's pace was moderate during the fact finding exercise. Two of the assessor's five clues were provided because of candidate pauses. The candidate's proposal presentation lasted four and three-quarters minutes. The candidate paused before responding to each question and challenge provided by the assessor. The candidate never did respond to three of the questions. The candidate was the least active of the group members. The candidate's participation was generally limited to supporting other group members.
- 3.67 20. During the fact finding exercise, the candidate's pace was moderate. She referred to her notes at various points, particularly when searching for questions. The candidate attempted to end the exercise after eight minutes, but was returned to role by the assessor who offered another clue. Three to four assessor questions were required in order to gather all of the information that the candidate knew about a topic. The candidate's participation in the group discussion consisted mainly of responses to questions.
- 26.00 21. During the fact finding exercise, the candidate consistently preceded questions with rambling statements and frequently used multiple questions. The candidate's written material on the in-basket items was vague; however, the candidate provided specific plans of action and rationale during the in-basket interview. The

Mean Rank

candidate presented an eight minute presentation in the proposal exercise, referring to the half page of notes to jog his memory. He provided extensive responses to the assessor's questions and challenges, once asking the assessor if she wanted him to continue telling her what he knew. The candidate was the most vocal of the members in the group exercise.

- 6.00 22. The candidate sat slumped in his chair during the fact finding exercise. His pace was slow and he asked the assessor to repeat her answers to three different questions. The candidate's presentation in the proposal exercise lasted five minutes. The presentation contained mainly general information which was presented at a slow pace. The candidate's responses to five of the assessor's questions did not address the question asked. The candidate quickly read his presentation in the group exercise and then sat back in his chair and appeared to be doodling during the other members' presentations. The candidate entered the group discussion sporadically, usually after having been challenged. His participation in the discussion was typically of short duration, the longest exchange lasting eight minutes.
- 14.33 23. The candidate used a moderate to slow pace when asking questions during the fact finding exercise. Most of the candidate's questions were open. The candidate wrote three letters, five memos, and six notes in the in-basket. The candidate was slow in replying to assessor questions during the in-basket interview. The candidate spoke for seven minutes, using a slow to moderate pace during the proposal presentation. The candidate paused after each assessor question before answering. During the group exercise, the candidate was actively followed the discussion of the other group members, as indicated by the nature of his challenges. Because of his slow pace, he was frequently interrupted, but continued to voice his opinion throughout the exercise.
- 23.00 24. Throughout the fact finding exercise, the candidate took notes on the assessors' answers. The candidate provided detailed responses to the in-basket items and thorough descriptions in the in-basket interview. During the group exercise, the PM took notes on the other group members' presentations and listed the strengths and weaknesses of each candidate discussed.

Mean Rank

- 15.00 25. The candidate asked questions steadily during the first six minutes of the fact finding exercise. During the last four minutes, the candidate frequently paused to collect his thoughts. The candidate's pace was fast during the presentation in the proposal exercise, but slowed to a moderate pace during the questioning and challenge portion of the exercise. The candidate's responses to the in-basket items consisted mostly of notes and short memos. During the group exercise the PM listened attentively to the other group members and was moderately active in the discussion.
- 16.67 26. The candidate preceded many of his questions with rambling statements. His pace was slow and his questions were carefully framed. He appeared to take notes while the assessor responded to questions. The candidate handled nine of the in-basket items, providing detailed memos or letters to all persons affected by the items. The candidate's presentations in the proposal and group exercises were detailed and were delivered at a slow pace. During the group exercise, most of the PM's statements were either summaries of the group's current status on the task or recommendations on how to proceed with the task.
- 6.33 27. The candidate had finished her questions after four minutes in the fact finding exercise. The candidate picked up and followed up on six of the nine assessor clues. The candidate handled 18 of the in-basket items, approving and delegating many of the items. During the proposal exercise, the candidate spoke at a moderate pace for three and one-half minutes. The candidate's responses to assessor questions were general in nature, and the assessor was required to ask similar questions three times before gaining all of the information that the candidate had. The candidate's role in the group exercise was principally that of an observer.
- 18.33 28. During the fact finding exercise, the candidate's pace was moderate. He paused four times to review his two pages of notes before initiating a new line of questioning. His presentation included specific and general information about the proposal he selected. Most of the candidate's responses to assessor questions were general, and he often repeated the same response to similar assessor questions. The candidate was actively involved in the group discussion.

APPENDIX N

Mean Ranks for the Fact Finding - Oral

Specific Performance Dimension

Fact Finding - Oral

Mean Rank

- 14.67 1. During the fact finding exercise, the candidate asked the following questions about complaints: (1) What are the major complaints? (2) Management rudeness or employee rudeness? (3) What is the attitude of the employees? and (4) What has been done about this?
- 2.67 2. During the fact finding exercise, the candidate picked up two of the seven clues.
- 26.67 3. During the fact finding exercise, the candidate asked the following questions about employee morale: (1) Is there a problem with employee morale? (2) Are the policies and procedures in effect throughout the other chains? (3) Do you know what some of these employee complaints are? (4) Are we having more complaints from part-time or full-time employees? (5) How many employees have turned over in the last two years? (6) Are the problems concentrated in one department? and (7) Is the dissatisfaction in the leased departments or our own departments?
- 25.33 4. During the fact finding exercise, the candidate asked the following questions concerning declining profits: (1) Did any other stores open up in the area? (2) How is our location? (3) Do we have ample parking? (4) Are the losses concentrated in specific departments? (5) Could you give me an example? and (6) Any others?
- 16.67 5. During the fact finding exercise, the candidate asked the following questions about the physical condition of the store: (1) How would you describe the physical condition of the store? (2) Do we have outside cleaning or do we do our own? and (3) Has there been any remodeling done?
- 1.67 6. After learning that there was a report dealing with employee theft, the candidate moved to questions regarding the stockroom problem.
- 17.33 7. During the fact finding exercise, the candidate asked the following questions about employee morale: (1) Do you think the morale problems are because of the management? (2) Has anything happened; How do you know that there is a morale problem? (3) Has this been brought to management's attention? and (4) Have they made any suggestions as to what can be done?

Mean Rank

- 28.67 8. During the fact finding exercise, the candidate asked the following questions regarding the complaint in the jewelry department: (1) What did the complaint say? (2) What was the clerk's name? (3) Do they have a date and time when this occurred? (4) Does the letter give any more information? (5) Could you give me the information? (6) What did the customers do when told that the clerk was on break? (7) What happened? (8) What happened next? (9) And then? (10) And what happened at that point? and (11) What happened next?
- 21.00 9. With regard to the security problem, the candidate asked the following questions: (1) Is the security force internal or outside the organization? (2) Is there security coverage the entire time the store is open? (3) We have people in the building even when the store is not open? (4) How many security people work when the store is open? (5) How many floors does the store have? and (6) What hours are we open?
- 3.00 10. During the fact finding exercise, the candidate asked the following questions concerning inventory control: (1) Do we have enough people to perform inventory? and (2) We need to check into that.
- 7.33 11. During the fact finding exercise, the candidate asked the following questions regarding employee working conditions: (1) Do we have employee parking? (2) What kind of condition are the break room and restrooms in? and the statement (3) Employee comfort has a lot to do with morale.
- 11.00 12. After being clued on the employee theft problem, the candidate asked the following questions: (1) Is there a problem with employee theft? (2) Do we have figures on losses due to theft? (3) What if we boost security in the area? (4) Perhaps cameras would be a wise investment. (5) Are the security guards from a local company? and (6) When you deal with \$18,300 in theft, someone is falling down on the job.
- 4.00 13. During the fact finding exercise, the candidate asked the following multiple question: "Let me ask a little about the decline in revenue and what the real problem is; its getting worse and I'm wondering, do we have any indication as to where this is coming from; that is, are we having problems with the community at large; are the people coming in?"

Mean Rank

- 19.67 14. After being clued about complaints from the Bureau of Consumer Protection, the candidate asked the following questions: (1) What did the letter say? (2) Any other complaints? (3) Any other complaints? and (4) Was padding and installation included?
- 11.67 15. During the fact finding exercise, the candidate asked the following questions regarding employee morale: (1) Is there a problem with employee morale? and (2) What reason was given for the transfer requests?
- 9.00 16. The candidate asked the following questions about personnel: (1) Were there any personnel changes this past year? and (2) Were the people who left replaced?
- 21.33 17. The candidate asked the following questions about the problem in the warehouse: (1) Are there problems in the warehouse? (2) Does our organization take care of the transportation or does a private company do it? (3) What is the procedure for transferring merchandise from the warehouse to the store? and (4) Why were the shipments sent back?
- 5.33 18. During the fact finding exercise, the candidate asked how inventory was done--was it done manually by clerks, was it computerized?
- 21.67 19. During the fact finding exercise, the candidate asked the following questions on customer complaints: (1) What were some of the customer complaints? (2) What kind of rude behavior? (3) Was this letter reported to the head person at the store? (4) What did you do about the complaints? and (5) What other information do you have on the complaint?
- 10.67 20. After being clued on the warehouse problem, the candidate asked the following questions: (1) Why would he refuse delivery? (2) The best way to make space is to move all merchandise. (3) Have we contacted the supplier? (4) Does he have the personnel in the warehouse that he needs? and (5) Does he have the proper equipment?
- 20.67 21. During the fact finding exercise, the candidate asked the following questions about employee theft: (1) Do we have a problem with employee theft? (2) Was the surveillance report just on one employee? (3) Are we talking about petty theft or something on a grand scale? (4) Could you tell me what is in the report? (5) Where does the

Mean Rank

- employee work? and (6) Was the employee confronted about this?
- 24.33 22. After learning that there were problems with unaccounted for merchandise, the candidate asked the following questions: (1) Any other problems with the stockroom? (2) What did the letters say? (3) How does insufficient notice of time create a problem for the stockroom? and (4) What was the problem with the warehouse?
- 10.00 23. After being clued that the assessor had an example of declining profits in departments, the candidate asked for an example.
- 20.00 24. During the fact finding exercise, the candidate asked the following questions about employee working hours: (1) Does the average employee work a 40-hour week? (2) Do they work five days per week? (3) Do we rotate Saturdays? and (4) Are evening hours left to the immediate supervisors for scheduling?
- 14.33 25. After being clued in the fact finding exercise, the candidate asked the following questions about the surveillance report: (1) What was in the surveillance report? (2) One of our employees? (3) You don't know whether the employee was reprimanded? and (4) What were the main things taken by the employee?
- 7.67 26. After learning about that there had been an accident in the store, the candidate asked whether there were any more accidents.
- 26.33 27. During the fact finding exercise, the candidate asked the following questions regarding customer complaints: (1) Is there a particular department in which we have received the most complaints? (2) How many customer complaints have we had? (3) Which departments were the other three complaints from? (4) Which situation was addressed by the letter from the Bureau of Consumer Protection? (5) Did the letter say what the reason was for the delay? and (6) What was done?
- 11.00 28. After being clued of Mrs. Tobias' accident in the fact finding exercise, the candidate asked the following questions: (1) What did the letter say? and (2) Were there any other complaints?

Mean Rank

- 21.33 29. After being clued about a problem with employee morale, the candidate asked the following questions: (1) What was the letter you observed? (2) What was the letter about? (3) Can you give me specifics on his complaints? and (4) How was the company unfair to him?

APPENDIX O

**Mean Ranks for the Fact Finding - Written
Specific Performance Dimension**

Fact Finding - Written

Mean Rank

- 7.33 1. When asked about the receiving and stock complaint, the candidate indicated that the memo was from the stockroom employees who complained that the warehouse did not give them sufficient notice of deliveries to enable them to clear space. The candidate also said that the warehouse manager had been advised of the problem, but that nothing had been done. There was also a memo from the warehouse complaining the shipments were being refused.
- 10.67 2. When asked about the employee theft problem, the candidate indicated that the security was watching a particular person in the hardware department; the individual also had a relative working there. The employee was seen passing money to distributors who would be supplying the store--truck drivers. The security people found the employee on the loading dock in the evening with boxes stacked on the loading dock.
- 5.67 3. When asked about the receiving and stock complaint, the candidate indicated that there was a problem with Stoneboro, the warehouse, not giving sufficient notification to the stockroom of deliveries, as required by the procedure. The stockroom people rejected the deliveries--sent them back.
- 18.00 4. When asked about the employee morale problem, the candidate said that one department supervisor had submitted his resignation. He said that he was leaving because of the way promotions were handled around here. He had been passed over for promotions while people without college educations were given the jobs off the street. He said that there were 48 requests for transfers among the employees. The candidate said that part of the problem was that part-time employees did not get any benefits. Full-time employees only got two weeks vacation and a 10% discount.
- 19.33 5. When asked about complaints of employee rudeness, the candidate said that two customers had come to the jewelry department and asked for assistance. There were two people behind the counter talking. The clerk ignored the customers and when they asked for help; she told them that she was on her break. The customers waited a while and then asked to speak to the manager, and the person behind the counter said that she was the manager. When the customers asked to speak to the store manager, she said that he didn't work there anymore. Then an employee

Mean Rank

from another department came over and asked the customer if he wanted to settle the matter outside. The customers were on a bus tour. Because of this incident, the bus tour is not going to stop at the store anymore.

- 16.00 6. When asked whether there were problems with merchandise control, the candidate said that there had been complaints that sale items were not in stock and that more expensive items were prominently displayed. In addition, some items had two or more different prices marked on them. There have been problems with checking-in merchandise. There was \$10,400 lost in check-in errors last year. There has also been a problem with items being missing from boxes. Other items have been found damaged.
- 20.67 7. When asked what he knew about the memo from Felix Owens, the candidate indicated that Felix, a college graduate, was giving 30 days notice of his resignation from his position as supervisor of the hardware and tools department. The candidate went on to say that Felix was employed 4 1/2 years before he was promoted to department head and that Felix complained that people off the street with no college education were promoted before him. Lastly, Felix was not nominated for the store manager training program as promised. There was also a memo that four department supervisors who were recommended for the store manager training would not be included in the next training class.
- 5.67 8. When asked about the current security system, the candidate indicated that the company had a contract with an external security company that supplied four guards, and that there were no closed-circuit televisions, or anything like that.
- 1.00 9. When asked about the problem of internal theft, the candidate said that one or two employees appeared to be helping themselves to merchandise.
- 8.33 10. When asked about problems with the physical condition of the store, the candidate said that there was a problem with a leaking roof and that the company was in the process of getting estimates to have it repaired; merchandise was damaged because of the water, and the company was threatened with some legal action.

Mean Rank

- 7.33 11. When asked about company problems, the candidate said that there was a letter from a customer who said that his car was hit by carts. The people with the carts had blue jackets on; our employees wear blue jackets. There was also a letter from an attorney. One of the customers tripped over a dolley in an aisle and was hurt.
- 7.00 12. When asked about instances of employee rudeness, the candidate indicated that a couple, husband and wife, had requested help in the jewelry department and were told by the person behind the counter that she was on her break, and when they asked to speak to the manager, the person said that she was the manager.
- 18.00 13. When asked what the shoplifting and theft proposal included, the candidate said that it included a sonic alarm system that would notify the local police department if it detected the movement of people or objects after the store was closed; 25 closed-circuit television cameras; and special tags which could be placed on the more expensive merchandise. The cameras should be placed in those departments which had the biggest problem with shoplifting and theft. These departments were hardware and tools, camera and hobby, records and books, automotive, appliances, and furniture. The special tags would trigger an alarm if merchandise was removed from the store without having the tags removed.
- 20.33 14. When asked about the rudeness complaint, the candidate said that a letter from the bus tour indicated that a couple had come to the jewelry counter to purchase three watches and that the girl behind the counter was talking to another clerk. When the couple asked for help, they were told that she was on her break. After waiting a few minutes, the man asked to speak to the department supervisor, and the female employee laughed and said that she was the supervisor. The couple asked to speak to the store manager and was told that he didn't work there any more. Next, an employee from another department came over and suggested that they could settle their differences outside. Because of this problem, the bus tour was no longer going to stop at the store.
- 22.67 15. When asked about the problem with shoplifting and theft, the candidate said that the revenue in the store had been declining over the past three years and that a lot of it was due to theft. There was a problem with shoplifting, but theft seemed to exceed shoplifting. During the

Mean Rank

- weekends, theft occurred primarily after hours. Forty percent of the theft occurred after hours. The figures presented for theft were 18% during store hours on weekdays, 12% after hours on weekdays, 23% during store hours on weekends, and 40% after hours on weekends. One of the employees is presently under surveillance for theft. He was observed passing cash to a driver in the receiving and loading area. He was also found to have three of our saws in his automobile. He said that he purchased them as gifts, but our records showed that only one was sold that day.
- 13.00 16. When asked about the Sunbury Cola Shopper letter, the candidate said that a customer had written a letter complimenting an employee who had stopped what he was doing to get merchandise out of the stockroom for her. The merchandise was not on the shelf. The employee worked in the grocery department, which is a leased department.
- 7.33 17. When asked what was in Mr. Fyler's report in addition to his comments on the condition of the store, the candidate indicated that the report talked about security, inventory, computerized inventory and cash register replacement.
- 22.67 18. When asked about the surveillance report, the candidate said that it involved an employee named Arthur Peterson, who worked in the hardware and tools department. Arthur Peterson was observed in the loading area after hours. One evening an automobile was observed in the loading area after hours. When the security people approached the car, it took off with its lights out. The local police later pulled the car over for speeding. The driver was Arthur Peterson. There were three saws in the backseat of the car. He said that he had purchased them as gifts, but our records showed that only one was sold that day. Arthur was also seen passing money to a driver in the receiving area. There have been problems with some of the shipments having merchandise missing. Arthur Peterson was also just appointed shop steward. He also submitted a bid on the roofing contract. He probably intended to use tools that he took from our store to do the work.
- 11.67 19. When asked about problems with employee rudeness, the candidate said that two customers complained of being treated rudely by the jewelry department. The customers had come to the jewelry department and asked for an item

Mean Rank

- that was out of stock. The clerk ignored the customers, and when the customers asked to speak to the manager, the clerk said that she was the manager and that there wasn't anything that she could do about it. Then someone from housewares came over and started to give the customer a hard time.
- 6.33 20. When asked about the condition of the store, the candidate said that the store had a problem with exposed pipes and peeling paint. A customer survey said that 58% of the customers said that the store was dirty; 55% said that it was down right tacky; and 55% said that it was disorganized.
- 17.00 21. When asked whether there was a problem with employee theft, the candidate said that one of the employees, Arthur Peterson, was under surveillance for theft. He had been observed passing money to a driver in the receiving and loading area. His automobile was cited in the loading area one evening after hours. When the security people approached the car, it took off with its lights out. Later that evening the police stopped the car for speeding. The driver was Arthur Peterson. There were three of our saws in his back seat. Arthur said that he had purchased them as gifts, but our records only showed that one was sold that day. Arthur was also observed arguing with the supervisor about the keys to the stockroom which were missing. Later that day, the keys showed up.
- 19.00 22. When asked about complaints, the candidate said that the store had received some complaints from the Bureau of Consumer Protection. Items advertised for sale were not in stock and more expensive items were prominently displayed. Rolls of Kodak film had three different prices on them. There was also a complaint that people had ordered a sofa and it had never been delivered. There was also a complaint that some people had purchased some carpeting and were told by the salesperson that padding and installation were included. The customers were later charged for the padding and installation. There was also a complaint about employee rudeness in the jewelry department.
- 13.00 23. When asked about problems at the store, the candidate said that there was a legal problem, because a customer had tripped over a dolly in an aisle and was injured. The customer hired an attorney. The candidate said that the store might have another legal problem because of a

Mean Rank

leak in the roof. One of the leased departments had lost merchandise because of water damage. The company leasing the space has also mentioned legal action. In addition to the roof problem, the inside of the store has some problems with peeling paint and being dirty.

- 2.00 24. When asked how much the store renovation proposal cost, the candidate said that it was around \$100,000; that it was right around what the other two proposals cost.

APPENDIX P
Mean Ranks for the Impact
Specific Performance Dimension

Impact

Mean Rank

- 10.00 1. When the assessor began questioning the candidate on her proposal, the candidate picked up his soft drink and took a sip before answering.
- 13.33 2. The candidate asked the assessor whether she had any questions midway through his proposal.
- 23.33 3. During the group exercise, the PM challenged another PM five times, and the challenged party agreed to three of the five challenges.
- 21.67 4. During the group exercise, the PM challenged another PM and was joined in the challenge by three other group members.
- 16.67 5. During the group exercise, the PM challenged another group member and the challenged PM agreed.
- 6.00 6. The candidate was described by another group member as asking "simple questions."
- 19.67 7. During the group exercise, the PM interrupted another PM, telling him that his candidate was not ready to be a store manager; Two other group members challenged the interrupted PM after that.
- 5.67 8. The candidate called the assessor by name.
- 16.33 9. During the group exercise, the PM pushed his candidate and received support from one other group member.
- 23.67 10. During the group exercise, four group members were involved in two different sidebars. When the PM started to make a suggestion, both sidebars grew silent and listened to the PM's suggestion.
- 20.00 11. After the PM provided support for another group member's candidate during the group exercise, two other group members joined in the support.
- 4.33 12. During the group exercise, the PM's challenges were ignored.
- 9.33 13. The candidate took the assessor's pen.
- 15.33 14. During the group exercise, the PM joined another group member's challenge, the the challenged party gave in.

Mean Rank

- 6.67 15. When the assessor asked which in-basket items were easy, the candidate laughed.
- 20.33 16. During the group exercise, the PM's opinion was solicited by another group member who was seeking support.
- 10.00 17. During the group exercise, the group listened to the PM's suggestion, but did not follow it.
- 23.67 18. During the group exercise, the group turned to the PM for her reaction to a suggestion made by another group member. The PM's opinion was then supported by the other group members.
- 4.33 19. During the group exercise, the PM was excluded from sidebars.
- 17.33 20. During the group exercise, the PM challenged another PM and was supported by a third group member.
- 6.33 21. During the group exercise, the PM's suggestion was dismissed by another group member and ignored by the rest of the group.
- 17.33 22. During the group exercise, the PM challenged another PM, and a third group member supported the challenge.
- 22.67 23. During the group exercise, the PM told another group member to make his presentation first, and the other group member complied.
- 3.00 24. During the group exercise, the PM, who was soft spoken, was repeatedly overtalked by the other group members.
- 10.00 25. The candidate was described by another group member as a "nice person."
- 4.00 26. During the group exercise, the PM tried to interrupt another group member three times and was told to wait.

APPENDIX Q

Mean Ranks for the Interpreting Information

Specific Performance Dimension

Interpreting Information

Mean Rank

- 3.00 1. The candidate indicated that because of the problem with shoplifting and theft, the inventory needed to be taken as soon as possible.
- 8.33 2. The candidate indicated that the store had a lot of potential to make money; it had a good location, there was not direct competition, and the population, which was 60% middle income, had doubled. The store renovation proposal would enable the store to take advantage of this opportunity. A new drop ceiling and lights, new floor covering and carpeting, and new fixtures would give the store a whole new look. The drop ceiling would hide the exposed pipes and reduce the level of noise; the new lights would improve the atmosphere; and the new fixtures would help the store become more organized. The changes could be described in an advertising blitz by the public relations department. This would increase sales.
- 2.33 3. The candidate indicated that the complaints in the customer survey could be addressed by the store renovation proposal.
- 1.33 4. The candidate said that the physical injury at the store was an indication that the store should be cleaner.
- 6.00 5. The candidate indicated the Arthur Peterson's bid for the roofing job should not be accepted because he was the subject of a surveillance report concerning employee theft. If Peterson was guilty of theft, he probably could not be relied upon to do a good job on the roof.
- 11.00 6. The candidate indicated that the roof had to be repaired right away, because one of the leasee departments complained that merchandise was lost because of the leaking roof and legal action would be taken if the matter was not corrected soon. Information was available on three roofing contractors. One of the people interested in repairing the roof was Arthur Peterson, an employee who was under surveillance for theft and was recently appointed shop steward. One of the contractors, Ferdinand & Son, provided a range of the expected cost and could do the work right away. A third contractor was unable to provide an estimate for a few weeks.
- 4.33 7. The candidate indicated that Michelle Roberts might not be a good candidate for the store manager position because of the complaint of employee rudeness.

Mean Rank

- 11.00 8. The candidate indicated that part of the employee morale problem was that the people were overworked. The employees who left the organization had not been replaced, and the employees had to work a lot of overtime. More part-time employees should have been hired, because the part-time employees did not get any fringe benefits and would have been cheaper than the full-time employees. There was also a problem with the approval of leave; for example, four people from one department had been given the same day off. This put an additional burden on the other employees. Only half of the employees should have been given the time off. In addition, the poor physical condition of the store and the disorganization probably affected the morale. Both of these problems could have been corrected by the store renovation proposal. The new ceilings, new floor covering and new carpet, and new lighting should improve the appearance of the store and improve morale. The installation of new fixtures should permit greater organization and also improve employee morale.
- 6.33 9. During the group exercise, the PM indicated that it was possible that none of the candidates would be good as a store manager. After all, the individuals were all nominated by the manager who ran the store into the ground and then left.
- 6.33 10. The candidate indicated that Felix Owens must be a popular supervisor since 24 employees asked for the evening off to attend his birthday party. The candidate also indicated that if Felix does not change his resignation plans, the company may lose other good employees.
- 11.00 11. The candidate indicated that much of the problem with decreased profits was caused by shoplifting and theft, and that these problems could be corrected by the shoplifting and theft proposal. The sonic alarm system would deter much of the theft that takes place after the store is closed. The information indicated that the highest proportion of theft occurs after hours. One example of this problem was Arthur Peterson, an employee who has been under surveillance. If the sonic alarm system were installed, the next time Arthur Peterson tried to walk off with merchandise, he would be greeted by the local police. Since shoplifting and theft appears to be a bigger problem in some departments like jewelry, camera and hobby, etc. the closed-circuit

Mean Rank

television cameras could be installed in those departments to reduce the shoplifting and theft problem. Four security guards just can't be everywhere at one time. The special tags would be used on the expensive merchandise to keep the high cost items from walking out of the store.

- 7.00 12. The candidate indicated that permitting Maureen Taylor's employees to have the day off would reduce the workforce in that department by 50% and place an unfair burden on the rest of the workforce. In addition, it might create more problems with employee rudeness, since overworked employees might be less inclined to help customers.

APPENDIX R

**Mean Ranks for the Leadership
Specific Performance Dimension**

Leadership

Mean Rank

- 21.67 1. During the group exercise, the PM suggested that the group decide what characteristics were important for the store manager and assistant store manager to have. The group began to discuss qualifications. After a number of qualifications had been identified, the PM suggested that the group vote on the #6 position first and work backwards to the store manager position. The group followed this suggestion. When two group members became deadlocked, the PM proposed a compromise which was accepted. At various points, the PM polled the other group members regarding candidates for different ranks. At one point, the PM reminded the other group members that they were running out of time.
- 20.00 2. During the group exercise, the PM suggested that the company consider the needs of the store based on the problems previously identified. The other group members agreed. After the group discussed those problems which were viewed as most critical, the PM summarized the major issues. The PM suggested that the group next identify the characteristics needed to handle the most important problems facing the store and then evaluated all of the candidates in comparison to these guidelines. The group agreed. Once during the discussion, the PM reminded the group that they were running out of time, and the group started voting.
- 18.00 3. During the group exercise, the PM suggested that each person identify his candidate's strengths and weaknesses, that these strengths and weakness be listed on the easel, that the weaknesses be distinguished between those that were undesirable and those that would create problems for the organization, and that the strengths be distinguished between those that were essential and those that were merely desirable. The group followed all of these recommendations. The PM suggested that the person who recorded the qualifications on the easel also poll the PMs for their votes on the ranks. This was also done.
- 7.00 4. During the group exercise, the PM provided suggestions for store manager qualifications which were accepted. The PM polled the other group members twice.
- 14.67 5. During the group exercise, the PM suggested that the group list the strengths and weakness of the candidates and start the ranking with the least desirable person. The group followed the recommendations. The PM polled

Mean Rank

- the other group members, announced which candidate was selected for each rank, and summarized the qualifications of the remaining candidates for the next position.
- 12.00 6. After the group had been arguing among themselves for 15 minutes concerning the qualifications of the candidates, the PM suggested that the strengths and weaknesses of each candidate be listed on the easel by one of the other group members. The group followed this suggestion. The PM then summarized the strengths and weaknesses of each candidate before the group began voting.
- 18.67 7. During the group exercise, the PM suggested that the group list the strengths and weakness of the candidates, view the manager and assistant manager as a team, and start the ranking with the least desirable person. The group followed each recommendation. The PM polled the other group members, announced which candidate was selected for each rank, and summarized the qualifications of the remaining candidates for the next position.
- 16.33 8. During the group exercise, the PM went to the easel and indicated that the group needed to decide what characteristics were important for the store manager position. He questioned the other group members and recorded their suggestions on the easel. After the characteristics were listed, he asked for candidate names to put next the characteristics and was provided with them by the group. The PM suggested that the list be used to narrow down the number of candidates considered for each rank, and the group agreed.
- 18.67 9. During the group exercise, the PM went to the easel and announced that they needed to decide what characteristics were important for the store manager position. He questioned the other group members and recorded their suggestions on the easel. After the characteristics were listed, he suggested listing candidate names next to the characteristics. He asked for suggestions on which names to list and suggested compromises to debates. After all of the names were listed next to the characteristics, the PM suggested that the list be used to narrow down the number of candidates considered for each rank, and the group agreed.
- 13.33 10. During the group discussion, the PM served as a conciliator twice and periodically asked the opinions of the less vocal group members. Fifteen minutes before the end of the exercise, PM reminded the group that they

Mean Rank

still had to rank five candidates and time was running out. In order to make better progress, the PM suggested that no PM be permitted to vote for his/her own candidate in the rankings. The other group members agreed, and the group moved ahead.

- 8.33 11. During the group exercise, the PM solicited the opinions of nonvocal members, and developed compromises in situations where other members were deadlocked.
- 1.33 12. During the group exercise, the PM suggested that the group members vote and that the votes be recorded on the easel.
- 22.33 13. During the group exercise, the PM suggested that the group move their chairs so that they could see each other. Two other PMs moved their chairs. After the group engaged in unstructured discussion for ten minutes, the PM suggested that the group first decide what characteristics were important for the store manager and assistant store manager to have. The group began to discuss qualifications. After a number of qualifications had been identified, the PM suggested that the group vote on the #6 position first and work backwards to the store manager position. The group followed this suggestion, and when two group members became deadlocked, the PM proposed a compromise. The PM regularly solicited the opinions of the less vocal members and worked out compromises when individual group members were in disagreement. At various points, the PM polled the other group members regarding candidates for different ranks. At one point, the PM reminded the other group members that they were running out of time.
- 9.00 14. During the group exercise, the PM suggested that the group consider the needs of the store based on the problems identified in the previous exercises. The other group members agreed, and the candidates were compared on the basis of their perceived ability to deal with the store's problems. The PM polled the group once.
- 14.00 15. During the group exercise, the PM initiated group discussion on characteristics desired for a store manager, questioned the other group members on their candidate's characteristics, and was influential in her support of other group members. Periodically, the PM reminded the group of the passage of time and suggested ways to speed up the decision process, which were adopted.

Mean Rank

- 7.33 16. During the group exercise, the PM reminded the group that they were to consider the welfare of the company when making the rankings, and not their own personal gain. The PM nominated his person for the number five position, and provided support for another member's candidate. This candidate was ultimately selected for the store manager position.
- 6.33 17. After one of the group members listed the candidate strengths on the easel, the PM suggested that the candidate weaknesses also be listed. After the candidate strengths were listed, the PM supported another group member's candidate. Other group members supported fellow member's candidates after that.
- 4.00 18. During the group exercise, the PM told the group that they were running out of time and needed to vote. The group began voting on ranks.
- 2.00 19. During the group exercise, the PM suggested that the group look at each candidate's seniority, and the group considered seniority as a factor.
- 4.33 20. During the group exercise, the PM polled the other group members on the candidates for the number 5 rank. Later in the exercise, the PM reminded the group that time was passing.
- 9.00 21. During the group exercise, the PM suggested that each person identify his candidate's strengths and weaknesses and that these strengths and weakness be listed on the easel. The group followed all of these recommendations. The PM suggested that the person who recorded the qualifications on the easel also poll the PMs for their votes on the ranks, which was also done.
- 18.33 22. After the group had been arguing among themselves concerning the candidate qualifications for 20 minutes, the PM entered the discussion and noted that the group was not making any progress. He suggested that each member make another brief presentation explaining why his candidate was better than the others. The group followed this suggestion, and he summarized the arguments on the easel. He then summarized the arguments made by each group member and began polling for votes. He reentered discussion two other times to poll for votes.

Mean Rank

- 9.33 23. During the group discussion, the PM stated that she could not support her own candidate for the store manager position. The candidate served as a conciliator twice and periodically reminded the group of the time. In order to make better progress, the PM suggested that no PM be permitted to vote for his/her own candidate in the rankings. The other group members agreed, and the group moved ahead.

APPENDIX S

Mean Ranks for the Oral Defense

Specific Performance Dimension

Oral Defense

Mean Rank

- 16.33 1. In response to the assessor's statement that she was going to implement the store renovation proposal instead of the merchandise control proposal suggested by the candidate, the candidate said that the store renovation proposal was a surface solution that could be incorporated into the budget with the money saved by the merchandise control system.
- 4.67 2. When the assessor suggested supporting the security and theft proposal instead of the candidate's proposal, the candidate said that they could get the security people to take care of that problem.
- 5.67 3. When asked for the justification for spending the large sum of money for the store renovation proposal, the candidate said that it would bring more customers into the store and improve morale.
- 19.67 4. When the assessor expressed a preference for the shoplifting and theft proposal over the store renovation proposal recommended by the candidate, the candidate justified the selection of his proposal by pointing out that losses due to the loss of business were greater than the losses due to theft. The company should put its money where it will do the most good in the shortest period of time.
- 1.00 5. During the challenge portion of the proposal exercise, the candidate repeated the same argument three times.
- 20.33 6. When the assessor rejected the store renovation proposal, the candidate indicated that this proposal was the minimum that could be done to save the store; that the proposed changes were not elaborate--drop ceiling, fix the floor and carpeting, new fixtures, and stuff like that; and that the cash outlay was not that extravagant when you considered that the store could bring in \$9 million in sales and that nothing had been done to it in the last 15 years. The candidate predicted that the cost of the proposal would be made up in increased sales within six months.
- 20.67 7. When other group members challenged the PM's candidate on the basis of being too aggressive, the PM justified the selection of her candidate by stating that the store needed a strong manager. There were problems of employee rudeness and employee theft. A people-oriented manager

Mean Rank

would not be able to deal with these problems as effectively as a manager who was more results-oriented.

- 24.33 8. When asked why the store renovation proposal was more important than the security proposal, the candidate stated that the first thing that needed to be done was to get the customers back in the store. The security proposal would reduce costs, but it was a short-sighted solution. It was necessary to look at the long-run opportunity to increase sales, especially since the store was in a good location and had no competitors. The store would never have a better opportunity to increase sales than it has right now. Once sales have been increased, then the security proposal could be implemented.
- 4.00 9. When asked how the store renovation proposal could correct the shoplifting and theft problem, the candidate said that it would not, but the most important thing was to get the sales back up.
- 18.00 10. In response to the assessor's statement that she was going to close the store, the candidate provided the following justifications for keeping the store open: (1) the store has no competition; (2) the store has good employees; and (3) the store has a good location.
- 20.00 11. When the assessor indicated that he was going to take the money for the proposal and give it to the employees, the candidate indicated that he did not believe that the employees should be rewarded for not doing a good job. There were complaints that some of the employees were rude and that the store was disorganized. If the employees were doing their work properly, the store would be organized, the customers would be treated politely, and there wouldn't be dollies left in the aisle for customers to trip over.
- 24.00 12. When asked how the merchandise control proposal would make the company money, the candidate said that it would enable the company to keep better records of inventory and would identify items which sold fast; this information could be used to purchase more products that were in demand and could increase sales. Items which were not selling well could be put on sale. This proposal would enable the company to make sure that sale items were in stock and that the same price was charged for identical items, both of which were problems mentioned by the Bureau of Consumer Protection. The merchandise control proposal would permit the company to

Mean Rank

keep track of where the merchandise was and how much of it there was. It would also cut down on the amount of time spent checking-in merchandise.

- 20.33 13. When asked how the shoplifting and theft proposal was going to make money for the store, the candidate said that it would not increase revenue, but would reduce costs, pointing out that bringing in more money was not going to help the store if the revenue was going out the back door. There was an indication that there was a problem with employee theft as well as shoplifting. One employee was under surveillance for theft. In addition, thefts seemed to be highest during hours that the store was not open.
- 12.00 14. In response to a challenge that her candidate lacked formal education, the PM defended her candidate by saying that her candidate had valuable work experience and that education could not take the place of that experience. She asked the other group members if they believed that the knowledge they had gained on the job could have been obtained out of a book.
- 10.33 15. When the assessor said that he didn't see how new fixtures were going to make money, the candidate said that the customers would be able to find what they were looking for. The customers couldn't buy something if they couldn't find it. One of the complaints about the store was that it was disorganized.
- 9.33 16. When asked why the candidate recommended the security and theft proposal over the store renovation proposal, the candidate said that the security and theft proposal would cut losses immediately, but that it was hard to tell how long it would take for the store renovation to start making money.
- 2.33 17. When the assessor asked how the installation of drop ceilings and new lighting would make money, the candidate repeated a previous justification that it would bring in more customers.
- 4.00 18. When asked how the store renovation proposal would help with merchandise control, the candidate indicated that the company needed to take inventory and find out what items were in the store for the sales.

Mean Rank

- 18.00 19. When the assessor challenged the store renovation proposal, the candidate indicated that the company could not continue taking from the store and not expect to put some money back in. The candidate stated that all of the proposals were good, but that he had to select the one that would do the most good in the shortest period of time. The other proposals all dealt with present problems; the store renovation proposal involved future opportunities. The store needed to win back the customers before a competitor moved in.
- 19.00 20. When the assessor indicated that he was going to close the store, the candidate justified the selection of the store renovation proposal by noting that the other stores in the chain were profitable and that by putting a little money back into the store, it could also be profitable. The candidate went on to say that maybe in the past the company focused too much on opening new stores and not enough on maintaining this one. It took some time for the store to fall to its present condition, and it was going to take some time to bring it back on its feet again.
- 10.33 21. When the assessor said that he was just going to sell the store, the candidate indicated that he probably wasn't going to get much for it. The store's profits were showing a steady decline and the building was in terrible shape.
- 9.33 22. In response to the assessor's question regarding how the merchandise control system would make money for the company, the candidate said that it was not a money making item; it was a money saving item.
- 20.00 23. When the assessor asked why the merchandise control proposal was better than the store renovation proposal, the candidate said that the merchandise control proposal could speed up the check-in and check-out process, and that it would reduce the need for as many clerks. The clerks who would otherwise be checking merchandise in or checking customers out could straighten up the store and help customers; this would make the store look better and the customers would be happy, because they wouldn't have to stand in line.
- 13.33 24. When the assessor stated that the proposal would cost a lot of money, the candidate stated that there was no way to get the store out of the bind it was in without

Mean Rank

investing more money. The candidate pointed out that the store had been going down hill for two and one-half years and that it would take some time to get it back on its feet; within six months the store was expected to save enough money to pay for the proposal.

- 14.67 25. When the assessor said that the merchandise control proposal was too expensive, the candidate justified the expense by pointing out that the cost would probably be recouped within six months and the proposal would correct check-in, check-out, and bookkeeping errors.
- 9.33 26. When asked how the store renovation proposal would make money for the store, the candidate indicated that it would make customers want to come into the store and shop; if the customers could find what they wanted and didn't have to step on top of things, they would enjoy shopping more.

APPENDIX T

Mean Ranks for the Oral Presentation

Specific Performance Dimension

Oral Presentation

Mean Rank

- 3.67 1. During the proposal presentation, the candidate said that her proposal involved cleaning up the store. The walls would be repainted, a new ceiling would be put in, and carpet would be put in. The store had problems with peeling paint and exposed pipes. It was also dirty. The paint would cover up the dirt, and the new ceiling would cover up the pipes and the peeling paint. Once this was done, then more people would shop in the store and sales would increase. The candidate had random eye contact.
- 19.00 2. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had a serious problem in this area. One employee was already under surveillance for theft, and it is likely that other employees as well as customers may also be guilty. The proposal cost \$99,000 and included a sonic alarm system that was sensitive to the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The sonic alarm system would be installed throughout the store and in the stock and receiving areas. This system would reduce the problems of theft afterhours; theft seems to be highest when the store is closed. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The security guards could turn the sonic system on when the employees left the store in the evening and the manager could turn it off when he came in the following morning. A guard could be stationed to watch the television monitors continuously. The system could be installed during normal store hours so that there would be no loss of business from closing the store. The candidate used voice inflection and had eye contact except when referencing her notes.
- 8.00 3. During the proposal presentation, the candidate said that she had selected the merchandise control proposal, because the company needed to know what merchandise it had and where the merchandise was. Many of the customers said that the store was disorganized. You can't expect the employees to know what the store has and what it doesn't have if management doesn't even know. This proposal would include a computer terminal, which would keep an up-to-date record of all of the merchandise. Items would be checked-in with an electronic pen in the

Mean Rank

- receiving area and would be checked-out at the time of a sale at the cash registers. The manager could check at any time to see how much merchandise was there. This would mean that the manager could make sure that there were enough items for sales. This would result in more sales. The candidate maintained eye contact except when referencing her notes.
- 1.00 4. During the proposal presentation, the candidate said that she picked the store renovation proposal. As part of this proposal, new management should be hired, and more employees should be hired. The new employees should be screened so that they would have a good attitude. There would be not changes in the work schedules except for emergencies. Inventories would be conducted to make sure that sale items were in stock, and customers would be given rain checks if the store was temporarily out of stock. Items would be kept off the floor so that there would not be any more accidents. The store would be kept in immaculate condition, and each employee would be responsible for keeping his area clean. If there are problems in the store, they should be taken care of right away and not let the problem get bigger. The candidate had random eye contact.
- 9.33 5. During the proposal presentation, the candidate said that he selected the store renovation proposal, which would cost \$102,000. The proposal included a dropped ceiling, new floor and carpeting, and new fixtures--things like cabinets, counters, racks, and display cases. This proposal was selected because the store had not had anything done to it in almost 15 years and Mr. Fyler's report had indicated that the paint was peeling and the store was dirty. Since the store was located near the corporate office and was the flagship store, it should serve as a model for the rest of the chain. The money spent on the renovation would be recovered in increased sales. Once the revenue increased, the other proposals could be put in place. The candidate used voice inflection.
- 12.33 6. During the proposal presentation, the candidate said that he chose the store renovation proposal, because the store had problems with peeling paint and was dirty. Nothing had been done in almost 15 years and the condition of the store showed it. The proposal cost \$102,000 and included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The renovation would increase sales and improve employee morale. People don't like to shop

Mean Rank

or work in places that are dingy. By putting some money back into the store, it would be possible to bring the sales back up to where they should be. If the store was a more attractive place to work, the store might be able to hire better employees who would be more helpful to the customers and not be rude to them. The candidate used voice inflection and hand gestures; eye contact coincided with hand gestures.

- 6.67 7. During the proposal presentation, the candidate said that she selected the store renovation proposal, because it would bring in more business. The proposal included drop ceilings, new floors and carpet, and new fixtures. The proposal cost \$102,000. The drop ceilings would hide the pipes and would lower the noise level. The new fixtures would make the store seem less disorganized. Also, it would be easier to keep the carpet clean than to be constantly washing the floors. Once the profits were increased, the store could put in the other proposals. The candidate had random eye contact.
- 15.00 8. During the proposal presentation, the candidate said that he picked the store renovation proposal because the store was in bad shape. Nothing had been done in almost 15 years and the store had problems with exposed pipes, peeling paint, and uneven floors. The proposal cost \$102,000 and included a new ceiling and lighting, new flooring and carpeting, and new fixtures. The renovation would bring in new customers and help keep some of the regular ones. Since most of the people in the area were middle class, they were used to shopping in nice stores and might start coming back if the store looked better. The store renovation would also help employee morale, because people like to work in pleasant surroundings. This might reduce problems with employee rudeness and would also increase business. The candidate used voice inflection and hand gestures.
- 16.33 9. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had lost over \$31,000 because of this problem. One employee was already under surveillance for theft. The proposal cost \$99,000 and included a sonic alarm system that would notify the local police if it detected the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying

Mean Rank

for it. The total cost of the proposal was \$98,000. Looking at the loss from shoplifting and theft this past year, the system would pay for itself in three years. In addition, the company could cancel its contract for the security guards and reduce that expense. The sonic alarm system was especially needed, because the records indicated that the greatest percentage of theft occurred after store hours. The closed-circuit cameras could be installed in those departments where shoplifting was the greatest. The special tags could take care of any shoplifting missed by the cameras. The candidate established and maintained eye contact.

- 20.00 10. During the proposal presentation, the candidate said that she had selected the merchandise control proposal because the company had serious problems in this area. There had been complaints that sale items were not in stock and that the same items had different prices on them. Both of these problems could be corrected by the proposed system. The candidate described the system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. In addition to correcting the problems with insufficient stock and inconsistent pricing, the system could be used for reorder supplies, for providing a quick inventory, and for keeping track of items that were not selling well and need to be pushed. She said that the total cost of the system was \$98,000. The check-in and check-out systems cost \$48,000 and \$32,000, and the computer terminals cost \$18,000. The candidate had eye contact, except when referencing her notes. Her voice was clear, and she used voice inflection and hand gestures.
- 16.33 11. During the proposal presentation, the candidate stated that she reviewed the three proposals and selected the store renovation proposal, because that was the only proposal that dealt with increasing the store's revenue. The other proposals dealt with controlling costs. The store renovation proposal included the installation of drop ceilings, leveling off the floors and installing new floor covering and carpet, and installing new fixtures. The total cost of the renovation was \$102,000. The new ceiling would hide the exposed pipes and would reduce the noise level. Fifty percent of the customers surveyed said that the store was either somewhat noisy or very noisy. The carpet would also cut down on some of the

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noise. The leveling of the floors and the installation of new floor covering would make the floors safer. Putting new fixtures in would help the store become more organized; 55% of the customers said that the store was somewhat disorganized and 19% said that it was quite disorganized. These changes should make the store a more enjoyable place to shop and work. Both customers and employees are expected to be happier. This might also correct some of the problems with employee morale and make the employees more willing to help the customers. The cost of the proposal is \$102,000, which is not high when you consider that nothing has been done in almost 15 years and the price includes a new ceiling, new floor covering, new lighting, and new fixtures. The candidate had random eye contact; the candidate used voice inflection.

- 19.67 12. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. The candidate stated that the proposal cost \$98,000 and described the merchandise control system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. She also described the following benefits of the system: can be used for reordering supplies; can provide a quick inventory; and can keep track of items that are not selling well and need to be pushed. This information could help avoid problems with sale items not being in stock and would make sure that the same price was charged for identical items. She stated that the system could be installed on the Sunday that inventory was taken and that by closing the store on Monday, the data from the inventory could be input in the computer so that the database would be up to date. The candidate had eye contact except when reviewing her notes and used voice inflection and hand gestures.
- 2.67 13. During the proposal presentation, the candidate said that he chose the merchandise control proposal. This proposal cost \$98,000 and included automatic check-in and check-out and computer terminals. The merchandise would be checked-in in receiving and would be checked-out at the cash register. The computer terminals would permit the

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store manager to determine how much stock was there at all times. This could be used to make sure that all sale items were in stock. It would also provide information to track what items were lost to shoplifting and theft. The candidate had random eye contact.

- 20.33 14. During the proposal presentation, the candidate stated that she had selected the shoplifting and theft proposal, because the company had a serious problem in this area. One employee was already under surveillance for theft, and it is likely that other employees as well as customers may also be guilty. The proposal cost \$99,000 and included a sonic alarm system that was sensitive to the movement of people or objects, the installation of 25 closed-circuit television cameras, and the use of special security tags which could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The sonic alarm system would be installed throughout the store and in the stock and receiving areas. This system would reduce the problems of theft afterhours; theft seems to be highest when the store is closed. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The security guards could turn the sonic system on when the employees left the store in the evening and the manager could turn it off when he came in the following morning. A guard could be stationed to watch the television monitors continuously. The candidate used voice inflection and hand gestures. Eye contact was established and maintained.
- 5.00 15. During the proposal presentation, the candidate said that she had picked the shoplifting and theft proposal. The proposal cost \$99,000. The system included a sonic alarm system that could detect people in the store afterhours, which was when most of the theft occurred. The system also included 25 closed-circuit television cameras, and special security tags that could be attached to merchandise and would signal an alarm if a person tried to remove the item from the store without paying for it. The closed-circuit television and the use of special tags would reduce the shoplifting problem. The candidate had random eye contact and used voice inflection.
- 22.33 16. During the proposal presentation, the candidate announced his proposal as the store renovation proposal. He indicated that the store renovation was needed because nothing had been done to the store in 15 years and that a consumer survey had indicated that 55% of the customers

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thought the store was "downright tacky." The store renovation proposal cost \$102,000 and included a new ceiling and lighting, which cost \$30,000; new flooring, which cost \$19,000; and new fixtures, which cost \$53,000. The candidate pointed out that a report from Mr. Fyler had said that the paint was peeling. In addition, there was a problem with having the pipes exposed and uneven flooring. The uneven flooring could cause an accident, and the store already had one legal problem involving an accident. The store renovation proposal was expected to bring in new customers and improve employee morale. As the population is mainly middle class, they would be accustomed to shopping in attractive stores and the store renovation project was needed to bring these people back into the store. The unattractive appearance of the store was also identified as a factor contributing to the low employee morale. By improving the store, employees would feel better about themselves and the company and may be less likely to be rude. The proposal could be implemented in four stages. The ceiling and lighting would be installed first, the walls would be painted next, then the flooring and carpeting would be installed, and lastly, the fixtures would be installed. For the sake of customer safety the company would have to close down for the installation of the ceiling. The other work could be done during normal store hours by doing one department at a time. The candidate spoke clearly; eye contact was random.

- 5.00 17. During the proposal presentation, the candidate said that she had picked the shoplifting and theft proposal. The proposal cost \$99,000. The system included a sonic alarm system that could tell if people were in the store when the store was closed. This was when most of the theft happened. The system also included 25 closed-circuit television cameras, and special security tags which could be attached to the merchandise and would sound an alarm if a person tried to leave the store without paying for it. The closed-circuit television could be put in the departments that had the biggest problem with shoplifting. The candidate had random eye contact.
- 14.67 18. During the proposal presentation, the candidate said that she picked the store renovation proposal, because the store had not been remodeled in almost 15 years and it had problems with exposed pipes, peeling paint, uneven floors, and was dirty. The proposal would include dropped ceilings, which would reduce the noise and cover up the pipes. The floors would be leveled and carpet

Mean Rank

would be layed down in departments like jewelry and clothing. New fixtures would be put in to store the merchandise. Except for the drop ceilings, the work could be done during normal business hours. The installation of the drop ceilings could be a hazard to customers so that the store would have to be closed for that. The company already has a legal problem because a customer tripped over a dolley and hurt herself. The renovation would bring in more customers and would improve employee morale. This might reduce the number of resignations and could would also lessen the complaints that our employees were not helpful or were rude. The candidate had random eye contact.

- 10.00 19. During the proposal presentation, the candidate said that she picked the store renovation proposal. Mr. Fyler said that the store was dirty and dingy and that the paint was peeling on the walls. There was also a problem with the pipes on the ceiling being exposed. Nothing has been done in the store in almost 15 years and the company needs to put money back into the store if it expects to have it make money again. A customer survey said that the store was "downright tacky" and it is hard to bring customers into a store that looks like this. The renovation costs \$102,000 and includes a drop ceiling, new floors and carpeting, painting the walls, and putting in new fixtures to hold the merchandise. Customers also said that the store was disorganized, so the new fixtures would take care of that problem. The candidate used voice inflection and had random eye contact.
- 15.67 20. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. The candidate stated that the proposal cost \$98,000 and described the merchandise control system as an electronic system that checks things in and out and records the information in a data base for easy reference. She described the input of data at the stockroom with an electronic pen and the recording of sales at the checkout with the automatic readout. She also described the following benefits of the system: can be used for reordering supplies; can provide a quick inventory; and can keep track of items that are not selling well and need to be pushed. This information could help avoid problems with sale items not being in stock and would make sure that the same price was charged for identical

Mean Rank

- items. The candidate spoke clearly, used voice inflection, and had eye contact.
- 11.33 21. During the proposal presentation, the candidate announced her proposal as merchandise control and justified her selection by stating that the organization needed to know what merchandise it had, where the merchandise was, how long it had been there, and how much of it was there. This proposal would permit the company to make sure that it had enough sale items in stock. In addition, inventory would not have to be done manually, so the company could reduce overtime expenditures for inventory. The system would cost \$98,000 and include automatic check-in, automatic check-out, and computer terminals. The system would reduce the number of employees needed for check-in and check-out, and these employees could straighten up the store so that it was more organized. The candidate used voice inflection and had eye contact except when referencing her notes.
- 5.33 22. During the proposal presentation, the candidate said that he picked the store renovation proposal. The store had problems with the paint peeling, pipes were exposed, and the floors are uneven. This is why the profits have been declining. People don't like to shop in stores like this. It depresses them and people don't spend money when they are depressed. All they want to do is get out of there. That is also why the company has an employee morale problem. It's an established fact that people work better when the work environment is pleasant. No wonder our employees are rude. Anyway, by renovating the store we can increase sales. The store will be more attractive and the employees will be more helpful. Those employees who are not pleasant, we can fire. The cost of the proposal is \$102,000 and it is worth every bit of it. The candidate maintained eye contact and used voice inflection and hand gestures.
- 16.33 23. During the proposal presentation, the candidate said that she had selected the merchandise control proposal. As the store manager, she needed to know how much merchandise was in the store, how long it had been there, and where it was. This would correct problems of not having advertised items in stock during sales. The merchandise control system cost \$98,000 and included automatic check-in, automatic check-out, and a computer terminal. The merchandise would be checked-in in receiving with an electronic pen. When customers paid for the merchandise, the register would record the sale

Mean Rank

in the computer so that the store would always have a record of the amount of merchandise sold. The new system would cut down on the manhours required for checking-out customers and would shorten the lines. The new system would also permit inventory to be done every month instead of twice a year. Lastly, the store manager could check the computer before every sale to determine if there was enough merchandise for the sale. The candidate had eye contact, and used voice inflection.

APPENDIX U
Mean Ranks for the Organizing
Specific Performance Dimension

Organizing

Mean Rank

- 24.33 1. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the supervisors for the furniture, hardware and tools, appliances, and plant and garden departments that informed them of the complaint that merchandise advertised on sale was not available. In this memo, she scheduled a meeting on August 6 at 10:00 a.m., informed the supervisors of the reason for the memo, attached a copy of the letter from the Bureau of Consumer Protection, and told the supervisors to be prepared to describe the actions taken to avoid further occurrences of the problem. The candidate sent separate memos to the supervisors of the furniture and camera and hobby departments, informing them of the complaints received and scheduling separate appointments to discuss what they had done to correct the problems. All of the appointments were listed on her calendar.
- 4.00 2. The candidate handled the in-basket items in the order in which they were provided. The candidate highlighted the department supervisors on the employee roster and wrote the department numbers on the floor plan of the store. The candidate highlighted and took detailed notes on Mr. Fyler's report on his visit to the Carlisle store and the supplemental guidelines for store managers. Because of the amount of time spent on the background and reference material, the candidate addressed only three additional items. He had Susan post the notice of the softball game and the complimentary Sunbury cola letter on the employee bulletin board. The candidate also asked Susan to contact the personnel department and tell them to send over applicants for part-time positions.
- 2.00 3. The candidate handled the in-basket items in the order in which they were provided. The candidate delegated the overtime problem to Mr. Fyler, asking him to check the employment applications to see if there were any persons on file for employment. Approximately half of the candidate's appointments were listed on his calendar.
- 22.67 4. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that he was primarily concerned with employee morale. He approved all of the leave

Mean Rank

requests and postponed the inventory one week so that it would not interfere with the softball game. He scheduled individual meetings with the four department supervisors who were denied the store manager training. He blocked out an hour for each meeting which he scheduled from 9:00 through 12:00 and 1:00 through 2:00 on Monday, August 6. Susan was asked to post notices of the inventory, softball game, Arthur Peterson's appointment as shop steward, and an announcement that full- and part-time employees would be hired on the employee bulletin board. All requests for time off were granted and the department supervisors were told that in the future they should be prepared to make decisions in their departments concerning employees' schedules. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. Most of his appointments were listed on his calendar.

- 22.00 5. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the department supervisors that indicated that there had been complaints that merchandise advertised on sale was not available. In addition, she attached a copy of the ordering policy that indicated that department supervisors were responsible for seeing that their departments were adequately stocked. In this memo, she scheduled a meeting on August 6 at 1:00 p.m. and told the supervisors to be prepared to discuss ways of correcting the problem. The candidate scheduled an earlier meeting with Mike Parsons and Anthony Colwell and had Susan type a memo, establishing the appointment for 9:00 a.m. on August 6, referring to the complaint from the Bureau of Consumer Protection that advertised merchandise was not in stock, and telling each of them to make lists of the problems they were having with each other and ways to solve the problems. Most of her appointments were listed on her calendar.
- 3.67 6. The candidate handled the in-basket items in the order presented. If she did not know what to do with an item, she moved on to the next one. She asked Susan to post the notices for the softball game, the inventory, and Arthur Peterson's appointment as shop steward. She also asked Susan to set up a meeting for her to speak to Felix Owens.

Mean Rank

- 11.00 7. The candidate read the background material provided first. Then he skimmed the items and put related items together. The candidate indicated that the most important item was the problem with the Bureau of Consumer Protection. He told Susan to make copies of the letter from the Bureau of Consumer Protection for the supervisors of furniture, hardware and tools, appliances, plant and garden, and camera and hobby. Susan was told to distribute these letters to the supervisors along with a notice to meet with him on Friday, August 3 at 10:00 a.m. to discuss the problems.
- 21.33 8. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate scheduled a meeting with all of the department supervisors on Monday, August 6 at 9:00 a.m.. The candidate intended to discuss the following issues at the meeting: (1) the January-June sales figures, (2) the letter of complaint from the bus tour, and (3) the letter from the Bureau of Consumer Protection. The supervisors were told to pass the information on to their subordinates. The candidate scheduled a meeting on August 8 at 3:00 with Mike Parsons and Anthony Colwell to discuss the problems in the stockroom and warehouse. The candidate intended to stress the need for a solution in light of the letter from the Bureau of Consumer Protection. All of the appointments were listed on his calendar.
- 11.67 9. The candidate read through the background information provided in the in-basket before taking a look at any of the other items. She then skimmed each of the remaining in-basket items, grouping related problems before addressing each issue. The candidate then ordered the issues according to how long it would take to complete. The candidate started with the issue requiring the least time, the complimentary Sunbury cola letter, which she sent to the grocery department. The next items that she addressed were notices concerning inventory and Arthur Peterson's appointment as shop steward. She asked Susan to post both of these. She forwarded the letter concerning Mrs. Tobias' accident to the legal affairs department and sent the letter concerning the damaged auto to Ronald McKeever.
- 27.00 10. The candidate skimmed each of the in-basket items, grouping related problems, and then prioritizing the issues in order of importance. The candidate began with the most important issue, which she said was the

Mean Rank

potential litigation from Mrs. Tobias' injury. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to C. K. Newcastle in legal affairs. In her letter to Newcastle, she stated that a report by Mr. Fyler had indicated that there was a problem with merchandise stocked in the aisle. The candidate asked Susan to send a copy of these letters to Mr. Fyler for his information. The candidate scheduled a meeting with the department supervisors on Friday, August 3, at 2:00 to discuss the poor condition of the store and the potential legal problems if other customers were injured. With regard to the roofing problem, the candidate intended to call Ferdinand and notify him that he would be given the roofing contract and that the work should be done over the next four Sundays, since the guidelines indicated that the store was closed Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks. The candidate also sent a memo to Mr. Ambridge advising him that the roofing contract had been awarded to Ferdinand, that the work should be completed within four weeks, and advising Ambridge of the potential legal cases involving the roof and Mrs. Tobias' injury. All of her appointments were listed on her calendar.

- 3.67 11. The candidate handled the in-basket items in the order in which they were presented. The candidate asked Susan to post the softball notice and the complimentary letter from Elise Holmes on the employee bulletin board. The candidate passed copies of Mr. Fyler's overtime memo to all department supervisors, asking them to take care of the problem.
- 10.67 12. The candidate handled the in-basket items in the order provided until she realized that the items were related. Then she skimmed all of the items and prioritized them in order of importance. The candidate indicated that the complaints were most important items, and that the complaint from the Bureau of Consumer Protection was the most important of all. The candidate scheduled separate meetings with the supervisors of each department involved in the Bureau of Consumer Protection letter. She also scheduled a meeting with Michelle Roberts to discuss the bus tour complaint. The candidate asked Susan to post the notices concerning the inventory and Arthur Peterson's appointment to shop steward. There were no notations on the calendar or other reference material.

Mean Rank

- 17.67 13. The candidate skimmed through all the material before taking action on any of the items. The candidate indicated that she thought the biggest problem was the handling of merchandise. She wrote a memo describing the problems from the perspective of both the warehouse and the stockroom. In addition, she attached a copy of the complaint from the Bureau of Consumer Protection, with the section on sale merchandise not being available highlighted. The candidate scheduled an appointment to meet with Colwell and Parsons on Friday, August 3 at 10:00. The purpose of the meeting was to find a solution to the warehouse and stockroom problems. A second meeting scheduled for Monday, August 6 at 9:00 a.m.. All department supervisors were advised in a memo to attend this meeting to discuss current inventory levels, ways to keep sufficient stock in hand, and ways to keep the inventory out of the aisles of the store.
- 11.67 14. The candidate skimmed through the items and sorted those that were related. The candidate asked Susan to make copies of the letter from the Bureau of Consumer Protection for the supervisors of the hardware and tools, furniture, appliances, and plant and garden departments. The candidate wrote a memo to accompany the copied letter, reminding the supervisors that the supplemental guidelines indicated that they were responsible to maintain sufficient quantities of the products. They were told to take care of the problem and to get the merchandise that was in stock out of the aisles before any more customers were injured. The candidate sent the letters from Mr. Ennis and Mr. Butler to Mr. Ambridge, the District Retail Manager.
- 3.67 15. The candidate reviewed the background information on the store before reviewing any of the other in-basket items. The candidate highlighted portions of the report on Mr. Fyler's site visit to the store; he also highlighted the names of the department supervisors on the employee roster. The candidate noted on the employee roster those employees who had requested time off Saturday evening, and then decided to let the department supervisors make the scheduling decisions. The candidate also delegated the responsibility for hiring more employees to the department supervisors.
- 4.67 16. The candidate handled the in-basket items in the order presented. He asked Susan to send the letters from Mr. Baskin and Mr. Ennis to his supervisor, to schedule a

Mean Rank

- meeting with Felix Owens on August 6, and to post notices on the softball game and Arthur Peterson's appointment as shop steward. There were no notations on the calendar.
- 8.33 17. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. He indicated that he was most concerned about employee morale. The first item that he handled was Felix Owens' resignation. He scheduled a meeting with Felix for Friday, August 3 at 11:00. The candidate indicated that he had delegated the responsibility for granting time off to the department supervisors. In addition, the department supervisors would be responsible for ordering merchandise, making sure that adequate supplies were available, and conducting inventory as needed.
- 8.33 18. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate scheduled a meeting with all of the department supervisors on Friday, August 3 at 8:00 a.m.. The candidate intended to discuss the following issues at the meeting: (1) the January-June sales figures, (2) the letter of complaint from the bus tour, (3) Mr. Fyler's report on the condition of the store (dirty floors and windows and merchandise stacked in the aisle) and (4) the letter from the Bureau of Consumer Protection. The supervisors were told to pass the information on to their subordinates. The candidate scheduled another meeting with Mike Parsons and Anthony Colwell to discuss the problems described in their memos. The candidate intended to stress the need for a solution in light of the letter from the Bureau of Consumer Protection. All of the appointments were listed on his calendar.
- 11.33 19. The candidate skimmed each of the in-basket items, grouping related problems. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to Newcastle in legal affairs. The candidate wrote a letter to Ferdinand notifying him that he had been given the roofing contract and that the work should be done over the next four Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks. Most of the candidates appointments were listed on his calendar.

Mean Rank

- 11.00 20. The candidate handled the in-basket items in the order in which they were provided. The candidate highlighted the department supervisors and circled the employees who had the same last name on the employee roster. She wrote the department numbers on the floor plan of the store and circled those departments that had a problem with shoplifting and theft. The candidate highlighted Mr. Fyler's report on his visit to the Carlisle store and the supplemental guidelines for store managers. She had Susan post the notice of the softball game, the inventory, the shop steward appointment, and the complimentary Sunbury cola letter on the employee bulletin board. The candidate asked Susan to contact the personnel department and tell them to send over applicants for part-time positions and to send the letter from Mr. Ennis to the legal affairs department.
- 25.00 21. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she was primarily concerned with employee morale. The first group of items that the candidate handled included Felix Owens' resignation, the letter concerning the store manager training, the softball game, the inventory, the requests for time off, and the memo from Mr. Fyler concerning the overtime problem. The candidate had Susan make copies of the inventory procedure and attach it to a memo advising all department supervisors that inventory would be held on Monday, August 6 beginning at 9:00 and would be followed by a birthday celebration for Felix Owens. Susan was asked to post notices of the inventory and softball game on the employee bulletin board. Susan was also delegated the responsibility of planning the birthday celebration and was authorized to spend up to \$200 on food and beverages. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. The candidate wrote a memo to Mr. Fyler, asking him to try to persuade Regina Neason to operate another store manager training session and to include Felix Owens in the program as an inducement for him to stay. The candidate also asked Susan to contact the local unemployment office and notify them of job openings for full-time and part-time employees. The candidate delegated responsibility for authorizing time off to the department supervisors with the restriction that at least two people from each department be on the floor at all times.

Mean Rank

- 23.33 22. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she believed that the complaint from the Bureau of Consumer Protection was the most important item. She wrote a memo to the supervisors for the furniture, hardware and tools, appliances, and plant and garden departments that informed them of the complaint that merchandise advertised on sale was not available. The candidate attached a copy of the letter from the Bureau of Consumer Protection, with the information regarding each supervisor's department highlighted. In addition, she attached a copy of the ordering policy that indicated that department supervisors were responsible for seeing that their departments were adequately stocked. In this memo, she scheduled a meeting on August 7 at 10:00 a.m. and told the supervisors to be prepared to describe the actions taken to avoid further occurrences of the problem. The candidate sent separate memos to the supervisors of the furniture and camera and hobby departments, informing them of the complaints received and scheduling separate appointments to discuss what they had done to correct the problems. All of the appointments were listed on her calendar.
- 18.33 23. The candidate skimmed the items and put related items together. The candidate indicated that the most important item was the January-June sales figures. The candidate scheduled a meeting with all of the employees on Sunday, August 5 at 8:00. The meeting would be held before the inventory. The candidate intended to discuss the declining sales figures and some possible causes for the decline. Among the causes he intended to discuss were the letter from the Bureau of Consumer Protection and a complaint of employee rudeness. The candidate scheduled a meeting with Ronald McKeever, Mike Parsons, and Felix Owens on Tuesday, August 7 at 10:00 to discuss the termination of Arthur Peterson. The candidate stated that by this time, he would have the results of the inventory and would know how much merchandise was missing and where.
- 14.00 24. The candidate began handling the items one at a time until she realized that the items were related. Then she skimmed through the remainder of the items before doing any others. The candidate addressed one memo to the manager of the Stoneboro warehouse and the receiving and stockroom supervisor in which she scheduled a meeting for Tuesday, August 7 at 1:00. The meeting was recorded on

Mean Rank

her calendar. The memo indicated that the meeting had three purposes: (1) discuss the delivery problems experienced by both parties; (2) identify the needs of both parties; and (3) reach a solution which is acceptable to both parties.

- 15.00 25. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that he was primarily concerned with employee morale. He approved all of the leave requests and postponed the inventory one week so that it would not interfere with the softball game. He scheduled a group meeting with the four department supervisors who were denied the store manager training on Monday, August 6 at 11:00. Susan distributed the notice to all four of the supervisors. Susan was asked to post notices of the inventory, softball game, and Arthur Peterson's appointment as shop steward. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. Most of his appointments were listed on his calendar.
- 21.00 26. The candidate skimmed each of the in-basket items, grouping related problems before addressing each issue. The candidate indicated that she was primarily concerned with employee morale. The first group of items that the candidate handled included Felix Owens' resignation, the letter concerning the store manager training, the softball game, the inventory, and the requests for time off. The candidate had Susan make copies of the inventory procedure and attach it to a memo advising all department supervisors that inventory would be held on Monday, August 6 beginning at 9:00 so it would not interfere with the softball game. Susan was asked to post notices of the inventory, softball game, Arthur Peterson's appointment as shop steward, and an announcement that full- and part-time employees would be hired on the employee bulletin board. All requests for time off were granted and the department supervisors were told that in the future they should be prepared to make decisions in their departments concerning employees' schedules. The candidate scheduled a meeting with Felix Owens on Tuesday, August 7 at 9:00 to discuss his resignation. The candidate scheduled individual meetings with the four department supervisors who were denied participation in the store manager training program. The candidate allotted 30 minutes to each meeting, beginning at 9:00 on Wednesday, August 8. Most of her appointments were listed on her calendar.

Mean Rank

- 19.00 27. The candidate skimmed each of the in-basket items, grouping related problems. The candidate sent the letter from Mr. Ennis, Mrs. Tobias' lawyer, and the letter from J. R. Butler concerning the leaking roof to Newcastle in legal affairs. In her letter to Newcastle, she stated that a report by Mr. Fyler had indicated that there was a problem with merchandise stocked in the aisle. The candidate intended to call Ferdinand and notify him that he would be given the roofing contract and that the work should be done over the next four Sundays, since the guidelines indicated that the store was closed Sundays. The candidate wrote a letter to J. R. Butler, indicating that work would begin on the roof on Sunday and was expected to be completed within the next four weeks and had Susan send a copy of the letter to Mr. Ambridge, District Retail Manager, along with a note, advising him of the potential legal cases involving the roof and Mrs. Tobias' injury. All of her appointments were listed on her calendar.
- 17.33 28. The candidate skimmed the items and put related items together. The candidate indicated that the most important item was the problem with the Bureau of Consumer Protection. The candidate scheduled a meeting with the department supervisors on Monday, August 6 at 9:00 a.m. to discuss the the letter from the Bureau of Consumer Protection as well as the sales figures for the past six months. While holding this meeting, the candidate also intended to discuss customer complaints regarding rudeness and the poor physical condition of the store (e.g., dirty floors and windows, boxes piled in the aisles, disorganized stockroom), as mentioned in Mr. Fyler's report. The candidate said that he believed that all of these problems contributed to the declining sales figures. The candidate indicated that he intended to have the department supervisors discuss these problems with their subordinates.

APPENDIX V

Mean Ranks for the Planning
Specific Performance Dimension

Planning

Mean Rank

- | | |
|-------|---|
| 16.00 | 1. The candidate planned to postpone the inventory until the end of the month, close the store on a Monday, and perform the inventory then. That same day the drop ceilings would be installed in the store. The floors would be leveled next. Then the walls would be painted in one department at a time during normal store hours. After the painting was done, the carpeting would be put down and the fixtures would be installed. |
| 12.33 | 2. The candidate planned to offer part-time employees the chance to become full-time employees. The candidate also planned to contact employment agencies, place ads in the local newspapers, and put a notice on the bulletin board that part-time employees were needed. |
| 11.67 | 3. The candidate planned to meet with the security chief to discuss store departments requiring increased coverage, doubling the number of security guards used, and coordinating surveillance efforts with the local police. |
| 2.67 | 4. The candidate planned to give part-time employees the option of becoming full-time employees. |
| 3.67 | 5. The candidate planned to have the fixtures replaced and the carpeting installed during normal store hours, one department at a time. |
| 6.33 | 6. The candidate planned to have the cashiers be the only employees who could remove the security tags from merchandise and have the tools permanently attached to the cashier area so they could not be removed. |
| 4.67 | 7. The candidate planned to offer an overtime incentive until more employees could be hired. |
| 15.33 | 8. The candidate planned to implement the following procedures for maintaining inventory: (1) department supervisors would forward stock orders to the store manager one week before the start of the sale; (2) if items were not brought out from the stockroom by two days before the sale, the department supervisor was to check with the stockroom supervisor and notify the store manager if the stock was not received. |
| 17.33 | 9. The candidate planned to implement the following security procedures: (1) all doors and windows would be locked and checked by security personnel at closing; (2) no |

Mean Rank

merchandise would be outside the building except for unloading; (3) only stockroom employees would be allowed in the stockroom and loading areas at any time; (4) incoming merchandise would be checked by a two-person team, with both people signing the receiving slip; and (5) the locks on the stockroom doors would be changed, and the keys would only be available to those persons authorized by the store manager.

- 14.00 10. The candidate planned to have all department supervisors place orders for sale items three weeks before the sale, check to see that the items were received and on the floor the week of the sale, and notify the stockroom supervisor and the store manager if the items were not on the floor the week of the sale.
- 9.67 11. The candidate planned to check the work schedules to see if rearranging the hours could reduce the overtime; if that did not work, she intended to hire more employees.
- 8.67 12. The candidate planned to install barriers around the parking lot that would prevent the shopping carts from being moved into the parking lot.
- 10.33 13. The candidate planned to meet with the department supervisors weekly to discuss problems they were having, complaints received, and weekly sales.
- 5.67 14. The candidate planned to have someone monitor the closed-circuit television continuously; if the person who did the monitoring needed to be away, someone else would have to take his place before he could leave.
- 4.67 15. The candidate planned to meet with the employees to discuss the rudeness complaint and the complaint regarding Mr. Baskins automobile and to tell them that any further evidence of unprofessional behavior would result in discharge.
- 19.00 16. The candidate planned to have the merchandise control system installed on the same Sunday that the inventory was performed. She planned to close the store the following Monday so that the inventory data could be entered in the data base and the system would be current. The roof would be repaired that Sunday and Monday. The merchandise control system could be used to determine how long merchandise was in stock. Merchandise that moved fast could be ordered in greater number to increase revenue. Sales could be offered on slow moving

Mean Rank

items to decrease the inventory. The system could be programmed so that stock was reordered whenever the supply dropped below a specific level.

- 5.67 17. The candidate suggested that the store renovation begin with the movement of the walls (if necessary), then install the drop ceilings, followed by the floor, and then do the painting and the installation of fixtures last.
- 5.67 18. The candidate indicated that she planned to implement the merchandise control and security and theft proposals after the store renovation proposal started bringing in some money.
- 16.67 19. The candidate planned to implement the following stockroom procedures: (1) only stockroom employees would be allowed in the stockroom and loading areas at any time; (2) incoming merchandise would be checked by a two-person team, with both people signing the receiving slip; and (3) the locks on the stockroom doors would be changed, and the keys would only be available to those persons authorized by the store manager.

APPENDIX W

Behavioral Summary Scales

General Performance Dimensions

Intellectual/Communication Skills

Definition: To what extent can the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Description of high, average, and low performance

- 5 Tends to focus on specifics and is consistently able to perceive and understand complex, and sometimes obscure relationships among problems. Generally able to predict the likely effect of various courses of action and to use this information in the development and presentation of detailed and persuasive arguments.
- 4
- 3 Can perceive and understand relationships that are moderately complex. Identifies many obvious and some less distinct cause and effect relationships. Seeks and presents information of varying specificity in a logical fashion.
- 2
- 1 Focus is limited to surface considerations which are obvious. Unable to discern less distinct cause and effect relationships. Arguments advanced are generally disorganized and deal with matters that are self-evident.
- Interpersonal Skills

Definition: To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Description of high, average, and low performance

5 By varying behavior based on the situation, is consistently able to influence, guide, and direct the actions of others. Will stand firm on some issues regardless of the expressed opinions of others.

4

3 Generally able to work amicably with others. When working in group situations, sometimes provides suggestions that are adopted and lead to goal attainment. Sometimes disagrees with other individuals, but will usually yield when opposed by a group.

2

1 Generally unable to influence the actions of others. May be passive and nonparticipative or may display aggressive and abrasive behavior. The effect of the behavior on others ranges from nonexistent to disruptive.

Administrative Skills

Definition: To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Description of high, average, and low performance

- 5 Uses available information to arrive at logical solutions that are comprehensive and do not aggravate other existing problems. Generally makes decisions on many of the more critical issues as well as many that are less critical. Specific implementation plans are frequently developed, especially for the more critical problems.
- 4
- 3 Available information is used to develop logical solutions of moderate complexity, some of which may aggravate other problems. Decisions are made on many of the less critical issues as well as on some of the more critical problems. When implementation plans exist, they tend to be somewhat vague.
- 2
- 1 Tends to develop narrowly focused solutions for one problem at a time, often disregarding the possible effect on other problems. Decisions may be made on the less complex issues. More difficult issues may be addressed through interim decisions or by passing the problem on to someone else. May frequently "rubber stamp" decisions made by others.

APPENDIX X

Behavioral Summary Scales

Specific Performance Dimensions

Autonomy

Definition: To what extent does the individual take independent action?

Description of high, average, and low performance

- 5 **Willing to express opinions and support positions regardless of whether they are popular. This may include challenging others or defending a position challenged by the group as a whole. In some cases, this may obstruct the progress of the group. May also initiate actions, despite uncertainty.**
- 4
- 3 **Sometimes willing to express opinions and support positions that are unpopular. Sometimes challenges others and defends positions that have been challenged. At times initiates actions.**
- 2
- 1 **Rarely willing to express unpopular opinions or defend positions that have been challenged by others. Occasionally challenges others and/or initiates actions.**

Behavior Flexibility

Definition: To what extent can the individual, when motivated, modify his or her behavior to reach a goal?

Description of high, average, and low performance

- 5 Often alters behavior as dictated by the situation in order to achieve a goal. May alter behavior towards an individual and may behave differently with different people.
- 4
- 3 At times, alters behavior in reaction to obstacles or resistance in order to achieve a goal.
- 2
- 1 Generally resists change, even if it reduces the possibility of goal attainment. May alternatively support different positions, shifting back and forth.

Decisiveness

Definition: To what extent is the individual willing to make decisions when required?

Description of high, average, and low performance

- 5
 Makes decisions on many critical issues as well as many less critical issues. When there is not sufficient information to make a decision, specific steps are outlined to obtain the necessary information. When decisions are delegated to others, always follows-up to ensure that a decision is made. Puts self into decision making process.
- 4
- 3
 Makes some decisions on both more and less critical issues. May request more information before making decisions on the remaining issues, often through meetings or with delegation. Engages in some follow-up behavior.
- 2
- 1
 May make decisions on less critical issues or withhold decision making until more information is obtained, without specifying how this will be done. May delegate more critical issues to others without follow-up or may decide to solve all issues by having meetings, without citing specifics for these meetings. May "rubber stamp" decisions made by others.

Decision Making

Definition: To what extent can the individual make decisions of high quality?

Description of high, average, and low performance

- 5
Generally makes decisions that are comprehensive and take into consideration the interrelationships among the problems. Makes rational decisions that are well supported by the candidate's knowledge, assumptions, and interpretation of the material provided.
- 4
- 3
Generally makes decisions that address one or two interrelated problems, but are not necessarily comprehensive, although some decisions are more complete than others. Most of the decisions are rational and may be supported by the material available.
- 2
- 1
Generally makes decisions that focus on single issues and ignore related problems. Decisions may aggravate other existing problems. Some decisions may be illogical.

Energy

Definition: To what extent can the individual continuously maintain a high level of work activity?

Description of high, average, and low performance

5 Is actively involved throughout the day. The activity may vary (i.e., writing, talking, or even walking around), but the level of activity remains high.

4

3 May be moderately active throughout the day or may begin the day with a high level of activity and drop to a moderate level as an activity or the day progresses.

2

1 Uniformly displays a low level of activity or the activity level may diminish to a low level as the day progresses.

Fact Finding - Oral

Definition: To what extent does the individual effectively interact with another person to obtain information regarding a problem?

Description of high, average, and low performance

- 5 Consistently asks relevant questions in a systematic fashion. Regularly follows through on specific topics until most of the information has been obtained.
- 4
- 3 Generally asks less specific questions with some follow through. Questions asked will vary in specificity, but enough information is obtained to solve some problems.
- 2
- 1 Rarely follows through on specific topics. Tends to ask mostly surface questions. Frequently jumps from topic to topic when asking questions. Does not obtain enough information to solve problems.

Fact Finding - Written

Definition: To what extent can the individual effectively obtain information regarding a problem from available written sources?

Description of high, average, and low performance

5 Regularly provides detailed and specific information in response to questions. In-depth information is provided to support decisions, recommendations, and opinions.

4

3 Regularly provides some general and some specific information in response to questions and in support of decisions, recommendations, and opinions. Occasionally may provide some inaccurate information.

2

1 Regularly provides general information in response to questions and in support of decisions, recommendations, and opinions. May provide some inaccurate information.

Impact

Definition: To what extent does the individual make an impression on others?

Description of high, average, and low performance

- 5 **Able to gain and maintain the attention of others at will.**
- 4
- 3 **Frequently able to gain the attention of some people.**
- 2
- 1 **Frequently ignored or patronized. Rarely able to gain the attention of some people.**

Interpreting Information

Definition: To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Description of high, average, and low performance

- 5 Decisions, recommendations, and stated opinions consistently reflect an ability to identify relevant information. Able to identify obscure cause-and-effect relationships and recognizes that an action taken with regard to one problem may have an effect on many others.
- 4
- 3 Frequently able to distinguish relevant from irrelevant information, as evidenced by decisions, recommendations, and stated opinions. Consistently able to identify routine cause-and-effect relationships, as well as some obscure relationships.
- 2
- 1 Sometimes able to identify obvious cause-and-effect relationships. May make some illogical inferences and have difficulty sorting out relevant information.

Leadership

Definition: To what extent can the individual effectively lead a group to accomplish a task without incurring hostility?

Description of high, average, and low performance

- | | |
|---|--|
| 5 | <p>Consistently guides and directs others toward established goals. Often offers suggestions concerning ways to overcome obstacles. Maintains the support of others despite occasional challenges.</p> |
| 4 | <p></p> |
| 3 | <p>From time to time, offers suggestions that are adopted by others and lead to the accomplishment of shared goals.</p> |
| 2 | <p></p> |
| 1 | <p>Rarely offers suggestions that are adopted by others. Suggestions tend to be obvious ones that do not contribute substantially to goal attainment. Primary role is that of observer.</p> |

Oral Defense

Definition: To what extent can this individual, when presenting ideas orally, effectively respond to challenges and questions raised by others?

Description of high, average, and low performance

- | | |
|---|--|
| 5 | Consistently uses logical arguments that reflect the integration of numerous facts. Draws inferences from facts to support positions and provides numerous new arguments in response to challenges from others. |
| 4 | |
| 3 | Typcially uses logical arguments based on much of the available information. Uses inferences based on these facts to respond to challenges from others. Some responses are restatements of previous arguments, whereas others are new. |
| 2 | |
| 1 | Generally uses a limited number of arguments that represent obvious lines of defense. May use illogical arguments or may respond without directly addressing the challenge. |

Oral Presentation

Definition: To what extent can this individual effectively present an oral report to an individual or a small group?

Description of high, average, and low performance

5 Presentation follows an orderly progression. Provides detailed explanations of the material presented. Arguments are logical and persuasive. Speaks clearly and will generally make eye contact. May use voice inflection and hand gestures.

4

3 Presentation is easy to follow even though the candidate may occasionally jump from topic to topic. Material presented is explained in general terms. Arguments advanced are often logical, but may be a bit sketchy. Speaks clearly and may make eye contact and/or use voice inflection.

2

1 Jumps around from topic to topic and is difficult to follow. Proposed course of action is unclear and the relationship between the problems and the proposed solution remains a mystery. May mumble or read presentation.

Organizing

Definition: To what extent can the individual effectively structure his or her work and the work of others for the most efficient accomplishment of a task(s)?

Description of high, average, and low performance

5

Skims over paperwork before beginning work, groups related items together, and handles the associated items together. Generally works on the most critical problems first. Addresses correspondence to appropriate persons and includes necessary information in letters and memos. Specific instructions and follow-up are provided when tasks are delegated to others.

4

3

Generally skims over paperwork before beginning work and groups related items together. Usually addresses letters and memos to appropriate persons. Instructions to others and follow-up measures vary in specificity.

2

1

May handle paperwork in the order in which it is received and not meet all deadlines. May not address correspondence to appropriate people. When instructions are provided for delegated tasks, the instructions tend to be vague, as are any follow-up measures.

Planning

Definition: To what extent can the individual effectively plan his or her own work and the work of others?

Description of high, average, and low performance

- | | |
|---|--|
| 5 | Plans are comprehensive and detailed. Many of the plans incorporate solutions to a number of different problems that are related. Identifies resources to be used. |
| 4 | |
| 3 | Some plans are developed. The plans tend to deal with one problem at a time and are usually general, rather than specific. |
| 2 | |
| 1 | Few, if any, plans are developed. Plans tend to be sketchy and ill-defined. |

APPENDIX Y
Categorization Task
Form A

Instructions for Categorization Task

Form A

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Intellectual/Communication (C)

To what extent does the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Interpersonal (I)

To what extent does this individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Administrative (A)

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

- _____ 1. The candidate planned to offer part-time employees the chance to become full-time employees. The candidate also planned to contact employment agencies, place ads in the local newspapers, and put a notice on the bulletin board that part-time employees were needed.
- _____ 2. The candidate indicated that the deli had a lot of potential to make money; it had a good location, there was no direct competition, and the number of businesses in the industrial center had doubled. The renovation proposal would enable the deli to take advantage of this opportunity. A new ceiling and lights, new floor covering, new meat cases, and a dining area would give the deli a whole new look. The new ceiling would hide the exposed pipes and reduce the level of noise; the new lights would improve the atmosphere; and the new meat cases would present the food more attractively. The changes could be described in an advertising blitz by the public relations department. This would increase sales.
- _____ 3. The candidate volunteered to make her presentation first.
- _____ 4. The candidate decided to discharge Robert Michaels, have McKay & Son do the remodeling, conduct the audit on Sunday, have the employees check for bookkeeping errors and correct them while doing the audit, reschedule the soccer game for the following Sunday, and grant all requests for time off.
- _____ 5. The candidate indicated that because of the problem with embezzlement, the audit needed to be done as soon as possible.
- _____ 6. The candidate's suggestion was dismissed by another group member and ignored by the rest of the group.
- _____ 7. The candidate said that her proposal involved cleaning up the deli. The walls would be repainted, a new ceiling would be put in, and a dining area would be added. The store had problems with peeling paint and exposed pipes. It was also dirty. The paint would cover up the dirt, and the new ceiling would cover up the pipes and the peeling paint. Once this was done, then more people would shop in the deli and sales would increase. The candidate had random eye contact.
- _____ 8. The candidate planned to meet with the security chief to discuss store departments requiring increased coverage, doubling the number of security guards used, and coordinating surveillance efforts with the local police.

- _____ 9. The candidate planned to give part-time employees the option of becoming full-time employees.
- _____ 10. The candidate decided to conduct the audit as planned on Sunday, to deny employees scheduled to work on Sunday time off for the soccer game, to pay all backwages associated with Mrs. Smith's lawsuit, to let two or three people off for the game, and to have Mr. Marks come in to identify the employee who took his wallet.
- _____ 11. The group turned to the candidate for her reaction to a suggestion made by another group member. The candidate's opinion was then supported by the other group members.
- _____ 12. The candidate said that she had selected the computerized bookkeeping proposal, because the company had serious problems in this area. There had been complaints that some invoices were not paid in time and there was a problem with outstanding customer debts. Both of these problems could be corrected by the proposed system. The candidate described the system as an electronic system that keeps track of incoming and outgoing money for easy reference. She said that it records invoices and payments in accounts payable and records sales and customer charges in accounts receivable. In addition to correcting the problems with bad debts and missed payments, the system could be used for checking customer credit, for projecting expenses, and for keeping track of cash flow. She said that the total cost of the system was \$150,000. The computer terminals cost \$50,000 and the computer mainframe cost \$100,000. The candidate had eye contact, except when referencing her notes. Her voice was clear, and she used voice inflection and hand gestures.
- _____ 13. The candidate solicited the opinions of nonvocal group members, and developed compromises in situations where other members were deadlocked.
- _____ 14. The candidate decided to have the remodeling done and decided not to give the contract to Robert Michaels. The candidate decided to hire some more employees and to give the employees time off to attend the game.
- _____ 15. When asked how the security proposal would increase the revenue, the candidate said that it would not increase revenue, but would reduce costs, pointing out that bringing in more money was not going to help the business if the research was going out the back door. There was an indication that there was a problem with corporate espionage. One employee was under surveillance for this. In addition, theft seemed to be highest during hours that the building was not open.

- _____ 16. The candidate asked if there were any questions midway through his presentation.
- _____ 17. The candidate decided to try to rearrange the work schedules so that the amount of overtime could be reduced. She requested the work schedules for the weeks preceding and following the semi-annual sale to determine whether there were enough extra employees to cover the sale on Saturday so that the sale would not interfere with the game on Sunday. The cancellation of the soccer game would have hurt employee morale.
- _____ 18. The candidate announced her proposal as computerized bookkeeping and justified her selection by stating that the organization needed to know how much cash it had, what the expenses were, how much credit it had extended, and how long the debts were outstanding. This proposal would permit the company to make sure that it had enough cash to meet expenses. In addition, financial reports would not have to be done manually, so the company could reduce payroll expenditures. The system would cost \$150,000 and include computer terminals and a mainframe computer. The system would reduce the number of employees needed and this would free these employees so that they could do other work that was needed. The candidate used voice inflection and had eye contact, except when referencing her notes.
- _____ 19. The candidate, who had been writing candidate qualifications on the easel, did not write a qualification suggested by another group member.
- _____ 20. The candidate decided not to award the remodeling contract to Robert Michaels because Michaels works as an accountant and would be taking the audit on the date that the candidate wanted the remodeling done.
- _____ 21. The candidate indicated that the complaints in the health department report could be addressed by renovating the deli.
- _____ 22. The candidate initiated group discussion on criteria for the solution, questioned the other group members on their solutions, and was influential in her support of other group members. Periodically, the candidate reminded the group of the passage of time and suggested ways to speed up the decision process, which were adopted.
- _____ 23. The candidate refused to initial a list of rankings already signed by two of the candidates.

- _____ 24. In response to the suggestion to close the deli, the candidate provided the following justifications for keeping it open: (1) the deli has no competition; (2) the deli has good employees; and (3) the deli has a good location.
- _____ 25. When told that the deli would be sold, the candidate indicated that he probably wasn't going to get much for it. The deli's profits were showing a steady decline and the building was in terrible shape.
- _____ 26. The candidate served as a conciliator twice and periodically asked the opinions of the less vocal group members. Fifteen minutes before the deadline, the candidate reminded the group that they still had to rank five solutions and time was running out. In order to make better progress, the candidate suggested that no candidate be permitted to vote for his/her own solution in the rankings. The other group members agreed, and the group moved ahead.
- _____ 27. The candidate decided to allow two of the employees in Diane Nichols' department to have the day off, because there would not be enough employees to cover the store if all of the employees were given the time off. Giving all of the employees the day off who had requested it would put an unfair burden on the other employees and reduce the quality of service. The candidate considered granting the time off to all of the people and moving salespeople from other departments, but rejected this idea, because the other salespeople would not be familiar with the merchandise.

APPENDIX Z
Categorization Task
Form B



Instructions for Categorization Task**Form B**

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Intellectual/Communication (C)

To what extent does the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Interpersonal (I)

To what extent does this individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Administrative (A)

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Categorization Task

- _____ 1. The candidate pushed his solution and received support from one other group member.
- _____ 2. The candidate decided to let the department supervisors make decisions regarding employees' work schedules, to send the letter from Mrs. Smith's attorney to the legal affairs department, to meet with department supervisors about declining revenues and customer complaints, and to gather more information on Robert Michaels and the need for remodeling.
- _____ 3. The candidate said that he chose the computerized bookkeeping proposal. This proposal cost \$150,000 and included computer terminals for accounts receivable and accounts payable. The customer charges would be recorded in accounts receivable and the outgoing payments would be recorded in accounts payable. The computer terminals would permit the comptroller to determine how much cash was available at all times. This could be used to make sure that all invoices were paid on time. It would also provide information on the problem of embezzlement. The candidate had random eye contact.
- _____ 4. The candidate planned to meet with the department supervisors weekly to discuss problems they were having, complaints received, and weekly sales.
- _____ 5. The candidate stated that she could no longer support her solution for the problem. The candidate served as a conciliator twice and periodically reminded the group of the time. In order to make better progress, the candidate suggested that no group member be permitted to vote for his/her own solution in the rankings. The other group members agreed, and the group moved ahead.
- _____ 6. The candidate continued to support her selection, even though the remainder of the group supported another.
- _____ 7. The candidate decided to get two more bids for the remodeling job before making a decision, because she wanted to make sure that the job was done right. Since nothing had been done to the building in 15 years, it was likely that the entire interior needed to be repainted, and she did not want to spend money on a cheap paint and have to pay to have another paint job done in a year or two. The candidate asked Craig Campbell to clear room in the basement to store the merchandise while the store was

being painted, and she decided to pay for the damages to the customer's merchandise when the company truck backed into his car. The candidate advised the customer of the actions taken.

- _____ 8. The candidate, who was soft spoken, was repeatedly overtalked by the other group members.
- _____ 9. The candidate decided to give the remodeling contract to McKay & Sons because they had a reputation for doing good work. In the meantime, the candidate decided to have a sale to reduce the amount of merchandise to be moved during the renovation.
- _____ 10. The candidate indicated that part of the problem of poor service was that the people were overworked. The employees who left the organization had not been replaced, and the employees had to work a lot of overtime. More part-time employees should have been hired, because the part-time employees did not get any fringe benefits and would have been cheaper than the full-time employees. There was also a problem with the approval of leave; for example, half of the people had been given the same day off. This put an additional burden on the other employees. Only half of these employees should have been given the time off. In addition, the poor physical condition of the deli and the broken air conditioner probably affected the morale. Both of these problems could have been corrected by renovating the store. The new ceilings, new floor covering, and new lighting should improve the appearance of the store and improve morale. The installation of a new air conditioner would make the building more comfortable and also improve employee morale.
- _____ 11. The candidate indicated that Robert Miller might not be a good candidate for store manager, because of complaints that he was often rude.
- _____ 12. After the group had been arguing among themselves for 15 minutes concerning their solutions, the candidate suggested that the strengths and weaknesses of each solution be listed on the easel by one of the other group members. The group followed this suggestion. The candidate then summarized the strengths and weaknesses of each solution before the group began voting.
- _____ 13. The candidate planned to install barriers around the parking lot that would prevent the shopping carts from being moved into the parking lot.

- _____ 14. The candidate decided to grant the time off requested by the employees, to meet with the department supervisors who were denied the bonuses, and to meet with the warehouse manager to discuss the delivery problems. The candidate was going to gather more information on the customer complaints and additional bids on the remodeling before making any more decisions.
- _____ 15. Four group members were involved in two different sidebars. When the candidate started to make a suggestion, both sidebars grew silent and listened to the candidate's suggestion.
- _____ 16. The candidate indicated that she planned to implement the employee counseling and drug rehabilitation programs after the drug testing program was in place.
- _____ 17. When another person suggested closing the business, the candidate justified the remodeling of the deli by noting that the other stores in the chain were profitable and that by putting a little money back into the deli, it could also be profitable. The candidate went on to say that maybe in the past the company focused too much on opening new stores and not enough on maintaining this one. It took some time for the deli to fall to its present condition, and it was going to take some time to bring it back on its feet again.
- _____ 18. The candidate decided to hire McKay & Son to do the remodeling, discharge Robert Michaels, conduct an exit interview with Doug Morrone, approve all requests for time off, refer Mrs. Smith's complaint to the legal affairs department, and meet with department supervisors about declining profits and customer complaints.
- _____ 19. The candidate said that she had picked the security proposal. The proposal cost \$179,000. The system included a sonic alarm system that could detect people in the building afterhours, which was where most of the materials were taken. The system also included closed-circuit television cameras, and special security badges that could be worn by authorized employees. An alarm would signal if an unauthorized person tried to enter or leave a security area. The closed-circuit television and the use of special badges would reduce the problem of security leaks. The candidate had random eye contact and used voice inflection.
- _____ 20. The candidate dismissed another group member's suggestion by saying, "We can get to that later."

- _____ 21. When the computerized bookkeeping proposal was challenged because it was too expensive, the candidate justified the expense by pointing out that the cost would probably be recouped within six months and the proposal would correct accounts receivable and accounts payable errors.
- _____ 22. The candidate decided to write a letter of apology to the customers to restore goodwill.
- _____ 23. The candidate indicated that Doug Morrone must be a popular employee, since so many employees asked for time off to attend his going away party. The candidate also indicated that since Doug was leaving, the company may lose other good employees.
- _____ 24. The candidate told the group that they were running out of time and needed to vote. The group began voting on ranks.
- _____ 25. The candidate said that he selected the proposal that renovated the deli, which would cost \$200,000. The proposal included a new ceiling, new floor, a dining area, and new meat display cases. This proposal was selected, because the deli had not had anything done to it in almost 15 years, and the health inspector's report had indicated that the paint was peeling and the deli was dirty. Since the store was located near the local industrial center and was the major store, it should serve as a model for the rest of the chain. The money spent on the renovation would be recovered in increased sales. Once the revenue increased, the other proposals could be put in place. The candidate used voice inflection.
- _____ 26. The candidate maintained that the store needed a strong manager, while the other group members indicated that a "people person" was needed more.
- _____ 27. When the security proposal was favored over the candidate's proposal, the candidate said that they could get the security people to take care of that problem.

PLEASE NOTE:

Page(s) not included with original material
and unavailable from author or university.
Filmed as received.

U·M·I

APPENDIX AA

Categorization Task

Form C

Instructions for Categorization Task

Form C

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Intellectual/Communication (C)

To what extent does the individual gather, organize, and interpret information obtained from oral or written sources? To what extent can the individual present ideas to others and defend those ideas when questioned or challenged?

Interpersonal (I)

To what extent does this individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Administrative (A)

To what extent does the individual make timely, high quality decisions and develop workable implementation plans?

Categorization Task

- _____ 1. When told by the assessor that there were 11 full-time employees, 8 part-time employees, and a total of 20 employees, the candidate noted that 11 and 8 does not equal 20 and asked where the missing employee was.
- _____ 2. The candidate decided to give the remodeling contract to McKay & Son, to meet with Michelle Roberts, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors about declining profits and customer complaints, and to withhold a decision on Robert Michaels until more information was available.
- _____ 3. The candidate challenged another person in the group and was supported by a third group member.
- _____ 4. The candidate decided not to discharge Robert Michaels, because he did not have enough evidence to hold up under review.
- _____ 5. The candidate said that she selected the deli renovation proposal because it would bring in more business. The proposal included new ceilings, new floors, a dining area, and new meat cases. The proposal cost \$200,000. The new ceilings would hide the pipes and would lower the noise level. The new meat cases would display the food more attractively. Also, the new meat cases would be easier to keep clean than the old ones. Once the profits were increased, the deli could put in the other proposals. The candidate had random eye contact.
- _____ 6. The candidate planned to offer an overtime incentive until more employees could be hired.
- _____ 7. The PM went to the easel and indicated that the group needed to decide what qualities were important for the solution. He questioned the other group members and recorded their suggestions on the easel. After the qualities were listed, he asked for solutions to put next to the qualities and was provided with them by the group. The candidate suggested that the list be used to narrow down the number of solutions considered for each rank, and the group agreed.
- _____ 8. The candidate tried to interrupt another group member three times and was told to wait.
- _____ 9. The candidate decided to discharge Robert Michaels, deny the time off to the employees for the game, grant the time off to Diane Nichols' employees, accept all future shipments, and obtain more bids for the remodeling.

- _____ 10. The candidate said that she had picked the security proposal. The proposal cost \$180,000. The system included a sonic alarm system that could tell if people were in the building when it was closed. This was when most of the theft happened. The system also included closed-circuit television cameras, and special security badges that could be worn by employees. An alarm would sound if an unauthorized person tried to enter or leave the security zones. The closed-circuit television could be put in the departments that housed the most sensitive material. The candidate had random eye contact.
- _____ 11. The candidate said that the physical injury at the store was an indication that the store should be cleaner.
- _____ 12. The candidate provided suggestions for criteria for the solution which were accepted. The candidate polled the other group members twice.
- _____ 13. The candidate stated that she had selected the security proposal, because the company had lost over \$100,000 because of this problem. One employee was already under surveillance for corporate espionage. The proposal cost \$179,000 and included a sonic alarm system that would notify the local police if it detected the movement of people or objects, the installation of closed-circuit television cameras, and the use of special security badges that would be worn by employees and would signal an alarm if an unauthorized person tried to enter the security departments. The total cost of the proposal was \$179,000. Looking at the loss from security breaches this past year, the system would pay for itself in just over a year. In addition, the company could cancel its contract for the security guards and reduce that expense. The sonic alarm system was especially needed, because there was some evidence that top secret reports were removed after business hours. The closed-circuit cameras could be installed in those departments where the most important research was being conducted. The special badges would clearly designate authorized personnel who might be missed by the cameras. The candidate established and maintained eye contact.
- _____ 14. The candidate continued ranking solutions after this action was challenged by another group member.
- _____ 15. The candidate planned to have someone monitor the closed circuit television continuously; if the person who did the monitoring needed to be away, someone else would have to take his place before he could leave.

- _____ 16. The candidate challenged the ranking of a solution which was supported by three other group members.
- _____ 17. When asked how the installation of a new ceiling and new lighting would make money, the candidate repeated a previous justification that it would bring in more customers.
- _____ 18. When the candidate joined another group member's challenge, the challenged party gave in.
- _____ 19. The candidate decided to hire McKay & Son to do the remodeling, reimburse the customer for the damaged merchandise, double the number of security guards, place Doug Morrone under surveillance and continue surveillance of Robert Michaels, hold the audit after the soccer game on Sunday, hire more part-time employees, grant time off to Diane Nichols' employees, deny time off to employees for Saturday evening, and meet with department supervisors to discuss declining profits, complaints from the customers, and the absenteeism problem.
- _____ 20. When asked how the computerized bookkeeping proposal would make money for the company, the candidate said that it was not a money making item; it was a money saving item.
- _____ 21. The candidate planned to have the cashiers be the only employees who could remove the security tags from merchandise and have the tools permanently attached to the cashier area so they could not be removed.
- _____ 22. The candidate questioned the assessor's authority.
- _____ 23. The candidate decided to perform the audit on Sunday, August 5, after the soccer game was over so that the accountant who was the star player would be able to play, and the audit would still get done. The audit needed to be done, because the store had problems with embezzlement, and he needed to know exactly how much money the store had. In addition, the store had some complaints that they were not paying their invoices on time, and the audit would permit the manager to determine those invoices that still needed to be paid.
- _____ 24. When the cost of the proposal was challenged, the candidate stated that there was no way to get the business out of the bind it was in without investing more money. The candidate pointed out that the business had been going down hill for a few years and that it would take some time to get it back on its feet; within six months the business was expected to save enough money to pay for the proposal.

- _____ 25. The candidate suggested that the group members vote and that the votes be recorded on the easel.
- _____ 26. The candidate decided to uphold Diane Nichols' decision to give the employees the day off because she had already given them permission. Denying them the time off would also hurt employee morale.
- _____ 27. The candidate indicated that much of the problem with decreased profits was caused by corporate espionage, and that these problems could be corrected by the security proposal. The sonic alarm system would deter much of the theft that takes place after the building is closed. The information indicated that the highest proportion of theft occurs after hours. One example of this problem was Michael Roberts, an employee who has been under investigation. If the sonic alarm system were installed, the next time Michael Roberts tried to gain access to a secured area, he would be greeted by the security guards. Since security breaches appear to be a bigger problem in some departments, the closed-circuit television cameras could be installed in those departments' entrances and exits to reduce the security problem. The security guards just can't be everywhere at one time. The special badges would be used in the most sensitive departments to keep the most valuable research from walking out of the building.

APPENDIX BB
Categorization Task
Form D

Instructions for Categorization Task

Form D

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Interpreting Information (I)

To what extent can the individual distinguish relevant information and utilize that information when making decisions?

Oral Presentation (P)

To what extent can this individual effectively present an oral report to an individual or a small group?

Oral Defense (D)

To what extent can this individual, when presenting ideas orally, effectively respond to challenges and questions raised by others?

Categorization Task

- _____ 1. The candidate indicated that the deli had a lot of potential to make money; it had a good location, there was no direct competition, and the number of businesses in the industrial center had doubled. The renovation proposal would enable the deli to take advantage of this opportunity. A new ceiling and lights, new floor covering, new meat cases, and a dining area would give the deli a whole new look. The new ceiling would hide the exposed pipes and reduce the level of noise; the new lights would improve the atmosphere; and the new meat cases would present the food more attractively. The changes could be described in an advertising blitz by the public relations department. This would increase sales.
- _____ 2. In response to the suggestion to close the deli, the candidate provided the following justifications for keeping it open: (1) the deli has no competition; (2) the deli has good employees; and (3) the deli has a good location.
- _____ 3. The candidate indicated that because of the problem with embezzlement, the audit needed to be done as soon as possible.
- _____ 4. The candidate said that her proposal involved cleaning up the deli. The walls would be repainted, a new ceiling would be put in, and a dining area would be added. The store had problems with peeling paint and exposed pipes. It was also dirty. The paint would cover up the dirt, and the new ceiling would cover up the pipes and the peeling paint. Once this was done, then more people would shop in the deli and sales would increase. The candidate had random eye contact.
- _____ 5. When asked how the computerized bookkeeping proposal would make money for the company, the candidate said that it was not a money making item; it was a money saving item.
- _____ 6. The candidate indicated that the complaints in the health department report could be addressed by renovating the deli.
- _____ 7. When the cost of the proposal was challenged, the candidate stated that there was no way to get the business out of the bind it was in without investing more money. The candidate pointed out that the business had been going down hill for a few years and that it would take some time to get it back on its feet; within six months the business was expected to save enough money to pay for the proposal.

8. When another person suggested closing the business, the candidate justified the remodeling of the deli by noting that the other stores in the chain were profitable and that by putting a little money back into the deli, it could also be profitable. The candidate went on to say that maybe in the past the company focused too much on opening new stores and not enough on maintaining this one. It took some time for the deli to fall to its present condition, and it was going to take some time to bring it back on its feet again.
9. The candidate indicated that part of the problem of poor service was that the people were overworked. The employees who left the organization had not been replaced, and the employees had to work a lot of overtime. More part-time employees should have been hired, because the part-time employees did not get any fringe benefits and would have been cheaper than the full-time employees. There was also a problem with the approval of leave; for example, half of the people had been given the same day off. This put an additional burden on the other employees. Only half of these employees should have been given the time off. In addition, the poor physical condition of the deli and the broken air conditioner probably affected the morale. Both of these problems could have been corrected by renovating the store. The new ceilings, new floor covering, and new lighting should improve the appearance of the store and improve morale. The installation of a new air conditioner would make the building more comfortable and also improve employee morale.
10. The candidate said that she had selected the computerized bookkeeping proposal, because the company had serious problems in this area. There had been complaints that some invoices were not paid on time and there was a problem with outstanding customer debts. Both of these problems could be corrected by the proposed system. The candidate described the system as an electronic system that keeps track of incoming and outgoing money for easy reference. She said that it records invoices and payments in accounts payable and records sales and customer charges in accounts receivable. In addition to correcting the problems with bad debts and missed payments, the system could be used for checking customer credit, for projecting expenses, and for keeping track of cash flow. She said that the total cost of the system was \$150,000. The computer terminals cost \$50,000 and the computer mainframe cost \$100,000. The candidate had eye contact, except when referencing her notes. Her voice was clear, and she used voice inflection and hand gestures.

- _____ 11. When the computerized bookkeeping proposal was challenged because it was too expensive, the candidate justified the expense by pointing out that the cost would probably be recouped within six months and the proposal would correct accounts receivable and accounts payable errors.
- _____ 12. The candidate announced her proposal as computerized bookkeeping and justified her selection by stating that the organization needed to know how much cash it had, what the expenses were, how much credit it had extended, and how long the debts were outstanding. This proposal would permit the company to make sure that it had enough cash to meet expenses. In addition, financial reports would not have to be done manually, so the company could reduce payroll expenditures. The system would cost \$150,000 and include computer terminals and a mainframe computer. The system would reduce the number of employees needed and this would free these employees so that they could do other work that was needed. The candidate used voice inflection and had eye contact, except when referencing her notes.
- _____ 13. The candidate indicated that Robert Miller might not be a good candidate for store manager, because of complaints that he was often rude.
- _____ 14. When the security proposal was favored over the candidate's proposal, the candidate said that they could get the security people to take care of that problem.
- _____ 15. The candidate indicated that Doug Morrone must be a popular employee, since so many employees asked for time off to attend his going away party. The candidate also indicated that since Doug was leaving, the company may lose other good employees.
- _____ 16. When asked how the installation of a new ceiling and new lighting would make money, the candidate repeated a previous justification that it would bring in more customers.
- _____ 17. The candidate said that he chose the computerized bookkeeping proposal. This proposal cost \$150,000 and included computer terminals for accounts receivable and accounts payable. The customer charges would be recorded in accounts receivable and the outgoing payments would be recorded in accounts payable. The computer terminals would permit the comptroller to determine how much cash was available at all times. This could be used to make sure that all invoices were paid on time. It would also provide information on the problem of embezzlement. The candidate had random eye contact.

- _____ 18. When told by the assessor that there were 11 full-time employees, 8 part-time employees, and a total of 20 employees, the candidate noted that 11 and 8 does not equal 20 and asked where the missing employee was.
- _____ 19. The candidate said that he selected the proposal that renovated the deli, which would cost \$200,000. The included a new ceiling, new floor, a dining area, and new meat display cases. This proposal was selected, because the deli had not had anything done to it in almost 15 years, and the health inspector's report had indicated that the paint was peeling and the deli was dirty. Since the store was located near the local industrial center and was the major store, it should serve as a model for the rest of the chain. The money spent on the renovation would be recovered in increased sales. Once the revenue increased, the other proposals could be put in place. The candidate used voice inflection.
- _____ 20. The candidate said that she had picked the security proposal. The proposal cost \$179,000. The system included a sonic alarm system that could detect people in the building afterhours, which was when most of the materials were taken. The system also included closed-circuit television cameras, and special security badges that could be worn by authorized employees. An alarm would signal if an unauthorized person tried to enter or leave a security area. The closed-circuit television and the use of special badges would reduce the problem of security leaks. The candidate had random eye contact and used voice inflection.
- _____ 21. The candidate said that the physical injury at the store was an indication that the store should be cleaner.
- _____ 22. The candidate said that she selected the deli renovation proposal because it would bring in more business. The proposal included new ceilings, new floors, a dining area, and new meat cases. The proposal cost \$200,000. The new ceilings would hide the pipes and would lower the noise level. The new meat cases would display the food more attractively. Also, the new meat cases would be easier to keep clean than the old ones. Once the profits were increased, the deli could put in the other proposals. The candidate had random eye contact.
- _____ 23. When told that the deli would be sold, the candidate indicated that he probably wasn't going to get much for it. The deli's profits were showing a steady decline and the building was in terrible shape.

- _____ 24. The candidate said that she had picked the security proposal. The proposal cost \$180,000. The system included a sonic alarm system that could tell if people were in the building when it was closed. This was when most of the theft happened. The system also included closed-circuit television cameras, and special security badges that could be worn by employees. An alarm would sound if an unauthorized person tried to enter or leave the security zones. The closed-circuit television could be put in the departments that housed the most sensitive material. The candidate had random eye contact.
- _____ 25. The candidate indicated that much of the problem with decreased profits was caused by corporate espionage, and that these problems could be corrected by the security proposal. The sonic alarm system would deter much of the theft that takes place after the building is closed. The information indicated that the highest proportion of theft occurs after hours. One example of this problem was Michael Roberts, an employee who has been under investigation. If the sonic alarm system were installed, the next time Michael Roberts tried to gain access to a secured area, he would be greeted by the security guards. Since security breaches appear to be a bigger problem in some departments, the closed-circuit television cameras could be installed in those departments' entrances and exits to reduce the security problem. The security guards just can't be everywhere at one time. The special badges would be used in the most sensitive departments to keep the most valuable research from walking out of the building.
- _____ 26. The candidate stated that she had selected the security proposal, because the company had lost over \$100,000 because of this problem. One employee was already under surveillance for corporate espionage. The proposal cost \$179,000 and included a sonic alarm system that would notify the local police if it detected the movement of people or objects, the installation of closed-circuit television cameras, and the use of special security badges that would be worn by employees and would signal an alarm if an unauthorized person tried to enter the security departments. The total cost of the proposal was \$179,000. Looking at the loss from security breaches this past year, the system would pay for itself in just over a year. In addition, the company could cancel its contract for the security guards and reduce that expense. The sonic alarm system was especially needed, because there was some evidence that top secret reports were removed after business hours. The closed-circuit cameras could be installed in those departments where the most important

research was being conducted. The special badges would clearly designate authorized personnel who might be missed by the cameras. The candidate established and maintained eye contact.

- _____ 27. When asked how the security proposal would increase the revenue, the candidate said that it would not increase revenue, but would reduce costs, pointing out that bringing in more money was not going to help the business if the research was going out the back door. There was an indication that there was a problem with corporate espionage. One employee was under surveillance for this. In addition, theft seemed to be highest during hours that the building was not open.

APPENDIX CC

Categorization Task

Form E

Instructions for Categorization Task

Form E

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Impact (I)

To what extent does the individual make an impression on others?

Autonomy (A)

To what extent does the individual take independent action?

Leadership (L)

To what extent can the individual, effectively lead a group to accomplish a task without incurring hostility?

Categorization Task

- _____ 1. The candidate served as a conciliator twice and periodically asked the opinions of the less vocal group members. Fifteen minutes before the deadline, the candidate reminded the group that they still had to rank five solutions and time was running out. In order to make better progress, the candidate suggested that no candidate be permitted to vote for his/her own solution in the rankings. The other group members agreed, and the group moved ahead.
- _____ 2. The candidate's suggestion was dismissed by another group member and ignored by the rest of the group.
- _____ 3. The candidate volunteered to make her presentation first.
- _____ 4. The group turned to the candidate for her reaction to a suggestion made by another group member. The candidate's opinion was then supported by the other group members.
- _____ 5. The candidate suggested that the group members vote and that the votes be recorded on the easel.
- _____ 6. The candidate refused to initial a list of rankings already signed by two of the candidates.
- _____ 7. The candidate initiated group discussion on criteria for the solution, questioned the other group members on their solutions, and was influential in her support of other group members. Periodically, the candidate reminded the group of the passage of time and suggested ways to speed up the decision process, which were adopted.
- _____ 8. The candidate solicited the opinions of nonvocal group members, and developed compromises in situations where other members were deadlocked.
- _____ 9. The candidate asked if there were any questions midway through his presentation.
- _____ 10. The candidate, who had been writing candidate qualifications on the easel, did not write a qualification suggested by another group member.
- _____ 11. The candidate told the group that they were running out of time and needed to vote. The group began voting on ranks.
- _____ 12. The candidate pushed his solution and received support from one other group member.

- _____ 13. The candidate maintained that the store needed a strong manager, while the other group members indicated that a "people person" was needed more.
- _____ 14. The candidate went to the easel and indicated that the group needed to decide what qualities were important for the solution. He questioned the other group members and recorded their suggestions on the easel. After the qualities were listed, he asked for solutions to put next to the qualities and was provided with them by the group. The candidate suggested that the list be used to narrow down the number of solutions considered for each rank, and the group agreed.
- _____ 15. Four group members were involved in two different sidebars. When the candidate started to make a suggestion, both sidebars grew silent and listened to the candidate's suggestion.
- _____ 16. After the group had been arguing among themselves for 15 minutes concerning their solutions, the candidate suggested that the strengths and weaknesses of each solution be listed on the easel by one of the other group members. The group followed this suggestion. The candidate then summarized the strengths and weaknesses of each solution before the group began voting.
- _____ 17. The candidate, who was soft spoken, was repeatedly overtalked by the other group members.
- _____ 18. The candidate questioned the assessor's authority.
- _____ 19. The candidate stated that she could no longer support her solution for the problem. The candidate served as a conciliator twice and periodically reminded the group of the time. In order to make better progress, the candidate suggested that no group member be permitted to vote for his/her own solution in the rankings. The other group members agreed, and the group moved ahead.
- _____ 20. The candidate continued ranking solutions after this action was challenged by another group member.
- _____ 21. The candidate tried to interrupt another group member three times and was told to wait.
- _____ 22. The candidate dismissed another group member's suggestion by saying, "We can get to that later."
- _____ 23. The candidate provided suggestions for criteria for the solution which were accepted. The candidate polled the other group members twice.

- _____ 24. When the candidate joined another group member's challenge, the challenged party gave in.
- _____ 25. The candidate continued to support her selection, even though the remainder of the group supported another.
- _____ 26. The candidate challenged another person in the group and was supported by a third group member.
- _____ 27. The candidate challenged the ranking of a solution which was supported by three other group members.

APPENDIX DD
Categorization Task
Form F

Instructions for Categorization Task

Form F

The attached list contains 27 behavioral items. Please categorize each behavioral item to one of three performance dimensions, and indicate the letter that corresponds with the performance dimension that you believe is represented by the behavioral item. The three performance dimensions are listed below, along with their letter codes and definitions.

Decisiveness (D)

To what extent is the individual willing to make decisions when required?

Decision Making (M)

To what extent can the individual make decisions of high quality?

Planning (P)

To what extent can the individual, effectively plan his or her own work and the work of others?

Categorization Task

- _____ 1. The candidate decided to discharge Robert Michaels, have McKay & Son do the remodeling, conduct the audit on Sunday, have the employees check for bookkeeping errors and correct them while doing the audit, reschedule the soccer game for the following Sunday, and grant all requests for time off.
- _____ 2. The candidate decided not to award the remodeling contract to Robert Michaels because Michaels works as an accountant and would be taking the audit on the date that the candidate wanted the remodeling done.
- _____ 3. The candidate planned to meet with the department supervisors weekly to discuss problems they were having, complaints received, and weekly sales.
- _____ 4. The candidate decided not to discharge Robert Michaels, because he did not have enough evidence to hold up under review.
- _____ 5. The candidate planned to offer an overtime incentive until more employees could be hired.
- _____ 6. The candidate decided to have the remodeling done and decided not to give the contract to Robert Michaels. The candidate decided to hire some more employees and to give the employees time off to attend the game.
- _____ 7. The candidate decided to conduct the audit as planned on Sunday, to deny employees scheduled to work on Sunday time off for the soccer game, to pay all backwages associated with Mrs. Smith's lawsuit, to let two or three people off for the game, and to have Mr. Marks come in to identify the employee who took his wallet.
- _____ 8. The candidate planned to have someone monitor the closed circuit television continuously; if the person who did the monitoring needed to be away, someone else would have to take his place before he could leave.
- _____ 9. The candidate decided to let the department supervisors make decisions regarding employees' work schedules, to send the letter from Mrs. Smith's attorney to the legal affairs department, to meet with department supervisors about declining revenues and customer complaints, and to gather more information on Robert Michaels and the need for remodeling.

- _____ 10. The candidate decided to allow two of the employees in Diane Nichols' department to have the day off because there would not be enough employees to cover the store if all of the employees were given the time off. Giving all of the employees the day off who had requested it would put an unfair burden on the other employees and reduce the quality of service. The candidate considered granting the time off to all of the people and moving salespeople from other departments, but rejected this idea because the other salespeople would not be familiar with the merchandise.
- _____ 11. The candidate planned to have the cashiers be the only employees who could remove the security tags from merchandise and have the tools permanently attached to the cashier area so they could not be removed.
- _____ 12. The candidate decided to try to rearrange the work schedules so that the amount of overtime could be reduced. She requested the work schedules for the weeks preceding and following the semi-annual sale to determine whether there were enough extra employees to cover the sale on Saturday so that the sale would not interfere with the game on Sunday. The cancellation of the soccer game would have hurt employee morale.
- _____ 13. The candidate decided to grant the time off requested by the employees, to meet with the department supervisors who were denied the bonuses, and to meet with the warehouse manager to discuss the delivery problems. The candidate was going to gather more information on the customer complaints and additional bids on the remodeling before making any more decisions.
- _____ 14. The candidate planned to offer part-time employees the chance to become full-time employees. The candidate also planned to contact employment agencies, place ads in the local newspapers, and put a notice on the bulletin board that part-time employees were needed.
- _____ 15. The candidate decided to get two more bids for the remodeling job before making a decision, because she wanted to make sure that the job was done right. Since nothing had been done to the building in 15 years, it was likely that the entire interior needed to be repainted, and she did not want to spend money on cheap paint and have to pay to have another paint job done in a year or two. The candidate asked Craig Campbell to clear room in the basement to store the merchandise while the store was being painted, and she decided to pay for the damages to the customer's merchandise when the company truck backed into his car. The candidate advised the customer of the actions taken.

- _____ 16. The candidate decided to uphold Diane Nichols' decision to give the employees the day off because she had already given them permission. Denying them the time off would also hurt employee morale.
- _____ 17. The candidate decided to hire McKay & Son to do the remodeling, discharge Robert Michaels, conduct an exit interview with Doug Morrone, approve all requests for time off, refer Mrs. Smith's complaint to the legal affairs department, and meet with department supervisors about declining profits and customer complaints.
- _____ 18. The candidate decided to hire McKay & Son to do the remodeling, reimburse the customer for the damaged merchandise, double the number of security guards, place Doug Morrone under surveillance and continue surveillance of Robert Michaels, hold the audit after the soccer game on Sunday, hire more part-time employees, grant time off to Diane Nichols' employees, deny time off to employees for Saturday evening, and meet with department supervisors to discuss declining profits, complaints from the customers, and the absenteeism problem.
- _____ 19. The candidate planned to meet with the security chief to discuss store departments requiring increased coverage, doubling the number of security guards used, and coordinating surveillance efforts with the local police.
- _____ 20. The candidate decided to write a letter of apology to the customers to restore goodwill.
- _____ 21. The candidate decided to discharge Robert Michaels, deny the time off to the employees for the game, grant the time off to Diane Nichols' employees, accept all future shipments, and obtain more bids for the remodeling.
- _____ 22. The candidate planned to give part-time employees the option of becoming full-time employees.
- _____ 23. The candidate decided to give the remodeling contract to McKay & Sons because they had a reputation for doing good work. In the meantime, the candidate decided to have a sale to reduce the amount of merchandise to be moved during the renovation.
- _____ 24. The candidate decided to give the remodeling contract to McKay & Son, to meet with Michelle Roberts, to meet with the warehouse manager to discuss the delivery problems, to meet with the department supervisors about declining profits and customer complaints, and to withhold a decision on Robert Michaels until more information was available.

- _____ 25. The candidate indicated that she planned to implement the employee counseling and drug rehabilitation programs after the drug testing program was in place.
- _____ 26. The candidate decided to perform the audit on Sunday, August 5, after the soccer game was over so that the accountant who was the star player would be able to play, and the audit would still get done. The audit needed to be done, because the store had problems with embezzlement, and he needed to know exactly how much money the store had. In addition, the store had some complaints that they were not paying their invoices on time, and the audit would permit the manager to determine those invoices that still needed to be paid.
- _____ 27. The candidate planned to install barriers around the parking lot that would prevent the shopping carts from being moved into the parking lot.

APPENDIX EE
Aggregation Task
Form 1

Instructions

Form 1

Dear Subject:

Thank you for agreeing to participate in this research.

This packet includes a consent form, two rating scales with examples, and 100 behavioral items. As part of this research, you will be asked to rate the behavioral items on a five-point scale, with five being the highest. Forty of the behavioral items will be rated on the autonomy scale, and the other sixty will be rated on planning. These behavioral items will later be used in management development research conducted by a corporation operating within the commonwealth of Virginia. It is now necessary to determine whether the behavioral items satisfy a number of conditions, and one of these is that there are behaviors to represent all five levels of performance on each rating scale.

All of the information that you provide will remain confidential, and all data will be coded to protect your identity. Although you do have the right to withdraw from the research if you desire, your participation is requested and your input will be valuable. If you have not already done so, please sign and date the informed consent form and return it to the packet.

Context for the Behavioral Items

The behavioral items that are presented represent behaviors that could be displayed by a manager of a retail store. The store in question, which is fictitious, is experiencing a number of difficulties. The store's sales have been declining steadily over the past few years. Many of the employees in the store have resigned, and there is a serious morale problem. The physical condition of the store is poor, and a company that leases space from the store has had merchandise damaged because of a leak in the roof. In addition, the paint on the walls is peeling, and the store is disorganized. The store's inventory system is outdated, and it is having difficulty keeping track of what merchandise is in stock. The store's warehouse has complained that deliveries have been refused, and the stockroom has complained that the warehouse won't tell them when the deliveries will arrive. Because of these inventory problems, the store has received numerous complaints, one of which was from a consumer advocate agency. There has also been a complaint of employee rudeness. In addition, the store has a big problem with shoplifting and theft. One of the employees, Matthew Andrews, has been under surveillance and is suspected of stealing from the company. The employee's brother Jeffrey, who is also employed by the company, and a truck driver from the warehouse are also suspected of theft.

The manager of the store has been provided with three proposals that may correct some of the store's problems. The manager has selected one of the proposals and presented it to the district level manager, the store manager's supervisor, in a meeting. The behavioral items presented are behaviors that could have been displayed by a store manager in this meeting after making the presentation. The district level manager is not aware of all of the problems facing the store, and will ask the store manager to tell him about some of the problems. The district manager will then question the store manager about the various proposals, and will favor the proposals that the store manager has not selected. At some point the district level manager will reject the store manager's proposal.

A listing of the names of individuals related to the store and a brief description of their role may be found at the end of this packet.

Rating Instructions

The behavioral items to be rated are those that are underlined. All of these behaviors will be preceded by Mi. In some cases, the behavior of the district level manager, indicated by Si, will also be presented to provide a context for the store manager's behavior.

The rating forms that you will be using are called behavioral summary scales (BSS). These rating scales are so named because different levels of performance are illustrated or anchored by descriptions of behavior. The BSS that have been developed use a five-point scale, with five representing the highest level of performance and one representing the lowest. Behavioral descriptions are provided for high, average, and low levels of performance, although you should feel free to use the two and four ratings as well.

Please review the rating scales and rate the practice behavioral item on the page behind the rating scale. Once you have rated the behavioral item, review the answer on the bottom of the page.

When you have finished rating all of the behaviors, please return the questionnaire and the consent form to Cliff Rucker in the undergraduate psychology department, unless you have been informed otherwise.

If you have any questions relative to this, I may be reached at (703) 974-5762. If I am not available at the time of your call, please leave your name and telephone number on the answering machine.

Thank you again for your assistance.

Wanda J. Campbell

Listing of Names

Matthew Andrews	An employee of the store who works for Aaron Jones and has been under surveillance for employee theft.
Jeffrey Andrews	Matthew Andrews' brother who also works at the store and may also be involved in employee theft.
Mark Corbins	Supervisor of the stockroom. He has allegedly refused shipments from the warehouse and has complained that the warehouse does not let him know when shipments will be received.
Anthony Daniels	Manager of the warehouse that supplies merchandise to the store. One of his truck drivers is suspected of playing a part in the employee theft.
the Hardings	Managers of a bus tour that stops at the store. Mr. and Mrs. Johnson, the customers who were treated rudely, were on a bus tour operated by the Hardings.
the Johnsons	The customers who were treated rudely by an employee in the jewelry department when they were on the bus tour. The Johnsons were interested in purchasing some watches for their grandchildren.
Aaron Jones	The supervisor who has submitted his resignation. He supervises Matthew Andrews.
David McCarthy	Supervisor of security at the store.
Mr. Smith	Vice President of the store.
Williams	A contractor who has submitted a bid to repair the leaking roof.

Autonomy

Definition: To what extent does the individual take independent action?

Description of high, average, and low performance

- 5 Willing to express opinions and support positions regardless of whether they are popular. Willing to actively challenge positions taken by persons in authority and willing to defend own position from attacks by others regardless of their organizational position. May appear to be disrespectful of persons occupying higher positions within the organization.
- 4
- 3 Sometimes willing to express opinions and support positions that are unpopular. Is diplomatic when challenging a position taken by someone with greater authority. May criticize actions taken by the organization.
- 2
- 1 Rarely willing to express unpopular opinions or defend positions that have been challenged by others.

Autonomy Example

1. S: Tell me why I should select your proposal instead of the inventory control proposal?

M: Counting inventory isn't going to help the store if no one comes in to buy anything.

Answer to Autonomy Example

This behavioral item should be rated as a 4. The store manager has been asked to explain why his proposal is better than the inventory control proposal. The fact that the store manager continues to support his own proposal is an example of autonomous behavior. The store manager's criticism of the inventory control proposal is not strong enough to be viewed as being disrespectful, although the statement is more autonomous than a 3 rating. The store manager's statement was not viewed as a diplomatic response to the question.

Form 1

Autonomy

Person A

- _____ 1. S: Sandra, I'm going to clarify what you want to do. You want to install an automated merchandise control system that would include automatic check-in and check-out. Is this your proposal?
- M: Yeah, but you forgot the part about the safety meetings.
- _____ 2. M: No wonder our employees are rude.
- _____ 3. M: If you want to take care of the problem with shoplifting and theft, you should get rid of Andrews, the guy who was under surveillance; you shouldn't put everyone under surveillance with cameras.
- _____ 4. S: I'm just going to sell the store. I'm tired of dealing with the problems.
- M: The store does have a lot of problems, but you have a social obligation to the people who work in this store.
- _____ 5. S: I still think that I'm better off cutting my losses by selling the store.
- M: If you close the store, you will cut down on your losses, but you will also reduce the profits.
- _____ 6. S: I'm just going to implement the store renovation proposal instead. That will bring in more customers than your proposal.
- M: It might bring them in, but how are you going to keep them?
- _____ 7. M: That will do a lot more good than a fresh coat of paint.
- _____ 8. S: I just don't see how I can justify spending \$98,000 on your proposal.
- M: Since you've already spent the money on the development of the proposal, why not put a little more in and turn this store around?
- _____ 9. S: Sandra, \$98,000 is too much money. I'm going to reject your proposal.

M: Why?

_____ 10. S: I think that it costs too much money.

M: If you don't do something soon, you're not going to have to worry, because the store will be bankrupt.

Person B

_____ 11. M: It's a miracle that we haven't had more accidents, given the condition of the store.

_____ 12. M: I'm going to meet with the department supervisors on Friday morning to see what they know about this matter. At that time, I'll also tell them about the installation of the computer system and the fact that the inventory has been postponed a few weeks.

_____ 13. S: Is there anything else going on at the store?

M: Let's see. I covered the theft and the complaints. Oh. There was a complaint of employee rudeness. Two customers on a bus tour were interested in purchasing some watches for their grandchildren. Anyway, the watches were out of stock. So what else is new, right?

_____ 14. S: Why is your proposal better than the store renovation proposal?

M: The store renovation proposal is just "fluff."

_____ 15. M: Washing the floor and windows and organizing the store will do wonders for the store's appearance, and it won't cost \$100,000.

_____ 16. S: I'm going to implement the shoplifting and theft proposal instead.

M: Well, I think you are making a mistake.

_____ 17. S: Why is your proposal better than the shoplifting and theft proposal?

M: The shoplifting and theft proposal has some advantages, but it will not make your store more efficient, which is what is needed right now.

_____ 18. S: How can I justify spending \$98,000 on your proposal?

M: There is an old saying that "you have to spend money to make money."

_____ 19. S: I'm tired of worrying about this store. I'm going to sell it.

M: Believe me, I understand your frustration. I've only been here one day, and already I've got a headache that won't quit. I think, however, that we need to look at the long-term rather than the short-term.

_____ 20. S: Your proposal just costs too much money. I reject your proposal.

M: (pauses). I really don't think that you realize the earning potential of this store.

Person C

_____ 21. S: Donna, I'm going to clarify what you want to do in your proposal. After that, we will talk about some problems facing the store.

M: OK.

S: You want to install a new computer and an automated check-in and check-out system. Is this correct?

_____ 22. M: Yeah, but you didn't mention the safety meetings.
M: That certainly explains why our employees are rude.

_____ 23. S: I'm really concerned about the theft problem, and I'm going to implement the shoplifting and theft proposal.

M: If you want to correct the shoplifting and theft problem, you should discharge the guy who was under surveillance--Andrews; you shouldn't put cameras on everyone.

_____ 24. S: Well, the store renovation proposal would do a better job of increasing sales. I'll just pick that proposal.

M: The store renovation might bring more customers into the store, but keeping them is a different matter.

_____ 25. M: My proposal will take care of this problem, because it will keep track of the merchandise, and that way we will know what we have and what we don't. Once customers learn that they can get the products they want here, they will come back. That's going to help a lot more than a fresh coat of paint.

- _____ 26. S: This store has been a thorn in my side for years now. I'm just going to sell it and reduce my losses.
- M: Closing the store will cut down your losses, but it will also reduce the profits.
- _____ 27. S: The way things are going now, the store won't be bringing money in for long. I still think it is best to close it.
- M: You owe it to the people who work in this store to keep it open.
- _____ 28. S: I'm still not convinced.
- M: Since you have already paid to have the proposal developed, why don't you put in a little bit more money and bring this store around to where it used to be?
- _____ 29. S: Sandra, \$95,000 to \$100,000 is too much money. I reject your proposal.
- M: I don't understand why.
- _____ 30. S: I just think that it costs too much.
- M: If you don't take action soon, your problems will be over, because the store will run out of money.
- Person D
- _____ 31. M: Given the condition of the store, it's a wonder that we haven't had more accidents.
- _____ 32. M: While I have the supervisors there, I will also tell them about the installation of the computer system and the postponement of the inventory.
- _____ 33. S: Is the store having any other problems?
- M: Yes. There have been some problems with not having adequate stock of merchandise advertised on sale. Given the problems between the stockroom and the warehouse and the employee theft, that is certainly no surprise.
- _____ 34. S: I'm going to implement the shoplifting and theft proposal instead.
- M: Well, I think that's a mistake.

- _____ 35. S: Why is your proposal better than the shoplifting and theft proposal?
- M: There are advantages to the shoplifting and theft proposal, but they don't include making your store more efficient, which is what is needed most.
- _____ 36. S: How can I justify spending \$98,000 on your proposal?
- M: There is an old saying that "you have to spend money to make money."
- _____ 37. S: If that is true, then it would make more sense to implement the store renovation proposal instead of yours.
- M: The store renovation proposal is just surface.
- _____ 38. S: Why is it just surface?
- M: The store's appearance can be improved substantially by washing the floor and windows and doing some organizing, and this can be done for a lot less than \$100,000.
- _____ 39. S: I'm just going to sell the store. I'm tired of dealing with these problems.
- M: I think that we need to focus on the long-term rather than the short-term.
- _____ 40. S: Your proposal just costs too much money. I reject your proposal.
- M: (pauses). I don't believe that you recognize this store's potential to earn money.

Planning

Definition: To what extent can the individual effectively plan his or her own work and the work of others?

Description of high, average, and low performance

- | | |
|---|---|
| 5 | Plans are comprehensive and detailed. Potential problems are identified and extensive plans are made to either avoid or deal with the problems. |
| 4 | |
| 3 | Plans of moderate complexity are developed. Some problems are identified and handled by the plans. |
| 2 | |
| 1 | Few, if any, plans are developed. Plans tend to be sketchy and ill-defined. |

Planning Example

- _____ 1. M: I'm going to put a tarp over the leasee's merchandise until the roof is fixed so that no more merchandise is damaged.

Answer to Planning Example

This behavioral item should be rated as a 2. The fact that the store manager is going to put a tarp over the merchandise to prevent further damage is some evidence of planning. The plan is not very specific, however. We do not know when the roof is going to be repaired, and we don't know what the store manager is going to do about the merchandise that has already been damaged.

Form 1

Planning

Person E

_____ 1. S: Now, how would you implement the proposal?

M: Well, first I would paint the walls. That way we wouldn't have to be concerned about getting paint on the ceiling, floors, or carpeting. Then I would install the ceiling. The store would have to be closed for this, so that no one would get hurt. I'm planning on having the painting done during the beginning of November. That way the painting will be done before the Christmas rush begins. I would not begin work on the ceiling until the third week in January, when business starts to die down again. The next thing that I would do would be to install the flooring and carpeting. The store could be open when this was done. We could do the floors and carpeting a little bit at a time--maybe do the front one-third of the store first, and then do the middle one-third of the store when we were finished with the first part. We would work our way back to the stockroom area in the back. The stockroom would be done last, because customers don't see it. We could move the unboxed merchandise to another part of the store and move the unopened boxes to the stockroom and basement. Since this would take place after the Christmas rush, there should be less merchandise to move around. I would put signs up, indicating that we were sorry about the inconvenience due to the remodeling. Then, after the new flooring and carpeting were put down, we could install the fixtures and get the store organized. When one part of the store was completed, we could move on to another part of the store.

_____ 2. M: We have lost a lot of employees, and none of them have been replaced. The result is that our employees have had to work a lot of overtime, and that hurts morale. I intend to hire more part-time employees to take care of this problem. The part-time employees do not receive fringe benefits, so you can hire more of them for the same amount of money as you would spend for fewer full-time employees. I am going to place an advertisement in the newspaper, call the state unemployment office, and put a notice on the employee bulletin board. I also intend to offer the good part-time employees the option of becoming full-time employees. This will reward them for doing good work.

3. S: Is Matthew Andrews involved in anything else at the store?

M: Yeah, he was the subject of a surveillance report on employee theft. I intend to discharge him at the end of his shift on Friday. I'm going to have a security person at the ready to escort him out to avoid any problems. On at least one occasion Andrews suggested handling a problem "on the street." By discharging him at the end of the day, it will be less disruptive than if I discharged him during the course of a normal work day.

4. M: I'm going to send three of the watches to the Johnsons, the people who were treated rudely, to try to re-establish goodwill. This way they will tell their friends how concerned the store was about their problem, instead of focusing on the problem they had at our store. I also plan to write a letter to the Hardings, telling them that the store is under new management, and that I have taken steps to rectify the problem. I am also going to offer to send them advance copies of our sale flyers, so that they can plan their bus tours around our sales. Maybe this offer, combined with the information that I have sent the Johnsons the three watches will make them reconsider their decision and continue to shop at our store. If this does not work, I will notify them when the store renovation work begins and try to induce them to come back by describing the steps taken to make this store an attractive place to shop.

5. M: I'm going to meet with the department managers next week to discuss the complaints. I'm going to remind them that it is their responsibility to make sure that they have adequate stock to cover the sales. I'm going to start forwarding copies of the sale advertisements to the department managers three weeks before the sale begins so that they can check their stock and order more stock if they need it. The managers will be asked to place their orders at least two weeks before the sale begins so that the merchandise will arrive on time. This should avoid future problems. If the merchandise is not received on time, they should notify me immediately and give rain checks to the customers who come in to purchase the products.

6. S: OK, Mary, how is your proposal going to help with the problem of the store being disorganized?

M: Well, as I said in my proposal, when we add the fixtures, we will be able to have the clerks start organizing things. As the fixtures are added in each department, the clerks in that department can get things

organized, because they will have a place to put things. Each week the surplus merchandise from each department being renovated will be offered for sale in a sidewalk sale. That way, all we have to do is advertise that we are having a sidewalk sale for items in say the hardware and tool department. We do not have to advertise specific items that will be on sale, and won't have a problem with not having advertised items on sale. By the time that the renovation is complete, the entire store will be organized and excess stock will be sold.

7. M: While we are renovating each part of the store, we can clean the other parts of the store. For instance, during the slow days, the clerks can clean the windows and cash registers. The old fixtures that are staying can be cleaned when we move merchandise into the new fixtures. The renovated parts of the store will be kept clean. During the slow periods, the employees will be asked to dust the fixtures and straighten the merchandise. At the end of the day, the employees will be told to vacuum the carpet and wash the floors. By the end of the renovation, the entire store will be clean and attractive.
8. M: I'm going to fix the roof before we begin work on the renovations. It won't do any good to have a new ceiling installed, if water is going to drip down and damage it. It also needs to be fixed before we install the new lighting. Otherwise, someone is liable to get hurt. You don't want people fooling around with electricity in a damp area. The roof will be repaired over the next four Sundays. During that time, I can meet with the contractors and iron out the details of the renovation. Among other things, I will have to select a new ceiling, pick the colors for the walls, select the new floor pattern, etc. By the time we are ready for the actual renovation to occur, the contractors will have had sufficient time to order the products needed.
9. M: While we are involved in the renovation, we should put a big banner across the window in the front of the store, indicating that we are remodeling. That will alert the public to the fact that we are doing something about the problem. In addition, as it gets closer to the time when we are finished remodeling, we should start an advertising blitz. We would place ads in the newspapers and run commercials on the radio and television. We want to arouse the curiosity of the customers and present an image as a "family store." When we are finished, we can have a big grand opening. We could give out door prizes, and have a clown pass out balloons to the kids. I intend to run all of the television commercials on local

stations, and to air some of them during the two Saturday mornings preceding the opening of the store. This is the time when children spend a lot of time watching television. This way, we would also have the children trying to convince their parents to bring them to the store.

- _____ 10. M: I intend to increase our surveillance to include Jeffrey Andrews, Arthur's brother, as well as the truck driver who received the money from Andrews. I have set up a meeting with Daniel McCarthy and Anthony Daniels to find out more about who this truck driver is. If we spend a little more on surveillance, we might be able to take care of a lot of the theft problem.

Person F

- _____ 11. M: I plan to establish a committee to promote safety. The committee will meet once a month.

- _____ 12. S: How would you implement your proposal?

M: Since the store is closed on Sundays, I would have the system installed then.

- _____ 13. M: After the inventory, the department supervisors will check each week that there are enough of the advertised products.

- _____ 14. M: Sometimes we had different prices marked on identical items. This problem is going to be corrected by the employees when we have inventory.

- _____ 15. M: Since most stores give free padding and installation, I'm going to establish a policy that it will be provided free at this store as well.

- _____ 16. M: I'm going to meet with the employees to talk about this problem and find out if any of them know anything about the accident. This shows why safety is important. While I'm at the meeting, I'm going to establish a safety committee.

- _____ 17. M: In order to get more employees, I'm going to put an ad in the paper. I'm also going to let the part-time employees become full-time.

- _____ 18. M: I'm going to talk to the jewelry supervisor about the incident to find out her side of the story as well as who the other employee was so that I can let him go. If her story agrees with the letter, then she will also be out of a job.

19. M: Since the stockroom doesn't always have room for the deliveries, I'm going to establish a policy that the warehouse needs to give them 24 hours notice before making all deliveries. As part of this policy, the stockroom will have to accept all deliveries in the future.

20. M: We will give out rain checks when we run out of sale products, and then let the customer know when the product comes in.

Person G

21. S: How would you implement your proposal?

M: I'm going to install the television cameras and the sonic alarm system during the next two Sundays, when the store is closed, and I'm going to postpone the inventory until the end of the month. That way the cameras will pick up any theft that might occur during inventory. Also, while the employees are doing the inventory, they can attach those special tags to the merchandise. By doing the inventory after the cameras and sonic system are installed, I will have a better indication of the stock available, and I'll be able to keep track of how well the proposal is working--whether it is reducing the shoplifting and theft problem.

22. M: I intend to extend the surveillance to cover the driver for the warehouse. I'm going to check with Daniels to find out who the driver was who made the deliveries when the surveillance people saw Andrews handing over the money. Then, I'm going to meet with McCarthy about hiring three more guards to provide round-the-clock surveillance for Andrews and the driver for the next three weeks. At that time I will decide whether to expand the surveillance to include other individuals as well as deciding whether to continue the surveillance on the designated people.

23. M: I'm going to have the leasee get together an estimate of the damage, and I will send it to the insurance company for payment. If the payment is not made in the next four weeks, then I will call the insurance company to find out what the problem is. In the meantime, I'm going to put a tarp over the merchandise to prevent any more damage until the roof is repaired.

24. M: I intend to ask my secretary to call three more roofers tomorrow and have them come out next week and give me estimates. I'm going to pick someone who can do the work this month, at a reasonable price, and will do the work on Sundays when the store is closed. I plan to have the work done on Sundays so that none of the customers will get hurt. I can't afford any more accidents.
25. M: We have lost a lot of employees, and none of these people have been replaced. This has created an overtime problem. I'm going to put an ad in the paper and hire some more employees. The part-timers who are good employees will be offered full-time employment, and I'm going to offer a \$10 cash incentive to the regular employees for every person they refer who is later hired as a full-time employee. The cash incentive will help employee morale, and the new employees will reduce the overtime problem, which should also improve morale.
26. M: A supervisor in the jewelry department was rude to an elderly couple on a bus tour. Because of this problem, the bus tour isn't coming back. The people were interested in buying some watches for their grandchildren. When the watches come in, I'm going to send them to the customers as a sign of goodwill. At that time I will notify the bus tour of what I have done. Maybe this will make the bus tour change its mind about coming back to our store.
27. M: I'm going to meet with all of the employees to talk to them about the problem of rudeness and tell them that rude behavior will not be tolerated. At this time, I will also tell them about the other changes being planned for the store, including the cash incentive for referring prospective employees. With regard to the supervisor of the jewelry department, I'm going to tell her that if there are more incidents of her being rude to customers, she will be discharged. I'm going to watch her more closely over the next two or three weeks. I'll save the tapes from the cameras in the jewelry department and watch the ones that were made while she was working. If I see any more rude behavior, this young lady will be out of a job.
28. M: Four of our department supervisors were just turned down for store manager training. I'm going to take a look at the personnel files of all of these people, including the one who is resigning. If they look like they are all good employees, then I'm going to tell Smith that we need to have another training class added or get these people in the existing training class. If the

department supervisors are not good employees, then I will let the current decision stand.

29. M: One of the problems was that we had different prices on identical items. I'm going to take care of this problem when we do inventory. The employees are going to check the prices on all of the items as they count them. If there is a discrepancy, they will notify me, and I'll check what the accurate price is. Then we can reprice all of the items that have incorrect prices marked on them. After the inventory is over, the department supervisors will be responsible for checking to make sure that all of the products are appropriately priced. I plan to do some spot checks periodically to make sure that the department supervisors are doing their job. If I spot a problem in a particular department, I will meet with the department supervisor and remind him of this responsibility.

30. M: I'm going to instruct the grocery store manager to find out who the employee was, and I'm going to publicly commend him in a staff meeting next month. I'm going to start a program for an employee of the month, and this employee will be named employee of the month for the month of September. The employee's picture will be taken and placed in the front of the store next to the pictures of the department supervisors. This way employees who do a good job will be rewarded.

Person H

31. S: OK, how would you implement the proposal?

M: Well, I would paint the walls first, so that we wouldn't have to worry about getting paint on the floors, carpeting, or ceiling. I would have the painting done during the beginning of November, so that it would be done before the Christmas rush begins. Then, around the third week in January, when business started to drop off, I would close the store to install the ceiling. This would prevent anyone from getting hurt. I would then open the store and install the flooring and carpeting one section at a time. I would begin with the front one-third of the store, and then do the middle of the store when we were finished with the first part. The unopened boxes of merchandise would be moved to the stockroom and basement, while the loose merchandise would be moved to another part of the store. Since this work would be done after the Christmas rush, there would be less merchandise to move around. I would also put up signs indicating that we apologize for any inconvenience caused by the remodeling. The work would continue this way until we

worked our way back to the stockroom area. Since customers don't see the stockroom, I would do this part of the store last. Once the new flooring and carpeting were layed, the fixtures would be installed and we would get the store organized. As each part of the store was completed, we would move on to the next part.

32. M: A number of our hourly employees have requested transfers to other departments. Many of these people have since resigned. I'm going to do two things to handle this problem: (1) I'll offer the good part-time employees the option of becoming full-time employees; and (2) I'll hire more part-time employees. By offering the good part-time employees full-time work, I'll be rewarding them for the good work. I'm going to hire more part-time employees, because part-time employees do not receive any fringe benefits. This means that I could hire more part-timers for the same amount of money that I would spend for fewer full-timers. I'm going to advertise for part-time employees in the newspaper. I will also contact the state unemployment office and place a note on the employee bulletin board.

33. M: These complaints will be discussed in a departmental meeting with the supervisors next week. At this time I'm going to remind them that part of their job responsibility is to make sure that there is adequate stock to cover the sales. To avoid further problems, I'm going to provide the department supervisors with advance copies of the sale advertisements. I intend to provide this information three weeks before the sales begin so that they will be able to check their supply of the products advertised. If there are not sufficient supplies, the managers will be expected to reorder the products at least two weeks in advance. Should the merchandise not arrive in time for the sale, the supervisors are to notify me immediately. When the customers come in to purchase the products, they will be given rain checks.

34. M: In order to regain the goodwill of the Johnsons, I'm going to send them three of the watches. Maybe this will encourage them to tell their friends how concerned we were about their problem instead of talking about the problem they experienced. In addition, I'm going to write to the Hardings and tell them that the store is now under new management and that steps have been taken to remedy the problem, including sending the Johnsons the watches. In an effort to induce them to reconsider their decision to discontinue visiting our store, I'm going to offer to send them advance copies of our sale advertisements. This will enable them to plan their bus

tours to take advantage of our sales. If these efforts are not successful, I will notify them when the renovations have begun and describe the measures that are being taken to make this store a more pleasant place to shop.

35. M: During the course of the renovations, those parts of the store not being renovated can be cleaned. For example, the clerks can clean the windows and the cash registers during the slow days. During the renovation, the old fixtures can be cleaned when the clerks move merchandise into the new fixtures. The renovated parts of the store will be kept clean by having employees dust fixtures and organize the merchandise during slow periods. Each evening after the store is closed, employees will wash the floors and vacuum the carpet so that by the time the renovations are complete the entire store will be clean and attractive.
36. M: Installing the new fixtures should help this problem. The clerks will organize the merchandise as the fixtures are installed within each department. The new fixtures will provide storage for more products. Excess merchandise from the departments being renovated will be sold in weekly sidewalk sales. The sale advertisements will refer to departments, without specifying individual items. For example, the ad could say that items in the jewelry department will be on sale. This will prevent the problem of not having advertised merchandise. By the time the renovation is complete, the entire store will be clean and attractive.
37. M: I'm going to arrange to have the roof repaired prior to implementing the store renovation to prevent water damage to the new ceiling. The roof also needs to be repaired before the new lighting is installed, because of the danger of working with electricity in wet areas. During the next four weeks when the roof is repaired, I will take care of last minute details involved in the renovation. I will select the colors for the walls, the new ceiling, the type of flooring, and other selections that are necessary. This will give the contractor enough time to order the products needed so that the renovation can begin on time.
38. M: Andrews should have been let go before this; I don't understand why this problem wasn't taken care of sooner. I'm going to discharge him at the end of his shift on Friday. Discharging him at the end of the day would create less of a disturbance than letting him go in the middle of his shift. Since Andrews has suggested handling a disagreement on the street at least one other

time, I intend to have a security guard available to escort him out of the store.

_____ 39. M: I'm going to expand our surveillance to include the truck driver who was seen taking the money from Andrews. I also plan to place Andrews' brother, Jeffrey, under surveillance. I'm going to meet with Anthony Daniels and

Daniel McCarthy to find out more about who this truck driver is. A lot of the problem with theft may be taken care of by beefing up the surveillance.

_____ 40. M: I'm going to place a large sign across the front windows that will say that we are remodeling the store. This way the customers will know that something is being done about the problems. As the renovations near completion, I will begin an advertising campaign to build an image of this store as a "family store." In order to arouse the curiosity of the public, I'm going to air commercials on radio and television as well as placing ads in the newspapers. All of the commercials will be aired by local television stations and I intend to buy some time on the two Saturday mornings before the grand opening. Since children spend a lot of time watching television on Saturday mornings, we want to attract their business so that they can coerce their parents into coming. When the renovations have been completed, I'm going to have a big grand opening. We could have door prizes and hire a clown to pass out balloons to the kids.

Person I

_____ 41. S: How would you implement your proposal?

M: Well, I intend to have the sonic alarm system and the cameras installed this Sunday and next Sunday. The store is closed on Sundays. I'm going to push the inventory back to the end of the month, after the cameras are installed, so that the cameras could record any theft that took place during inventory. Another reason for doing the inventory after the proposal is implemented is that I will have a record of the merchandise that we have in stock and will be able to evaluate whether the system is reducing shoplifting and theft. I also plan to have the employees attach the security tags to the merchandise while they are counting the stock.

_____ 42. M: I'm going to check with Daniels to see if he can tell me who the driver was who made the deliveries at the times that Andrews was observed passing money. Then I'm going to meet with McCarthy about hiring three more guards and providing round-the-clock surveillance on the

truck driver as well as Andrews for the next three weeks. After I have that information, I will decide whether I need to continue the surveillance on these two or beef up the surveillance to cover more people.

43. M: I'm going to offer the good part-time employees the option of becoming full-time employees. I'm also going to hire more employees. An ad will be placed in the paper, and the regular employees will be offered a \$10 cash incentive for every person who they send in who is hired as a full-time employee. Hiring more employees will take care of the overtime problem, and this plus the cash incentive should help the morale.
44. M: Four department supervisors who were recommended for training to become store managers were turned down for the training. I'm going to see if the department supervisors are good ones by checking their personnel files. If they are, then I'll tell Smith that we need to either get these people into the next training class or open up a new one. If, however, the supervisors are not good, then I will go along with the current decision.
45. M: The couple was upset by the way that they were treated, and they complained to the people who run the bus tour, and that's why the bus tour isn't coming back. I'm going to try to convince the bus tour to continue to stop at our store. Once the watches come in, I'm going to send them to the customers and notify the bus tour of this.
46. M: I'm going to meet with the employees to tell them about changes that I'm going to make at the store. One of the things that I plan to discuss is treating customers discourteously. This will no longer be tolerated. The supervisor of the jewelry department will be warned that she will be discharged if there are any more incidents of her being rude. Once the cameras are installed in the jewelry department, I'm going to save the tapes that are made when she is working. I'll watch these tapes for two or three weeks, and if I see any more rude behavior on her part, she is going to be on the street.
47. M: A consumer protection agency wrote a letter complaining that identical items had different prices marked on them. I'm going to handle this problem by having the employees check the prices on items when they do the inventory. In those cases where there are discrepancies on the price, they will notify me and I will find out what the correct price is. Those items with incorrect prices will be repriced. The department

managers will be responsible for making sure that products are correctly priced within their departments. From time to time I'm going to check that the supervisors are doing their job. In those cases where there is a repeated problem, I'll talk to the supervisor and remind him of this part of his job.

48. M: One of the leasees complained that water leaked down and damaged some of his merchandise. He said that if the problem wasn't corrected, they would sue us. I'm going to get a tarp to put over the merchandise until the roof is repaired. This will prevent further damage to the merchandise. I'm also going to ask the leasee to prepare an estimate of the damage for me to mail to the insurance company. If the insurance company does not pay the claim within the next four weeks, I will call to see what the holdup is.

49. M: I have three estimates, but there are problems with all three. Tomorrow, I'm going to ask my secretary to contact three more roofing companies and ask them to give me estimates to have the roof repaired. The roofer I select will need to do the work on Sundays and have the work completed by the end of the month. The work needs to be done on Sundays, because the store is closed then and there won't be a problem with customers getting hurt. We don't want any more accidents. Oh, the price also needs to be reasonable.

50. M: I'm going to have the grocery manager find out who the employee was. I plan to establish an employee of the month program and this person will be September's employee of the month. We will take the employee's picture and put it with the pictures of the department managers at the front of the store. I also intend to commend him publicly in a staff meeting. This kind of thing will reward our good employees.

Person J

51. M: I am going to create a safety committee and have meetings once a month.

52. S: How would you implement your proposal?

M: Well, I would have the system installed on a Sunday when the store was closed.

53. M: The letter said that products advertised for sale were not in stock. Once we take the inventory, I'm going to have the department supervisors make sure that we have an adequate supply of all of the products

advertised for sale each week.

- _____ 54. M: I'm going to establish a policy that padding and installation will be included free for all carpet purchases. Most of the other stores do this already, and this could be another reason why our sales are down.
- _____ 55. M: I'm going to have the employees correct this problem when they do the inventory.
- _____ 56. M: I'm going to have a meeting with all of the employees and tell them about the problem and establish a safety committee. This will explain why safety is important. I'm also going to ask the employees to tell me whether they know anything about the accident.
- _____ 57. M: I'm going to establish a policy that the warehouse must give the stockroom 24 hours notice before making all deliveries, and that the stockroom is not allowed to refuse any shipments. This would give the stockroom plenty of time to make room for the shipments, so there is no reason why any should be refused.
- _____ 58. M: I'm going to give the part-time employees the option of becoming full-time employees. I also intend to place an ad in the paper to get more employees.
- _____ 59. M: I'm going to call the manager of the jewelry department in and find out her side of the story. If the letter is accurate, then I'm going to have to discharge her. I'm also going to ask her who the other employee was so that I can discharge him.
- _____ 60. M: If we run out of the sale products, we can give the customers rain checks. Then, when the product comes in, we can notify them.

APPENDIX FF
Aggregation Task
Form 2

Instructions

Form 2

Dear Subject:

Thank you for agreeing to participate in this research.

This packet includes a consent form, two rating scales with examples, and 100 behavioral items. As part of this research, you will be asked to rate the behavioral items on a five-point scale, with five being the highest. Sixty of the behavioral items will be rated on the autonomy scale, and the other forty will be rated on planning. These behavioral items will later be used in management development research conducted by a corporation operating within the commonwealth of Virginia. It is now necessary to determine whether the behavioral items satisfy a number of conditions, and one of these is that there are behaviors to represent all five levels of performance on each rating scale.

All of the information that you provide will remain confidential, and all data will be coded to protect your identity. Although you do have the right to withdraw from the research if you desire, your participation is requested and your input will be valuable. If you have not already done so, please sign and date the informed consent form and return it to the packet.

Context for the Behavioral Items

The behavioral items that are presented represent behaviors that could be displayed by a manager of a retail store. The store in question, which is fictitious, is experiencing a number of difficulties. The store's sales have been declining steadily over the past few years. Many of the employees in the store have resigned, and there is a serious morale problem. The physical condition of the store is poor, and a company that leases space from the store has had merchandise damaged because of a leak in the roof. In addition, the paint on the walls is peeling, and the store is disorganized. The store's inventory system is outdated, and it is having difficulty keeping track of what merchandise is in stock. The store's warehouse has complained that deliveries have been refused, and the stockroom has complained that the warehouse won't tell them when the deliveries will arrive. Because of these inventory problems, the store has received numerous complaints, one of which was from a consumer advocate agency. There has also been a complaint of employee rudeness. In addition, the store has a big problem with shoplifting and theft. One of the employees, Matthew Andrews, has been under surveillance and is suspected of stealing from the company. The employee's brother Jeffrey, who is also employed by the company, and a truck driver from the warehouse are also suspected of theft.

The manager of the store has been provided with three proposals that may correct some of the store's problems. The manager has selected one of the proposals and presented it to the district level manager, the store manager's supervisor, in a meeting. The behavioral items presented are behaviors that could have been displayed by a store manager in this meeting after making the presentation. The district level manager is not aware of all of the problems facing the store, and will ask the store manager to tell him about some of the problems. The district manager will then question the store manager about the various proposals, and will favor the proposals that the store manager has not selected. At some point the district level manager will reject the store manager's proposal.

A listing of the names of individuals related to the store and a brief description of their role may be found at the end of this packet.

Rating Instructions

The behavioral items to be rated are those that are underlined. All of these behaviors will be preceded by M. In some cases, the behavior of the district level manager, indicated by S, will also be presented to provide a context for the store manager's behavior.

The rating forms that you will be using are called behavioral summary scales (BSS). These rating scales are so named because different levels of performance are illustrated or anchored by descriptions of behavior. The BSS that have been developed use a five-point scale, with five representing the highest level of performance and one representing the lowest. Behavioral descriptions are provided for high, average, and low levels of performance, although you should feel free to use the two and four ratings as well.

Please review the rating scales and rate the practice behavioral item on the page behind the rating scale. Once you have rated the behavioral item, review the answer on the bottom of the page.

When you have finished rating all of the behaviors, please return the questionnaire and the consent form to Cliff Rucker in the undergraduate psychology department, unless you have been informed otherwise.

If you have any questions relative to this, I may be reached at (703) 974-5762. If I am not available at the time of your call, please leave your name and telephone number on the answering machine.

Thank you again for your assistance.

Wanda J. Campbell

Listing of Names

Matthew Andrews An employee of the store who works for Aaron Jones and has been under surveillance for employee theft.

Jeffrey Andrews Matthew Andrews' brother who also works at the store and may also be involved in employee theft.

Mark Corbins Supervisor of the stockroom. He has allegedly refused shipments from the warehouse and has complained that the warehouse does not let him know when shipments will be received.

Anthony Daniels Manager of the warehouse that supplies merchandise to the store. One of his truck drivers is suspected of playing a part in the employee theft.

the Hardings Managers of a bus tour that stops at the store. Mr. and Mrs. Johnson, the customers who were treated rudely, were on a bus tour operated by the Hardings.

the Johnsons The customers who were treated rudely by an employee in the jewelry department when they were on the bus tour. The Johnsons were interested in purchasing some watches for their grandchildren.

Aaron Jones The supervisor who has submitted his resignation. He supervises Matthew Andrews.

David McCarthy Supervisor of security at the store.

Mr. Smith Vice President of the store.

Williams A contractor who has submitted a bid to repair the leaking roof.

Autonomy

Definition: To what extent does the individual take independent action?

Description of high, average, and low performance

- 5 Willing to express opinions and support positions regardless of whether they are popular. Willing to actively challenge positions taken by persons in authority and willing to defend own position from attacks by others regardless of their organizational position. May appear to be disrespectful of persons occupying higher positions within the organization.
- 4
- 3 Sometimes willing to express opinions and support positions that are unpopular. Is diplomatic when challenging a position taken by someone with greater authority. May criticize actions taken by the organization.
- 2
- 1 Rarely willing to express unpopular opinions or defend positions that have been challenged by others.

Autonomy Example

1. S: Tell me why I should select your proposal instead of the inventory control proposal?

M: Counting inventory isn't going to help the store if no one comes in to buy anything.

Answer to Autonomy Example

This behavioral item should be rated as a 4. The store manager has been asked to explain why his proposal is better than the inventory control proposal. The fact that the store manager continues to support his own proposal is an example of autonomous behavior. The store manager's criticism of the inventory control proposal is not strong enough to be viewed as being disrespectful, although the statement is more autonomous than a 3 rating. The store manager's statement was not viewed as a diplomatic response to the question.

Form 2

Autonomy

Person A

- _____ 1. S: OK, Mary. First, what I'd like to do is clarify what you want to do. You want to renovate the store, which includes painting the walls and installing a new ceiling and new lighting, and putting down new flooring and carpeting.
- M: My proposal also called for new fixtures.
- _____ 2. Andrews should have been discharged a long time ago; I don't know why no one took care of this problem sooner.
- _____ 3. M: I'm going to meet with the department managers next week to discuss the complaints. I'm going to remind them that it is their responsibility to make sure that they have adequate stock to cover the sales.
- _____ 4. S: But, how is your proposal going to help with the problem with the leaking roof?
- M: Well, the leaking roof is a separate problem, and my proposal doesn't directly deal with it.
- _____ 5. S: Well, I'm going to implement the shoplifting and theft proposal instead of your proposal.
- M: Why do you want to do that first?
- _____ 6. S: Can you tell me why your proposal is better than the shoplifting and theft proposal?
- M: Yes. All that the shoplifting and theft proposal is going to do is to cut down on some of your costs. You can do that by firing Matthew Andrews!
- _____ 7. S: Well, maybe I'll implement the inventory control proposal.
- M: The inventory control proposal is not a bad proposal, but it will not take care of your major problem, which is to increase sales. The only proposal that can do that for you is the one that I've recommended.

- _____ 8. S: Maybe I'll just close the store.
- M: I really think that you need to reconsider your decision.
- _____ 9. S: Well, I've given it some thought, and I reject your proposal.
- M: (The candidate shakes her head "no.")
- _____ 10. M: I recognize that you are frustrated with the store, but I honestly believe that my proposal can correct the store's problems.
- Person B
- _____ 11. S: Is the supervisor involved with anything else at the store?
- M: No. Why do you ask?
- _____ 12. S: Is this employee involved in anything else at the store?
- M: Nothing that is relevant to my proposal.
- _____ 13. S: What other problems is the store having?
- M: (Pause). I'm going to look over my notes for a second or two.
- _____ 14. There was a memo from a supervisor who had given five of her employees the day off without asking me. I'm going to overturn her decision.
- _____ 15. S: I'm going to implement the shoplifting and theft proposal instead.
- M: Most of your problem in this area is in theft--not shoplifting; Customers don't steal appliances and saber saws.
- _____ 16. M: You can take care of a lot of your problems with theft by getting rid of Matthew Andrews and his cronies.
- _____ 17. S: Tell me why your proposal is better than the shoplifting and theft proposal.
- M: The main purpose of the store is to make sales--not decrease costs.
- _____ 18. S: I'm just going to sell the store.

M: You are giving up too easily.

19. S: Tom, I reject your proposal. It costs too much money.

M: Well, I don't understand why you went to the trouble of hiring consultants if you're not going to listen to what they say.

20. M: I think you are being short-sighted.

Person C

21. S: OK, Larry. I'm going to clarify what it is that you want to do. You want to renovate the store, which includes installing a new ceiling and new lighting, putting down new flooring and carpeting, and repainting the walls. Is this your proposal?

M: Basically, that's it, but new fixtures were also included in my proposal.

22. M: These complaints will be discussed in a departmental meeting with the supervisors next week. At this time I'm going to remind them that part of their job responsibility is to make sure that there is to make sure that there is adequate stock to cover the sales.

23. M: Andrews should have been let go before this; I don't understand why this problem wasn't taken care of sooner.

24. S: But, how is your proposal going to help with the problem with the leaking roof?

M: Well, the leaking roof is another problem, and my proposal doesn't address it.

25. S: Well, I'm going to implement the shoplifting and theft proposal.

M: I agree that shoplifting and theft needs to be reduced. That can be accomplished by discharging Matthew Andrews!

26. S: Well, maybe I'll start out by implementing the inventory control proposal.

M: Is there a reason why you want to do that first?

_____ 27. S: Can you convince me that your proposal is better?

M: The inventory control proposal has its good points, but it will not correct your principal problem, which is to get your sales up.

_____ 28. S: Well, I'm getting tired of dealing with these problems. Maybe I'll just close the store.

M: I really think that you need to give more thought to your decision.

_____ 29. S: Larry, your proposal simply costs too much money. I reject your proposal.

M: (The candidate shakes his head "no.")

_____ 30. M: I understand your frustration, but I really believe that my proposal can take care of the store's problems.

Person D

_____ 31. S: Were there any other complaints about the store?

M: Not anything that is relevant to my proposal.

_____ 32. S: Is Andrews involved in anything else?

M: Why do you ask?

_____ 33. S: Is the store having any other problems?

M: I can't remember right now.

S: Anything at all?

M: I'm going to take a second or two to look over my notes.

_____ 34. M: There was another memo from a supervisor that said that she had given four or five of the employees in her department the day off. This is the same day that all of the other people wanted time off to go to the birthday party. Since I can't let everyone off the entire day, I'm going to override her decision.

_____ 35. S: I'm going to implement the shoplifting and theft proposal instead.

M: Your biggest problem in this area is theft--not shoplifting; customers don't walk away with appliances or saber saws.

_____ 36. M: If you want to get rid of your theft problem, fire Matthew Andrews and his cohorts.

_____ 37. S: Why is your proposal better than the shoplifting and theft proposal?

M: Our main purpose for being in business is to make sales; it isn't to decrease costs.

_____ 38. S: Well, I'm sick of this store. I'm just going to sell it.

M: You're giving up too soon.

_____ 39. S: I'm still going to sell the store.

M: I think you are focusing too much on the short-run.

_____ 40. S: Todd, I reject your proposal. It costs too much money.

M: Well, it doesn't make too much sense to hire consultants if you aren't going to pay attention to what they say.

Person E

_____ 41. S: How is your proposal going to help with the employee morale problem?

M: It won't!

_____ 42. M: None of the proposals can take care of all of the store's problems. It's unrealistic to expect that one will.

_____ 43. S: I'm going to select the merchandise control proposal instead.

M: What good does it do you to count merchandise, if the profits are walking out the back door? _____ 44. M: This store doesn't need computerized "bean counters."

_____ 45. S: That's still a lot of money. How can I justify it?

M: I just told you how.

_____ 46. M: Look, \$31,200 x 3 years = \$93,600.

_____ 47. S: I'm just going to sell the store.

M: You probably won't get much for it.

_____ 48. S: Well, then, I'll just implement the store renovation proposal.

M: I just don't understand this. I'm showing you a sure way to cut your losses, and you seem to be bound and determined to do everything else.

_____ 49. S: That's just too much money. I reject your proposal.

M: (The candidate glares at the staff member, but does not speak.)

_____ 50. S: Convince me to change my mind.

M: I've already shown you the numbers. Person F

_____ 51. S: How is your proposal going to help with the employee morale problem?

M: It's not going to!

_____ 52. M: None of the proposals were able to take care of all of the problems facing the store. It doesn't make any sense to expect that one will.

_____ 53. S: Janice, I'm concerned about not being able to keep track of the merchandise. I'm going to select the merchandise control proposal instead.

M: How does a list of the products help you when your products are disappearing out the back door?

_____ 54. M: High powered "bean counters" aren't going to help the store.

_____ 55. S: I think that spending \$99,000 for television cameras, tags, and an alarm system is just too much money to spend with all of the other problems that we are having in the store. How can I justify spending this amount of money?

M: I just explained that.

_____ 56. M: Within three years, the proposal will have paid for itself. If you take \$31,200 and multiply it by three years, you get \$93,600.

_____ 57. S: With all of the problems facing the store, I think

that the best bet would be to sell the store.

M: You'll have to give it away.

_____ 58. S: Well, then, I'll just implement the store renovation proposal.

M: You seem to be interested in doing everything except what I'm recommending, which is a way to cut your losses.

_____ 59. S: Janice, that's just too much money. I reject your proposal.

M: (The candidate glares at the staff member, but says nothing.)

_____ 60. S: Convince me to change my mind.

M: I've already shown you the math.

Planning

Definition: To what extent can the individual effectively plan his or her own work and the work of others?

Description of high, average, and low performance

- | | |
|---|---|
| 5 | Plans are comprehensive and detailed. Potential problems are identified and extensive plans are made to either avoid or deal with the problems. |
| 4 | |
| 3 | Plans of moderate complexity are developed. Some problems are identified and handled by the plans. |
| 2 | |
| 1 | Few, if any, plans are developed. Plans tend to be sketchy and ill-defined. |

Planning Example

- _____ 1. M: I'm going to put a tarp over the leasee's merchandise until the roof is fixed so that no more merchandise is damaged.

Answer to Planning Example

This behavioral item should be rated as a 2. The fact that the store manager is going to put a tarp over the merchandise to prevent further damage is some evidence of planning. The plan is not very specific, however. We do not know when the roof is going to be repaired, and we don't know what the store manager is going to do about the merchandise that has already been damaged.

Form 2

Planning

Person G

_____ 1. A: How would you implement your proposal?

M: I guess I would have to close the store for a few weeks to do it. I would probably install the ceiling before laying the carpet, so that we wouldn't have sawdust and pieces of ceiling all over the new carpet. We could put the fixtures in while the store was open and just put them in one area at a time.

_____ 2. A: Did the supervisor give any reasons for resigning?

M: Yeah, he said that he wasn't given the promotions that he was promised, and that people with less education were given promotions before he was. I intend to meet with him to try to talk him into staying. I'm going to offer to transfer him to another department, since he doesn't like where he is right now. If that doesn't work, I'll offer him more money.

_____ 3. M: Once the store is fixed up, we can advertise that it has been remodeled, and that will bring in more customers. Customers like to shop in attractive stores, and some people will want to come in just to see what we have done.

_____ 4. M: I plan to have the department manager discharge Andrews.

_____ 5. M: I'm going to have a guy named Williams do the repairs, since he was the only one who gave a price estimate. I'm going to have him fix the roof on Sundays when the store is closed. By doing the work on Sundays, it won't inconvenience the customers. We also won't have to worry about any customers or employees getting hurt from the construction. I want to avoid any more lawsuits.

_____ 6. M: I'm going to institute a policy that employees found to be rude to customers will be discharged. I'm going to present this policy at a meeting with all of the employees. That way everyone will understand what the rules are. I'm also going to talk to the employee involved. When I meet with her, I'll warn her that she will be discharged if this happens again.

7. M: One of our employees in the grocery department went back to the stockroom to get some soda for a customer. There wasn't any more left on the shelf. I'm going to ask the supervisor to find out the name of the employee. Once I find out who he is, I'm going to personally thank him and put a copy of the letter in his personnel file.
8. M: The stockroom keeps refusing deliveries. I'm going to establish a policy that no more shipments can be refused.
9. M: The problem is caused by the store not replacing the people who resigned. I'm going to hire some more people to correct this problem. I'll place an ad in the local newspapers. I'm also going to have the department supervisors ask their employees whether they know of anyone who is looking for a job.
10. M: I'm going to overturn her decision, because I can't afford to let all of them off for the whole day. I intend to go over all of the requests for time off and figure out how many people want off from each department. Then, I'll decide on a department by department basis.

Person H

11. A: How would you implement your proposal?

M: Well, I would have to close the store for a few days in order to install the equipment and train the employees. What I would do is to schedule a big sale for the week before the installation, so that I could reduce the amount of merchandise in the store. I would close the store on Monday through Thursday of the following week to install the equipment. (Mondays through Thursdays aren't as busy, so it wouldn't hurt us too much to be closed.) I would have the employees come in the Sunday before installation to move office equipment out of the way to make room for the computer and the other equipment. I would have the installation begin on a Monday morning, so that everything would be installed and ready to go by that Friday, which is a busy day. By Wednesday of that week, the equipment should all be installed and we could test the system to make sure that everything worked. During that time we could also train the employees who would be using the equipment. I would do the inventory on Thursday of that week. The check-in pens could be used to record unopened boxes of merchandise, but the merchandise on the shelves would have to be counted by hand. The bookkeeping personnel could then enter the information on the computer so that

the computer system would have an up-to-date record on all of the merchandise in stock.

12. M: They complained that items advertised on sale were not available in the store. Once the computer system is in place, we will always know how much merchandise is in stock. We can avoid future problems like this by calling up the advertised products on the computer to make sure that we have enough. I'm going to assign one of the employees in the business office the responsibility to look up on the computer the stock levels of all products that are going to be advertised for sale. This employee will then provide the information to the department supervisors. Based on this information, the department supervisors will be expected to order more stock if a sufficient amount is not on hand. The supervisors will be expected to make sure that the stock is received in time for the sale. If the stock is not received a week before the sale, they will notify me so that I can put pressure on the supplier. In the event that we do run out of the products, rain checks will be given to the customers. When the stock comes in, we will then hold it for the customers who have the rain checks and call the customers so that they can obtain the products at the sale price.
13. M: It is possible that Corbins has not refused those deliveries. Maybe the driver never attempted to deliver them. I'm going to compare the department numbers on the boxes returned with the departments where we have the theft problem. I'm also going to meet with Mark Corbins to find out whether he has actually refused any shipments and when. If the shipments with the missing and damaged merchandise were not turned away by Mark Corbins, then this indicates that they are being intercepted between the warehouse and the stockroom. If this is the case, I'll have to work with Daniels, the manager of the warehouse, to increase the level of surveillance.
14. M: I'm going to put the truck driver and Jeffrey Andrews, Arthur's brother, under surveillance too. Prior to meeting with Daniels, I'm going to ask him to find out who the driver is by checking his records on which drivers made which deliveries. I'm also going to ask him to also check to see whether the same driver was involved during those times when shipments were refused. During my meeting with Corbins and Daniels, we can lay a trap for the three of them. For instance, we could have someone in the warehouse verify the contents of boxes before they are shipped and record what is in them. We could have the security people follow the truck when it left the warehouse and see where it went and who received

the merchandise. We could also have someone at the stockroom check the merchandise when it arrived there, if it arrived there. I need Daniels' cooperation, because the truck driver is not one of our employees. Once I have enough evidence, I'm going to discharge the two Andrews and file charges against all three. At that time, I will decide if the surveillance efforts need to be continued, expanded, or can be discontinued.

15. M: Once the new computer system is in place, we can probably get away with only doing a store-wide physical inventory once a year. I would probably do it the end of January, after the Christmas rush is over. I do plan, however, to do monthly print-outs of the stock in each department, and the managers can look over the runs to see if anything looks "off the wall." Then, if the numbers do not look right, we could do a physical inventory in those departments. I'm going to ask the supervisors of those departments where we have the biggest problem with shoplifting and theft to pay particularly close attention to the computerized inventories, and to let me know if they are still having the same problem. If theft continues to be a problem, then department supervisors will be asked to keep hand-written records of the stock received in their departments. If this information, combined with the stock information from the stockroom, does not agree with the computer runs, then we know that the theft is occurring after the merchandise is received. If our computer records don't agree with the warehouse records, then we know that something is happening to the merchandise between the warehouse and the stockroom. If none of them agree, then we know that we have problems at both places. This information will determine where to direct additional security measures.

16. M: Smith's report said that the floors and windows were dirty, the stockroom was disorganized, and there were boxes piled in some of the aisles. We have to get this cleaned up before there are any more accidents. I'm going to have the employees who are not assisting with the installation start cleaning up the store. We could have them clean the windows on Wednesday of that week. The next day, they can organize the store and stockroom, while they are taking inventory. All of the employees will begin by counting merchandise, cleaning, and organizing things in their own department. They have to take things off the shelves anyway to count them, so they may as well clean and stock the shelves at that time. Once the boxes are off the floor, they can sweep and wash the floors. The work within each department will be supervised by the department manager. If a department

finishes the work before the other departments are finished, the employees in the finished department will be sent to the other departments to assist those employees. By having the employees conduct inventory and organize stock within their own departments first, people within the department will know where to find merchandise when customers ask for it.

17. M: It's a miracle that we haven't had more accidents, given the condition of the store. I'm going to meet with the department supervisors on Friday morning to see what they know about this matter. At that time, I'll also tell them about the installation of the computer system and the fact that the inventory has been postponed a few weeks. Once they know about the accident, they will understand the need to clean up the place. This meeting is going to be the first of regularly scheduled meetings. I'm going to meet with all of the department supervisors every Friday morning at 8:00 to go over any problems that they are having and discuss what changes need to be made. The supervisors will be given an agenda the previous Wednesday to prepare for the meetings, and will be encouraged to add topics to the list as needed.
18. M: I have recently received a letter of resignation from a department supervisor. I'm meeting with the department supervisor tomorrow morning to try to convince him to stay. Matthew Andrews and his brother both work for this guy Jones, and Jones has complained about some people in his department. If he knows that I am wise to Andrews and intend to discharge Andrews after obtaining more evidence of theft, he might change his mind. Since he is interested in advancement, I'm also going to offer to do some on-the-job training with him. I'm also going to ask Smith to put Jones in the store manager training program. Since he is in a higher position than I am, he might be more successful. If Smith refuses, I'll ask Jones if he is interested in transferring to another department to broaden his experience. Other department supervisors who have expressed an interest in advancement will also be given the opportunity to change departments. If this works out well, I will extend the job rotation to the hourly workers.
19. M: I think that the computerized system will make their jobs easier. Fewer people will be needed to operate the cash registers, because the new system will be more efficient. The extra people can work on the floor with the clerks, keeping the departments orderly and waiting on customers. This will ease the burden created by not

replacing the employees who have resigned and will improve the quality of the service.

- _____ 20. M: I intend to use the information from the print-outs to decide what items to order and what items to put on sale, and I will use the sales information to forecast future sales and make staffing decisions based on those forecasts. Those types of products that sell well will be stocked in greater number than those that do not sell well. Likewise, new products that are similar to those that sell well will be ordered, while those that are similar to products that do not sell well will not be ordered. We will stop ordering those products that do not sell well, and we will put those items on sale. The information on sales will be used to forecast future sales, and staffing decisions will be based on these forecasts. For instance, I will hire more part-time employees for the busiest months like December. The sales figures for the different departments will determine where the extra people will be placed. The toy department will have more people assigned to it in December, and the garden department will have more people assigned during the summer months.

Person I

- _____ 21. A: How would you implement your proposal?

M: I would probably lay the carpet down after the ceiling was installed. This would prevent having particles of the old ceiling fall all over the new carpet. I imagine that I would have to close the store for a few weeks to take care of this. The fixtures could be added one section at a time after the store was reopened.

- _____ 22. M: When the renovations are completed, I'm going to advertise that the store has been remodeled. This will bring in customers for two reasons. First, people like to shop in attractive stores. Second, some people will be curious about the changes we've made and will come to see them.

- _____ 23. M: The stockroom has been refusing deliveries. This could be why we don't have items in stock that are advertised on sale. I'm going to establish a policy that all shipments from the warehouse will be accepted.

- _____ 24. M: One of our supervisors just turned in his resignation. His name is Jones, and he doesn't believe that he has been treated fairly when it comes to promotions. He also is having problems in his

department. He said that some of the employees were undermining him. When I meet with him, I'm going to offer to transfer him to another department. Maybe this will convince him to stay since he doesn't like his current department. If that doesn't work, I'll offer him more money.

_____ 25. M: I'm going to have the department supervisor fire Andrews.

_____ 26. M: Since Williams was the only contractor who provided a cost estimate, I'm going to award the roofing contract to him. Since the store is closed on Sundays, the repair work could be done then without inconveniencing the customers. Doing the work on Sundays would mean that we wouldn't have to be concerned with our employees or customers getting hurt. We could avoid additional lawsuits.

_____ 27. M: Since a lot of the employees have resigned and not been replaced, the employees who are left have to work a lot of overtime. In order to remedy this problem, I'm going to ask the department managers to hire more employees. In addition to placing an ad in the paper, I'm also going to ask the department managers to ask their subordinates if they have any acquaintances who are looking for jobs.

_____ 28. M: Since I can't let everyone off the entire day, I'm going to override her decision. I'm going to take a look at all of the requests for time off to see how many people there are from each department. Once I have this information, I'll make decisions for each department individually.

_____ 29. M: I'm going to meet with the employees and establish a policy that any employee found to be discourteous to a customer will be dismissed. This way everyone will know about the policy. I also intend to meet with the individual involved in the incident and warn her that she will be dismissed if an incident like this occurs again.

_____ 30. M: One of the employees in the grocery department went out of his way to help a customer. The customer had come in to buy some soda, and the shelf was empty. She asked the employee if there was any more in stock. The employee went back to the stockroom to check, and then brought some out to her. The woman wrote a letter to tell us about the incident. I'm going to have the department manager find out the name of the employee so that I personally can thank him and have a copy of the letter placed in his personnel file.

Person J

_____ 31. A: How would you implement the proposal?

M: Well, I would close the store from Monday through Thursday of a week to install the equipment and train the employee. I would close the store on those days because there isn't as much business then. The previous Sunday, I would have employees come in to move office equipment out of the way to make room for the computer and other equipment that will be installed the next day. By having the equipment installation begin on Monday morning, it would be possible to have the work completed by Wednesday, when we would test the computer system to make sure that it worked. At this time we would train the employees who would use the equipment. I would have a big sale the week before the installation, so that the amount of merchandise would be reduced for inventory, which would be done on Thursday of the installation week. During the inventory, we could count the unopened boxes with the check-in pens. The loose merchandise, however, would have to be counted by hand. In order to have an up-to-date record of all of the in-stock merchandise on the computer, the bookkeeping employees would have to enter the inventory information on the computer.

_____ 32. M: On two occasions, Andrews was observed arguing with a truck driver from the warehouse. Both times, Andrews gave the truck driver money. I'm going to check with Mark Corbins to find out whether he refused any shipments and when. I'm also going to look up the department numbers on the boxes returned to see whether they match up with the departments that have the biggest theft problem. If the shipments with missing and damaged products were not turned away by Corbins, then something happened between the warehouse and the stockroom. If this is what is happening, then Daniels and I need to work together to increase the surveillance.

_____ 33. M: I'm going to ask Daniels to check his records to determine whether the truck driver at the times the shipments were refused was the same driver who was involved in these incidents. I intend to put this truck driver and Arthur's brother, Jeffrey, under surveillance. I plan to meet with Daniels and Corbins to lay a trap for them. I could have someone check the merchandise before it leaves the warehouse and after it arrives at the

stockroom, and have someone from security follow the truck to see where it goes in between and who the truck driver meets. Since the truck driver is not one of our employees, I need Daniels' help. At the point that I have enough evidence, I'm going to dismiss the Andrews brothers and file charges against them and the truck driver. At that point, I will decide whether the surveillance can be discontinued or whether it needs to be continued or even expanded.

34. M: He said that the store was very dirty and disorganized. He also said that there were boxes of merchandise stacked in the aisles. This not only looks unsightly, but it can cause even more accidents. During the time that the computer system is being installed, the employees who are not working with the installation will clean up the store. For instance, that Wednesday they could clean the windows. When the employees are taking inventory on Thursday, they can also clean and organize the store. The department supervisors will direct the work of the people within their department. When the employees take merchandise off the shelves to count it, they will also clean and stock the shelves. After all of the boxes are off the floors, the employees will sweep and wash the floors. Having employees organize the merchandise within their own departments will ensure that they can find the products requested by the customers. As work is completed in one department, the employees will move on to assist employees in other departments.
35. M: I've just received another letter of resignation from a supervisor. The supervisor was Aaron Jones, who manages the hardware and tools department. I'm going to try to talk Jones into staying. One of the things that I'm going to talk to him about when I meet with him tomorrow is Andrews. Jones has complained about some people in his department, and Andrews and his brother both report to Jones. Jones may change his mind about resigning once he knows that I'm planning on discharging Andrews after I have more evidence that Andrews is guilty of theft. I also intend to discuss advancement opportunities with Jones. Since Jones wants to get ahead in the company, I'm going to offer to provide him with on-the-job training. In addition, I plan to talk to Smith about enrolling Jones in the store manager training. Smith might be more successful in getting Jones into the program than I would because he, Smith, has a higher position than I do. If Smith doesn't want to get involved with this, I will offer Jones the opportunity to transfer to another department. I also intend to make this offer to other department supervisors interested in advancement, because it will broaden their experience. If

the job rotation is successful, I will extend this opportunity to hourly employees as well.

36. M: I'm going to start meeting with the department supervisors every Friday at 8:00 a.m. to discuss problems and changes that will be made. The Wednesday before every meeting, the supervisors will receive a list of topics to be discussed and will be urged to introduce new items as needed. At the first meeting this Friday, I'm going to see if anyone knows anything about the accident. The discussion concerning the accident will make clear the need to straighten up the store. While I have the supervisors there, I will also tell them about the installation of the computer system and the postponement of the inventory.
37. M: Store-wide physical inventories should only be necessary once a year after the computer system has been installed. Probably the best time to do it would be towards the end of January when the Christmas rush has passed. This inventory will be supplemented by monthly print-outs of the stock in each department, which will be given to the supervisors to examine. If the numbers do not look right in specific departments, we could do physical inventories in these departments. The supervisors in the departments with the highest problem with shoplifting and theft will have to pay special attention to these computerized inventories and advise me if the problem is continuing. If theft remains a problem, then the supervisors of these departments will have to keep their own records of the stock received. This stock information and the stock levels in the stockroom should equal the records on the computer. If these records don't agree, then it is clear that something is happening to the stock once it is received here. By checking our computer records with the warehouse's records, we can determine whether there is a problem occurring between the warehouse and the stockroom. If none of these records agree, then there is a theft problem at both places. This information could be used to determine where security needs to be increased.
38. M: The new computerized system will reduce the manpower requirements. Since the new system is more efficient, we won't need as many employees to operate the cash register, and these employees can work on the sales floor. They can wait on customers and help keep the store orderly. Not only will this improve the service to the customers, it will also ease the burden caused by not replacing the employees who have left the organization.

39. M: There may also be a problem with just not having enough of the items in stock. We will be able to avoid problems like this once the computer is installed. The computer will have a record of all of the merchandise in stock, and we can determine whether there is enough merchandise in stock for the sales by checking the computer runs. The responsibility for checking stock levels of advertised products will be given to one of the clerks in the business office. The department supervisors will be given the stock information and will be expected to order more stock if there is not enough for the sale. It will be the department supervisor's responsibility to make sure that the stock is received in time for the sale, and they will notify me if the shipment has not been received seven days before the sale. After I receive this notification, I will put pressure on the supplier. In those cases when we do run out of the product, the customers will be given rain checks. When the product arrives, the customer will be told of its availability and will be able to obtain the merchandise at the sale price.
40. M: I also intend to use the information in the print-outs for sales decisions and staffing decisions. With regard to sales, this information would help us decide what products to order. We will order in greater number those products that move fast as well as new products that are like those that sell well. Those products that are not in great demand will be offered for sale, and new products that resemble slow-moving merchandise will not be ordered. The sales information will be used in sales forecasts, and these forecasts will be used to plan staffing needs and to decide where to place the extra needs. During the busy periods, like December, more part-time employees will be hired. Prior to Christmas, some of the extra people will be placed in the toy department. During the summer months, more people will be assigned to the lawn and garden department.

APPENDIX GG
Assessor Instructions and Candidate Scenarios
for the Aggregation Phase

Dear Assessor,

Thank you for agreeing to participate in this final phase of the research on the Human Resources Assessment (HRA) process.

Attached are ten scenarios, each of which presents a candidate in the second half of the proposal exercise. Please read each of the scenarios and then provide ratings on each of four performance dimensions, using the rating form provided. The four performance dimensions to be rated include autonomy, planning, interpersonal skills, and administrative skills. A behavioral summary scale has been provided for each of these performance dimensions.

The ratings on autonomy and planning should be based on the relevant behaviors displayed in the scenarios, even though your ratings are normally based on the behavior displayed throughout the assessment day.

The interpersonal skills and administrative skills performance dimensions are new and are more broadly defined than those specific performance dimensions that have traditionally been used by the assessment center. For this reason, a profile of ratings on other relevant specific performance dimensions is provided for each of the ten scenarios. Please consider these profiles in addition to the information provided in the scenarios when making these ratings.

If you have any questions, please feel free to call me at (703) 974-5762.

Sincerely,

Wanda J. Campbell

Scenario Rating Form

	Autonomy	Planning	Interpersonal	Administrative
Tom	- - - - -	- - - - -	- - - - -	- - - - -
Larry	- - - - -	- - - - -	- - - - -	- - - - -
Janice	- - - - -	- - - - -	- - - - -	- - - - -
Karen	- - - - -	- - - - -	- - - - -	- - - - -
Sandra	- - - - -	- - - - -	- - - - -	- - - - -
Donna	- - - - -	- - - - -	- - - - -	- - - - -
Kevin	- - - - -	- - - - -	- - - - -	- - - - -
Jim	- - - - -	- - - - -	- - - - -	- - - - -
Todd	- - - - -	- - - - -	- - - - -	- - - - -
Mary	- - - - -	- - - - -	- - - - -	- - - - -

Candidate Key

Candidate	High Frequency	Low Frequency
1	Mary	Larry
2	Tom	Todd
3	Jim	Janice
4	Karen	Kevin
5	Sandra	Donna

Note. The autonomy/interpersonal skills behaviors are enclosed in brackets and the planning/administrative skills behaviors are enclosed in braces.

Tom

A: OK, Tom. What I'm going to do next is clarify what you want to do. After that, I'll ask you some questions about your proposal and conditions at the store. You want to renovate the store, which includes painting the walls, installing a new ceiling and lighting, and installing a new floor.

C: That's right.

A: How much will your proposal cost?

C: It's around \$100,000. All three of the proposals cost about the same amount of money.

A: What can you tell me about the other proposals?

C: One dealt with putting in a computer system that would keep track of the inventory. The other proposal involved installing a new security system. I can't remember a lot about them. I spent most of my time concentrating on the one I selected.

A: How would you implement your proposal?

C: I haven't given that much thought. (I guess I would have to close the store for a few weeks to do it. I would probably install the ceiling before laying the carpet, so that we wouldn't have sawdust and pieces of ceiling all over the new carpet. We could put the fixtures in while the store was open and just put them in one area at a time.)

A: Tom, you mentioned that your proposal could help with the employee morale problem that we are having at the store. What can you tell me about the employee morale problem?

C: Well, a number of our employees have requested transfers. A lot of these people have since resigned, and we've just received a letter of resignation from one of our supervisors.

A: Did the supervisor give any reasons for resigning?

C: Yeah, he said he wasn't given the promotions that he was promised, and that people with less education were given promotions before he was. (I intend to meet with him to try to talk him into staying. I'm going to offer to transfer him to another department, since he doesn't like where he is right now.)

A: Is the supervisor involved with anything else at the store?

C: No. [Why do you ask?]

A: Just curious.

You mentioned that the revenues for the store have been dropping. What can you tell me about the decline in revenue?

C: Well, over the past three years we've lost a lot of money. Some of the problem has been a decline in sales. This problem will be corrected by my proposal.

{Once the store is fixed up, we can advertise that it has been remodeled, and that will bring in more customers. Customers like to shop in attractive stores, and some people will want to come in just to see what we have done.} I think the store's current physical condition is the main reason sales have been going down. The store is dirty and looks unattractive. People prefer to shop in stores that are attractive.

A: What else can you tell me about the store?

C: There is a problem with shoplifting and theft. The security people have been watching an employee suspected of stealing from the company. His name is Peterson, and he was seen giving money to a truck driver from the warehouse. Also, one evening, there was a truck parked in the loading dock after the store was closed. When the security people went to check it out, the truck took off. Anyway, the truck was pulled over for speeding, and Peterson was the driver. {I plan to have the department manager discharge Peterson.}

A: Is this employee involved in anything else at the store?

C: [Nothing that is relevant to my proposal.]

A: That's OK. Right now I'm interested in learning more about the problems facing the store.

C: OK. This guy Peterson also said that he was interested in doing the repair work on the roof.

A: Is there a problem with the roof?

C: Yeah, it leaks.

A: How do you know about this problem?

C: There was a letter telling me to fix it.

A: Were there any other bids on the roof?

C: Yeah. There were two others. One of the roofers was too busy to give us an estimate. {I'm going to have a guy named Ferdinand do the repairs, since he was the only one who gave a price estimate. I'm going to have him fix the roof on Sundays when the store is closed. By doing

the work on Sundays, it won't inconvenience the customers. We also won't have to worry about any customers or employees getting hurt from the construction. I want to avoid any more lawsuits.)

A: Is there a problem with lawsuits?

C: Yes. A woman tripped over a dolley that was left in the aisle, and she was seriously hurt. She has hired a lawyer, and the lawyer wants to know what we are going to do about the problem. If we don't settle with her, she is going to sue the store. This could cost us a lot of money, and the publicity would be bad for the store.

A: Are there any other problems with accidents?

C: Let's see. Well, there was a different kind of accident. A customer complained that some of our employees were shoving shopping carts into his car. He said that he knew that they were our employees, because they all had blue jackets on. He said that the shopping carts put a dent in his fender. He also wants to know what we are going to do about the problem.

A: Is there anything else going on in the store?

C: The store is taking inventory on Sunday.

A: What can you tell me about the inventory?

C: It's done twice a year, and the employees manually count the number of each type of merchandise that is in the store.

A: Is anything else happening on Sunday?

C: Not that I can remember.

A: Is there anything else going on at the store?

C: There's a problem with employee rudeness. An employee in the jewelry department was rude to two customers who were on a bus tour.

(I'm going to institute a policy that employees found to be rude to customers will be discharged. I'm also going to talk to the employee involved.)

We did get a complimentary letter about another employee.

A: What did the letter say?

C: One of our employees in the grocery department went back to the stockroom to get some soda for a customer. There wasn't any more left on the shelf. (I'm going to ask the supervisor to find out the name of the employee. Once I find out who he is, I'm going to personally thank him and put a copy of the letter in his personnel file.)

A: What else can you tell me about the store?

C: There's a problem between the warehouse and the stockroom. The stockroom keeps refusing deliveries. (I'm going to establish a policy that no more shipments can be refused.)

A: Did the stockroom complain of any problems?

C: Yeah, they said that the warehouse wasn't calling them and telling them when deliveries were going to be made. When the stockroom did get calls, the trucks were already on their way. This could be why the stockroom was refusing the deliveries. It could be that this was the stockroom's way of getting even.

A: Does the store have any other problems?

C: Well, we have a problem with overtime costs.

A: What can you tell me about the overtime costs?

C: Well, Fyler is concerned about it. The problem is caused by the store not replacing the people who resigned. (I'm going to hire some more people to correct this problem. I'll place an ad in the local newspapers.) The overtime is probably causing some of the problems with morale.

A: What other problems is the store having?

C: (Pause). [I'm going to look over my notes for a second or two.] (Reviews notes).

There's a problem with the store being disorganized. The customers are having problems finding things. We did this customer survey, and a lot of the customers said that this was a problem.

A: OK. Is there anything else going on at the store?

C: There's a birthday party scheduled for Felix Owens. He's the supervisor who is resigning. A lot of the employees have asked for the time off. This is one of the reasons that I've decided to try to keep Owens. He seems to be a popular supervisor, and if he leaves, then other employees might also leave. Getting back to the party, there was a memo from a supervisor who had given five of her employees the day off without asking me. ([I'm going to overturn her decision,] because I can't afford to let all of them off for the whole day. I intend to go over all of the requests for time off and figure out how many people want off from each department. Then, I'll decide on a department by department basis.)

A: Tom, how is your proposal going to help the problem with employee morale?

C: It's going to help by making the store a more attractive place to work. It's depressing to work in a place that looks like our store. This might be part of the reason that the employees are rude. Another factor contributing to the rudeness is all of the overtime that these people have to work. The employees are probably tired, and that makes them irritable. Since the store has not replaced any of the employees who have left, the employees who are still here have to work extra hard. They have to do their own work, plus the work of the employees who left and were not replaced. If the employees are busy, they are going to be a little touchy when customers ask for help.

A: How is your proposal going to increase the revenue of the store?

C: It's going to bring in more customers. The people in this area are mainly middle class, and they are used to shopping in nice stores. Most of our customers are probably lower class, and they are more likely to steal from us. Once we fix the store up, then we can win back some of the middle class customers. They are the ones who spend a lot of money. This way, we can get them to spend their money here, rather than spending it in some other store.

A: Tom, why is your proposal better than the merchandise control proposal?

C: The merchandise control proposal just keeps a record of the inventory. It doesn't take care of the real problem, which is increasing sales. I think that the merchandise control proposal was the worst of the three proposals. At least the other proposal would take care of the problem with employee theft.

A: I'm going to implement the shoplifting and theft proposal instead.

C: [Most of your problem in this area is in theft--not shoplifting; Customers don't steal appliances and saber saws.] [You can take care of a lot of your problems with theft by getting rid of Arthur Peterson and his cronies.]

A: Tell me why your proposal is better than the shoplifting and theft proposal.

C: [The main purpose of the store is to make sales--not decrease costs.] My proposal will increase sales, because it will bring in more people. Once the sales are up, then the store can afford to put in some of the other proposals. I think my proposal should be put in first. Then, after the sales have gone up, we can put in the shoplifting and theft proposal. I wouldn't put the merchandise control proposal in until last, though.

A: I'm just going to sell the store.

C: You are giving up too easily. This store can make a lot of money. It made a lot of money before, and it can do it again. All you have to do is put a little money into the store to fix it up.

A: Tom, I reject your proposal. It costs too much money.

C: [Well, I don't understand why you went to the trouble of hiring consultants if you're not going to listen to what they say.] This store can be made profitable again.

A: Convince me that it can be saved.

C: The store is located in an area that is growing. Furthermore, the people who are moving in are mainly middle class. These people have a lot of money to spend. If you don't take advantage of this opportunity, someone else will. What you lose in potential profits will be a lot higher than the cost of this proposal. [I think you are being short-sighted.] This store didn't get into this shape overnight, and it's not going to get better without a little work.

A: Tom, you've made some interesting points. I accept your proposal.

Larry

A: OK, Larry. I'm going to clarify what it is that you want to do. You want to renovate the store, which includes installing a new ceiling and new lighting, putting down new flooring and carpeting, and repainting the walls. Is this your proposal?

C: Basically, that's it, [but new fixtures were also included in my proposal.]

A: OK, you would like to renovate the store by installing a new ceiling and lighting, repainting the walls, putting down new flooring and carpeting, and adding new fixtures. Is this correct?

C: Yes.

A: Did you look at any other proposals?

C: Yes, but I thought that this one would do the most good.

A: OK, how would you implement your proposal?

C: {Well, I would paint the walls first, so that we wouldn't have to worry about getting paint on the floors, carpeting, or ceiling. I would have the painting done during the beginning of November, so that it would be done before the Christmas rush begins. Then, around the third week in January, when business started to drop off, I would close the store to install the ceiling. This would prevent anyone from getting hurt. I would then open the store and install the flooring and carpeting one section at a time. I would begin with the front one-third of the store, and then do the middle of the store when we were finished with the first part. The unopened boxes of merchandise would be moved to the stockroom and basement, while the loose merchandise would be moved to another part of the store. Since this work would be done after the Christmas rush, there would be less merchandise to move around. I would also put up signs indicating that we apologize for any inconvenience caused by the remodeling. The work would continue this way until we worked our way back to the stockroom area. Since customers don't see the stockroom, I would do this part of the store last. Once the new flooring and carpeting were laid, the fixtures would be installed and we would get the store organized. As each part of the store was completed, we would move on to the next part.}

A: In your proposal, you mentioned that there was a problem with declining revenue. What can you tell me about this problem?

C: Well, the revenues have been dropping steadily for the past three years. Three years ago, they were just under ten million dollars. During the same period this past year, they have dropped to just over four million. Needless to say, this is a substantial drop, and I believe that the poor condition of the store has a lot to do with this

problem. If we fix the store up, we might be able to stop this trend and turn the store around.

A: You also mentioned a problem with employee morale. What can you tell me about the employee morale problem?

C: The high turnover that we have been experiencing at this store suggests that there is a problem with employee morale. A number of our hourly employees have requested transfers to other departments. Many of these people have since resigned. None of these employees have been replaced, and the remaining employees have had to work a lot harder. They also have had to work a lot of overtime, and I think that this is contributing to the morale problem.

The morale problem, however, is not limited to the hourly employees. We also have a morale problem with the supervisors. Five of our department supervisors have resigned in the past year, and I have recently received a letter of resignation from another department supervisor.

A: What can you tell me about the department supervisor who is resigning?

C: His name is Felix Owens, and he said that he was resigning because he hasn't received the promotions that he had been promised. He said that when he was hired, he was told that since he had a college degree, he would be promoted to department supervisor within a year. It took him over four years to get that promotion, while other people with less education than he had were promoted in less time. He also said that he was promised a promotion to store manager, but that he hasn't even been sent for the training.

A: What can you tell me about the store manager training?

C: Well, it seems to be difficult to get people into it. Four of our department supervisors were recommended for it, but none of them will be included in the next round of training. When they find out about this, it is going to hurt their morale even more.

A: Was Felix Owens one of those people?

C: I don't think so, but I can't say for sure.

A: Is the store having any other problems?

C: Yes. There were some complaints from a consumer protection agency. We have been accused of using "bait and switch" tactics. Merchandise was offered for sale, and then when the customers came in to buy them, we didn't have the products, but we had more expensive products available. This problem could simply be a matter of not having enough of the products in stock. [I'm going to remind the supervisors that part of their job responsibility is to make sure that there is adequate

stock to cover the sales.] A: Did the consumer protection agency complain about anything else?

C: Yes. Some customers ordered a sofa, and they were told that it would be delivered by a certain date. The sofa still hasn't been delivered.

A: Were there any other complaints from the agency?

C: There were, but I can't remember what they were.

A: Were there any other complaints?

C: Yes. I received a letter from this couple that runs a bus tour. Their name is Hamburg. The bus tour has been coming to this store for a number of years. The last time that they stopped at our store, an elderly couple, the Freemans, went to our jewelry department and asked about some watches that they wanted for their grandchildren. It turns out that we were out of stock, and the clerk was rude to them. When they asked for assistance, she said that she was on her lunch break. When they asked to speak to the supervisor, she said that she was the supervisor. Then, when they asked to speak to the store manager, she said that he was gone. The couple was obviously very upset by their treatment and complained to the bus tour. (In order to regain the goodwill of the Freemans, I'm going to send them three of the watches. Maybe this will encourage them to tell their friends how concerned we were about their problem instead of talking about the problem they experienced. In addition, I'm going to write to the Hamburgs and tell them that the store is now under new management and that steps have been taken to remedy the problem, including sending the Freemans the watches. In an effort to induce them to reconsider their decision to discontinue visiting our store, I'm going to offer to send them advance copies of our sale advertisements. This will enable them to plan their bus tours to take advantage of our sales. If these efforts are not successful, I will notify them when the renovations have begun and describe the measures that are being taken to make this store a more pleasant place to shop.)

A: Is the store having any other problems?

C: Well, like I said in my proposal, the store is dirty and gloomy. Fyler talked about this in his report. Some of this problem will be taken care of by the proposal. We also need to get into the habit of keeping the place clean.

Fyler also complained that the store was disorganized. Boxes were lying around in the aisles. A customer survey also said that the store was disorganized. Customers are having trouble finding things. It is possible that some of the complaints about not having advertised merchandise is really caused by the same problem. Maybe the merchandise is there, and no one knows where it is. Installing the new fixtures should help this problem.

A: Is the store having any other problems?

C: Well, we have a problem with the roof leaking. One of our leases complained that water had dripped down on their products and damaged them. They have threatened to sue us if something isn't done soon. (I'm going to arrange to have the roof repaired prior to implementing the store renovation to prevent water damage to the new ceiling. The roof also needs to be repaired before the new lighting is installed, because of the danger of working with electricity in wet areas. During the next four weeks when the roof is repaired, I will take care of last minute details involved in the renovation. I will select the colors for the walls, the new ceiling, the type of flooring, and other selections that are necessary. This will give the contractor enough time to order the products needed so that the renovation can begin on time.)

A: What else is going on at the store?

C: We have a big problem with shoplifting and theft. One of our employees by the name of Arthur Peterson is under surveillance for theft. He was observed stacking boxes by the back door in the stockroom one evening. This might not sound like a problem, but Peterson doesn't work in the stockroom. He works in hardware and tools. Anyway, later that evening a truck was seen parked in the loading dock after the store was closed. The engine of the truck was running, but the lights were out. When the security people went to investigate, three guys jumped into the truck and took off. Shortly after that, the truck was pulled over for speeding, and Arthur Peterson was the driver. Another time, Peterson was observed passing money to a truck driver from the warehouse. (I'm going to discharge him at the end of his shift on Friday. Discharging him at the end of the day would create less of a disturbance than letting him go in the middle of his shift. Since Peterson has suggested handling a disagreement on the street at least one other time, I intend to have a security guard available to escort him out of the store.)

There was another incident involving Peterson's brother Charles. One day some saber saws were observed in the back of Charles' car. He said that he purchased them for a friend, but the records showed that only one was sold that day.

(I'm going to expand our surveillance to include the truck driver who was seen taking the money from Peterson. I also plan to place Peterson's brother, Charles, under surveillance. I'm going to meet with Anthony Colwell and Ronald McKeever to find out more about who this truck driver is. A lot of the problem with theft may be taken care of by beefing up the surveillance.)

A: Larry, how is your proposal going to help with the employee morale problem?

C: It's going to help by making the store a more attractive place in which to work. Right now, the paint is peeling and we have exposed pipes. The place is dirty and disorganized. No one likes to work in a place like this. If we renovate the store, it will be more attractive, and people will start to look forward to coming to work.

A: How is your proposal going to help with the declining revenue at the store?

C: Fixing up the store will also make it a more attractive place to shop. This will bring in more customers. A: But, how is your proposal going to help with the problem with the leaking roof?

C: [Well, the leaking roof is another problem, and my proposal doesn't address it.] The fact that the roof leaks is another sign that something needs to be done about the condition of the store. My proposal was the only one that would improve the condition of the store. That's why I think that this proposal would help the store the most.

A: Why is your proposal better than the shoplifting and theft proposal?

C: My proposal will bring in more customers and increase revenue. The shoplifting and theft proposal will only reduce costs. Both proposals cost about the same amount of money. The amount of money that my proposal will bring in is much greater than the amount that will be saved in shoplifting and theft with the other proposal.

A: Well, I'm going to implement the shoplifting and theft proposal.

C: I agree that shoplifting and theft needs to be reduced. Theft is a bigger problem than shoplifting, and Peterson is probably responsible for a lot of the theft.

A: Larry, your proposal simply costs too much money. I reject your proposal.

C: [(The candidate shakes his head "no.") [I understand your frustration, but I really believe that my proposal can take care of the store's problems.] We don't have any competitors in the area, so that means that customers have to drive out of the area in order to purchase many of the products that we sell or that they are paying more for it somewhere else. I believe that the reason they are doing this is that our store is ugly, and people don't like to shop here. If we fix it up, the customers will come back.

A: You've made some interesting points, Larry. I accept your proposal.

Janice

A: OK, Janice. I'm going to clarify what it is that you want to do. You want to install twenty-five closed-circuit television cameras, install a sonic alarm system, and put special tags on the merchandise to prevent shoplifting. Is this correct?

C: Yes.

A: How much does your proposal cost?

C: It's \$99,000.

A: Do you have the breakdowns of the total cost?

C: The sonic alarm system is the most expensive part. It costs \$40,000. The closed-circuit television is \$31,000, and the tags for the merchandise are \$19,000.

A: Did you look at any other proposals?

C: Yeah, I looked at two others, but I liked this one the most.

A: Do you remember what was in the other proposals?

C: One of them was to put in a computer that would keep track of how much merchandise we had and where it was. The other one was to fix up the store.

A: Janice, how would you implement your proposal?

C: (Well, I intend to have the sonic alarm system and the cameras installed this Sunday and next Sunday. The store is closed on Sundays. I'm going to push the inventory back to the end of the month, after the cameras are installed, so that the cameras could record any theft that took place during inventory. Another reason for doing the inventory after the proposal is implemented is that I will have a record of the merchandise that we have in stock and will be able to evaluate whether the system is reducing shoplifting and theft. I also plan to have the employees attach the security tags to the merchandise while they are counting the stock.)

A: You mentioned merchandise tags, tell me how these tags will work.

C: The merchandise tags will be attached to the higher priced items, and if a person attempts to take a piece of this merchandise out of the store without paying for it, an alarm will sound as they exit.

A: Can you tell me more about the sonic alarm system?

C: After the store is closed, which is when we have the biggest problem with employee theft, the sonic system will be turned on. This system will detect any movement within the store.

A: You mentioned that we have a problem with employee theft. What can you tell me about that problem?

C: The employee's name is Arthur Peterson and he works in hardware and tools. Peterson has been under surveillance for a few weeks. The report on the surveillance talked about some things that Peterson did which lead me to believe that he is involved in theft. He was observed having an argument with Mike Parsons about some keys being missing. Later that day, the keys showed up. One evening he was observed stacking boxes by door to the loading dock. Later that evening, a truck was parked outside the loading dock after hours. This leads me to believe that Peterson might be responsible for a lot of the theft. There was also an incident or two where he was observed passing money to a truck driver from the warehouse. (I'm going to check with Colwell to see if he can tell me who the driver was who made the deliveries at the times that Peterson was observed passing money. Then I'm going to meet with McKeever about hiring three more guards and providing round-the-clock surveillance on the truck driver as well as Peterson for the next three weeks. After I have that information, I will decide whether I need to continue the surveillance on these two or beef up the surveillance to cover more people.)

A: Was there anything else in the surveillance report?

C: The report said that the truck that was parked outside the loading dock was pulled over later that night for speeding. The person driving that truck was Arthur Peterson.

A: Anything else?

C: Not that I can remember.

A: What else is happening at the store?

C: There is a big problem with employee morale. About forty employees have resigned, and none of them have been replaced. This has also created an overtime problem, because the employees who are left have to work longer hours to make up for the employees who resigned. In addition to hurting the morale, the company has to pay time and a half to these people, and that is becoming expensive. (I'm going to offer the good part-time employees the option of becoming full-time employees. I'm also going to hire more employees. An ad will be placed in the paper, and the regular employees will be offered a \$10 cash incentive for every person who they send in who is hired as a full-time employee. Hiring more employees will take care of the overtime problem, and this plus the cash incentive should help the morale.)

The morale problem is also affecting the supervisors. Some of the people who resigned were supervisors. I just received a letter of resignation from Felix Owens. He is the supervisor of the hardware and tools department. Owens said that he was not given all of the promotions that he had been promised when he was hired. He said that people who had less education than he had were getting promotions sooner than he was, and that made him angry.

There will probably be more problems with the morale of the supervisors. Four department supervisors who were recommended for training to become store managers were turned down for the training. (I'm going to see if the department supervisors are good ones by checking their personnel files. If they are, then I'll tell Fyler that we need to either get these people into the next training class or open up a new one. If, however, the supervisors are not good, then I will go along with the current decision.)

A: Is the store having any other problems?

C: Yeah, there have been some complaints of rude behavior. We paid to have a customer survey done, and the customers said that sometimes some of our employees were rude. We just had an incident in the jewelry department that will cost us a lot of money. For the past eleven years, a bus tour has been stopping by the store. The people on the bus tour are older people. You know, the kind of bus tours that cater to retired folks. Well, the last time that the bus tour came here, two of their customers were treated rudely by someone in our jewelry department. The couple, a husband and wife, were interested in buying three of the octagonal watches for their grandchildren. When they asked about the watches, they were told that they were out of stock. The person behind the counter wasn't very helpful, and when they asked for more help, they were told that she was on her break. Then, the people asked to speak to the manager, and she said that she was the manager. The couple was upset by the way that they were treated, and they complained to the people who run the bus tour, and that's why the bus tour isn't coming back.

A: Was there anything else in the letter?

C: Yeah, an employee in another department came over to the couple and offered to settle the problem with the man out in the street. I don't know who this employee was.

A: Have there been any other complaints?

C: A man wrote a letter complaining that while he was shopping in our store, some of our employees pushed shopping carts into his car. The shopping carts put a dent in his fender, and he wants to know what we are going to do about it.

A: Are there any other complaints?

C: Yeah. A consumer protection agency wrote a letter complaining that identical items had different prices marked on them.

A: Are there any other problems at the store?

C: There's a problem with the roof leaking. One of the leasees complained that water leaked down and damaged some of his merchandise. He said that if the problem wasn't corrected, they would sue us.

A: What else can you tell me about the roof problem?

C: I have three estimates, but there are problems with all of them.

A: Is anything else happening at the store?

C: We had a complimentary letter about an employee in the grocery department. (I'm going to have the grocery manager find out who the employee was. I plan to establish an employee of the month program and this person will be September's employee of the month. We will take the employee's picture and put it with the pictures of the department managers at the front of the store. I also intend to commend him publicly in a staff meeting.) This kind of thing will reward our good employees.

A: How is your proposal going to help with the employee morale problem?

C: [It's not going to!] None of the proposals were able to take care of all of the problems facing the store.

A: The store renovation proposal will take care of the morale problem. Why is your proposal better than the store renovation proposal?

C: It's going to get rid of your problem with shoplifting and theft. The proposal includes cameras that will watch over the customers and employees both day and night, and will be monitored by a security guard at all times.

A: Janice, I'm concerned about not being able to keep track of the merchandise. I'm going to select the merchandise control proposal instead.

C: [High powered "bean counters" aren't going to help the store.] You've got a big problem with theft, and my proposal can take care of it. Within three years, my proposal will pay for itself.

A: I think that spending \$99,000 for television cameras, tags, and an alarm system is just too much money to spend with all of the other problems that we are having in the store. How can I justify spending this amount of money?

C: This store was the first store in the Nationwide chain, and I feel we should do everything in our power to save it. We are in an area that has an increasing population. There is little competition, and the past sales figures have shown that we can be a profitable store. There are many improvements that need to be made to the store, and I feel that we should begin with my proposal. Within three years, the proposal will have paid for itself.

A: With all of the problems facing the store, I think that the best bet would be to sell the store.

C: [You'll have to give it away.] My proposal can take care of your biggest problem right now, and within the next six months or so we will see much improvement in the shoplifting and theft and can then do the complete store renovation. We have too much at stake to sell the store now.

A: Janice, that's just too much money. I reject your proposal.

C: [(The candidate glares at the staff member, but says nothing.)]

A: Convince me to change my mind.

C: [I've already shown you the math.]

A: OK, Janice. You've made some interesting points. I'll recommend your proposal to the board and get back to you.

Karen

A: OK, Karen, I'm going to clarify what it is that you want to do. You want to install an automated merchandise/inventory control system that would include automatic check-in and check-out. And, all of the information would be entered and stored on a computer. Is this your proposal?

C: Yes.

A: How much does your proposal cost?

C: \$98,000.

A: How would you implement your proposal?

C: (Well, I would have to close the store for a few days in order to install the equipment and train the employees. What I would do is to schedule a big sale for the week before the installation, so that I could reduce the amount of merchandise in the store. I would close the store on Monday through Thursday of the following week to install the equipment. (Mondays through Thursdays aren't as busy, so it wouldn't hurt us too much to be closed.) I would have the employees come in the Sunday before installation to move office equipment out of the way to make room for the computer and the other equipment. I would have the installation begin on a Monday morning, so that everything would be installed and ready to go by that Friday, which is a busy day. By Wednesday of that week, the equipment should all be installed and we could test the system to make sure that everything worked. During that time we could also train the employees who would be using the equipment. I would do the inventory on Thursday of that week. The check-in pens could be used to record unopened boxes of merchandise, but the merchandise on the shelves would have to be counted by hand. The bookkeeping personnel could then enter the information on the computer so that the computer system would have an up-to-date record on all of the merchandise in stock.)

A: Karen, you mentioned that there was a problem with the store not knowing what stock was available. What can you tell me about this problem?

C: Well, there has been a problem with merchandise being unaccounted for. Some of this is due to check-in and check-out errors, and there are probably some bookkeeping errors as well. Other things contributing to this problem are the disorganization of the store, the problems between the stockroom and the warehouse, and the problem of employee theft.

A: What can you tell me about the store being disorganized?

C: A customer survey was conducted and 74 percent of the people said that it was either "a bit disorganized" or "very disorganized." In addition, 25 percent of the people said that merchandise was "usually not available" or "never available." This is consistent with information provided by the Bureau of Consumer Protection. They complained that items advertised on sale were not available in the store. {Once the computer system is in place, we will always know how much merchandise is in stock. We can avoid future problems like this by calling up the advertised products on the computer to make sure that we have enough. I'm going to assign one of the employees in the business office the responsibility to look up on the computer the stock levels of all products that are going to be advertised for sale. This employee will then provide the information to the department supervisors. Based on this information, the department supervisors will be expected to order more stock if a sufficient amount is not on hand. The supervisors will be expected to make sure that the stock is received in time for the sale. If the stock is not received a week before the sale, they will notify me so that I can put pressure on the supplier. In the event that we do run out of the products, rain checks will be given to the customers. When the stock comes in, we will then hold it for the customers who have the rain checks and call the customers so that they can obtain the products at the sale price.} A: Did the letter from the Bureau of Consumer Protection say anything else?

C: Yes. A customer was promised delivery of a sofa by a certain date, and the sofa was never delivered.

A: You mentioned that there were problems between the stockroom and the warehouse. What can you tell me about those problems?

C: I received a letter from the manager of the stockroom in which he complained that the warehouse wasn't giving them notice when deliveries would be made, and that when they were given notice, it was when the trucks were already on their way. There was also a letter from the manager of the warehouse, Anthony Colwell, in which he complained that shipments were being refused and returned to the warehouse. Some of these shipments had missing and damaged items. I think that some of these problems may be tied into the theft problem.

A: In what way?

C: Well, the employee under surveillance, Arthur Peterson, was observed passing money to a driver from the warehouse. It is possible that Parsons has not refused those deliveries. Maybe the driver never attempted to deliver them. {I'm going to compare the department numbers on the boxes returned with the departments where we have the theft problem. I'm also going to meet with Mike Parsons to find out whether he has actually refused any shipments and when. If the shipments with the missing and damaged merchandise were not turned away by Mike Parsons, then this indicates that they are being intercepted between the warehouse and the stockroom. If this is the case, I'll have to work .pa

with Colwell, the manager of the warehouse, to increase the level of surveillance.)

A: What else can you tell me about Arthur Peterson?

C: Well, the surveillance report said that he was observed stacking boxes by the outside door of the loading dock one evening afterhours. Later that night, a truck was observed parked in the area of the loading dock. When the security people approached the truck, it took off. The truck was later pulled over for speeding, and Arthur Peterson was the driver. (I'm going to put the truck driver and Charles Peterson, Arthur's brother, under surveillance too. Prior to meeting with Colwell, I'm going to ask him to find out who the driver is by checking his records on which drivers made which deliveries. I'm also going to ask him to also check to see whether the same driver was involved during those times when shipments were refused. During my meeting with Parsons and Colwell, we can lay a trap for the three of them. For instance, we could have someone in the warehouse verify the contents of boxes before they are shipped and record what is in them. We could have the security people follow the truck when it left the warehouse and see where it went and who received the merchandise. We could also have someone at the stockroom check the merchandise when it arrived there, if it arrived there. I need Colwell's cooperation, because the truck driver is not one of our employees. Once I have enough evidence, I'm going to discharge the two Petersons and file charges against all three. At that time, I will decide if the surveillance efforts need to be continued, expanded, or can be discontinued.)

A: Was there anything else concerning Arthur Peterson?

C: Yeah, he was named shop steward.

A: Karen, you mentioned that you have postponed the inventory until the computer is installed. What can you tell me about the inventory?

C: It's done twice a year, and the employees manually count the merchandise. (Once the new computer system is in place, we can probably get away with only doing a store-wide physical inventory once a year. I would probably do it the end of January, after the Christmas rush is over. I do plan, however, to do monthly print-outs of the stock in each department, and the managers can look over the runs to see if anything looks "off the wall." Then, if the numbers do not look right, we could do a physical inventory in those departments. I'm going to ask the supervisors of those departments where we have the biggest problem with shoplifting and theft to pay particularly close attention to the computerized inventories, and to let me know if they are still having the same problem. If theft continues to be a problem, then department supervisors will be asked to keep hand-written records of the stock received in their departments. If this information, combined with the stock information from the stockroom, does not agree with the computer runs, then we know that the theft is occurring after the merchandise is received. If our computer records don't agree with the warehouse

records, then we know that something is happening to the merchandise between the warehouse and the stockroom. If none of them agree, then we know that we have problems at both places. This information will determine where to direct additional security measures.)

A: You mentioned having the employees clean up the place. Is this necessary?

C: Yes. Fyler's report said that the floors and windows were dirty, the stockroom was disorganized, and there were boxes piled in some of the aisles. We have to get this cleaned up before there are any more accidents. (I'm going to have the employees who are not assisting with the installation start cleaning up the store. We could have them clean the windows on Wednesday of that week. The next day, they can organize the store and stockroom, while they are taking inventory. All of the employees will begin by counting merchandise, cleaning, and organizing things in their own department. They have to take things off the shelves anyway to count them, so they may as well clean and stock the shelves at that time. Once the boxes are off the floor, they can sweep and wash the floors. The work within each department will be supervised by the department manager. If a department finishes the work before the other departments are finished, the employees in the finished department will be sent to the other departments to assist those employees. By having the employees conduct inventory and organize stock within their own departments first, people within the department will know where to find merchandise when customers ask for it.)

A: You mentioned an accident. What can you tell me about the accident?

C: This woman named Claire Tobias tripped over a dolly left in one of the aisles and hurt herself. She has engaged the services of an attorney. [It's a miracle that we haven't had more accidents, given the condition of the store.] (I'm going to meet with the department supervisors on Friday morning to see what they know about this matter. [At that time, I'll also tell them about the installation of the computer system and the fact that the inventory has been postponed a few weeks.] Once they know about the accident, they will understand the need to clean up the place. This meeting is going to be the first of regularly scheduled meetings. I'm going to meet with all of the department supervisors every Friday morning at 8:00 to go over any problems that they are having and discuss what changes need to be made. The supervisors will be given an agenda the previous Wednesday to prepare for the meetings, and will be encouraged to add topics to the list as needed.)

A: Is there anything else going on at the store?

C: Let's see. I covered the theft and the complaints. Oh. There was a complaint of employee rudeness. Two customers on a bus tour were interested in purchasing some watches for their grandchildren. Anyway, the watches were out of stock. [So what else is new, right?] Anyway,

when the couple asked for help, the person behind the counter said that she was on her break. The people then asked to speak to the supervisor, and she said that she was the supervisor. When they asked to speak to the store manager, she said that he had left. Then, an employee from another department came over and threatened one of the customers.

A: Are there any other problems at the store?

C: There's an employee morale problem. We have lost over thirty employees over the past year, and I have recently received a letter of resignation from a department supervisor. (I'm meeting with the department supervisor tomorrow morning to try to convince him to stay. Arthur Peterson and his brother both work for this guy Owens, and Owens has complained about some people in his department. If he knows that I am wise to Peterson and intend to discharge Peterson after obtaining more evidence of theft, he might change his mind. Since he is interested in advancement, I'm also going to offer to do some on-the-job training with him. I'm also going to ask Fyler to put Owens in the store manager training program. Since he is in a higher position than I am, he might be more successful. If Fyler refuses, I'll ask Owens if he is interested in transferring to another department to broaden his experience. Other department supervisors who have expressed an interest in advancement will also be given the opportunity to change departments. If this works out well, I will extend the job rotation to the hourly workers.)

A: OK. Karen, how is your proposal going to help the employee morale problem you have told me about?

C: The proposal will not help it directly. However, I think that the computerized system will make their jobs easier. (Fewer people will be needed to operate the cash registers, because the new system will be more efficient. The extra people can work on the floor with the clerks, keeping the departments orderly and waiting on customers. This will ease the burden created by not replacing the employees who have resigned and will improve the quality of the service.)

A: Why is your proposal better than the store renovation proposal?

C: [The store renovation proposal is just "fluff."] Having a pretty store isn't going to help if no one knows what we do or do not have in stock. Just look at the factory outlets that are springing up everywhere. People go in droves to shop in warehouses. What we need to focus on is providing good service, and my proposal will do that.

That doesn't mean that we won't clean up the store. [Washing the floor and windows and organizing the store will do wonders for the store's appearance, and it won't cost \$100,000.]

A: I'm going to implement the shoplifting and theft proposal instead.

C: [Well, I think you are making a mistake.]

A: Why is your proposal better than the shoplifting and theft proposal?

C: [The shoplifting and theft proposal has some advantages, but it will not make your store more efficient, which is what is needed right now.]

A: How can I justify spending \$98,000 on your proposal?

C: [There is an old saying that "you have to spend money to make money."] The new computer system will speed up the check-in and check-out time. This means that fewer employees will be required for this. We can get these people on the floor to provide better service to our customers, which will make them come back.

[In addition, I intend to use the information from the printouts to decide what items to order and what items to put on sale, and I will use the sales information to forecast future sales and make staffing decisions based on those forecasts. Those types of products that sell well will be stocked in greater number than those that do not sell well. Likewise, new products that are similar to those that sell well will be ordered, while those that are similar to products that do not sell well will not be ordered. We will stop ordering those products that do not sell well, and we will put those items on sale. The information on sales will be used to forecast future sales, and staffing decisions will be based on these forecasts. For instance, I will hire more part-time employees for the busiest months like December. The sales figures for the different departments will determine where the extra people will be placed. The toy department will have more people assigned to it in December, and the garden department will have more people assigned during the summer months.]

A: I'm tired of worrying about this store. I'm going to sell it.

C: Believe me, I understand your frustration. I've only been here one day, and already I've got a headache that won't quit. [I think, however, that we need to look at the long-term rather than the short-term.] This store has a lot of potential to make money. It has a good location. The area is growing.

A: Your proposal just costs too much money. I reject your proposal.

C: (pauses). [I really don't think that you realize the earning potential of this store.] Sure, it's not doing well now, but we haven't put any real money into this store for a long time. If we put a little money into the store now, we can start to turn it around and use the extra money to put in the shoplifting and theft proposal or any other proposal that you have in mind.

A: You've made some interesting points. I accept your proposal.

Sandra

A: Sandra, I'm going to clarify what you want to do. You want to install an automated merchandise control system that would include automatic check-in and check-out. Is this your proposal?

C: [Yeah, but you forgot the part about the safety meetings.] (I am going to create a safety committee and have meetings once a month.)

A: OK. You are going to install a new computerized merchandise control system, with automatic check-in and check-out, and you are going to establish a safety committee that will meet once a month. Is this correct?

C: Yes.

A: Did you happen to look at any other proposals?

C: Yeah. One dealt with a security system. That proposal included television cameras that would be put around the store. The other proposal was for the renovation of the store.

A: How much would your proposal cost?

C: \$98,000.

A: How would you implement your proposal?

C: (Well, I would have the system installed on a Sunday when the store was closed.)

A: Sandra, you mentioned that there was a problem with the store being disorganized. What can you tell me about that problem?

C: A consumer survey indicated that a lot of the customers thought that the place was disorganized. Fyler also said that the store was disorganized. The survey also said that customers also had difficulty finding the products that they were looking for. Lots of times the products weren't there. We also received a letter from a consumer protection agency about this problem.

A: What was in the letter from the consumer protection agency?

C: The letter said that products advertised for sale were not in stock. (Once we take the inventory, I'm going to have the department supervisors make sure that we have an adequate supply of all of the products advertised for sale each week.) This should take care of the problem.

A: Was there anything else in that letter?

C: Yeah. A customer complained that he was told that padding and installation were included in the price of carpeting. When he got the bill, he was charged extra for the padding and installation. (I'm going to establish a policy that padding and installation will be included free for all carpet purchases. Most of the other stores do this already, and this could be another reason why our sales are down.) If I were a customer who was looking for carpet, I would buy it at the place where I got padding and installation free.

A: Can you remember anything else in the letter?

C: There was a problem with identical items having different prices on them. For example, one roll of film would have \$2.37 marked on it and another identical roll of film would be marked \$2.43. (I'm going to have the employees correct this problem when they do the inventory.)

A: What can you tell me about the inventory?

C: It is scheduled for Sunday. The inventory is done by hand. Every piece of merchandise is counted and then recorded.

A: Is anything else happening on Sunday?

C: Yes, there is a softball game for the employees. Having inventory on this day is probably going to make some of them angry.

A: You mentioned that there was a problem with accidents. What can you tell me about the accident problem?

C: We had this woman who tripped over a dolly that was left in the aisle. She hired a lawyer, and they are going to sue us if we don't settle. (I'm going to have a meeting with all of the employees to tell them about the problem and establish a safety committee. I'm also going to ask the employees to tell me whether they know anything about the accident.) A: Were there any other accidents?

C: Yeah, a man wrote a letter complaining that our employees shoved shopping carts into his car and dented his fender. He said that the employees all had blue jackets. I don't know whether all of our employees wear blue jackets or not.

A: What else is happening at the store?

C: We're having a problem with the stockroom refusing deliveries from the warehouse.

A: What can you tell me about that problem?

C: The manager of the warehouse wrote a letter complaining that shipments were being refused, and that sometimes when the shipments came back, items would be damaged or missing. The manager of the stockroom also wrote a letter complaining that the warehouse wasn't giving him notice of when shipments would be coming in. Lots of times he didn't have any place to put the boxes. (I'm going to establish a policy that the warehouse must give the stockroom 24 hours notice before making all deliveries, and that the stockroom is not allowed to refuse any shipments. This would give the stockroom plenty of time to make room for the shipments, so there is no reason why any should be refused.)

A: Is the store having any other problems?

C: There's a problem with overtime. Since a lot of the employees have resigned and have not been replaced, the employees who are left have to work longer hours. This has created an overtime problem. Fyler asked for my recommendations on how to correct the problem, and I told him that (I'm going to give the part-time employees the option of becoming full-time employees. I also intend to place an ad in the paper to get more employees.)

A: Is there anything else you can tell me about the turnover?

C: The people seem to be dissatisfied with the pay and the promotional policies. One of the department supervisors just turned in his resignation.

A: Did he give any reasons for his decision to resign?

C: He said that when he was hired that he was promised promotions, and that people with less education than he had were being promoted ahead of him. We really need to do something about this problem, or we're going to lose more good employees. [No wonder our employees are rude.]

A: Is there a problem with rudeness?

C: Yes, it's a very big problem. I received a letter from the managers of a bus tour, and it seems that two of the people on their last bus tour were treated rudely by an employee in our jewelry department. They asked for help, and the employee told them that she was on her break. Then, when they asked to speak to the manager, she said that she was the manager. Later on, an employee from another department came over to the couple and threatened the man. (I'm going to call the manager of the jewelry department in and find out her side of the story. If the letter is accurate, then I'm going to have to discharge her. I'm also going to ask her who the other employee was so that I can discharge him.)

A: Is the store having any other problems?

C: Well, we have a problem with the roof leaking. We have been in contact with three roofers. One company was too busy to give us an estimate. Another company did give us an estimate, and they were willing to do the work on Sundays. We are closed Sundays, so that would be more convenient for everyone.

A: You said that there were three roofers. Who was the third.

C: The third company was real small. I think that these two guys worked out of their garage.

A: Sandra, how is your proposal going to help with the overtime problem that you told me about?

C: Well, the new system for checking people out will be more efficient than the old way. The new system will also be more efficient for bringing products in. Since the new system is more efficient, we won't need as many people, and this will cut down on the overtime. A: A: Why is your proposal better than the security proposal?

C: My proposal is better, because it is more efficient, and this efficiency will make the customers happy and bring them back. The security proposal won't bring in more customers. Besides that, the security proposal will hurt morale, because the employees will get the impression that we don't trust them. People don't feel comfortable working with cameras focused on them. [If you want to take care of the problem with shoplifting and theft, you should get rid of Peterson, the guy who was under surveillance; you shouldn't put everyone under surveillance with cameras.]

A: Sandra, how is your proposal going to help morale?

C: It's going to help by cutting down on the overtime that is required. This problem will also be helped by hiring more people. If the employees don't have to work so many hours, they will be happier. This might also take care of some of the problems that we have had with rudeness. If the employees are tired, they are not going to be as pleasant to the customers.

A: I'm just going to sell the store. I'm tired of dealing with the problems.

C: The store does have a lot of problems, but [you have a social obligation to the people who work in this store.] The employees depend on these jobs to support their families. If you close the store, you will be taking food out of the mouths of their children.

A: I still think that I'm better off cutting my losses by selling the store.

C: [If you close the store, you will cut down on your losses, but you will also reduce the profits.] This store can make money again. All you need to do is to invest a little more money.

A: I'm just going to implement the store renovation proposal instead. That will bring in more customers than your proposal.

C: [It might bring them in, but how are you going to keep them?] The customers are tired of coming into the store and finding out that we don't have the products that they want. My proposal will help us keep track of the products that we have so that we can be sure that we have everything that is advertised. [That will do a lot more good than a fresh coat of paint.] [If we run out of the sale products, we can give the customers rain checks. Then, when the product comes in, we can notify them.]

A: I just don't see how I can justify spending \$98,000 on your proposal.

C: [Since you've already spent the money on the development of the proposal, why not put a little more in and turn this store around?] This proposal was the least expensive of the three. It will make your operation more efficient. All of the stores are moving to computerized systems.

A: Sandra, \$98,000 is too much money. I'm going to reject your proposal.

C: [Why?]

A: I think that it costs too much money.

C: [If you don't do something soon, you're not going to have to worry, because the store will be bankrupt.] Nothing has been done to the store for a long time, and it's in terrible shape.

A: You've made some interesting points. I accept your proposal.

C: Thank you.

Donna

A: Donna, I'm going to clarify what you want to do in your proposal. After that, we will talk about some problems facing the store.

C: OK.

A: You want to install a new computer and an automated check-in and check-out system, and you also want to begin having safety meetings. Is this correct?

C: Yeah. (I plan to establish a committee to promote safety. The committee will meet once a month.)

A: Did you look at any other proposals?

C: I just looked over the others briefly.

A: What was in the other proposals?

C: One of them was to fix up the store. The other one was to improve the security.

A: How would you implement your proposal?

C: (Well, I would have the system installed on a Sunday when the store was closed.)

A: Anything else?

C: No.

A: How much does your proposal cost?

C: It's between \$95,000 and \$100,000.

A: How would your computer system work?

C: Well, I don't really understand computers, but I think that all of the information on the products would be kept on the computer.

A: What about the automated check-in system?

C: The system has these pens that look like markers. Anyway, when shipments come in, the people who unload the boxes will run these pens over a code on the box, and that will tell the computer what products have come in.

A: How would the automated check-out system work?

C: It's like in the grocery stores. The cash registers would be replaced, and this piece of glass would be put on the counter. There is something underneath the glass that tells the computer what the product is. You have to hold the product a certain way, or the machine can't tell what price it is. Anyway, the machine automatically tells you how much everything costs. Once the employees get used to finding the code on the products, it will speed up the check-out. Instead of pushing numbers on the cash register, all the people have to do is run the product over the glass.

A: Donna, you mentioned that customers sometimes had difficulty finding the products that they were looking for. What can you tell me about this problem?

C: Well, we asked our customers how they felt about the store, and a lot of them complained about this problem. We also received a letter from a government agency about this problem.

A: What was in the letter from the government agency?

C: It said that we had to stop advertising products on sale that we didn't have. (After the inventory, the department supervisors will check each week that there are enough of the advertised products.)

A: Did the letter say anything else?

C: Yeah, sometimes we had different prices marked on identical items.

A: Did the government agency complain about anything else?

C: (pauses). Oh, yeah. There was this guy who bought some carpet from us. He said that he was told that padding and installation was free, but when he got the bill, he was charged extra for it.

A: Was there anything else in the letter?

C: I don't think so. I think that was everything.

A: You mentioned that some of the problems would be taken care of during the inventory. What can you tell me about inventory?

C: The inventory is done by hand. The employees count the number of pieces of each type of merchandise. It is scheduled for Sunday.

A: Is anything else scheduled on Sunday?

C: There's a softball game. I don't know how pleased the employees are going to be when they find out that we have inventory the same day.

A: OK, Donna. You said that the store's sales have been going down. What can you tell me about the declining sales?

C: For the past few years, the sales have been dropping.

A: You said in your proposal that the store had a problem with accidents. What can you tell me about the problem with accidents?

C: A woman tripped over a dolley. I think the dolley was left in an aisle somewhere. The woman saw a lawyer, and he said that they would sue us if we didn't settle the case.

A: Were there any other accidents?

C: Well, there was another problem, but it really wasn't an accident. Some man wrote and complained that our people shoved shopping carts into his fender and dented it. He said that they were our employees, because they all had on blue jackets. I don't know what color jackets our employees wear. I don't even know whether all of our people wear jackets.

A: What else is happening at the store?

C: There are some problems with the morale of the employees.

A: What makes you say that morale is a problem?

C: A lot of our employees have resigned. We haven't hired anyone to replace them, so the people who are left have to work harder. They also have to work a lot of overtime. This has created an overtime problem, because we have to pay them more money when they work overtime. Fyler asked me what we should do about this problem.

A: Can you tell me anything else about the morale problem?

C: We are also having a problem with the morale of the supervisors. A supervisor just gave notice that he is leaving.

A: Did he say why he is leaving?

C: He isn't happy with the way promotions are going. He said that he was promised promotions when he was hired, but that people who don't have his education are getting promoted ahead of him. [That certainly explains why our employees are rude.] If the people who work hard don't get the promotions, then the ones who do work hard see that it doesn't get them anywhere. Maybe that's why some of them are leaving. We need to correct this problem before more of them leave.

A: Does the store have a problem with rudeness?

C: Yeah. A woman in our jewelry department was rude to an old couple who were on this bus tour. The people came into the jewelry department to look at some watches. When they asked for help, the person who was working said that she was on her break. After a while, they got tired of waiting and asked to talk to the manager. Well, she said that she

was the manager. Next thing you know, another employee comes over to the man and asks him if he would like to settle the problem in the street. The customers were upset by this, and they complained to the bus tour. I guess they couldn't find anyone to talk to here at the store.

A: Is there anything else going on at the store?

C: The roof is leaking. Because of this, some merchandise was ruined. The rain came in and damaged the products. The products belonged to one of the stores renting space from us. They are pretty upset about this problem. They want us to pay for the damage and fix the roof.

A: Can you tell me anything about fixing the roof?

C: There were some bids. I think that there were three of them.

A: What can you tell me about the bids?

C: One of them had the cost of the job on it. Another person said that he was too busy to come out and take a look at it right now. He might be able to look at it in a few weeks. The third bid came from these two guys who had a business that they ran out of their garage. The person who gave us the estimate said that he could do the work on Sundays. This would be best, because the store is closed then.

A: Are there any other problems?

C: Well, there are some problems between the warehouse and the stockroom. The stockroom people said that the warehouse was supposed to let them know before they made deliveries. Most of the time the warehouse doesn't tell them, and the truck just pulls up to the loading dock. When the warehouse does call, it is after the truck has left, and there isn't anything anyone can do about it. (Since the stockroom doesn't always have room for the deliveries, I'm going to start a policy that the warehouse needs to give them 24 hours notice before making all deliveries. As part of this policy, the stockroom will have to take all deliveries in the future.)

A: What else is happening at the store?

C: One of our employees seems to be robbing us blind.

A: Do you know who this is?

C: Yeah, his name is Peterson.

A: What can you tell me about Peterson?

C: Well, he's been loading up on our products in the evenings after the store is closed. He parks his truck out by the loading dock and .pa

then hauls boxes of our stuff out to this truck. We almost got him one night, but he took off before our security people could catch up to him.

A: Donna, how is your proposal going to help with the problem of not having products in stock that are offered for sale?

C: It's going to help by letting us know what products we have and what we don't have. (We will give out rain checks when we run out of sale products, and then let the customer know when the product comes in.)

A: But, how is your proposal going to help with the overtime problem that you were telling me about?

C: Since the new computer system is faster than the people who check merchandise in and out of the store, it will save time, and we won't need as many people. This will cut down on the overtime. I also said earlier that I was going to hire some more people, and that would also help the problem. Maybe if our people don't have to work so many hours, they will be nicer to the customers.

A: How is your proposal going to help with the morale problem?

C: Our people will be happier, because they won't have to work as hard. No one likes to work all of these hours. Even though we are paying them a lot of money, they don't have time to enjoy it.

A: I'm really concerned about the theft problem, and I'm going to implement the shoplifting and theft proposal.

C: [If you want to correct the shoplifting and theft problem, you should discharge the guy who was under surveillance--Peterson; you shouldn't put cameras on everyone.] The important thing right now is to get the sales back up.

A: Well, the store renovation proposal would do a better job of increasing sales. I'll just pick that proposal.

C: The customers are tired of coming into the store and not being able to find the products that they want. My proposal will take care of this problem, because it will keep track of the merchandise, and that way we will know what we have and what we don't. Once customers learn that they can get the products they want here, they will come back.

A: This store has been a thorn in my side for years now. I'm just going to sell it and reduce my losses.

C: [Closing the store will cut down your losses, but it will also reduce the profits.] Even though the store is having some problems now, it is still making money for you. Even if the store didn't get any better, you would make more money by keeping it open. If you close the store, you are turning your back on that extra money. Besides that, I

really believe that my proposal will make this store better. I believe that it will increase the sales, and in no time at all you will have back all of the money you put in, and then some.

A: The way things are going now, the store won't be bringing money in for long. I still think it is best to close it.

C: [You owe it to the people who work in this store to keep it open.]

A: Donna, \$95,000 to \$100,000 is too much money. I reject your proposal.

C: [I don't understand why.]

A: I just think that it costs too much.

C: This store made a lot of money for the company a few years ago, and it can still make money, but first you have to put some money back in. Most of the major stores are putting in computer equipment, and this store will be behind the times if we don't put one in our store too.

A: You've made some interesting points, Donna. I'm going to accept your proposal.

Kevin

A: OK, Kevin. I'm going to clarify what you would like to do. You would like to install an automated merchandise control system that would provide automatic check-in and check-out. This information would be stored on a computer and would give us a continuous inventory of our merchandise. Is this correct?

C: Yes.

A: Can you give me a breakdown of the costs?

C: The automated check-in system is \$48,000; the automated check-out is \$32,000; and the computer terminals are \$18,000 for a total of \$98,000.

A: Were there any other proposals?

C: Yes. There were two others.

A: What were they?

C: There was one to renovate the store that cost \$102,000 and one that dealt with shoplifting and theft that cost \$99,000.

A: How would you implement the proposal?

C: {Well, I would close the store from Monday through Thursday of a week to install the equipment and train the employees. I would close the store on those days because there isn't as much business then. The previous Sunday, I would have employees come in to move office equipment out of the way to make room for the computer and other equipment that will be installed the next day. By having the equipment installation begin on Monday morning, it would be possible to have the work completed by Wednesday, when we would test the computer system to make sure that it worked. At this time we would train the employees who would use the equipment. I would have a big sale the week before the installation, so that the amount of merchandise would be reduced for inventory, which would be done on Thursday of the installation week. During the inventory, we could count the unopened boxes with the check-in pens. The loose merchandise, however, would have to be counted by hand. In order to have an up-to-date record of all of the in-stock merchandise on the computer, the bookkeeping employees would have to enter the inventory information on the computer.}

A: Kevin, you said that the store had a problem keeping track of the merchandise. What can you tell me about that problem?

C: There is a problem with errors when merchandise is checked-in and checked-out. My proposal would take care of this problem. I think that part of this problem is also being caused by employee theft.

A: What can you tell me about employee theft?

C: Well, one of our employees is already under surveillance, and it looks like the surveillance will have to be expanded. The person already under surveillance is Arthur Peterson. Peterson works in the hardware and tools department with his brother Charles. The surveillance report said that a truck was seen in the area of the loading dock one evening after the store was closed. When the security people went to investigate, the truck took off out of the parking lot. Shortly after that, the truck was pulled over for speeding, and Arthur Peterson was the driver. Earlier that evening, Peterson had been observed stacking boxes near the door to the loading zone, so it looks like he was getting everything ready for later that evening. On two other occasions, Peterson was observed arguing with a truck driver from the warehouse. Both times, Peterson gave the truck driver money. This could explain what is happening to the merchandise when shipments have allegedly been refused by Mike Parsons. There was also an incident involving Charles Peterson. Some saber saws were seen in the back of Charles' car. I think there were three of them. Anyway, when Charles was asked about it, he said that he had purchased them for a friend. However, the store records indicated that only one saber saw was sold that day.

A: Kevin, you talked about cleaning up the store. Do we have a problem with this?

C: According to Mr. Fyler's report, we do. Recently, Fyler visited the store and wrote a report on what he saw. He said that the store was very dirty and disorganized. He also said that there were boxes of merchandise stacked in the aisles. This not only looks unsightly, but it can cause even more accidents.

A: You mentioned accidents. Has the store had a problem with accidents?

C: Unfortunately, we have. A woman by the name of Claire Tobias tripped over a dolley in the store. She has hired an attorney, and it looks like the store is going to be sued if we are unable to settle with her. I need to find out more about what happened. [Given the condition of the store, it's a wonder that we haven't had more accidents.]

A: Is the store having any other problems?

C: Well, we have a terrible problem with morale. We've lost five supervisors this past year, and I've just received another letter of resignation from a supervisor. The supervisor was Felix Owens, who manages the hardware and tools department.

I really believe that we need to develop a better relationship among the employees at different levels. Part of this is just a matter of paying attention to what the employees have to say, listening to their suggestions, and keeping them informed of what is happening in the

store. (I'm going to start meeting with the department supervisors every Friday at 8:00 a.m. to discuss problems and changes that will be made. The Wednesday before every meeting, the supervisors will receive a list of topics to be discussed and will be urged to introduce new items as needed. At the first meeting this Friday, I'm going to see if anyone knows anything about the accident. The discussion concerning the accident will make clear the need to straighten up the store. [While I have the supervisors there, I will also tell them about the installation of the computer system and the postponement of the inventory.]})

A: What can you tell me about inventory

C: It's currently done twice a year. The employees manually count every piece of merchandise in stock. (Store-wide physical inventories should only be necessary once a year after the computer system has been installed. Probably the best time to do it would be towards the end of January when the Christmas rush has passed. This inventory will be supplemented by monthly print-outs of the stock in each department, which will be given to the supervisors to examine. If the numbers do not look right in specific departments, we could do physical inventories in these departments. The supervisors in the departments with the highest problem with shoplifting and theft will have to pay special attention to these computerized inventories and advise me if the problem is continuing. If theft remains a problem, then the supervisors of these departments will have to keep their own records of the stock received. This stock information and the stock levels in the stockroom should equal the records on the computer. If these records don't agree, then it is clear that something is happening to the stock once it is received here. By checking our computer records with the warehouse's records, we can determine whether there is a problem occurring between the warehouse and the stockroom. If none of these records agree, then there is a theft problem at both places. This information could be used to determine where security needs to be increased.)

A: Kevin, you mentioned a morale problem earlier. What else can you tell me about employee morale?

C: Well, we have lost a lot of hourly people, and none of these people have been replaced. I'm sure that the turnover has hurt the morale even more. It's hard to see all of your friends leaving the job. It also makes you wonder why you are still here. Besides this, the people who are still working have to work harder and work longer hours to make up for the people who left. The new computerized system will reduce the manpower requirements. (Since the new system is more efficient, we won't need as many employees to operate the cash registers, and these employees can work on the sales floor. They can wait on customers and help keep the store orderly. Not only will this improve the service to the customers, it will also ease the burden caused by not replacing the employees who have left the organization.)

A: Is there a problem with the service customers receive?

C: There seems to be a few problems. A customer survey indicated that people were not real pleased with the service. There was also a complaint of employee rudeness. Someone in our jewelry department was rude to an elderly couple on a bus tour. The people came into the store to look at some watches for their grandchildren. The watches were out of stock. Anyway, the person behind the counter told them that she was on her break and couldn't help them. They waited a while and then asked for the manager. Then, the woman behind the counter told them that she was the manager. The couple never did buy any watches, because no one was willing to help them. The couple complained to the bus tour, and the bus tour wrote to tell me about the problem. The bus tour also said that they would not be coming back. This creates a real problem for us, because the bus tours generate a lot of sales.

A: Is the store having any other problems?

C: Yes. There have been some problems with not having adequate stock of merchandise advertised on sale. What has been happening is that the merchandise is advertised, and when the customers come in to buy it, we are out. Part of this problem could be caused by the theft. One of the pieces of merchandise involved was saber saws. There may also be a problem with just not having enough of the items in stock.

A: Were there any other complaints?

C: The complaint that I just told you about came from a consumer protection agency. These people also said that one of our customers was promised delivery on a sofa by a certain date. The sofa has never been delivered. There was also a problem with a customer who bought some carpet from us. This customer thought that padding and installation was included in the price. When the bill came, he was charged extra for it.

A: Kevin, you talked briefly about an overtime problem. How is your proposal going to help with that problem?

C: The new computerized system will be more efficient and will require fewer people. This will reduce the overtime problem and help employee morale.

A: How is your proposal going to make me money?

C: It will make you money by enabling you to keep track of the merchandise, so that you can make sure that you have enough sale items in stock. It can also help with sales decisions and staffing decisions. (I also intend to use the information in the print-outs for sales decisions and staffing decisions. With regard to sales, this information would help us decide what products to order. We will order in greater number those products that move fast as well as new products that are like those that sell well. Those products that are not in great demand will be offered for sale, and new products that resemble slow-moving merchandise will not be ordered. The sales information will be used in sales forecasts, and these forecasts will be used to plan

staffing needs and to decide where to place the extra needs. During the busy periods, like December, more part-time employees will be hired. Prior to Christmas, some of the extra people will be placed in the toy department. During the summer months, more people will be assigned to the lawn and garden department.)

A: I'm going to implement the shoplifting and theft proposal instead.

C: [Well, I think that's a mistake.] I believe that my proposal will help the store more.

A: Why is your proposal better than the shoplifting and theft proposal?

C: [There are advantages to the shoplifting and theft proposal, but they don't include making your store more efficient, which is what is needed most.] Customers are tired of not being able to find the products that they want. That's why they are shopping at other stores instead of ours.

A: How can I justify spending \$98,000 on your proposal?

C: If you spend the money on my proposal, you will find that in no time at all, people will be coming back into the store. The customers who find that the store has improved will tell their friends about it, and their friends will come in. In addition, these people will keep coming back. We need to win back these customers before we look at the other proposals.

A: Your proposal just costs too much money. I reject your proposal.

C: [I think that we need to focus on the long-term rather than the short-term.]

A: Tell me what the long-term will look like.

C: If you implement my proposal, your store will be more efficient. You will know what products to carry in what quantities. You will be able to make intelligent staffing decisions. Since the operations of the store will be improved, the customers will be happier and they will come back. Once you get the customers back, your sales will go up and you can afford to implement the other proposals.

A: Kevin, you've made some interesting points. I accept your proposal.

Jim

A: Jim, I'm going to clarify what you want to do. You want to install a sonic alarm system, twenty-five closed-circuit television cameras, and attach special tags to the merchandise that will trigger an alarm if the merchandise is removed from the store. Your proposal cost \$99,000. Is this correct?

C: Yes. That's correct.

A: How would you implement your proposal?

C: {I'm going to install the television cameras and the sonic alarm system during the next two Sundays, when the store is closed, and I'm going to postpone the inventory until the end of the month. The cameras can be used to pick up any theft that might occur during inventory. Also, while the employees are doing the inventory, they can attach those special tags to the merchandise. Based on the results of the inventory, I'm going to keep track of how well the proposal is working--whether it is reducing the shoplifting and theft problem.}

A: Did you look at any other proposals?

C: Yes. One dealt with cleaning up the store, and the other one dealt with keeping track of the merchandise. I thought that the shoplifting and theft proposal was the best one.

A: You mentioned that we have a problem with theft. What evidence is there of a theft problem?

C: Well, one of our employees, Arthur Peterson, is under surveillance for theft. Peterson works in the hardware and tools department, and he is probably responsible for a lot of the theft in his department. Peterson was observed stacking cartons near the outside door of the loading dock one evening. Later that evening a truck was observed parked by the loading dock with the lights out and the engine running. When the security guard approached the people, they jumped in the truck and sped out of the parking lot. The truck was later pulled over for speeding. Also, Arthur was observed passing money to the driver from the warehouse. It looks like a big operation, and I need to beef up the surveillance to cover everyone involved. {I intend to extend the surveillance to cover the driver for the warehouse. I'm going to check with Colwell to find out who the driver was who made the deliveries when the surveillance people saw Peterson handing over the money. Then, I'm going to meet with McKeever about hiring three more guards to provide round-the-clock surveillance for Peterson and the driver for the next three weeks. At that time I will decide whether to expand the surveillance to include other individuals as well as deciding whether to continue the surveillance on the designated people.}

A: What else is going on at the store?

C: There's a problem with the roof leaking. Because of this problem, a leasee's merchandise was damaged. Water leaked down and destroyed the merchandise. (I'm going to have the leasee get together an estimate of the damage, and I will send it to the insurance company for payment. If the payment is not made in the next four weeks, then I will call the insurance company to find out what the problem is. In the meantime, I'm going to put a tarp over the merchandise to prevent any more damage until the roof is repaired.)

A: What can you tell me about the repair of the roof?

C: Well, I have three bids, but none of them are acceptable. One was from Peterson, that guy I was telling you about who is under surveillance. One bid was from a company that was busy and couldn't come out to look at the roof for a few weeks, and the third bid was from a company that gave an estimate without looking at the damage. (I intend to ask my secretary to call three more roofers tomorrow and have them come out next week and give me estimates. I'm going to pick someone who can do the work this month, at a reasonable price, and will do the work on Sundays when the store is closed. I plan to have the work done on Sundays so that none of the customers will get hurt. I can't afford any more accidents.)

A: Has there been a problem with accidents?

C: Yes. A woman tripped over a drolley that was left in an aisle. She has hired an attorney. I've received a letter from the attorney asking for a statement of the company's position. The attorney also said that all correspondence should be addressed to him. We are not supposed to try to deal with his client directly.

A: What else can you tell me about the store?

C: We seem to have a big problem with employees. One of the problems is with turnover. We have lost a lot of employees, and none of these people have been replaced. This has created an overtime problem. (I'm going to put an ad in the paper and hire some more employees. The part-timers who are good employees will be offered full-time employment, and I'm going to offer a \$10 cash incentive to the regular employees for every person they refer who is later hired as a full-time employee. The cash incentive will help employee morale, and the new employees will reduce the overtime problem, which should also improve morale.)

A: Are there any other employee problems?

C: Yeah. We've got a rudeness problem. A supervisor in the jewelry department was rude to an elderly couple on a bus tour. Because of this problem, the bus tour isn't coming back. The people were interested in buying some watches for their grandchildren. (When the watches come in, I'm going to send them to the customers as a sign of goodwill. At that time I will notify the bus tour of what I have done. Maybe this will make the bus tour change its mind about coming back to our store.)

Taking care of the disgruntled customers, however, is only one part of the problem. The other problem that I have to deal with is employee rudeness, and this incident is not an isolated case. (I'm going to meet with all of the employees to talk to them about the problem of rudeness and tell them that rude behavior will not be tolerated. At this time, I will also tell them about the other changes being planned for the store, including the cash incentive for referring prospective employees. With regard to the supervisor of the jewelry department, I'm going to tell her that if there are more incidents of her being rude to customers, she will be discharged. I'm going to watch her more closely over the next two or three weeks. I'll save the tapes from the cameras in the jewelry department and watch the ones that were made while she was working. If I see any more rude behavior, this young lady will be out of a job.)

A: Were there any other problems with the employees?

C: We've got a morale problem. The morale problem ties in with the employee turnover that I mentioned earlier. One of our department supervisors has submitted a thirty-day letter of resignation. One of the reasons that he is resigning is that he isn't getting the promotions that he was promised. Promotional opportunities seem to be a problem here. Four of our department supervisors were just turned down for store manager training. (I'm going to take a look at the personnel files of all of these people, including the one who is resigning. If they look like they are all good employees, then I'm going to tell Fyler that we need to have another training class added or get these people in the existing training class. If the department supervisors are not good employees, then I will let the current decision stand.)

A: A little earlier, you mentioned a complaint about rudeness. Have there been any other complaints?

C: Well, we got a letter from the Bureau of Consumer Protection. They received some complaints, and they made a visit to our store and identified some problems. One of the problems was that we had different prices on identical items. (I'm going to take care of this problem when we do inventory. The employees are going to check the prices on all of the items as they count them. If there is a discrepancy, they will notify me, and I'll check what the accurate price is. Then we can reprice all of the items that have incorrect prices marked on them. After the inventory is over, the department supervisors will be responsible for checking to make sure that all of the products within their departments are appropriately priced. I plan to do some spot checks periodically to make sure that the department supervisors are doing their job. If I spot a consistent problem in a particular department, I will meet with the department supervisor and remind him of this responsibility.)

A: Did the Bureau of Consumer Protection have any other complaints?

C: Yeah, there were three others. They said that items that were advertised on sale were not in stock. Some of these items were in the departments where we have the biggest problem with theft. So, it's possible that our records indicated that we had enough merchandise, and that the reason that we didn't was that a lot of it had been stolen. The second complaint was that a customer had been promised delivery of a sofa, and that the sofa still hasn't been delivered. They didn't give us the name of the customer, so that makes it harder to check into the problem. The third complaint was that a customer had been told that padding and installation were included in the price of carpeting that was purchased. When the bill came, the customer was charged extra for the padding and installation.

A: What else is going on at the store?

C: Well, we did receive one complimentary letter. It was about an employee in the grocery department. The customer came in to buy some soda and the shelf was empty. The employee went back to the stockroom and pulled some out for the customer. (I am going to instruct the grocery store manager to find out who the employee is, and I'm going to publicly commend him in a staff meeting next month. I'm going to start a program for an employee of the month, and this employee will be named employee of the month for the month of September. The employee's picture will be taken and placed in the front of the store next to the pictures of the department supervisors. This way employees who do a good job will be rewarded.)

A: Jim, how is your proposal going to help with these customer complaints you have told me about?

C: The proposal might reduce the problem of advertised merchandise not being in stock. Many of the products listed in the letter from the consumer protection agency were items carried in the appliances and hardware and tools departments. These two departments are among those where shoplifting and theft is highest. If we tighten up security, maybe those items will still be there when the "paying customers" come in for them.

A: How is your proposal going to help with the employee morale problem?

C: [It won't!] None of the proposals can take care of all of the store's problems. [It's unrealistic to expect that one will.]

A: I'm going to select the merchandise control proposal instead.

C: [What good does it do you to count merchandise, if the profits are walking out the back door?] What this store needs is a way to cut losses, and my proposal will do that for you. The merchandise control proposal is an unnecessary expense. [This store doesn't need computerized "bean counters."]

A: How will your proposal make me money?

C: It will make you money by cutting down on the losses from shoplifting and theft. This past year, you lost \$31,200 from shoplifting and theft. In three years the proposal will have paid for itself, and you will still have the security system.

A: That's still a lot of money. How can I justify it?

C: [I just told you how.] [Look, $\$31,200 \times 3 \text{ years} = \$93,600$.] That is almost the cost of the proposal. Furthermore, the losses due to shoplifting and theft have been increasing steadily over the past three years. This year's losses are twice what they were the year before. If this rate of increase continues, you will lose \$62,000 in shoplifting and theft next year alone.

A: I'm just going to sell the store.

C: [You probably won't get much for it.] Who would want to buy it in its present condition? The roof leaks; the sales are down.

A: Well, then, I'll just implement the store renovation proposal.

C: I just don't understand this. [I'm showing you a sure way to cut your losses, and you seem to be bound and determined to do everything else.]

A: That's just too much money. I reject your proposal.

C: [(The candidate glares at the staff member, but does not speak.)]

A: Convince me to change my mind.

C: [I've already shown you the numbers.] Look at it this way. You've already spent the money on the proposals. If you put a little more in, your losses will immediately be cut. Besides that, you'll be able to get more money for the store if it has a modern security system.

A: You've made some interesting points. I accept your proposal.

Todd

A: OK, Todd. I'm going to clarify what you want to do. You want to renovate the store, and this includes installing a new ceiling, new lighting, and new flooring, and painting the walls. Is this correct?

C: Yeah.

A: Did you look at any other proposals?

C: Yeah, there were two others. One called for a new computer system, and the other one involved beefing up the security system.

A: Todd, how would you implement your proposal?

C: Let me see. Well, (I would probably lay the carpet down after the ceiling was installed. This would prevent having particles of the old ceiling fall all over the new carpet. I imagine that I would have to close the store for a few weeks to take care of this. The fixtures could be added one section at a time after the store was reopened.)

A: You mentioned that the sales had been going down. What can you tell me about that problem?

C: The sales have been dropping for the last three years, and there has been about a sixty percent drop during that time. I believe that the way the store looks right now is the reason for this problem. The store is disorganized; the floors and windows are dirty; paint is peeling on the walls. The pipes are exposed. This is not the kind of environment that draws customers. I believe that the renovations will reverse this trend. (When the renovations are completed, I'm going to advertise that the store has been remodeled. This will bring in customers for two reasons. First, people like to shop in attractive stores. Second, some people will be curious about the changes we've made and will come to see them.)

A: You mentioned that the store is disorganized. What can you tell me about this problem?

C: A consumer survey was conducted, and the results of the survey indicated that our customers believed that the store was disorganized. People complained that they couldn't find the products that they were looking for. Like I said earlier, my proposal will take care of this problem.

A: Were there any other complaints about the store?

C: [Not anything that is relevant to my proposal.]

A: That's OK. Right now I just want to learn more about what is happening at the store.

C: Well, this consumer agency also complained that the store advertised certain items for sale, but did not have them in stock when the customers came for them. I don't know how much of this problem is that the store is disorganized, and how much of it is that the store just didn't carry enough stock.

There has also been a problem between the warehouse and the stockroom. The stockroom has been refusing deliveries. This could be why we don't have items in stock that are advertised on sale. (I'm going to establish a policy that all shipments from the warehouse will be accepted.)

A: Was the stockroom having any problems?

C: Yeah, they said that the warehouse wasn't giving them any notice when they were going to make deliveries. Sometimes the stockroom didn't have any place to put the boxes when they came in. If the stockroom wasn't so disorganized, maybe they wouldn't have this problem.

A: Did the consumer agency talk about any other problems?

C: Yeah, one of the things that they said was that this customer was promised delivery of a sofa, but that the sofa was never delivered. I don't know who the customer was. The letter didn't say.

A: Was there anything else in the letter?

C: Another customer complained that he was told that padding and installation was included in the price of the carpeting. When he got the bill, he was charged separately for the padding and installation. I don't know what the store's policy on this is.

A: Was there anything else in the letter?

C: I think that there was, but I don't remember what it was.

A: You mentioned a morale problem in your proposal. What can you tell me about the morale problem?

C: We've lost a lot of our employees. In fact, one of our supervisors just turned in his resignation. His name is Owens, and he doesn't believe that he has been treated fairly when it comes to promotions. He also is having problems in his department. He said that some of the employees were undermining him. A: Is the store having any other problems?

C: Yeah, it has a problem with employee theft. One of the employees was put under surveillance. His name is Peterson, and it looks like he has been taking some things from the store. (I'm going to have the department supervisor fire Peterson.)

A: Is Peterson involved in anything else?

C: [Why do you ask?]

A: I was just wondering.

C: Well, I can't remember anything right now.

A: Is the store having any other problems?

C: I can't remember right now.

A: Anything at all?

C: There is a problem with the roof. It leaks. I've gotten three bids for the work.

A: Are there any other problems?

C: Yeah. Some woman tripped over a dolley in the store, and she is suing us. Her attorney said that all letters need to be sent to him.

A: Were there any other accidents.

C: Well, there was a problem outside of the store, but no one was hurt. A customer wrote a letter in which he complained that some of our employees pushed shopping carts into his car and damaged it. He wants to know what we plan to do about the problem. I don't know for sure that the people involved were our employees. It could be anyone. He said that they all had blue jackets on. It could just as easily have been some sports team from a local high school.

A: Is there anything else happening at the store? C: There is an overtime problem. Since a lot of the employees have resigned and not been replaced, the employees who are left have to work a lot of overtime.

Another problem that is related is that there are times when a lot of the employees want off at the same time. A birthday party is being planned for Owens, and there was a memo from about twenty people who wanted the day off. There was another memo from a supervisor that said that she had given four or five of the employees in her department the day off. This is the same day that all of the other people wanted time off to go to the birthday party. (Since I can't let everyone off the entire day, I'm going to take a look at all of the requests for time off to see how many people there are from each department. Once I have this information, I'll make decisions for each department individually.)

A: Is the store having any other problems?

C: Yeah, we've got a problem with employee rudeness. A survey indicated that some of our employees have been discourteous when dealing with customers. There was a particularly bad incident just recently in

the jewelry department. Some customers on a bus tour asked for help, and the person behind the counter said that she was on her break. When they asked to speak to the manager, she said that she was the manager. Because of this incident of rudeness, the bus tour has decided to stop visiting our store. This will reduce the sales even more.

Not all of our employees have been rude. One of the employees in the grocery department went out of his way to help a customer. The customer had come in to buy some soda, and the shelf was empty. She asked the employee if there was any more in stock. The employee went back to the stockroom to check, and then brought some out to her. The woman wrote a letter to tell us about the incident.

A: Is anything else going on at the store?

C: The store is taking inventory on Sunday. This is going to create a problem, because the employees also have a softball game scheduled for that same day. If the employees have to come into work to do the inventory, instead of going to the game, it is going to hurt morale even more.

A: Todd, how is your proposal going to help the morale problem?

C: It's going to help morale by creating a pleasant environment for working. Right now, the store is ugly and dirty, and no one likes to work in places like this. Fixing the store up will improve the morale. Right now, the employees have an "I don't care attitude," and this shows in the service that they are giving the customers. If the employees are happy, maybe they won't be rude, and if the employees aren't rude, then maybe we can bring back more of our customers.

A: How is your proposal going to help with the problem of declining sales?

C: Well, the poor condition of the store has probably caused this problem. Not only is the store depressing to work in, but it is also a depressing place to shop. Customers like to shop in places that look new and shiny. The store isn't new, but we can improve the way it looks, and my proposal will do this.

A: I'm going to implement the shoplifting and theft proposal instead.

C: [Your biggest problem in this area is theft--not shoplifting; customers don't walk away with appliances or saber saws.] The problem is really a problem with employee theft, and there are less expensive alternatives. [If you want to get rid of your theft problem, fire Arthur Peterson and his cohorts.]

A: Todd, I reject your proposal. It costs too much money. I'm going to sell the store.

C: [I think you are focusing too much on the short-run.] In no time at all, we can have this store making more money. Who knows, we might even make more money than we did three years ago.

A: Todd, you've made some interesting points. I accept your proposal.

Mary

A: OK, Mary. First, what I'd like to do is clarify what you want to do. You want to renovate the store, which includes painting the walls and installing a new ceiling and new lighting, and putting down new flooring and carpeting.

C: [My proposal also called for new fixtures.] That would correct some of the problems with the store being disorganized.

A: OK. You want to renovate the store by painting the walls and installing a new ceiling, new lighting, new flooring and carpeting, and new fixtures.

C: Yeah.

A: Now, how would you implement the proposal?

C: {Well, first I would paint the walls. That way we wouldn't have to be concerned about getting paint on the ceiling, floors, or carpeting. Then I would install the ceiling. The store would have to be closed for this, so that no one would get hurt. I'm planning on having the painting done during the beginning of November. That way the painting will be done before the Christmas rush begins. I would not begin work on the ceiling until the third week in January, when business starts to die down again. The next thing that I would do would be to install the flooring and carpeting. The store could be open when this was done. We could do the floors and carpeting a little bit at a time--maybe do the front one-third of the store first, and then do the middle one-third of the store when we were finished with the first part. We would work our way back to the stockroom area in the back. The stockroom would be done last, because customers don't see it. We could move the unboxed merchandise to another part of the store and move the unopened boxes to the stockroom and basement. Since this would take place after the Christmas rush, there should be less merchandise to move around. I would put signs up, indicating that we were sorry about the inconvenience due to the remodeling. Then, after the new flooring and carpeting were put down, we could install the fixtures and get the store organized. When one part of the store was completed, we could move on to another part of the store.}

A: You mentioned a problem with employee morale in support of your proposal. What can you tell me about employee morale?

C: Well, we've had a big problem with turnover. We have lost a lot of employees, and none of them have been replaced. The result is that our employees have had to work a lot of overtime, and that hurts morale. {I intend to hire more part-time employees to take care of this problem. The part-time employees do not receive fringe benefits, so you can hire more of them for the same amount of money as you would spend for fewer full-time employees. I am going to place an advertisement in the newspaper, call the state unemployment office, and put a notice on the

employee bulletin board. I also intend to offer the good part-time employees the option of becoming full-time employees. This will reward them for doing good work.)

In addition, a department supervisor recently submitted his resignation. His name was Felix Owens, and he was resigning, because he wasn't getting the promotions that he was promised.

A: You talked about the declining revenues being a problem at the store. What can you tell me about the declining revenues at the store?

C: Well, there seems to be a big problem with it going down over the past few years, and its gone down a lot. I think the store's appearance has a lot to do with this problem.

A: You mentioned that there was a problem with the store being disorganized. What can you tell me about this problem?

C: There was a customer survey done, and a lot of the customers complained that the store was disorganized, and that they couldn't find merchandise when they were looking for it. This will be corrected by the new fixtures that will be installed.

A: What else can you tell me about the store?

C: It has a leaking roof.

A: What can you tell me about the leaking roof?

C: There was a letter that said that I needed to get it repaired. There was also a letter from one of the leasee departments. The letter said that merchandise was damaged because of the leaking roof and that if the situation was not corrected, litigation would follow.

A: What else can you tell me about the roof?

C: Well, I have three estimates to repair the roof. Actually, only one of them is really an estimate. Another one is a letter from a company that is too busy to give us an estimate for a few weeks. The third letter is from one of the employees--Arthur Peterson. Peterson said that he and his brother had a roofing business and that they were interested in doing the work.

A: Is Arthur Peterson involved in anything else at the store?

C: Yeah, he was the subject of a surveillance report on employee theft. (I intend to discharge him at the end of his shift on Friday. I'm going to have a security person at the ready to escort him out to avoid any problems. On at least one occasion Peterson suggested handling a problem "on the street." By discharging him at the end of the day, it will be less disruptive than if I discharged him during the course of a normal work day.) [Peterson should have been discharged a

long time ago; I don't know why no one took care of this problem sooner.]

A: Can you tell me anything else about Arthur Peterson?

C: Yeah. Peterson was appointed shop steward.

A: Is the store having any other problems?

C: Well, there have been some complaints. Two of our employees were rude to some customers who came in to buy some watches. One refused to wait on them, and the other suggested that he and the customer could settle their differences on the street. The customers were part of a bus tour operated by the Hamburgs. The bus tour won't be back anymore, because of this incident.

{I'm going to send three of the watches to the Freemans, the people who were treated rudely, to try to re-establish goodwill. This way they will tell their friends how concerned the store was about their problem, instead of focusing on the problem they had at our store. I also plan to write a letter to the Hamburgs, telling them that the store is under new management, and that I have taken steps to rectify the problem. I am also going to offer to send them advance copies of our sale flyers, so that they can plan their bus tours around our sales. Maybe this offer, combined with the information that I have sent the Freemans the three watches will make them reconsider their decision and continue to shop at our store. If this does not work, I will notify them when the store renovation work begins and try to induce them to come back by describing the steps taken to make this store an attractive place to shop.}

A: Were there other complaints?

C: Yeah. A customer who purchased a sofa was promised delivery by a certain date, and the sofa was never delivered. Also, there was a complaint that we were using bait-and-switch tactics.

{I'm going to meet with the department managers next week to discuss the complaints. [I'm going to remind them that it is their responsibility to make sure that they have adequate stock to cover the sales.] I'm going to start forwarding copies of the sale advertisements to the department managers three weeks before the sale begins so that they can check their stock and order more stock if they need it. This should avoid future problems. The managers will be asked to place their orders at least two weeks before the sale begins so that the merchandise will arrive on time. If the merchandise is not received on time, they should notify me immediately and give rain checks to the customers who come in to purchase the products.}

A: What else can you tell me about what is happening at the store?

C: Well, there is a problem with the stockroom and receiving department and the warehouse. Mike Parsons, the manager of the stockroom, has complained that the warehouse isn't giving him enough notice before making deliveries. Because of this, he doesn't have enough room for the merchandise when it comes in. The warehouse has also complained that the stockroom has been refusing deliveries.

A: OK, Mary, how is your proposal going to help with the problem of the store being disorganized?

C: Well, as I said in my proposal, (when we add the fixtures, we will be able to have the clerks start organizing things. As the fixtures are added in each department, the clerks in that department can get things organized, because they will have a place to put things. Each week the surplus merchandise from each department being renovated will be offered for sale in a sidewalk sale. That way, all we have to do is advertise that we are having a sidewalk sale for items in say the hardware and tool department. We do not have to advertise specific items that will be on sale, and won't have a problem with not having advertised items on sale. By the time that the renovation is complete, the entire store will be organized and excess stock will be sold.)

A: And, how is your proposal going to help with the employee morale problem you told me about?

C: One of the factors affecting employee morale is the way the store looks. The customer survey said that the store looked "downright tacky." Mr. Fyler's report also said that it was dirty.

The store renovation proposal is going to make the store look much nicer, and that will make the customers and the employees happier. (While we are renovating each part of the store, we can clean the other parts of the store. For instance, during the slow days, the clerks can clean the windows and cash registers. The old fixtures that are staying can be cleaned when we move merchandise into the new fixtures. The renovated parts of the store will be kept clean. During the slow periods, the employees will be asked to dust the fixtures and straighten the merchandise. At the end of the day, the employees will be told to vacuum the carpet and wash the floors. By the end of the renovation, the entire store will be clean and attractive.)

A: But, how is your proposal going to help with the problem with the leaking roof?

C: [Well, the leaking roof is a separate problem, and my proposal doesn't directly deal with it.] However, the leaky roof is another indication of the poor condition of the store. One thing is sure, (I'm going to fix the roof before we begin work on the renovations. It won't do any good to have a new ceiling installed, if water is going to drip down and damage it. It also needs to be fixed before we install the new lighting. Otherwise, someone is liable to get hurt. You don't want people fooling around with electricity in a damp area. The roof will be

repaired over the next four Sundays. During that time, I can meet with the contractors and iron out the details of the renovation. Among other things, I will have to select a new ceiling, pick the colors for the walls, select the new floor pattern, etc. By the time we are ready for the actual renovation to occur, the contractors will have had sufficient time to order the products needed.)

A: Well, the bottom line is how is your proposal going to increase profits?

C: As a result of the store renovation, the store is going to be a more attractive place to shop. The store is going to look better, and it is going to be organized, so that customers can find what they are looking for. (While we are involved in the renovation, we should put a big banner across the window in the front of the store, indicating that we are remodeling. That will alert the public to the fact that we are doing something about the problem. In addition, as it gets closer to the time when we are finished remodeling, we should start an advertising blitz. We would place ads in the newspapers and run commercials on the radio and television. We want to arouse the curiosity of the customers and present an image as a "family store." When we are finished, we can have a big grand opening. We could give out door prizes, and have a clown pass out balloons to the kids. I intend to run all of the television commercials on local stations, and to air some of them during the two Saturday mornings preceding the opening of the store. This is the time when children spend a lot of time watching television. This way, we would also have the children trying to convince their parents to bring them to the store.)

A: Well, I'm going to implement the shoplifting and theft proposal instead of your proposal.

C: [Why do you want to do that first?]

A: Can you tell me why your proposal is better than the shoplifting and theft proposal?

C: Yes. All that the shoplifting and theft proposal is going to do is to cut down on some of your costs. [You can do that by firing Arthur Peterson!]

While we are on the topic of shoplifting and theft, (I intend to increase our surveillance to include Charles Peterson, Arthur's brother, as well as the truck driver who received the money from Peterson. I have set up a meeting with Ronald McKeever and Anthony Colwell to find out more about who this truck driver is. If we spend a little more on surveillance, we might be able to take care of a lot of the theft problem.)

A: Well, maybe I'll implement the inventory control proposal.

C: [The inventory control proposal is not a bad proposal, but it will not take care of your major problem, which is to increase sales.] The only proposal that can do that for you is the one that I've recommended.

A: Maybe I'll just close the store.

C: [I really think that you need to reconsider your decision.] This store had a long history of making money before it ran into the current problems. These problems are temporary, but you will have to spend some money to correct them. A: Well, I've given it some thought, and I reject your proposal.

C: [(The candidate shakes her head "no.") [I recognize that you are frustrated with the store, but I honestly believe that my proposal can correct the store's problems.] This store used to be profitable. It can be profitable again. Since you've already spent the money for the proposal, why don't you put in a little bit more money and implement the store renovation proposal. Nothing has been done in the store for almost 15 years.

A: You've made some interesting points. I'm going to accept your proposal.

APPENDIX HH
Scenario Profiles

Scenario Profiles

	Energy	Impact	Leader	Beh Flex	Decisive	Decis Mak
Tom	5	4	3	4	2	2
Larry	3	3	3	4	4	3
Janice	5	5	4	5	3	3
Karen	3	3	2	2	5	4
Sandra	5	4	4	3	1	2
Donna	3	4	4	5	2	1
Kevin	2	3	3	2	4	5
Jim	5	5	5	4	3	3
Todd	5	4	4	3	2	2
Mary	4	3	3	3	3	4

APPENDIX II

Overall Assessment Rating

Overall Assessment Rating

The probability of success if the candidate was immediately promoted to a first-level management position.

- 4 high
- 3 good
- 2 limited
- 1 low

APPENDIX JJ
Supervisor Training Packet

Supervisor Training

As part of the research being conducted on the assessment center, you will be asked to provide ratings on 19 performance dimensions. Of these 19 performance dimensions, 14 are specific, three are more general, and two represent overall ratings. Behavioral summary scales (BSS) have been developed for the specific and general performance dimensions, and will serve as a common frame of reference for all persons making performance ratings. The BSS format will be described first, and then training scenarios will be provided for you to rate. You will be provided with feedback on the accuracy of your ratings before you are asked to rate your subordinate.

Behavioral Summary Scales

The rating instruments that are being provided for the specific and general performance dimensions are called behavioral summary scales (BSS). These rating scales are so named because different levels of performance are illustrated or anchored by descriptions of behavior. The BSS that have been developed use a five-point scale, with five representing the highest level of the attribute and one representing the lowest level.

These particular BSS have descriptions of behavior associated with high, average, and low levels of performance. The purpose of the behavioral descriptions is to provide a common frame of reference for all persons who are providing ratings. These descriptions represent commonalities observed among many behaviors that represented similar levels of performance. An employee need not display all of these behaviors in order to obtain the associated rating. The extent to which these types of behaviors are displayed is also important.

Most employees will display a wide range of behaviors, and it is not unusual for employees to display behaviors that represent more than one level of effectiveness. When providing ratings, it is necessary to consider all of the employee's behavior. Do not base a rating purely on the similarity of an employee's behavior to a component of the behavioral description, because this behavior may not be representative of the employee's performance. The purpose of the behavioral descriptions is to provide information about the effectiveness of different types of behavior.

Performance Dimensions

You will be asked to provide ratings on 19 performance dimensions. Fourteen of these performance dimensions are very specific, three of the performance dimensions are more general, and the two remaining performance dimensions involve overall ratings.

The specific performance dimensions are listed below:

Autonomy	Impact
Behavior flexibility	Interpreting information
Decisiveness	Leadership
Decision making	Organizing
Energy	Oral defense
Fact finding - oral	Oral presentation
Fact finding - written	Planning

The more general performance dimensions include the following:

Administrative skills
Intellectual/communication skills
Interpersonal skills

The overall dimensions include overall on-the-job performance and management potential. These performance dimensions are rated on a four-point scale that is descriptively anchored.

The specific performance dimensions are designed to reflect skills and abilities that are believed to be important for managerial positions. There is not always a direct relationship between ratings on these performance dimensions and performance as a manager. That is, there are sometimes situations where individuals who obtain high ratings on a particular performance dimension will perform less well than individuals who obtained lower ratings on the same performance dimensions. Three of these performance dimensions are autonomy, impact, and decisiveness.

Autonomy is defined as the extent the individual takes independent action. The independent actions taken by the individual could be actions that contribute to goal attainment or actions that are counterproductive. The positive or negative effect of the behaviors should not influence the ratings on autonomy. The important thing is the magnitude and frequency of the autonomous behavior. Therefore, high ratings on autonomy are not necessarily associated with high levels of managerial performance.

The same is true of the performance dimension impact. Impact is defined as the extent the individual makes an impression on others. The important consideration is the strength of the impression, either positive or negative. It is quite possible for an obnoxious person to receive the same rating as an outgoing and friendly person, even though the effect on others is different.

The performance dimension decisiveness is similar to autonomy and impact in that the effect of the behavior is not considered relevant for purposes of rating. Decisiveness is defined as the extent the individual is willing to make decisions when required. This performance dimension does not address the quality of the decisions made, only the person's willingness to make decisions. The quality of the decisions is

considered in the decision making performance dimension. Therefore, some individuals who receive high ratings on decisiveness could be viewed as "shooting from the hip." They make a lot of decisions, but do not carefully consider the effect of these decisions. Other persons who are given high ratings on decisiveness may make a lot of very good decisions. The important point is that the quality of the decisions made should not influence the ratings on decisiveness.

In order for you to gain practice with rating a person on a specific performance dimension, a brief scenario is provided. Please read the BARS for autonomy, which is on the next page, and then read the scenario on the following page. After you have read the BARS for autonomy and the scenario, provide a rating for this person on autonomy. You will be given feedback on the accuracy of your rating during the interview.

Autonomy

Definition: To what extent does the individual take independent action?

Description of high, average, and low performance

5 Willing to express opinions and support positions regardless of whether they are popular. This may include challenging others or defending a position challenged by the group as a whole. In some cases, this may obstruct the progress of the group. May also initiate actions, despite uncertainty.

4

3 Sometimes willing to express opinions and support positions that are unpopular. Sometimes challenges others and defends positions that have been challenged. At times initiates actions.

2

1 Rarely willing to express unpopular opinions or defend positions that have been

challenged

by others. Occasionally challenges others and/or initiates actions.

Autonomy Scenario

As part of her job responsibility, Marie was often called upon to work with others in her work group. She always participated in work group discussions on the allocation of task assignments. Marie frequently tried to pass off the undesirable work to others. When her coworkers protested, Marie could usually be counted on to provide numerous arguments concerning why she could not do the work. On a few occasions, her supervisor discussed this problem with her. During these discussions, Marie always provided excuses for her behavior, and she often suggested that she should be given the more responsible work. At those times when Marie was given tasks that differed from the norm, she usually consulted with her coworkers or supervisor before beginning the task.

Unlike the specific performance dimensions, administrative skills, intellectual/communication skills, and interpersonal skills, the three general performance dimensions, are designed to reflect a direct relationship with performance as a manager. Those employees who receive high ratings on these three performance dimensions are expected to perform more effectively as managers than those who receive lower ratings.

As you review these three general performance dimensions, you will probably be able to identify some similarities with the specific performance dimensions. The general performance dimensions do represent skills that include many of the specific performance dimensions. The general performance dimensions, however, represent broader skills which may differ somewhat from the more specific skills evaluated. When providing ratings on the general performance dimensions, you may be tempted to combine the ratings on those more specific performance dimensions that appear to be relevant. Please resist this temptation, because it may result in inaccurate ratings. The general performance dimensions were not intended to be mathematical combinations of the specific performance dimensions. An example of a situation where a mathematical combination of the ratings would yield an incorrect rating is an individual who received high ratings on autonomy and impact due to obnoxious and antisocial behavior. If these ratings were combined with other relevant ratings to achieve a rating on interpersonal skills, the rating on interpersonal skills would be too high. Individuals who display obnoxious and antisocial behavior should receive low ratings on interpersonal skills.

In order to give you experience with the general performance dimensions, a scenario has been written for the interpersonal skills performance dimension. Please read the BSS for interpersonal skills, which may be found on the next page, and then read the scenario, which is on the following page. When you have finished reading the scenario, provide a rating on the interpersonal skills performance dimension.

Interpersonal Skills

Definition: To what extent does the individual get along with and influence others? To what extent does the individual act independently and maintain a high level of work activity?

Description of high, average, and low performance

- By varying behavior based on the situation, is consistently able to influence, guide, and
- 5 direct the actions of others. Will stand firm on some issues regardless of the expressed opinions of others.
- 4
- 3 Generally able to work amicably with others. When working in group situations, sometimes provides suggestions that are adopted and lead to goal attainment. Sometimes disagrees with other individuals, but will usually yield when opposed by a group.
- 2
- 1 Generally unable to influence the actions of others. May be passive and nonparticipative or may display aggressive and abrasive behavior. The effect of the behavior on others ranges from nonexistent to disruptive.

Interpersonal Skills Scenario

Bill generally worked quietly at his desk. He was courteous to his coworkers, and he seemed to get along with everyone. Bill was sometimes included in conversations conducted by his coworkers, but he generally stood off to the side and listened to what they had to say. When Bill did offer a comment or suggestion, his coworkers listened politely and sometimes followed his advice.

The experienced people in the office rarely sought Bill's assistance, although trainees sometimes asked for his help. Bill always helped when asked, but it was clear that he viewed it as an imposition. Bill usually did not react favorably to disruptions of his personal work schedule.

Bill also seemed uncomfortable with disruptions caused by conflicts among his coworkers. On those occasions when Bill was involved in a disagreement, he usually ended up yielding to the other person. He rarely initiated disputes, and he tended to avoid disagreements involving others.

Bill tended to work steadily during the morning hours, but there was a noticeable slump during the period following lunch. Sometimes this slump extended to the end of the day.

Prior to providing ratings on your subordinate, you will be given feedback on the accuracy of your ratings on both scenarios. In addition, there are a number of rating errors that you should try to avoid when providing performance ratings on your subordinate. These rating errors will be discussed in the next section.

Rating Errors

Four types of rating errors are leniency, severity, central tendency, and halo. Each of these types of errors will be described in the following paragraphs.

Leniency and severity errors occur when raters tend to disproportionately use one or the other end of the rating scale when assigning ratings to subordinates. Leniency errors refer to the tendency of some raters to disproportionately use the higher end of the rating scale. The problem with this type of error is that it does not provide an accurate measure of the subordinate's performance. By contrast, severity errors occur when raters use the lower end of the rating scale to a greater extent than the remainder of the scale. This results in ratings that are too low and do not accurately reflect the employee's level of performance. Examples of supervisors' ratings illustrating leniency and severity errors may be found in Attachment I.

The third type of rating error is referred to as central tendency. This error describes raters whose ratings normally fall in the middle range of the scale. Most of their subordinates are rated as neither very good nor very poor. Middle ratings are particularly popular when supervisors are unsure of how their subordinates should be rated on a particular performance dimension. Attachment I contains an example of a supervisor's ratings that suggests central tendency.

The first three rating errors, therefore, result in the rater's failure to use the entire rating scale when assigning ratings to a subordinate's performance. Any one of these rating errors will reduce the value of the ratings, since all of them result in inaccurate ratings. For this reason, please consider the entire rating scale when making your ratings.

The fourth type of error is called the halo effect. The rater who commits the halo error tends to base the ratings on an overall impression of the subordinate. Employees who are viewed as competent would probably receive high ratings on all of the performance dimensions, regardless of their weaknesses; employees who are viewed as incompetent, would receive low ratings on all of the performance dimensions, even though they probably have some strengths. The rater, therefore, does not distinguish among levels of performance for different performance dimensions. Attachment I contains an example of a supervisor's ratings that appears to reflect halo error.

Description of Rating Procedure

The rating interview will begin with a brief overview of the training material. You will be given feedback on the accuracy of your ratings on the two scenarios before you are asked to provide ratings on your subordinate's performance. Ratings will begin with the specific performance dimensions followed by the general performance dimensions and the overall dimensions. Each of these performance dimensions will be discussed briefly before you are asked to assign a rating. In the interim period, it would be helpful for you to give some thought to your subordinate's performance in three types of situations: (1) one-on-one interaction with another individual; (2) working with a group of individuals toward a goal; and (3) working with large amounts of paperwork. Please try to consider your subordinate's performance in all of these situations when providing your ratings.

Attachment I

<u>Performance Dimensions</u>	<u>Rating Errors</u>			
	<u>Leniency</u>	<u>Severity</u>	<u>Central Tendency</u>	<u>Halo</u>
Energy	5	2	3	2
Impact	5	2	4	4*
Leadership	4	1	3	2
Behavior Flexibility	4	2	3	2
Autonomy	5	1	2	4*
Fact Finding - Oral	5	1	3	2
Fact Finding - Written	4	2	3	2
Organizing	4	2	2	2
Interpreting Information	5	1	4	2
Planning	4	1	3	2
Decisiveness	4	1	3	2
Decision Making	5	1	4	3
Oral Presentation	5	1	3	2
Oral Defense	5	2	3	2
<u>General</u>				
Administrative	4	1	3	2
Intellectual/Communication	5	2	3	2
Interpersonal	5	1	3	2

*These ratings reflect negative impact and autonomy. Ratings on these two performance dimensions should not be influenced by the positive or negative effect of the behavior. Only the behavior itself is of interest.

APPENDIX KK

Overall Ratings on Job Performance and Management Potential

Overall Job Performance

This individual's overall job performance would be described as:

- 4 **excellent**
- 3 **good**
- 2 **fair**
- 1 **poor**

Overall Management Potential

This employee's overall management potential would be described as:

- 4 excellent
- 3 good
- 2 fair
- 1 poor

APPENDIX LL

Structured Interview for Supervisory Ratings

Supervisory Rating Interview

Hello _____,

Thank you for agreeing to participate in the research.

As I indicated previously, this research is being conducted to evaluate the effectiveness of the Human Resources Assessment Center, to test new performance dimensions, and to gain information on possible reasons for discrepancies between the ratings of supervisors and those of the assessment center.

During this interview, you will be asked to provide ratings on 19 performance dimensions and categorize 27 behavioral items to one of three performance dimensions.

As I indicated in our last conversation, the packet that you received includes an informed consent form. This form indicates that your participation in this research is voluntary, that all of the information you provide will be kept confidential, and that you have the right to terminate your participation in the research without reprisal. Do you have any questions about the consent form or anything else contained in the packet?

My records indicate that you have been a manager for the company for _____ years. Is this correct? And, you've supervised Name of Subordinate for _____ years. Is this correct?

Have you had an opportunity to look over the training material that I have provided?

(IF YES - Good. Before we begin the ratings, let me take a moment or two to review some of the major points in the supervisor training portion of the packet.

IF NO - Well, let me take a few minutes to review some of the major points in the supervisor training portion of the packet.)

Behavioral Summary Scales

You will be asked to provide ratings on a number of performance dimensions during this interview. The ratings will be made on behavioral summary scales, known as BSS. The BSS which have been developed use a five-point scale, with five representing the highest level of the attribute and one representing the lowest level.

The BSS provide descriptions of behavior at various levels of performance, and these descriptions are designed to serve as a common frame of reference among the supervisors who will provide ratings. These particular BSS have descriptions of behavior associated with high, average, and low levels of performance. When making your ratings, it is

important to remember that an employee need not display all of the behaviors at any given level in order to obtain the associated rating. The extent to which these types of behaviors are displayed is also important. Most employees will display a wide range of behaviors, and it is not unusual for employees to display behaviors that represent more than one level of effectiveness. When providing ratings, it is necessary to consider all of the employee's behavior and provide the rating that is most descriptive of the employee's typical behavior.

PERFORMANCE DIMENSIONS

You will be asked to provide three types of ratings: (1) ratings on specific performance dimensions; (2) ratings on more general performance dimensions; and (3) ratings on overall performance and potential. Training scenarios have been included in the rating packet to give you experience with providing ratings on the specific and general performance dimensions, using the BSS. Have you had an opportunity to review these scenarios and provide ratings?

(IF YES - GO TO AUTONOMY FEEDBACK AND TELL THE SUPERVISOR TO TURN TO PAGE FIVE OF THE PACKET.

IF NO - OK, can you turn to page five of the training packet and briefly review the BSS for autonomy.

GIVE THE SUPERVISOR A MINUTE OR TWO TO REVIEW THE BSS FORM.

Autonomy is defined as the extent the individual takes independent action. The independent actions taken by the individual could be either actions that contribute to goal attainment or actions that are counterproductive. The positive or negative effect of the behaviors does not influence the ratings on autonomy. The important thing is the magnitude and frequency of the autonomous behavior. Therefore, high ratings on autonomy are not necessarily associated with high levels of managerial performance. Now, please turn to page six of the rating packet, review the autonomy scenario, and provide a rating for this person on autonomy.

WAIT A FEW MINUTES FOR THE RATING.)

Autonomy Feedback

How would you rate Marie on autonomy? Why?

The target rating for Marie on autonomy is a four. There are a number of reasons why Marie was not given a lower rating:

1. Marie frequently tried to pass off undesirable work to her coworkers. (I think that we can view this as assuming an unpopular position.)
2. Marie defended her position when her coworkers protested. And,
3. Marie defended her position when her supervisor confronted her with the problem.

There are also a number of reasons for not providing a higher rating:

1. Marie's attempts to pass off the work to others occurred "frequently." It did not occur "always" or "most of the time."
2. Marie consulted others before she began work on tasks that were in any way unusual.

In addition to making ratings on the specific performance dimensions, you will also be asked to make ratings on three general performance dimensions.

(IF THE SUPERVISOR HAS INDICATED THAT RATINGS WERE DONE ON BOTH SCENARIOS, GO TO INTERPERSONAL FEEDBACK AND TELL THE SUPERVISOR TO TURN TO PAGE NINE.

IF THE SUPERVISOR HAS INDICATED THAT THE TRAINING PACKET WAS REVIEWED, BUT DOES NOT SAY WHETHER RATINGS WERE PROVIDED ON BOTH SCENARIOS, THEN ASK THE FOLLOWING QUESTION:

Did you have the opportunity to also provide a rating on the interpersonal scenario?

IF YES, GO TO INTERPERSONAL FEEDBACK AND TELL THE SUPERVISOR TO TURN TO PAGE NINE OF THE PACKET.

IF NO, CONTINUE WITH THE INTERVIEW AS WRITTEN.)

The three general performance dimensions, administrative skills, intellectual/communication skills, and interpersonal skills, differ from the specific performance dimensions in that the general performance dimensions are designed to reflect a direct relationship with managerial performance. Those employees who receive high ratings on the three general performance dimensions are expected to perform more effectively as managers than those who receive lower ratings.

As you review these three general performance dimensions, you will probably be able to identify some similarities with the specific performance dimensions. The general performance dimensions do represent skills that include many of the specific performance dimensions. The general performance dimensions, however, represent broader skills which may differ somewhat from the more specific skills evaluated. When providing ratings on the general performance dimensions, you may be tempted to combine the ratings on those more specific performance dimensions that appear to be relevant. Please resist this temptation, because it may result in inaccurate ratings. The general performance dimensions were not intended to be mathematical combinations of the specific performance dimensions. An example of a situation where a mathematical combination of the ratings would yield an incorrect rating is an individual who received high ratings on autonomy and impact due to obnoxious and antisocial behavior. If these ratings were combined with other relevant ratings to achieve a rating on interpersonal skills, the rating on interpersonal skills would be too high. Individuals who display obnoxious and antisocial behavior should receive low ratings on interpersonal skills.

In order to give you experience with the general performance dimensions, a scenario has been written for the interpersonal skills performance dimension. Please turn to page nine and read the BSS for interpersonal skills. Then, review the scenario on page ten and provide a rating on interpersonal skills.

INTERPERSONAL FEEDBACK

The target rating for Bill on interpersonal skills is a two. The reasons for rating Bill as a two instead of a one are:

1. Bill generally got along with other people.
2. Bill's coworkers listened politely to what he had to say.
3. Bill's coworkers sometimes followed his suggestions.

Bill was not rated above a two for the following reasons:

1. Bill's opinions were not generally sought by those coworkers who were experienced.
2. Bill's suggestions were followed some of the time. They were not "usually" followed or "always" followed.
3. Bill yielded to others when involved in disagreements, and rarely initiated disputes. (It must be remembered that not all disagreements are undesirable. Some may lead to higher quality decisions. Being willing to express one's own opinion is viewed as a desirable characteristic in managers, although it is recognized that there are positive and negative ways of doing this. In the case of interpersonal skills, only the positive ways result in higher ratings.)
4. Bill was somewhat inflexible. He did not like to have his personal work schedule altered.
5. Bill's level of activity slumped after lunch, and sometimes remained at this level throughout the remainder of the day.

RATING ERRORS

Before we go any farther, I would like to take a minute to briefly review four types of rating errors. These errors are leniency, severity, central tendency, and halo error. Leniency refers to the tendency of some raters to disproportionately use the higher end of the rating scale, while severity refers to the overuse of the lower end of the rating scale. Central tendency refers to an error by raters who overuse ratings in the mid-range of the scale. All three of these errors are caused by raters not making use of the entire scale, and all result in inaccurate ratings. Attachment I, which is the last page of the supervisor training packet, contains examples of all three of these types of rating errors.

The fourth rating error is called halo error, and it refers to the situation where the rater's overall impression of the individual being evaluated influences ratings on performance dimensions regardless of the individual's strengths and weaknesses. The fourth example on Attachment I provides an example of halo error.

Do you have any questions so far?

PERFORMANCE RATINGS

From this point on, all of the ratings you provide will be on your subordinate, NAME OF SUBORDINATE. We will begin the ratings with the specific performance dimensions, then move on to the general performance dimensions, and finish the ratings with the measures of overall performance. Each performance dimension will be handled one by one. You will be asked to review the BSS for the performance dimension. The performance dimension will then be discussed briefly before you are asked to assign a rating. When providing the rating, keep in mind the different levels of performance as represented by the BSS and consider your subordinate's performance in three types of situations: (1) one-on-one interaction with another individual; (2) working with a group of individuals toward a goal; and (3) working with large amounts of paperwork.

You should have a packet entitled Specific Performance Dimensions. We will start out with the performance dimensions in this packet. The first performance dimension is Energy.

ENERGY

This performance dimension is designed to measure the employee's level of activity. The activity does not have to be productive. An employee who spent the day jogging around the office at a continuous pace would receive a high rating on energy, even though the company did not benefit from the activity. This performance dimension measures both the extent of the energy level and the individual's ability to maintain it throughout the work day.

IMPACT

This performance dimension measures the extent that the employee makes an impression on others. It does not matter whether this impression is positive or negative. The extent of the impression is what should be rated.

LEADERSHIP

This performance dimension measures the individual's ability to lead a group to the accomplishment of the task. With regard to the part of the definition referring to "incurring hostility," you should try to separate hostility caused by the situation from that caused by the individual. To the extent that the individual is the cause of the hostility, then this should lower the rating otherwise given to the employee.

BEHAVIOR FLEXIBILITY

Behavior flexibility refers to the individual's ability and willingness to alter behavior in order to achieve a goal. However, individuals who consistently alter their opinions when others disagree would receive a low rating, because of the consistency of their behavior.

AUTONOMY

Autonomy refers to the extent an individual takes independent action. This includes the individual's willingness to express opinions and positions that may be unpopular.

FACT FINDING - ORAL

This performance dimension measures the individual's ability to interact with others to obtain information needed to resolve a problem. Factors to be considered when providing a rating on this performance dimension include whether the questions asked were understandable and presented in a systematic fashion.

FACT FINDING - WRITTEN

This performance dimension refers to the individual's ability to use written material to obtain information needed to resolve a problem. The written material could be manuals, handbooks, or specifications, or any other written material consulted.

ORGANIZING

Organizing refers to the ability of the person to structure work in an efficient manner. This refers to the individual's work as well as the work of others. The last component may not be relevant for some employees who have not had the opportunity to organize other's work.

INTERPRETING INFORMATION

This performance dimension measures the ability of the individual to identify relevant information, to make inferences based on the information, and use the information to make decisions.

PLANNING

This performance dimension measures the individual's ability to formulate plans for accomplishment of tasks or goals. This includes the individual's own work and the work of others. You should consider whether the plans are comprehensive and whether the individual anticipates problems and identifies courses of action to either avoid or deal with the problems.

DECISIVENESS

Decisiveness refers to the individual's willingness to make decisions when they are required. The quality of the decisions should not influence your rating on this performance dimension. The quality of the decisions will be evaluated when we talk about decision making. Consider whether the individual advises you of problems to be resolved or whether an effort is made to take care of the problems.

DECISION MAKING

This performance dimension measures the quality of the decisions made by the individual. An aspect of this performance dimension that is sometimes ignored is the extent that the individual considers alternative courses of action and arrives at logical and reasonable decisions. For example, the fact that "nothing has blown up" does not necessarily mean that the individual is making good decisions. The person could just be lucky.

ORAL PRESENTATION

This performance dimension measures the individual's effectiveness in presenting information or ideas to either an individual or a group. This measure includes both the content of the presentation and the manner of delivery. More weight should be given to the content than to the delivery style.

ORAL DEFENSE

Oral defense refers to the individual's ability to orally respond to questions and challenges from others. This performance dimension measures the individual's ability to think on his feet and provide logical and understandable responses. Other factors to consider are whether the responses answer the questions asked and whether new arguments are provided in response to challenges.

GENERAL PERFORMANCE DIMENSIONS

Now, let's move on to the general performance dimensions. These performance dimensions are broader than the ones on which you have already provided ratings. They are also designed to reflect a direct relationship between these skills and abilities and performance as a manager, so undesirable behaviors will now result in lower ratings.

You should have a packet entitled General Performance Dimensions. Please turn to this packet now. The first performance dimension is intellectual/communication skills.

INTELLECTUAL/COMMUNICATION SKILLS

This performance dimension reflects the individual's ability to obtain, organize, and make sense of information. These abilities should be reflected in the presentation of ideas and the defense of ideas or positions that have been questioned or challenged by others.

INTERPERSONAL SKILLS

This performance dimension measures the extent that an individual is able to get along with and influence others. It also includes the individual's willingness to take independent action and the level of activity maintained throughout the day. Individuals who displayed high levels of negative impact and autonomy would receive low ratings on this performance dimension, even though they would receive high ratings on impact and autonomy.

ADMINISTRATIVE SKILLS

This performance dimension refers to the individual's ability to make high quality decisions in a timely manner, and to develop workable and comprehensive plans to implement the decisions. Individuals who make a lot of poor decisions should receive low ratings on this performance dimension, even though they might receive high ratings on decisiveness.

OVERALL RATINGS

The last ratings you will be asked to make are two overall ratings. You should have a packet entitled Overall Dimensions. The first performance dimension in this packet is overall performance.

OVERALL JOB PERFORMANCE

Overall performance represents the employee's performance, considering all aspects of the employee's current position.

OVERALL POTENTIAL

Overall potential represents the employee's potential to serve as a manager. Individuals who are presently ready to assume the responsibilities of a first level manager would be rated as either a three or a four. A person rated as a four would be an individual who would be expected to move beyond a first-level management position. Individuals who are not presently ready to serve as a first level manager would be rated as either a one or a two. A person rated as a two is someone who requires further development before being promoted into a management position. Individuals rated as one are not believed to possess the skills and abilities required to be a manager, although they may perform well in their present positions.

Autobiography

I was born on August 11, 1955, in York, Pennsylvania and remained in this area until I began undergraduate work at Shippensburg University. In May of 1978, I graduated magna cum laude from Shippensburg University with a bachelor's degree in business administration.

Upon graduation, I was employed as a field investigator for the Wage-Hour Division of the U. S. Department of Labor. In 1979, I accepted a position as an investigator with the Equal Employment Opportunity Commission, where I specialized in age discrimination. I retained this position for five years before returning to graduate school.

My graduate career began in 1984, when I was accepted into the doctoral program in Industrial/Organizational Psychology at Old Dominion University in Norfolk, VA. I was awarded a master's degree in psychology in December of 1986 with the completion of a thesis entitled Construct Validation of Role Playing Exercises in an Assessment Center using BARS and Behavioral Checklist Formats. Throughout my graduate career, I was employed on various research contracts funded by the Department of Defense.

Beginning in 1988, I was employed for two years as an external consultant for the Bell Atlantic Corporation, where I worked extensively with managerial assessment centers. During that time I was the sole author of a technical report entitled State of the Middle Management Assessment Program and the co-author of four technical reports on the validation of the first-level management assessment program.

While employed at Bell Atlantic, I published an article entitled Experimentally Assessed Learning Rate as a Determinant of Performance under Self-Paced and Instructor-Paced Instruction and wrote the proposal for the dissertation.

On June 1, 1990, I accepted a position as a research psychologist with Edison Electric Institute, a trade association of electric companies, where I continue to be employed.