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Miami, Florida

THE IMPACT OF BANDWIDTH IN STRUCTURED INTERVIEWING AND
CRITERION STABILITY IN PREDICTING AND ASSESSING MANAGER
PERFORMANCE ACROSS TRANSITION AND MAINTENANCE STAGES

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requirements for the degree of

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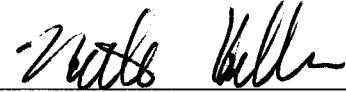
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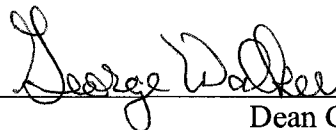
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ABSTRACT OF THE DISSERTATION

THE IMPACT OF BANDWIDTH IN STRUCTURED INTERVIEWING AND
CRITERION STABILITY IN PREDICTING AND ASSESSING MANAGER
PERFORMANCE ACROSS TRANSITION AND MAINTENANCE STAGES

by

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The current study examined the role of three important components in the use of structured employment interviewing in performance prediction: construct bandwidth, observed communication skill, and the stability/dynamicity of performance criteria over time. A matched sample of 242 hospitality managers was derived from a field data set provided by a large hospitality management organization. Interview data and two years of performance appraisal data were provided. Bandwidth analysis demonstrated only minimal differences in prediction between matched predictor-criterion pairs compared with predictor to overall aggregate ratings (unmatched). The communication skill analysis revealed that this interviewer rated observation significantly predicted a number of the individual performance dimensions as well as overall performance over time. Of the five interview items, the strongest overall predictor of performance was interviewer rated communication skill. The stability/dynamicity analyses demonstrated the performance criteria to be generally stable over the two year period examined, which provides support for the long held notion that performance criteria is stable over time.

However, there were two exceptions. The interview dimension customer service orientation had shifting relationships over time with four of the criteria over the two year period. The performance criteria employee development also demonstrated some instability in its relationships with predictors. Thus, some evidence of dynamicity in performance criteria was revealed. Interestingly, both of the most noteworthy findings in the study involved items that were rated differently than the others in the study. The rated interview item communication skill and the rated performance criteria client satisfaction were ratings that involved a more direct level of observation. Additional analyses also revealed evidence of a general factor of performance. These two themes are more fully covered in the discussion.

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I. INTRODUCTION

As a discipline, industrial and organizational psychology has always been heavily focused on the prediction and assessment of job performance. The ability of individual workers to successfully produce quality output is a major driver of business success. Whether it is tangible goods or intangible services, organizations rely on their workforce to create and sustain business. In recent decades the United States business market has become more susceptible to the impact of globalization. As a result, the marketplace for talent has become increasingly more competitive and the value placed on human capital has continued to rise. In recognition of this, organizations have turned more attention towards developing and refining their hiring practices. Because organizations are becoming more talent focused, they have begun integrating the selection and assessment of talent into their strategic planning. In light of this, the ability to accurately determine an individual's likelihood of successfully contributing to the bottom-line poses tremendous value to modern US organizations.

In pursuit of this endeavor both psychologists and business practitioners have worked tirelessly at discovering, developing, and implementing tools and techniques for making informed selection decisions. As a result, researchers and practitioners have drawn from a multitude of areas that include, but are not limited to: personality, cognitive ability, motivation, organizational culture, attitudes, behaviorism, leadership, and diversity. This wide base of research has spawned discussions on a number of different topics, some of which have received more attention than others. Thus, in order to continue to build on the current base of literature there are a number of aspects to the performance prediction equation that still need to be further examined.

The purpose of this study is to conduct a closer examination of three particular areas critical to the selection process: structured interviewing, communication, and performance criteria. More specifically, three sets of hypotheses are examined: 1) understanding the nature of bandwidth-fidelity in structured interviewing, 2) examining the role of observed communication skill in performance prediction and, 3) exploring the nature of criterion stability and dynamicity with respect to personality-driven vs. experientially-driven supervisor performance ratings.

Bandwidth-fidelity in Structured Interviewing

Throughout the 100 year history of industrial and organizational psychology the art and science of employee selection has evolved substantially. In recent decades employers have come to realize the importance of making high quality selection decisions. As a result, both researchers and practitioners have expended a great deal of time and energy on the development of selection tools designed to assess the right fit between an individual and the organization. A great deal of this focus has been on the assessment of individual candidate traits and past behavioral patterns.

With more than 2,500 personality and cognitive ability tests on the market, the use of traits in performance prediction has certainly become a popular practice (Daniel, 2005). The popularity of personality and cognitive ability testing in both research and practice stems from the notion that an individual's personality traits and inherent abilities play a substantial role in driving behavior. Thus, the assessment of traits in employee selection is basically an attempt at determining which individual personality and ability traits will likely drive certain types of desired behavior. At a very general level, the two most common traits utilized in employee selection are cognitive ability and personality.

From a research perspective, cognitive ability has typically been measured using paper-pencil tests such as the General Aptitude Test Battery (GATB; Hunter, 1980) and the Wonderlic Personnel Test (Wonderlic, 1992). In practice there are a great number of instruments in use, with varying levels of reliability and validity. Similarly, assessment of the big five personality dimensions (openness to experience, conscientiousness, extraversion/introversion, agreeableness, and emotional stability) as well as other personality models, have typically been in the form of self-report paper-pencil tests or corresponding computer-based measures. Assessment tools such as the NEO-PI (Costa & McCrae, 1992), the Personnel Characteristics Inventory (PCI; Mount & Barrick, 1995), and the Hogan Personality Inventory (HPI; Hogan & Hogan, 1992) are all examples of popular paper-pencil personality assessments rooted in the big five.

Structured interviewing: Trait-oriented paper-pencil assessments have continued to grow in popularity over the last few decades. However, the most popular method of selecting new hires is still the employment interview. Although widely used, the actual practice of employment interviewing varies greatly. For the most part, the content and direction of employment interviews are left up to the discretion of the particular interviewer. Thus, as a selection methodology the employment interview is poorly defined and often lacks standardization in practice. Due to this lack of standardization, employment interviews tend to encompass a wide range of constructs and can be hard to apply in a reliable manner. To combat these concerns, researchers and practitioners have developed standardized approaches to employment interviewing that are collectively referred to as structured interviewing (Campion, Palmer, and Campion, 1997).

In practice, structured interviews are primarily focused on past behavior. The structure in structured interviewing provides a level of rigor and standardization designed to emulate the psychometric properties of a traditional paper-pencil self-report assessment (Campion, Pursell, & Brown, 1988). Methodologically, structured interviewing is more than just an approach to conducting an interview, it is a process. The process begins with job analysis and includes the development of job-relevant questions, rating schemes, and decision criteria. Providing interviewers with a roadmap to follow and guardrails to keep the questioning on track creates a structured and consistent interview process. The result is a methodology that lends itself well to the prediction of context-specific work behavior (Campion et al., 1997). On the other hand, unstructured or traditional interviews are more off-the-cuff in nature and lack the rigor in development and execution required to provide valid and reliable information about a particular candidate (Campion et al., 1997; Schmidt & Hunter, 1998). This lack of structure can lead to inefficiency and poor decision making. Hence, the field began moving towards the more structured approach.

A great deal of employment interviewing focuses on the assessment of traits (Huffcutt et al., 2001). According to the research of Huffcutt and his colleagues (2001), nearly 60% of the focus in employment interviews is on the assessment of personality tendencies and applied social skills. Although typically focused on behavior, structured interviewing can also include assessments of trait variables such as personality and cognitive ability (Van Iddekinge, Raymark, & Roth, 2005). In the case of structured interviewing, specific questions may be designed to assess behavioral manifestations of personality just as behavioral self-report statements on a standardized personality test.

The expectation is that the individual trait-based interview dimensions will predict rated assessments of the traits consistently across time. Most structured interviews contain elements of personality, cognitive ability, and past behavior. In light of this, structured interviewing has the potential to cover a rather broad scope of well-established predictors.

Although both GMA and personality (in various forms) have been extensively examined and assessed in both academia and practice, there has been little focus on their assessment through the structured interview methodology (Van Iddekinge, Raymark, Edison, & Attenweiler, 2004). As a selection practice structured interviewing has enjoyed a tremendous amount of popularity in recent decades. Now a common offering among consulting firms and a rapidly growing practice in US organizations, structured interviewing certainly requires more attention as a practice. One area that has been overlooked in the research literature on structured interviewing is the issue of bandwidth-fidelity.

Bandwidth-fidelity: When examining the component dimensions of a structured interview as distinct predictors, the question of bandwidth-fidelity arises. The issue of bandwidth-fidelity is one that has been discussed and debated for more than four decades, albeit with a focus on paper-pencil assessments (Cronback & Glaser, 1957; Hogan & Roberts 1996; Mischel & Peake, 1982; Ones & Viswesvaran. 1996; Schneider, Hough, & Dunnette, 1996). In a simple sense, bandwidth is the extent to which a construct is either broadly encompassing or narrowly focused in its range of coverage. For example, the Big Five construct agreeableness can be thought of as a broad or high bandwidth trait that encompasses several narrow or lower bandwidth traits such as compliance, flexibility,

tolerance, and cooperation (Barrick & Mount, 1991). Fidelity is typically thought of as the accuracy with which a construct is examined. With respect to assessments, fidelity refers to how targeted and narrow in focus the assessment is. A more targeted assessment of a construct will yield more specific information about that construct. Thus, high fidelity assessments tend to have narrower bandwidth by their very nature (Schneider, Hough, & Dunnette, 1996; Tett, Guterman, Bleier, & Murphy, 2000).

At the heart of the bandwidth-fidelity debate is the question of whether to use global versus narrow constructs in the prediction of job performance. Intuitively, practitioners in the field of selection have sought to maximize precision by employing narrowly defined constructs that align with specific aspects of performance (Ones & Viswesvaran, 1996). However, with respect to personality assessment, there has been debate over the empirical evidence to support the use of narrow bandwidth constructs in the prediction of performance. On balance, broad personality constructs have tended to receive more attention in the literature (Hogan & Roberts, 1996; Ones & Viswesvaran, 1996). Based on the argument posed by Cronbach and Gleser (1957), Hogan and Roberts (1996) support the notion of matching bandwidth across predictors and criterion when instituting selection processes. The idea is that narrowly measured predictors will yield better information concerning narrowly assessed performance criteria while broadly defined predictors will fare better in the prediction of broad or overall performance ratings. However, most empirical assessments on this proposition have relied on paper-pencil psychological tests. This “matching” proposition has not been tested on structured interview assessments. Based on this premise of matching, overall structured interview ratings are expected to predict the overall supervisory ratings of performance due to their

bandwidth similarity. In a typically structured interview (Campion et al, 1997) and a well-developed performance evaluation process both sets of ratings are composites of multiple dimensions. These composites would each constitute a wide bandwidth covering a range of behavioral phenomena. Due to the nature of structured interviewing, a number of the specific structured interview dimensions typically examined in a managerial context may also be of relatively wide bandwidth as compared to the specific constructs examined in paper-pencil assessments. Areas such as integrity, analytical thinking, emotional stability, and communication are commonly included in structured interviews (Huffcutt et al., 2001; Motowidlo et al., 1992; Warech, 2002). Within the context of the interview they are each component dimensions of the larger assessment, but in-and-of-themselves they are each fairly broad band constructs.

The first objective in this dissertation is to specifically examine the nature of bandwidth in structured interviewing. Much of the bandwidth-fidelity debate has focused on the bandwidth of trait measures in the form of standardized paper-pencil assessments. Over the past couple of decades structured interviewing has gained momentum as a viable selection technique (Posthuma, Morgeson, & Campion, 2002; Schmidt & Hunter, 1998). Although a great deal of literature has focused on the predictive validity of the technique, there has been little discussion about bandwidth in structured interviewing. Unlike personality assessments, specific structured interview dimensions may have stronger ties with specific performance dimensions than with overall rated performance. The dimensions within structured interviews tend to cover a broader range of psychological constructs that often include personality, cognitive ability, and communication (Huffcutt et al., 2001). However, unlike specific personality or cognitive

ability methods of assessment these dimensions are somewhat loosely affiliated and are each in-and-of-themselves fairly wide in bandwidth. The reason for this is that structured interviews tend to cover work relevant constructs uncovered during the process of job analysis. Due to the wider range of examination, structured interviews tend to be more akin to a battery assessment than a unitary construct assessment. In light of this, an examination of individual structured interview dimensions may reveal important validity information otherwise overlooked when using aggregated scores – a norm in business practice. In order to examine the bandwidth issue, this dissertation focuses on comparing matched predictor/criterion relationships with unmatched predictor/criterion relationships.

Communication and Managerial Success

One of the major constructs examined during the employment interview is that of communication or applied social skill (Huffcutt et al., 2001). Communication skill is critical to a candidate's ability to self-promote and manage the impressions they make on the interviewer, and in turn, the impressions that interviewers develop may influence their ratings of candidates on other dimensions (Fletcher, 1990; Gillmore and Ferris, 1989). By design, the structured interviewing processes helps to mitigate the impact of communication skill and impression management by restricting the opportunity for open discussion and standardizing the scoring process through predefined anchors and mechanical combination of dimension ratings (Campion, Palmer, & Campion, 1997; Campion, Pursell, & Brown, 1988). However, all forms of interviewing are interactive and the ability of an individual to effectively navigate the line of questioning will always have some influence. As a result, interviewer impressions of an interviewee's ability to

effectively communicate will be related to the behavioral dimensions being assessed by those same raters. This halo effect may impact ratings in unrelated dimensions creating falsely inflated or deflated scores that are not indicative of actual ability being assessed. The influence of halo has been reported to account for nearly 30% of the variance in supervisory ratings of individual performance (Viswesvaran, Ones, & Schmidt, 1996; Viswesvaran, Schmidt, & Ones, 2005). Whether performance ratings or interview scores, the impact of rater idiosyncrasy can have a substantial effect on decision making.

The second objective of this study was two-fold. First, I examined the predictive validity of observed communication skill with respect to annual performance ratings of customer service and client satisfaction. A manager's ability to manage employee performance is greatly dependent on his/her ability to communicate with and influence his/her employees. When dealing with customers and clients, managers must actively build rapport and maintain relationships. The reality is that communication is an essential component to any interpersonal relationship and one that is critical to the role of manager. Unfortunately, there has been a dearth of research with respect to the role of interviewer assessed communication skill in predicting managerial performance (Blackman, 2002).

The second element of this set of communication hypotheses was an examination of the impact that interviewer ratings of candidate communication skill have on other rated interview dimensions. A common problem in conducting ratings of individual performance is the impact of halo (Viswesvaran, Ones, & Schmidt, 1996; Viswesvaran, Schmidt, & Ones, 2005). Whether rating performance on specified work criteria or on employment interview dimensions, the influence of halo may be present. A candidate's

ability to communicate and manage impressions can be powerful even in a structured phone interview setting.

Criterion Stability and Dynamicity

When it comes to examining performance over time there is one particularly important theoretical question: Is the nature of the performance being measured stable or dynamic? In both research and practice the assumption of stability is commonly made. This is evident when either concurrent or first year performance ratings are used in the validation of employee selection tools. The assumption being made is that an employee's performance will likely remain the same in the future. However, this assumption has not been well substantiated and is still open to debate (Austin, Humphreys, & Hulin, 1989; Barrett & Alexander, 1989; Vyse, 2004). In keeping with this, when determining which performance measures are likely to relate to certain predictors, it is important to examine which elements of work are likely to be more stable and which are likely to be more dynamic.

Murphy (1989) outlined a two-stage performance model based on the notion that individuals acquire and utilize skills at different points in their development. The first stage is the transition stage. At the transition stage an employee is new to the position and is focused on learning new skills and building familiarity with their environment. The second stage is the maintenance stage. During the maintenance stage an employee's tasks become routine and are thus easier to complete. Although the two stages are distinct, Murphy doesn't define a discrete way to accurately distinguish the shift point between the transition and maintenance stages. The distinction is based on job-specific judgments concerning states of change vs. keeping to a learned routine (Thoresen et al., 2004).

In the case of managers, most individuals promoted from a line position to a management position have little actual managerial experience. For external hires with past managerial experience, there may be some similarities in the application of managerial skill, but the context is different. Either way, the movement to a new managerial position constitutes a substantial change in tasks and responsibilities marking entrance into the transition stage. Newly promoted managers may possess certain traits that manifest as positive work behaviors at the transition stage and carry forward throughout their tenure. Other behaviors may require more time to manifest. Theoretically speaking, at the maintenance stage, the manager has become more familiar with the work tasks and responsibilities allowing for behaviors to become less novel and more routine. In other words, performance that is experientially-driven may improve over time. Hence, the notion that performance can be dynamic. However, there are performance behaviors that are more trait-driven. Rated performance behaviors that have a strong trait component are going to be heavily influenced by an individual's personal disposition. Such factors as conscientiousness or customer service orientation are often thought of in terms of personality, but they are often rated as performance criteria as well. Just as a paper-pencil assessment or structured interview may assess an individual's customer service orientation in terms of personality, so can a supervisor assess an individual's manifest customer service behavior in accomplishing their work. However, determining which performance behaviors will be stable and lasting is another issue, one that is taken up in this study.

The third objective of this study is to explore the nature of performance in terms of trait-driven work behavior vs. experientially-driven work behavior. More specifically,

I examined the extent to which trait-driven performance criteria are more stable over time compared to the more dynamic experientially-driven work criteria as rated by supervisors. To meet this end, I took a three-pronged approach to assessing the stability and dynamicity of these two sets of work criteria. The first approach involved examining the mean differences between first and second year supervisor ratings of performance. The second approach was an examination of differential prediction for the structured interview dimensions with respect to predicting performance across two years. In other words, the approach explored differences in the stability/dynamicity of predicting trait-driven vs. experientially-driven performance criteria. The third approach assessed rank order differences among managers between year one performance ratings and year two performance ratings. Again, the purpose was to assess the nature of stability/dynamicity for both trait-driven and experientially-driven performance criteria. This three-pronged approach was suggested and applied by Barrett, Caldwell, & Alexander (1985) as an encompassing way to examine the criterion stability/dynamicity issue. In light of this, the approach was used in this dissertation.

Summary

The overarching purpose of the study was three-fold. The first question was designed to explore the predictive nature of trait-oriented dimensions assessed through a structured interviewing format. Structured interviewing has become a popular business practice that is continuing to gain momentum. Unfortunately, there is little research on the use of this methodology in assessing personality for selection purposes. Furthermore, the notion of bandwidth has not been addressed with respect to personality-oriented

structured interview dimensions. Thus, in order to better understand the effectiveness of this widely used methodology, the impact of bandwidth was examined and discussed.

The second purpose was to explore the impact of interviewer rated communication skill. A candidate's ability to effectively build rapport, use imagery, and articulate their message has been shown to influence the way in which an interviewer perceives a candidate. In this dissertation the structured interview was conducted over the phone, a technique often used to minimize these effects. The extent to which a candidate's communication ratings impact the other structured interview dimension ratings will be examined. The purpose was to examine the influence that a candidate's ability to effectively communicate has on the interviewer when rating the candidate on other interview dimensions.

The third purpose was to address the stability of different dimensions of performance criteria. More specifically, the question of interest was: How stable are performance criteria when measured over time? In the prediction of performance the criteria most commonly used is first-year or current-year supervisory performance ratings. When using a snapshot approach such as this, the fundamental assumption being made is that performance will remain stable in the future. In order to further explore this assumption, two basic types of criteria were identified: trait-driven criteria and experientially-driven criteria, with the hypothesis being that trait-driven criteria are less dynamic than experientially-driven criteria. For the purpose of further elaboration on the three areas discussed above, I now turn to a narrative review of the relevant literature to further develop these hypotheses.

II. LITERATURE REVIEW

As previously discussed, the focus of the proposed study is to explore the impact of three major factors in the selection arena 1) bandwidth in structured interviewing, 2) candidate communication skill in performance prediction, and 3) criterion stability/dynamicity. First and foremost, an exploration of the above areas requires that both a set of predictor variables and performance criteria for use in this study be clearly articulated and discussed.

Predictor Variables

A major component of structured interviews is the use of past behavioral data to gain insight into a candidate's personality, skills, and experience (Arvey & Campion, 1982; Campion et al., 1997; Janz, 1982, Pulakos & Schmitt, 1995). Although structured interviews are generally focused on behavior, the methodology can also include assessments of trait variables such as personality and cognitive ability (Van Iddekinge, Raymark, & Roth, 2005). In an attempt to clarify the focus of employment interviewing, Huffcutt et al. (2001) developed a taxonomy consisting of seven construct categories common to employment interviews. The taxonomy includes: mental capability, knowledge and skills, basic personality tendencies, applied social skills, interests and preferences, organizational fit, and physical attributes. Based on a review of 47 interview studies, Huffcutt and his colleagues (2001) found that the majority of focus in employment interviews is on the assessment of personality tendencies and applied social skills. The assessment of mental capability along with job related knowledge and skills also topped the list. In the case of structured interviewing, specific questions may be designed to assess behavioral manifestations of personality just as behavioral self-report

statements on a standardized personality test. The expectation is that the individual trait-based interview dimensions will predict rated assessments of the traits consistently across time. Considering the well established links both personality and cognitive ability have with performance, it's not surprising that interview developers have incorporated these constructs into the very popular practice of employment interviewing. In the current study five predictor variables assessed through a structured interview will be examined: emotional stability, integrity, customer service orientation, communication skill, and general mental ability.

Emotional Stability: The assessment of personality for the purpose of performance prediction is both popular and well supported (Barrick & Mount, 1991; Digman, 1990). The foundational model most commonly cited in the field of industrial and organizational psychology is the big five or five factor model. The five factor model has been extensively researched as a means for performance prediction. A number of studies have found meaningful relationships between specific factors and work performance. The model has also been shown to have fairly broad relevance. Lexical approaches to the five factor model have demonstrated strong support for the five factors across Northern European languages including German, Polish and English (Saucier & Goldberg, 2003).

In particular, emotional stability has been associated with an individual's ability to cope with the stress of everyday life. Emotional stability has been described as the inclination to easily adjust to one's environment in a healthy manner. Emotional stability is often equated with stress tolerance. From this perspective emotional stability can be characterized as one's inherent resistance to being overwhelmed with feelings of anxiety,

depression, or hostility (Costa & McCrae, 1992). All of us are certainly susceptible to experiencing anxiety, depression, and hostility, but it is our ability to control the extent to which these feelings take their toll on our work and personal lives that marks our level of emotional stability.

Stress inducing circumstances or stressors exist in all work environments. It is these stress inducing events that trigger individual reactions, which in turn force us to enact our own psychological defenses. It is the nature of these very personalized psychological defenses that drive our behavioral reactions (Lazarus, 1995). Because of the social nature of management, the stress associated with supervisor-subordinate interaction can be very taxing (Spector, 1987). To an even greater extent, the social interactions required of the service industry are also very stress inducing and are readily evident and easily observed. Individuals working in either management or customer service environments typically experience a high level of interpersonal interaction. Whenever there is a high level of diverse interpersonal interaction tempers can flare, miscommunication can occur, and conflict can erupt (Mack et al. 1998; Spector, 1987). Therefore, customer service staff must strive to maintain an even keel throughout the course of a wide range of interpersonal interactions. The ability to maintain a stable demeanor is critical to success in customer service oriented positions (Brown et al., 2002).

In recent studies Emotional Stability has been found to be predictive of job performance. Salgado (2003) found an operational validity of .16 for supervisory ratings of performance. Similarly, Judge and Bono (2001) found a relationship of .19 between Emotional Stability and performance. In study of camp counselor performance,

Loveland, Gibson, Lounsbury and Huffstetler (2005) found a significant relationship between Emotional Stability and overall performance (.18). Lovelenad et al. (2005) defined Emotional Stability as including the ability to deal with job related pressure and stress. Examinations specifically targeting the stress tolerance aspect of emotional stability have also been found to have respectable relationships with work performance (Ones and Viswesvaran, 2001).

Integrity: In addition to exploring basic or broad traits such as the big five, personality researchers and selection practitioners have also examined more targeted traits derived from multiple factors of the big five model. A major reason for developing these composite traits was to expand research efforts to include more context-oriented trait factors. The development of composite trait models has allowed for the combination of relevant trait factors that uniquely apply to specific jobs or work environments. Initially referred to by Allport (1961) as surface traits, Mowen and Spears (1999) put fourth the notion that the work context can draw out the manifestation of certain dispositions. This interaction between context and disposition act to drive behavior that is situation-oriented and consistently manifest within the confines of a particular circumstance (e.g., work environment). Understanding and applying this interaction between trait and context is critical to the further development of selection theory and practice.

One such composite is integrity. Integrity has been characterized as encompassing such areas as: responsibility, dependability, work ethic, and honesty. From a big five perspective, integrity has been theorized to contain elements of agreeableness, emotional stability, and conscientiousness (Ones, Viswesvaran & Schmidt, 1993). Tests of integrity

have been demonstrated to have fairly robust correlations with work performance. Tests such as these are sometimes referred to as criterion-focused occupational personality scales (COPS). The purpose of these instruments is to provide more targeted predictions of specific work performance criteria. In a comprehensive meta-analysis examining integrity test validities, Ones, Viswesvaran, and Schmidt (1993) found integrity tests to have an operational validity of .41 in predicting supervisory ratings of work performance. With respect to team-oriented performance, Luther (2000) found a relationship of .25 between integrity and team performance. When related to quantitative productivity measures, integrity tests also fare well (Ones & Viswesvaran, 2001). In addition, Ones et al. (1993) also found a validity of .30 specifically for overt tests of integrity (vs. disguised personality tests) in predicting supervisory performance ratings. Overt tests more directly question a test takers ethics in decision making and have been thought to be more easily fokable. Based on the findings presented by Ones et al., the direct nature of overt integrity tests, however, does not appear to substantially impact their validity.

Customer Service Orientation: Another composite trait that has gained quite a bit of popularity is customer service orientation. Because of the shifting tide in the American economy towards a service-based market, the need for a service-based orientation has risen (Frei & McDaniel, 1998). Common service oriented jobs span quite a range and can include such industries as: financial services, health care, technology, hospitality, tourism, management consulting, outsourcing, and retail. Whether it's a restaurant server, on-line help technician, or sales representative, customer service is pervasive in our society. Providing a high quality customer experience is a critical factor in business success (Brown et al., 2002). Today's American employee is not only charged with

conducting tasks, but also with being the face of their organization. Customer service orientation has been characterized as: “friendliness, reliability, responsiveness, and courteousness (Frei & McDaniel, 1998, p. 4).” Basically, customer service oriented employees are empathetic and attentive individuals who have an inclination towards helping or providing services for others (Cran, 1994). Basically, customer service oriented employees are capable of building rapport quickly and proactively developing relationships with current and prospective customers.

In an analysis of the construct validity for customer service orientation measures, Frei and McDaniel (1998) found strong positive relationships with agreeableness, emotional stability, and conscientiousness. Brown et al., (2002) also found evidence of a customer service orientation to supervisory performance relationship. Further supporting the work of Frei and McDaniel, Brown and his colleagues also found that agreeableness, emotional stability, and conscientiousness all play a substantial role in the prediction of performance in a customer service setting. These findings are similar to the above mentioned findings linking integrity to the same high level constructs. With respect to performance, Ones & Viswesvaran (2001) report a validity of .39 for customer service scales and overall performance. In the meta-analysis conducted by Frei and McDaniel (1998) a mean validity of .50 was found for customer service orientation in the prediction of job performance. These validities provide strong evidence in support of using criterion-focused occupational personality scales for selection in the service industry.

Communication Skill: The ability to communicate is widely accepted as critical to functioning in just about any aspect of society. Because the work environment typically involves high levels of interpersonal interaction, the need for strong communications

skills is paramount. Managers, in particular, must be in constant and regular communication with upper management, customers, stakeholders, and subordinates. Communication from a managerial perspective requires political savvy and business acumen. As managers communicate throughout the organization, they must pay attention to politics, chains of command, and latent hierarchies, so as to make the appropriate judgments on what to say and when. In order to accomplish this, managers must demonstrate the ability to actively listen, clearly convey ideas, use an appropriate level of detail, provide examples, and portray imagery.

Interpersonal communication is a complex multifaceted construct. For the sake of discussion, communication is often broken down into two major components: verbal and nonverbal. Verbal communication is the ability to articulate concepts to another individual or group. Nonverbal communication typically involves the visual elements of the communication process such as: physical gestures, mannerisms, posture, appearance, and body orientation (Burnett, 1993; DeGroot & Motowidlo, 1999). These types of nonverbal cues have been demonstrated to have an impact on impressions when communication is either face-to-face or involves a visual component (Burnett, 1993; DeGroot & Motowidlo, 1999). Another facet of nonverbal communication that is sometimes overlooked is that of nonverbal vocal cues. Nonverbal vocal cues include: voice pitch, speech rate, amplitude, and speech breaks/pauses (DeGroot & Motowidlo, 1999). These cues have an impact whether the communication is face-to-face or over the phone.

The ability to manage both the verbal and nonverbal aspects of the communication process certainly influences the nature of the communication and the

impressions that are portrayed. Due to the heavily interactive nature of management and customer service, the ability to communicate is of paramount concern. Successful managers must be effective in their verbal and nonverbal interactions with both staff and stakeholders.

General Mental Ability: The most researched predictor of successful performance is general mental ability or GMA (Schmidt & Hunter, 1998, 2004). Many researchers believe there is a general factor of intelligence that is measurable (Hunter, 1980; Jenson, 1980; Schmidt & Hunter, 2004; Spearman, 1904). Historically, GMA has been considered to be mental processing ability or capacity. Initially, GMA was assessed by analyzing an individual's reaction time (Jenson, 1980). Over the years, evaluating GMA has moved more towards the assessment of such things as decision making speed or the amount of time needed to process information and make assessments. Instruments that assess GMA are typically timed and contain verbal, quantitative, and spatial relations items (Schmidt & Hunter, 2004). In practice there are a great number of instruments in use, with varying levels of reliability and validity. As noted by Huffcutt et al. (2001) GMA, or what they refer to as mental capability, is also commonly evaluated in employment interviews. Attempts to assess GMA in interviews often come under the guise of such headings as analytical thinking, critical thinking, problem solving, and analysis to mention a few. Although not ideal, rater assessments of GMA are widely used in employee selection and will likely continue into the future. Unfortunately, there has been little empirical investigation into this mode of assessment. Hence, this popularly applied form of selection criteria warrants further examination.

Defining Manager Performance

Just as defining predictors is critical, the somewhat nebulous topic of defining performance must also be discussed. A key element in the performance prediction equation is building clarity around what constitutes performance criteria. A great deal of validation and criteria research has focused on the use of subjective supervisor ratings. As reported by Viswesvaran, Schmidt, and Ones (2002), nearly 60% of studies use supervisor ratings as performance criteria. The reason for this is that the vast majority of organizations only tie supervisor ratings of performance (in the form of annual performance appraisal) to individual workers, whereas objective bottom line measures aren't as easily tied to individuals as they are to groups and departments. As a result, performance is often defined by that which an organization assesses and records.

A great number of performance models have been offered over the years with varying levels of applicability. In order to better approach the review of performance models, Viswesvaran and Ones (2000) proposed a framework for classifying the various models of job performance into four categories: stand-alone/occupation-specific, stand-alone/cross-occupation, broad dimensional/occupation-specific, and broad dimensional/cross-occupation.

The first proposed category is that of stand alone dimensions created for specific occupations. Both internal and external practitioners will often develop customized performance models specifically designed to meet the needs of their organization. The development of these models typically begins with a job analysis. The results are analyzed and a custom model is created and implemented. Within the research arena these models provide little theoretical contribution as they do not clearly have broad

implications with respect to understanding latent performance structures. Although often tied to theory, the language and focus of these models are highly specific and oriented towards uniquely identified needs. Although many themes may be shared across these models, the nuance differences and lack of accessibility typically preclude them from empirical examination. The categorization basically pays homage to the fact that highly context-specific detailed models of performance have been created for numerous occupations, far more than could be reasonably reviewed.

The second category is that of stand-alone performance dimensions that cross occupations. This category encompasses specific classes of behavior that can each be thought of as present in any occupation. Viswesvaran and Ones (2000) describe three general dimensions within this category: task performance, organizational citizenship behavior, and counterproductive behavior. In general terms, task performance is defined as the basic proficiency with which employees are able to accomplish defined tasks specified by the organization (Borman & Motowidlo, 1993; Viswesvaran & Ones, 2000). Ratings of task proficiency simply reflect how well an employee does in completing the major functions of his or her job. Organizational citizenship behavior (OCB) is often conceptualized as informal and discretionary actions that contribute to the organization's overall mission (Organ, 1997). Some have characterized these actions as extra-role or beyond the scope of formally recognized behavior (Van Dyne, Cummings, & Parks, 1995; George & Brief, 1992). Either way, OCB aims to describe the contributing behaviors of employees that go beyond the more concrete performance of work tasks (Borman & Motowidlo, 1993; Viswesvaran & Ones, 2000). The third dimension is that of counterproductive behavior. Contrary to OCB, counterproductive behavior is behavior

demonstrated by employees that carries negative consequences. Counterproductive behavior has been characterized as deviations from normally accepted behaviors that result in loss or damage to the organization. Such behaviors as absenteeism, substance abuse, tardiness, aggression, and social loafing all constitute counterproductive behaviors that are specific stand-alone dimensions applicable across occupations. Although not always explicit in supervisor ratings of employee performance, these dimensions do appear to have a fairly strong universal influence on performance assessments across occupations (Sackett & Mercer, 1989).

The third category is that of dimensional models that have been created for specific occupations. As Viswesvaran and Ones (2000) note, a great many dimensional models have been created for a number of occupational groups. Viswesvaran and Ones focus their review on entry level service industry jobs, managerial jobs, and the military. For the sake of the current discussion, the focus here will be on performance models for managerial jobs. Just as with non-managerial performance, a number of approaches have been taken in exploring managerial performance. Komaki, Zlotnick, and Jenson (1986) proposed a behavioral taxonomy based on Skinner's notion of operant conditioning. The model proposed by Komaki and her colleagues consisted of seven categories with the first three being directly derived from operant conditioning theory: performance consequences, performance monitors, and performance antecedents. The remaining four are: own performance, work related, non-work related, and solitary (Komaki et al, 1986). The three operant-based categories reflect the notion that managers utilize the concept of associating stimulus with response in order to reinforce employee behavior. Interestingly, their study demonstrated that managers spend the vast majority of their time involved in

work related and solitary activities, which tend to indicate disengagement from employees. However, their study was limited to behavioral observations concerning the amount of time that theater and bank managers spend in each category (Kamaki et al., 1986).

A managerial performance model that gained a great deal of recognition was that of Borman and Brush (1993). As one of the more comprehensive models of managerial performance, the model contains 18 performance categories that include a number of performance factors previously overlooked (see Table 1). One of the differentiating factors of the Borman and Brush model was further emphasis on the interactive nature of management. This is evidenced by the inclusion of such factors as organizational commitment, selling/influencing, providing feedback, and representing the organization to customers. Earlier models tended to be more task oriented and focused on one-way communication such as administering, directing, planning and organizing.

Expanding on Borman and Brush (1993), Conway (1999) sought to distinguish contextual performance from task performance in managerial jobs. Conway (1999) examined the uniqueness of two dimensions of contextual performance (job dedication and interpersonal facilitation) and their potential overlap with two dimensions of task performance (technical-administrative and leadership). From a contextual perspective, Conway's research demonstrated the unique contributions of job dedication and interpersonal facilitation to overall performance. However, factoring in the role of leadership task performance showed a redundancy with interpersonal facilitation, thus pointing out a potential blur between contextual and task performance across these two particular dimensions. Overall, Conway's findings were somewhat counter to findings

with respect to non-managerial performance where the blur in distinction between task and contextual performance was found in job dedication. This finding highlights the need for a distinction between models of managerial and non-managerial performance as pointed out by Borman and Brush (1993). The nature of managerial work and how this work is assessed is different from that of a general line employee.

In an attempt to further delineate managerial performance Tett, Guterman, Bleier, and Murphy (2000) developed what they referred to as a hyperdimensional taxonomy of managerial performance. Based on a review of prior managerial performance models along with three content validation studies, Tett and his colleagues identified 53 managerial competencies that they segmented into nine categories: traditional functions (decision making, coordinating, and team building), task orientation (dependability, assertiveness, and responsibility), person orientation (interpersonal effectiveness, sociability, and worker concern), open mindedness (flexibility and creative thinking), emotional control (stress tolerance and resilience), communication (listening and presenting), developing self and others (feedback and goal setting), occupational acumen and expertise (job knowledge, quality, finances, and safety) and person-organization fit (organizational awareness and loyalty). Overall, the model provides a more comprehensive description of what is involved in management. The description allows for a more expansive realm of activities and behaviors to explore in both the prediction and assessment of managerial performance.

The fourth category is that of performance dimensions created as a set intended to apply across occupations. From a research perspective, explicating and examining dimensions that are applicable across occupations allows for the development of more

broad sweeping generalizations about work performance. In pursuit of a general theory of work performance a number of models containing specific sets of cross-occupational dimensions have been proposed. There are two major latent structure models in particular that fall within this category: Campbell's (1990) eight factor model and Viswesvaran's (1993, cited in Viswesvarn, Ones, & Schmidt, 1996) 10 factor model.

Early on Campbell, Dunette, Lawler, and Weick (1970) espoused a behavioral approach to the assessment of work performance. Later Campbell (1990) further defined performance as the observable actions of an individual as opposed to the outcomes he or she produces. Based on this concept, Campbell (1990) and Campbell, McCloy, Oppler, and Sager (1993) went on to delineate an eight factor model of performance which includes: job-specific task proficiency, non-job specific task proficiency, written and oral communication, demonstrating effort, maintaining personal discipline, facilitating team performance, supervision and leadership, and management and administration.

Based on a lexical approach to the analysis of performance, Viswesvaran (1993, cited in Viswesvarn, Ones, & Schmidt, 1996) proposed a more comprehensive model of job performance. The lexical approach employed by Viswesvaran required the examination and grouping of 486 performance measures pulled from over 300 published studies. The result was the following 10 dimensions: overall job performance, job performance or productivity, quality, leadership, communication competence, administrative competence, effort, interpersonal competence, job knowledge, and compliance with or acceptance of authority. This particular model provides a readily applicable foundation from which to gage the impact of behaviors on outcomes. With respect to this taxonomy, Kurz and Bartram (2002) note that "these dimensions provide a

useful set of criteria for characterizing the various ways in which individuals can be judged to be 'effective' at work" (p. 239).

From models based on foundational principles such as operant conditioning to complex multi-dimensional hierarchies, the notion of managerial performance has certainly received some attention. However, there is still little agreement across models. The practical applicability of these models is also unclear. As the U.S. job market becomes tighter and the movement towards a service-oriented economy continues, understanding managerial performance for the purpose of quality prediction is of paramount concern.

Performance in the Current Study: Based on a review of the aforementioned performance models a selection of managerial performance dimensions has been derived for this particular study. The dimensions are primarily based on models from the third and fourth performance model categories as described by Viswevaran and Ones (2000). The dimensions presented here are focused on managerial behaviors specific to the customer service industry. The dimensions are: conscientiousness, customer service, client satisfaction, interpersonal competence, bottom-line contribution, managing employee performance, employee development, quality, and overall performance. The following are descriptions of each of the nine dimensions.

1) Conscientiousness - The commitment to accomplishment and ownership of work is critical to the success of any employee. One must have a drive towards accomplishment and dependability in getting there. Successful employees put fourth effort. Viswesvaran et al. (1996) describes effort with terms such as persistence, dedication, striving, and initiative. Conscientiousness can be thought of as the effort of an

employee in executing the responsibilities of their job. In the Lominger model, Lombardo and Eichinger (2004) refer to this as the energy and drive factor. They describe energy and drive as being comprised of: action orientation, perseverance, and drive for results. With respect to performance criterion, conscientiousness is often characterized as drive and dependability. This notion of drive and dependability is strongly rooted in the big five personality trait of conscientiousness, a critical predictor of performance across jobs (Barrick and Mount, 1991). As pointed out by Tett and his colleagues (2000), a number of the specific performance areas delineated in their study are very trait oriented in their terminology. Such categories as dependability, assertiveness, sociability, resilience, and stress management are very trait-sounding dimensions. Drive and dependability are often thought of as subscales of conscientiousness.

2) Customer service – although customer service is often subsumed under interpersonal competence, for the purpose of this study customer service will be broken out and treated separately from interpersonal competence as it is typically a major managerial function (Borman & Brush, 1993). This is especially true in the hospitality and service industries, which now dominate the U.S. market. Customer service will be defined as establishing rapport and forging and maintaining client/customer relationships. The criticality of manager-customer interaction has been recognized by several academic performance models (Borman & Brush, 1993; Luthans & lockwood, 1984; Tornow & Pinto, 1976; Yukl & Lepsinger, 1992) as well as popular practitioner models (Lambardo & Eichinger, 2004). The notion of customer service orientation as a personality composite has also gained attention over the past decade as a critical factor in the success

of customer facing employees, such as service industry managers (Frei & McDaniel, 1998).

3) Client Satisfaction – Similar to customer service, another criterion that will be examined is that of client satisfaction. Although theoretically very similar, they are being teased apart for the purposes of this study because service industry managers often have two distinct sets of clientele. In this particular case, the hospitality managers work for an organization that is contracted by large businesses to provide restaurant/hospitality services to their employee base. Thus, these types of managers must manage to meet both the expectations of patrons as well as the client entities who are contracting them. In this situation, managers work directly with their client counterparts at defining needs and delivering services.

4) Interpersonal competence - One of the key elements in managing relationships is the ability to connect with individuals and groups. Whether managing customers or staff, managers in most industries have to interact with other individuals. Interpersonal competence as defined by Viswesvarn et al. (1996) is basically an individual's ability to cooperate and work well with coworkers and customers. Borman and Brush (1993) include communicating with others, managing working relationships, and selling/influencing as three key managerial performance factors. A popular practitioner model developed by Lominger Limited names organizational positioning skills as one of its key eight competency factors (Lombardo & Eichinger, 2004). All of these can be thought of as elements of interpersonal competence as defined in the proposed study.

5) Bottom-line contribution – Bottom-line contributions are basically the manager's successes in contributing to the growth and prosperity of the organization. The

following are examples of such bottom-line contributions: meeting revenue targets, business enhancement, and customer retention. When all is said and done, the success of a manager hinges on their ability to contribute to the organization's bottom line.

6) Managing employee performance – The chief responsibility of a manager is to generate production through others. This requires the ability to inspire and motivate individuals to perform in a manner consistent with that of the organization's stated mission. A number of performance models include motivating and coaching employees as key elements to the managerial position (Borman & Brush, 1993; Luthans & Lockwood, 1984; Yukl & Lepsinger, 1992). Similarly, the Lominger model includes *getting work done through others* and *inspiring others* as key competency clusters (Lombardo & Eichenger, 2004). Motivating and monitoring employee behavior is the means with which managers ensure meaningful contribution to the bottom line.

7) Employee development – with respect to the employee life cycle, managers are first responsible for on-boarding new employees. The process of acculturation is a critical first step in ensuring new hires assimilate into the culture of the organization (Schein, 2004). Typically, the first relationship an employee develops is with their manager. In moving forward employees must continue to develop proficiency as they progress in their careers. To accomplish this, employees must have the opportunity to continually expand upon their business and industry knowledge. Although employees have a great deal of personal responsibility in this endeavor, managers must also be active in facilitating professional growth through encouragement and the provision of resources. It is important to note that several performance models explicitly include employee training

and development as key factors of managerial performance (Borman & Brush, 1993; Luthans & Lockwood, 1984; Morse & Wagner, 1978).

8) Quality – As a criterion quality has been defined as the “lack of errors, accuracy to specifications, thoroughness, and amount of wastage” (Viswevaran et al, 1996, p. 561). In the current study the assessment of quality will consist of: quality control, allocation of resources, safety, and customer satisfaction. A critical element of a manager’s role is ensuring that the services he/she is charged with providing are of acceptable quality and meet the expectations of both organizational leadership and customers.

9) Overall performance – In organizational settings performance is typically recorded as the aggregation of the criterion scores included in the appraisal process. Overall performance will also be examined in this study along with the individual dimensions noted above.

The accuracy and utility of performance prediction relies heavily on the quality of defined criteria. In order to make accurate predictions, that which is being predicted must be clearly articulated and relevant to the successful completion of the job in question. Having solid performance criteria provides a basis from which to judge individual performance and determine potential success factors. The current study is focused on a variety of performance prediction issues. All of which require clear and relevant criteria. In light of this, the nine criterion dimensions outlined above were created to serve as the base criteria from which the three study objectives will be examined.

Hypotheses

Bandwidth in Structured Interviewing

The first set of hypotheses concerns the impact of bandwidth on performance prediction in structured interviewing. The intent behind exploring these hypotheses is to gain insight into how construct bandwidth impacts the ability of structured interview assessments to predict first year performance criteria.

Structured Interviewing: Performance assessment, from a subjectively rated perspective, typically involves the assessment of behavior (Campbell et al., 1970; Campbell, 1990). To varying degrees the job in question is examined, success factors are determined, and a means for making evaluations is contrived. Supervisors then observe and rate worker behaviors according to their desirability and potential impact on business outcomes. In the business of prediction, the traits and behaviors of job candidates are often assessed, so as to provide information about the likelihood of successful performance. Investing in new employees is a time consuming and expensive proposition. The impact of poor decision making can pose grave financial consequences as well as affect the moral of the existing workforce.

The use of structured interviewing as a primary means for making selection decisions has become popular over the last twenty years (Arvey & Campion, 1982; Campion, Palmer, & Campion, 1997; Janz, 1982; Posthuma, Morgeson, & Campion, 2002; Pulakos & Schmitt, 1995). The employment interview has always been a widely used means for assessing candidates. However, the loose and unstructured nature of the technique has always been problematic. Structured interviewing was originally developed as a means for addressing the shortcomings of the conventional interview and has since

gained quite a bit of credibility as a viable selection technique (Campion et al., 1997; Schmidt & Hunter, 1998). The structure in structured interviewing refers to the level of rigor and standardization designed to emulate the psychometric properties of a traditional paper-pencil self-report assessment (Campion, Pursell, & Brown, 1988). As a result, the structured interview provides for a flexible methodology that lends itself well to the prediction of context-specific work behavior.

The purpose behind any selection process is to elicit as much information from a candidate as possible concerning their potential for success. The structured interview methodology is one of several techniques designed to aid hiring managers in acquiring this information. Whether using a structured interview, paper-pencil test, or role play, one of the major constructs of interest is typically personality. In the realm of selection, personality (in the formal sense) has historically been assessed through standardized paper-pencil instruments. More informally, personality has always played a role in the interview process. Hiring managers who conduct interviews interact with candidates. As part of this interaction, they observe and react to the behaviors and attitudes demonstrated by each candidate. The nature of these interactions is heavily driven by the personalities of the parties involved. Thus, whether intended or not, there is always some influence of personality on the ratings and decisions made by interviewers. As employment interviewing has evolved to a more rigorous and structured process, the assessment of personality has become more formalized and calculated (Huffcut et al., 2002).

Bandwidth-fidelity: In the field of personality assessment an issue that has received some attention is bandwidth-fidelity. The bandwidth-fidelity debate is certainly not a new one (Cronback & Glaser, 1957; Hogan & Roberts 1996; Mischel & Peake,

1982; Ones & Viswesvaran, 1996), but thus far the attention has been solely focused on paper-pencil assessments. As the structured interview continues to proliferate as a selection technique, it only makes sense to expand the exploration of bandwidth-fidelity into this realm. Bandwidth and fidelity are basically two elements of the performance prediction relationship that address the theoretical nature of the link between the predictor and criterion. Bandwidth speaks to the breadth of coverage contained within a predictor. In the case of personality, bandwidth describes how broad or narrow a particular personality factor is. Broader personality factors are more encompassing and thus, more widely applicable. Narrower factors are more targeted and are typically tied to uniquely specific behaviors and circumstances. Basically, the assessment of personality can be characterized as existing on a spectrum anchored by highly narrow and specific trait descriptors at one end and broadly encompassing trait descriptors at the other end. A high level model such as the big five characterizes a broadband view of personality (Ones & Viswesvaran, 1996). Each of the five factors is fairly wide sweeping and encompasses a variety of sub-factors that get to a greater level of specificity – or are narrower in nature. For example; conscientiousness has been characterized as a broad scale factor made up of more narrow sub-factors such as dependability, achievement-orientation, responsibility, and orderliness. The component sub-factors can each be viewed as narrower band traits that offer more specificity and are more closely linked to particular behaviors manifest on the job. As an illustration, the sub-factor dependability can be viewed as being linked to the manifest behaviors of consistently making it to work, showing up on time, and acting responsibly.

On the other hand, fidelity refers to how closely tied the trait is to the criteria. Fidelity concerns the precision of a particular measure in its ability to accurately represent a construct (Tett et al., 2000). Thus, the higher the fidelity the greater the theoretical link between predictor and criterion. Similar to bandwidth, often times the more narrowly defined the trait, the closer the theoretical link. However, this isn't necessarily the rule. In the case of a composite trait such as integrity, the trait can be thought of as fairly broad in that it is comprised of elements from across three of the big five factors, particularly Conscientiousness. However, the fidelity can also be thought of as high because the trait is targeted and fairly specific in its hypothesized behavioral link.

Over the past decade a key component of the bandwidth-fidelity discussion has been up for debate: where along the spectrum is the most appropriate point to measure personality constructs for use in predicting work criteria? Both researchers and practitioners have put forth varying arguments in an attempt to address this theoretical issue. Intuitively, practitioners in the field of selection have sought to maximize precision by employing narrowly defined constructs that align with specific aspects of performance (Ones & Viswesvaran, 1996). However, with respect to personality assessment there is little empirical evidence to support the use of narrow bandwidth constructs in the prediction of performance. On balance, broad personality constructs tend to have higher predictive validities than narrower ones (Ones & Viswesvaran, 1996).

Based on the argument posed by Cronbach and Gleser (1957) and supported by Ones and Viswesvaran (1996) overall structured interview ratings are expected to moderately predict the overall supervisory ratings of performance due to their bandwidth similarity. Both sets of ratings are of wide bandwidth covering a range of behavioral

phenomena. A number of specific structured interview dimensions that are also of relatively wide bandwidth will likely be predictive of both overall performance and specific dimensional performance.

The notion of matching predictor and criterion bandwidth is one issue within the bandwidth-fidelity debate that enjoys general agreement (Hogan & Roberts, 1996; Ones & Viswesvaran, 1996; Schneider, Hough, & Dunnette, 1996). Taking this a step further Tett, Guterman, Bleier, and Murphy (2000) advocated matching in terms of content as well as complexity, so as to ensure a more theoretically meaningful link between predictor and criterion. By their nature structured interviews are based on job analysis. The job analytical techniques employed in structured interview development involve assessing actions and outcomes as well as creating behavioral profiles. The behavioral profiles are rooted in observed traits and often put into trait oriented terms. Just as paper-pencil assessments elicit self-report trait-based behavioral manifestations, so do structured interviews that are designed with the same focus. In the current study the predictors and criterion measures were designed to be matched based on job analytical findings and business needs. More specifically, there are four sets of matched predictors-criterion that are going to be examined in the current study: Integrity-conscientiousness, customer service orientation-customer service, customer service orientation-client satisfaction, and communication skill-interpersonal competence. Based on the definitions of these dimensions, as previously presented, they have been deemed as close predictor-criterion matches in terms of bandwidth. It is the belief of the researcher that these matched pairs will have stronger relationships than individual dimensions matched with overall aggregated ratings. Thus, the following hypotheses have been formulated:

Hypotheses 1

H1a: The relationship between interviewer ratings of integrity and first year supervisor ratings of conscientiousness will be significantly higher than the relationship between interviewer ratings of integrity and first year supervisor ratings of overall performance.

H1b: The relationship between interviewer ratings of customer service orientation and first year supervisor ratings of customer service will be significantly higher than the relationship between interviewer ratings of customer service orientation and first year supervisor ratings of overall performance.

H1c: The relationship between interviewer ratings of customer service orientation and first year ratings of client satisfaction will be significantly higher than the relationship between interviewer ratings of customer service orientation and first year supervisor ratings of overall performance.

H1d: The relationship between interviewer ratings of communication skill and first year supervisor ratings of interpersonal competence will be significantly higher than the relationship between interviewer ratings of communication skill and first year supervisor ratings of overall performance.

Hypothesis 2

H2a: The relationship between interviewer ratings of integrity and first year supervisor ratings of conscientiousness will be significantly higher than the relationship between overall interview scores (all dimensions aggregated) and first year supervisor ratings of conscientiousness.

H2b: The relationship between interviewer ratings of customer service orientation and first year supervisor ratings of customer service will be significantly higher than the relationship between overall interview scores (all dimensions aggregated) and first year supervisor ratings of customer service.

H2c: The relationship between interviewer ratings of customer service orientation and first year ratings of client satisfaction will be significantly higher than the relationship between overall interview scores (all dimensions aggregated) and first year ratings of client service.

H2d: The relationship between interviewer ratings of communication skill and first year supervisor ratings of interpersonal competence will be significantly higher than the relationship between overall interview scores (all dimensions aggregated) and first year supervisor ratings of interpersonal competence.

Communication and Managerial Success

Defining Communication Skill: The ability to effectively communicate with others is critical to performance. Regardless of industry, line of business, or position, communication always plays a role in work performance. This role is particularly important when it comes to managing customers and staff. The position of a manager, by its very nature is one that requires a great deal of social interaction. Managers are typically charged with directing the activities of subordinates and facilitating successful performance through discussion and feedback. Managers must actively work to develop staff members and manage their performance through regular interaction. These interactions often entail goal setting, feedback, business planning, troubleshooting, conflict, and consensus building (Locke & Latham, 1990; Kluger & DeNisi, 1996). In the

client service industry, managers must also work to ensure customer service and client satisfaction expectations are met. The ability to effectively communicate with customers and clients plays a pivotal role in meeting agreed upon standards and managing expectations (Borman & Brush, 1993; Lambardo & Eichinger, 2004). Organizations go to great lengths to measure customer and client reactions to product and service investments made in their organizations. Customer/client satisfaction is a critical metric in the service industry that often determines the fate of a business. In light of this, a manager's ability to communicate is a critical factor in performance.

Communication can take on many forms and its delivery can be through a variety of vehicles. When it comes to interpersonal communication, it is often thought of in terms of either verbal or nonverbal. Verbal communication includes the overt vocal expressions made in a communication exchange. The expression of ideas through oral exchanges is the most common form of human communication. Whether at the workplace or just experiencing every day living, verbal communication is a critical aspect to living. However, a great deal of communication is also nonverbal. Traditionally, nonverbal communication has been described as encompassing such visual cues as body language, hand gestures, eye contact, physical positioning, facial expressions, and attire. Any in-person communication exchange is always accompanied with nonverbal visual cues, both conscious and unconscious. Such visual cues as attractiveness, eye contact, and gesturing have all been linked to positive interviewer reactions and favorable ratings of competence (Hollandsworth, Kazelskis, Stevens, & Dressel, 1979). Nonverbal communication can also include non-visual vocal cues such as: rate of speech, tone of voice, pitch variability, and use of pauses (DeGroot & Motowidlo, 1999). Just as visual cues can influence raters,

so too can a candidate's nonverbal vocal cues influence interviewer judgments (DeGroot & Motowidlo). All forms of communication certainly have some impact on performance. Unfortunately, not a great deal of research has focused on the predictive capability of nonverbal vocal cues, an issue that is of particular interest in structured phone interviews.

When it comes to the role of communication skill in predicting work performance, there is a dearth of research. Studies that have looked at communication and performance have typically focused on either sales or the medical field. In examining sales performance, Boorum et al. (1998) focused on two particular elements of communication they referred to as relational communication traits: communication apprehension and interaction involvement. Communication apprehension is the extent to which an individual experiences anxiety in anticipation of engaging in communication with another (Boorum et al., 1998). Higher levels of apprehension can constrain an individual's ability to effectively communicate with others. Thus, communication apprehension is problematic for positions that rely heavily on one's ability to communicate with colleagues and clients. Communication apprehension can be either state dependant or trait driven. Generally speaking, state dependant apprehension depends on the unique interaction between the specific situation and individual, which thus make it difficult to measure, especially in an interview setting (Boorum et al.). In the case of trait driven communication apprehension, an individual's anxiety towards communication is inherent and consistent across situations. As a result, trait apprehension can be an inhibitive force when it comes to attaining high performance in positions requiring heavy interaction. Although an interesting phenomena, this can be difficult to measure in an interview setting. The second trait Boorum et al. (1998) explored was

interaction involvement. Interaction involvement is the level of an individual's engagement during a communication exchange. Interaction involvement is thought to be comprised of attentiveness, perceptiveness, and responsiveness (Booram et al). Basically, interaction involvement focuses on the active and purposeful participation of the communicator. Indicators of interaction involvement can be both verbal and nonverbal. In their study, Booram and his colleagues demonstrated a positive relationship between interaction involvement and sales performance. Part of their reasoning behind this finding is the fact that salespeople must be engaged and adaptable in order to effectively communicate to prospects and influence their decision making. Communication interaction is a two-way process involving two or more individuals playing the roles of sender and receiver. Those who are successful at both presenting and decoding messages can more effectively influence others. In the case of Booram's study, successful selling requires successful communicating.

Other communication research has demonstrated the impact of communication skill on customer service and client satisfaction. Aday and Anderson (1975) showed that the quality of doctor-patient communication impacted patient satisfaction. In another study Van Dalen, Prince, Scherpbier, and Van Der Vleuten, (1998) demonstrated the positive impact of physician communication skill training on doctor-patient relationships. Both studies support the notion that communication skill can bolster customer service and client satisfaction and also lend support to the argument that communication skill may be a viable predictor of work performance. Regardless of the business, the ability to ask probing questions and gather relevant information is important in determining client needs and tailoring solutions to meet those needs. Just as physicians and salespeople,

customer/client service managers must be able to effectively communicate with clients in order to achieve business success and meet expectations.

Communication Skill and Interviewing: According to the research of Huffcutt et al. (2001) one of the most assessed interview constructs is that of communication or applied social skill. When it comes to managing impressions and influencing interviewers, candidates will work to ensure that they put their best foot forward. Thus, the impression management strategies candidates use may alter the impressions they give to interviewers (Fletcher, 1990; Higgins & Judge, 2004). By design, the structured interviewing processes mitigates the impact of impression management by restricting the opportunity for open discussion and standardizing the scoring process through predefined anchors and mechanical combination of dimension ratings (Campion, Palmer, & Campion, 1997; Campion, Pursell, & Brown, 1988). However, all forms of interviewing are interactive and the ability of an individual to effectively navigate the line of questioning will always have some influence. Thus, interviewer impressions of an interviewee's ability to effectively communicate will be related to the behavioral dimensions being assessed by those same raters.

Conducting interviews over the phone adds an interesting twist to the notion of structured interviewing. The more formal and distant nature of the phone interview facilitates more strict adherence to the predetermined structure. Because the purpose of structured interviewing is to enhance the psychometric properties of the interview method, any enhancement to structure should prove useful (Campion, Palmer, and Campion, 1997). However, it has been argued that the depth of information obtained from a candidate can be impacted when the face-to-face element is removed (Blackman,

2002). Nonverbal visual cues such as facial expressions, hand gestures, and body positioning can provide important information to an interviewer. As noted by Blackman (2002), phone interviewers tend to ask less follow-up questions, which means that less information is acquired. Blackman's study also noted that phone interviews can produce less accurate assessments of personality and phone interviewers tend to rate candidates as being colder than they would if interviewed in person. However, it should be noted that none of the interview questions used in the study were directly aimed at eliciting personality information. Either way, the manner in which a candidate communicates can certainly play a role in how an interviewer perceives that candidate.

Very little has been done to examine specific assessments of candidate communication skill at the pre-employment stage. Despite this dearth of research, the influence of communication and impression management would certainly appear to play a role in the prediction of job performance in managerial and customer/client service settings where persuasion and impression management are desirable skills. Those who can effectively communicate can influence others and create positive impressions. Success in influencing and inspiring staff members is a critical component to being an effective manager (Hater & Bass, 1988). Key to positively influencing employees is communication. The ability to communicate effectively engenders commitment from employees (Mathieu & Zajac, 1990). Committed employees will be better motivated to perform better and are less likely to turnover (Mathieu & Zajac, 1990). Similarly, in a customer service environment, a manager's ability to develop and maintain relationships with current and potential customers is also of great value. Although there is strong evidence that impression management scales on paper-pencil assessments are not

predictive of managerial success (Viswesvaran, Ones, & Hough, 2001), the process of impression management in a structured interview is likely quite different (Higgins & Judge, 2004). An effective communicator may be able to use his or her skill to gain favor more directly than on a standard assessment test. Thus, it is hypothesized that interviewer ratings of communication skill will be predictive of managerial success. Specifically, interviewer ratings of communication skill will predict interpersonal competence, customer satisfaction (end users), and client satisfaction (contractors/vendors). For the purposes of the current study, customer satisfaction refers to the end users who actually use the services whereas clients refer to the entities or vendors who contract to have the services provided to a set of their defined customers.

H3a: Interviewer ratings of communication skill will significantly predict overall job performance in year one.

H3b: Interviewer ratings of communication skill will significantly predict supervisor ratings of interpersonal competence in year one.

H3c: Interviewer ratings of communication skill will significantly predict supervisor ratings of customer service in year one.

H3d: Interviewer ratings of communication skill will significantly predict client satisfaction in year one.

Halo Effect: An often talked about biasing factor in performance appraisal research is halo. The notion of halo, first introduced by Thorndike (1920), refers to rating bias stemming from factors other than the incumbent's performance on the particular criteria at hand. In other words a supervisor rating an employee on a particular performance dimension may have their rating influenced by another aspect of the

employee's performance, an aspect that is somehow more pervasive or memorable than the others. Basically, the term halo comes from the idea that some overt positive influencing factor can create enough impact to inflate a supervisor's overall view of an individual's work performance. The preponderance of research on the halo effect has been in the realm of performance appraisal (Casio, 1998). However, the effect is also applicable to any circumstance where individuals are rating the performance or behavior of others on a series of defined dimensions, such as a structured interview. The impressions that interviewers develop may influence their ratings of candidates on other dimensions (Gillmore and Ferris, 1989). This form of halo can be problematic in that its effect may mask true ratings of competence on otherwise theoretically unrelated interview dimensions.

By design the structured interview provides a framework for organizing and standardizing the interview process, so as to mimic the more objective nature of paper-pencil assessments (Campbel et al., 1988). However, a savvy communicator can still have an impact on the interviewer. Within the parameters of the proposed study, halo can be thought of a psychological process where the interaction between candidate and interviewer impacts the interviewer's judgment in assessing the other interview dimensions. As demonstrated by Viswesvaran et al. (1996), nearly 30% of the variance in interviewer ratings can be attributed to halo. In the case of communication skill, a skilled communicator may be able to impress an interviewer to the extent that this impression effects the interviewer's overall impression of the candidate and influences their ratings across other unrelated dimensions. In addition, the nature of an individual's ability to

communicate can also impact the relationship between the other rating dimensions and overall performance scores.

H4a: Interviewer ratings of candidate communication skill will have a significant positive relationship with overall interview ratings.

H4b: Interviewer ratings of candidate communication skill will have a significant positive relationship with interviewer ratings on each of the other interview dimensions.

H4c: Interviewer ratings of candidate communication skill will moderate the relationship between overall interview ratings and overall performance in year one, such that better communication skill will enhance the relationship between overall interview ratings and overall performance.

H4d: Interviewer ratings of candidate communication skill will moderate the relationship between interviewer ratings of individual interview dimensions and overall performance in year one, such that better communication skill will enhance the relationship between individual interview ratings and overall performance.

The Stability and Dynamicity of Performance Criteria

The third set of hypotheses to be examined involves the stability/dynamicity of supervisor rated performance criterion. In an examination of the stability of teaching performance for university professors, Hanges, Schneider, and Niles (1990) point out that their findings support the necessity for examining the stability of dimensional criteria as opposed to overall performance scores or aggregated performance ratings. Although their study was focused on overall performance, their findings demonstrated that “some rating

dimensions were more stable than others” (Hanges, Schneider, & Niles, 1990, p. 666), thus pointing to the need to explore dimensional level stability/dynamicity. One of the purposes of this paper is to examine the stability/dynamicity of supervisor rated performance at the dimensional level as well as the stability/dynamicity of predicting supervisor rated performance at the dimensional level.

Although often measured as snapshots in time, the nature of work performance is ongoing. As previously discussed, Murphy (1989) presented a two-stage model of performance designed to describe the temporal nature of performance at work. The first stage is the transition stage which describes the initial transition and adjustment of a worker to their position. At this stage the employee is focused on developing skills and gaining familiarity with the work environment. The second stage is the maintenance stage where the employee progresses to a higher level of familiarity and comfort in the position. Once reaching the maintenance stage the employee is more comfortable with the tasks and environment, making it easier to fulfill many of the basic functions.

For the purposes of the current study two particular types of performance criteria will be examined across Murphy’s (1989) two stages: trait-driven performance and experientially-driven performance. The reason for the differentiation between the two sets of criteria is the potential for differences in how the ratings on these criteria are influenced across the stages of worker tenure defined by Murphy. As discussed earlier, trait factors such as personality and general mental ability (GMA) tend to be fairly stable over time. As a result, it is expected that personality-driven performance should also remain stable over time. The trait-driven performance criteria examined consists of supervisor ratings of conscientiousness, customer service, and client satisfaction.

Experientially-driven behaviors are more subject to contextual factors, learning, and job exposure, which make these behaviors more likely to be dynamic in nature. As managers move from the transition to maintenance stage there is a strong likelihood that they have become more comfortable with the position. As managers learn the job their skills should improve. Ideally, these improvements should be reflected in their annual performance evaluations. Any changes in performance ratings would demonstrate the dynamic nature of experientially-driven criteria. The experientially-driven performance criteria to be examined will be supervisor ratings of: bottom-line contributions, managing employee performance, employee development, and quality.

In order to examine the stability/dynamicity of these two types of performance criteria a process outlined by Barrett et al. (1985) will be employed. In their re-analysis of the criterion stability/dynamicity debate, Barrett et al. (1985) defined three basic approaches to assessing the stability/dynamicity of performance criteria. The three approaches outlined by Barrett et al. (1985) are the examination of: 1) mean differences in performance across time, 2) differential prediction or changes in validity scores across time, and 3) rank order changes in criterion across time. These three approaches have been debated, discussed, and applied in the study of criterion stability and dynamicity over the course of the last couple of decades. With respect to the assessment of validity changes, the debate has typically focused on predictive validity studies where the predictor measures were paper-pencil assessments. In the current study the predictors being examined will be individual structured interview dimensions, which is a departure from previous criterion stability/dynamicity research. These three approaches to assessing

criteria will be applied to test the hypotheses for both trait-driven and experientially-driven criteria.

Criterion Stability in Trait-driven Performance: Theoretically speaking, personality is a trait and thus personality is considered to be stable over time. In predicting performance the key to success is using stable predictors that will provide employers with information on a candidate's potential to perform consistently over the course of his or her tenure with the organization. A multitude of studies have demonstrated the predictive power of personality, but few have examined this over time (Barrick & Mount, 1991). The assumption has typically been that personality is stable and should be predictive over the long haul. Similarly, it has also been posited that performance criterion is also stable over time (Barrett, Alexander, Doverspike, 1992; Barrett et al., 1985). However, from a logical perspective not all criterion are necessarily static or trait driven, an argument that has been around for a number of years (Hulin, Henry, & Noon, 1990).

Murphy (1989) suggested that for more complex jobs (such as management) differences in validity coefficients will not be as substantial as for simple jobs. In other words, the role of trait factors such as personality in predicting performance will likely be stronger for more complex jobs due to the fact that there is less external constraint on an individual's autonomy. The rationale being, the more control one has over his or her environment the more influence their inherent abilities and dispositions will have on their behavior. This line of thinking has been demonstrated in prior research (Hunter & Hunter, 1984, Mount & Barrick, 1993, Pearlman, Schmidt, & Hunter, 1983). However,

very little research has examined the stability and dynamicity of performance and performance prediction at the dimensional level.

As a broad trait construct, supervisory ratings of conscientiousness as a performance criteria should theoretically remain stable across time (Costa & McCrae, 1992). Stewart (1999) found that conscientiousness predicted work performance at both the transition stages and maintenance stages of worker tenure in an organization. Similarly, supervisor ratings of worker conscientiousness in the form of drive and effort would be expected to remain stable over the course of a worker's tenure. Regardless of the circumstances, a conscientious individual will put forth the effort required to meet their obligations. Similarly, supervisory ratings of customer service and client satisfaction should also remain stable. As a narrow personality construct, the customer service orientation of service industry managers should be stable over time. Individuals with a disposition for friendliness and responsiveness will likely manifest that disposition consistently over time. Thus, the researcher will examine the stability of supervisor performance ratings of the trait driven performance behaviors conscientiousness, customer service, and client satisfaction across the two stages.

In following with the three-pronged approach outlined by Barrett et al. (1985) the first approach that will be employed in examining the nature of trait-oriented criterion stability will be an assessment of mean differences. From a theoretical perspective, supervisor ratings of trait-oriented performance criteria should remain stable across time. Regardless of whether the employee is at the transition stage or maintenance stage, supervisor ratings of trait-oriented performance should remain stable. More specifically, supervisor ratings of a manager's conscientiousness, customer service, and client

satisfaction should not be meaningfully different across the transition stage and the maintenance stage.

H5a: Mean supervisor ratings of conscientiousness at year one will not be significantly different than mean supervisor ratings of conscientiousness at year two.

H5b: Mean supervisor ratings of customer service at year one will not be significantly different than mean supervisor ratings of customer service at year two.

H5c: Mean supervisor ratings of client satisfaction at year one will not be significantly different than mean supervisor ratings of client satisfaction at year two.

The second approach, as described by Barrett et al. (1985), will be to examine the stability of trait-driven performance across time through differential prediction. The purpose here will be to examine the stability of the predictor-criterion relationship. Differential prediction between each interview dimension and the three identified trait-driven performance criteria will be examined. Thus, as there are six interview dimensions there will be six hypotheses for each of the three identified trait-driven performance criteria: conscientiousness, customer service, and client satisfaction.

Conscientiousness:

H6a: There will be no significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of conscientiousness across year one and year two

H6b: There will be no significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of conscientiousness across year one and year two.

H6c: There will be no significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of conscientiousness across year one and year two.

H6d: There will be no significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of conscientiousness across year one and year two.

H6e: There will be no significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of conscientiousness across year one and year two.

H6f: There will be no significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of conscientiousness across year one and year two.

Customer Service:

H7a: There will be no significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of customer service across year one and year two

H7b: There will be no significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of customer service across year one and year two.

H7c: There will be no significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of customer service across year one and year two.

H7d: There will be no significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of customer service across year one and year two.

H7e: There will be no significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of customer service across year one and year two.

H7f: There will be no significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of customer service across year one and year two.

Client Satisfaction:

H8a: There will be no significant difference in the relationship between interviewer ratings of emotional stability and performance ratings of client service across year one and year two

H8b: There will be no significant difference in the relationship between interviewer ratings of integrity and performance ratings of client service across year one and year two.

H8c: There will be no significant difference in the relationship between interviewer ratings of customer service orientation and performance ratings of client service across year one and year two.

H8d: There will be no significant difference in the relationship between interviewer ratings of GMA and performance ratings of client service across year one and year two.

H8e: There will be no significant difference in the relationship between interviewer ratings of communication skill and performance ratings of client service across year one and year two.

H8f: There will be no significant difference in the relationship between overall aggregated interviewer ratings and performance ratings of client service across year one and year two.

The third approach to investigating the stability issue will be an assessment of rank order differences. In a similar sense to mean differences, the assessment of rank order differences is an approach to examining whether or not there is meaningful change in how managers are performing over time.

H9a: There will be no significant rank order differences in supervisor performance ratings of conscientiousness between year one and year two.

H9b: There will be no significant rank order differences in supervisor performance ratings of customer service between year one and year two.

H9c: There will be no significant rank order differences in ratings of client satisfaction between year one and year two.

Criterion Dynamicity in Experientially-driven Performance: As individuals we each carry within us our own unique dispositions. These dispositions act to influence the way in which we manifest behavior. The assessment of individual dispositions in the form of personality has been a technique that has gained great popularity in both research

and applied settings. Personality has long been considered a key driver of human behavior. The use of personality in the prediction of work performance has enjoyed a fair amount of empirical support and is widely used in business. However, the influence of our dispositions do not act alone, rather they interact with the circumstances around us (Bowers, 1973). The notion of context has often been overlooked in the performance prediction arena. Context has also been demonstrated to play a substantial role in the manifestation of behavior. As living beings we all react to that which surrounds us – a notion that is certainly not new in the field of psychology. Just as every day circumstances act to shape human behavior so do work environments act to shape work behavior (Hanges, Schneider, and Niles, 1990). Interactional psychology blends the notions of trait-oriented psychology with situation-oriented psychology to offer some explanation as to the role of both approaches in performance prediction. The continual interactions between our inherent dispositions and the situations that surround us manifest as observable behavior (Tett & Burnett, 2003).

A commonly occurring situation for a new manager is the on-boarding process. When a newly hired or promoted manager takes on their position they are faced with the process of learning to manage as well as become acclimated to their new situation. A major component of Murphy's argument is that the ability to predict performance is likely to change over time due to the influence of learning and familiarity. Once individuals progress out of the transition or learning stage they become more familiar with their tasks and are thus more efficient and effective. As workers progress in their position they begin to adapt their behavior through the process of experiential learning. This process of learning and adaptation may play out in a number of ways. Workers will

often role model behaviors of both their peers and supervisors in order to align themselves with the organization (Bandura, 1977). Workers will also adapt and enhance their behaviors based on feedback and reinforcement provided by coworkers and supervisors (Kluger & DeNisi, 1996; Skinner, 1961). Thus, ratings of learning oriented employee performance will be dynamic in nature. Based on these assumptions, it is expected that early supervisor ratings of learned managerial behaviors will change as managers progress from the transition stage to the maintenance stage of tenure in an organization.

Again, the three sets of analyses presented by Barrett et al. (1985) will be employed to assess the presence of criterion dynamicity in the same way they were employed to assess criterion stability. It is hypothesized that four particular dimensions from the proposed performance model will likely be dynamic in nature due to their higher susceptibility to the influence of learning and environment. The previous hypotheses are more directly trait-oriented, whereas the following hypotheses are less directly influenced by trait factors. The four criterion dimensions are: bottom-line contributions, managing employee performance, employee development, and quality. Just as with the criterion stability hypotheses, the first analysis will be an examination of mean differences.

H10a: Mean supervisor performance ratings of bottom-line contributions at year one will be significantly lower than mean supervisor performance ratings of bottom-line contributions at year two. .

H10b: Mean supervisor performance ratings of managing employee performance at year one will be significantly lower than mean supervisor performance ratings of managing employee performance at year two.

H10c: Mean supervisor performance ratings of employee development at year one will be significantly lower than mean supervisor performance ratings of employee development at year two.

H10d: Mean supervisor performance ratings of quality at year one will be significantly lower than mean supervisor performance ratings of quality at year two.

The second approach to examining the dynamicity of experientially-driven performance across time involves differential prediction. The purpose here is to examine the dynamicity of the predictor-criterion relationship. Differential prediction between each interview dimension and the four identified trait-driven criteria are examined. Thus, as there are six interview dimensions there will be six hypotheses for each of the four identified experientially-driven performance criteria: bottom-line contributions, managing employee performance, employee development, and quality.

Bottom-line Contributions

H11a: There will be a significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of bottom-line contributions across year one and year two

H11b: There will be a significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of bottom-line contributions across year one and year two.

H11c: There will be a significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of bottom-line contributions across year one and year two.

H11d: There will be a significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of bottom-line contributions across year one and year two.

H11e: There will be a significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of bottom-line contributions across year one and year two.

H11f: There will be a significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of bottom-line contributions across year one and year two.

Managing Employee Performance

H12a: There will be a significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of managing employee performance across year one and year two

H12b: There will be a significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of managing employee performance across year one and year two.

H12c: There will be a significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of managing employee performance across year one and year two.

H12d: There will be a significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of managing employee performance across year one and year two.

H12e: There will be a significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of managing employee performance across year one and year two.

H12f: There will be a significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of managing employee performance across year one and year two.

Employee Development

H13a: There will be a significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of employee development across year one and year two

H13b: There will be a significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of employee development across year one and year two.

H13c: There will be a significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of employee development across year one and year two.

H13d: There will be a significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of employee development across year one and year two.

H13e: There will be a significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of employee development across year one and year two.

H13f: There will be a significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of employee development across year one and year two.

Quality

H14a: There will be a significant difference in the relationship between interviewer ratings of emotional stability and supervisor performance ratings of quality across year one and year two

H14b: There will be a significant difference in the relationship between interviewer ratings of integrity and supervisor performance ratings of quality across year one and year two.

H14c: There will be a significant difference in the relationship between interviewer ratings of customer service orientation and supervisor performance ratings of quality across year one and year two.

H14d: There will be a significant difference in the relationship between interviewer ratings of GMA and supervisor performance ratings of quality across year one and year two.

H14e: There will be a significant difference in the relationship between interviewer ratings of communication skill and supervisor performance ratings of quality across year one and year two.

H14f: There will be a significant difference in the relationship between overall interviewer ratings and supervisor performance ratings of quality across year one and year two.

The third approach outlined by Barrett et al. (1985) is an assessment of rank order differences. Just as with mean differences, assessing rank order differences explores whether or not there is meaningful change in how managers are performing over time.

H15a: There will be significant rank order differences in supervisor performance ratings of bottom-line contributions between year one and year two.

H15b: There will be significant rank order differences in supervisor performance ratings of managing employee performance between year one and year two.

H15c: There will be significant rank order differences in supervisor performance ratings of employee development between year one and year two.

H15d: There will be significant rank order differences in supervisor performance ratings of quality between year one and year two.

Over the last couple of decades the use of structured interviewing in hiring and the use of standard performance criteria in measuring employee success have both become business standards in the United States. However, the research literature has not always kept pace with these applications. Thus, this dissertation was developed to explore three sets of hypotheses: bandwidth in structured interviewing, observed communication skill in structured interviewing, and the stability/dynamicity of performance criteria used in validating the predictive capabilities of a structured interview.

The first set of questions explore the predictive nature of trait-oriented dimensions assessed in a structured interview taking into account the impact of bandwidth matching. The second set of hypotheses focus the impact of interviewer rated communication skill and how this unique rater assessment plays a role in the selection process. The third set of hypotheses examines the differences in stability for two types of performance criteria:

trait-driven criteria and experientially-driven criteria. The next chapter outlines the methods employed in this dissertation study.

III. METHODS

Database

In 2004 the organization providing the database developed a behaviorally-based model of managerial competence based on the results of a job analysis. The carefully executed job analysis was conducted internally by a team of industrial and organizational psychologists for the purpose of developing a hiring and performance management process. Among other hurdles, the hiring process consisted of a structured phone interview designed to target those behaviors deemed critical to managerial performance in a service setting. The performance management process was also designed to be behaviorally based and consisted of directly observable behaviors as well as behavioral outcomes.

The database provided consisted of structured interview ratings derived from interviews conducted from 2004 through early 2005 and two consecutive years of performance ratings (2005 through 2006) derived from annual supervisor ratings conducted at the end of both fiscal years. The sample consisted of service industry managers either hired or promoted to the position of manager as a result of the 2004 through 2005 interviewing process. The sample containing two consecutive years of paired performance data consisted of 242 managers.

The interview data was collected by five trained interviewers and recorded in a Microsoft Excel spreadsheet. Each interviewer conducted the phone interviews with candidates and recorded scores for each candidate on each individual interview

dimension. Final decisions about candidate advancement were made based on aggregate scores. The performance criteria were rated by district managers tasked with the oversight of a particular geographic area consisting of store/location managers (the sample of interest here). The format and criteria used by the district managers to rate store/location managers was the same for 2005 and 2006.

Measures

The study relied on two basic measures: a structured behavioral interview (Appendix A) and an annual performance assessment (Appendix B). The structured behavioral interview was a phone interview conducted by an internal staff of trained recruiters. The structured interview questions of particular research interest covered the following areas: emotional stability (stress tolerance), integrity (drive and dependability), customer service, and general mental ability (analytical ability). The interview also contained a communication skill score that was rated by the trained interviewer after the completion of the interview.

As is typical in a hiring process such as this, the interview format consisted of one item measures for each of these areas. Each item contained a 1 to 5 rating scale. The ratings were: outstanding (5), above expectations (2), meets expectations (3), below expectations (2), and unacceptable (1). Each rating option included a basic definition of the particular number so as to guide the interviewer in determining which option best represented the candidate's performance on the interview question. The interviews typically lasted for one hour and were conducted over the phone at prearranged times. The interviewers were all trained to follow a structured interview guide containing the specified series of questions outlined above. Each interviewer was instructed to ask the

series of questions and probe for further elaboration or clarification as needed. Notes were taken and final ratings were recorded upon completion of the interview. A standard ratings guide complete with behaviorally anchored rating scales was used by the interviewers to determine candidate scores on each interview dimension.

The performance assessment is an annual performance appraisal conducted by the direct supervisors (district managers) of the store/location managers. The series of eight ratings (along with a ninth overall rating) was designed to examine specific managerial behaviors as defined by the organization. The eight rating dimensions include: conscientiousness, customer service, client satisfaction, interpersonal competence, bottom-line contribution, managing employee performance, employee development, and quality. As mentioned in the literature review, the client satisfaction rating was derived from ratings provided by the client organizations. In addition, an overall aggregate performance rating was also calculated by the researcher.

Each of the district managers was trained on the performance appraisal process either when it was rolled-out or when they brought on to the position. All district managers were provided with a standard performance appraisal guide complete with instructions and ratings criteria. Each criteria consisted of a single item measure where the district manager was asked to examine a basic statement defining the performance criteria and outlining the standard of performance. Five rating options were provided: outstanding (1), above expectations (2), meets expectations (3), below expectations (4), and unacceptable (5). Each of these rating options was accompanied by a series of bullet points describing sample work behaviors that define the rating. As an important note, for

the purposes of the study the performance ratings were reverse coded when used in the actual analysis in order to be compatible with the interview ratings.

Job Analysis: The foundation of the organization's hiring program is rooted in a rigorously developed and methodically executed job analysis. Job analysis is a broad term that covers a wide array of techniques aimed at determining the essence of a job. The process can be characterized as a systematic breakdown of the job into smaller units designed to get a better handle on the knowledge, skills, abilities, and other characteristics (KSAOs) that play a role in the successful execution of a job (Brannick & Levine, 2002). In this case, the job analysis began with the basic assessment of actions and outcomes associated with the position. The essentiality of the specific tasks related to these actions and outcomes are then rated by subject matter experts (SMEs) who examined such factors as frequency and criticality (Dierdorf & Wilson, 2003). Ultimately, the SMEs identified a set of KSAOs that they felt were relevant to the accomplishment of the job (Brannick & Levine, 2002). The direct product was a job profile that outlined the relevant tasks, duties, and responsibilities that the job entailed. Based on this profile, a set of interview dimensions and performance criteria were developed. As both the interview dimensions and performance criteria came from the same foundational profile, there was strong alignment across the two measures, leading to the belief that bandwidth matching and performance stability/dynamicity would be a valuable areas for examination.

Due to the fact that each of the dimensional measures used in this study were one-item measures, alpha reliabilities could not be obtained. As mentioned, a standard job analysis-based process complete with a standard format, guide, and behavioral anchors

was created and followed by trained raters for both the interviews and performance appraisals. No particular items used in this dissertation were pointed out as problematic by the data provider. By the nature of the rigor employed in creating and executing these evaluation processes there is good reason to expect a fair level of reliability for the two measures used in this dissertation.

Statistical Analysis

There are three basic sets of hypotheses that were tested in the current study: bandwidth fidelity, predictive validity of rated communication skill, and criterion stability/dynamicity.

Bandwidth Fidelity: A major analysis of interest in the proposed study is the difference between general versus matched predictors within the sample. The current study examined the differences in prediction between matched pairs of predictors and criterion (specific predictor dimensions with specific matched criteria) compared to general or more broad predictor pairings (combinations of specific dimensions and aggregated criterion scores). The analysis required a comparison of correlation coefficients using a 6 X 9 matrix of predictor to criterion correlations.

Due to the fact that the study dealt with data from a single source the sample was dependent and thus required an analysis that accounted for the dependent nature of the sample. Steiger (1980) stated that “correlation coefficients measured on the same individuals are not, in general, independent” (p. 245). As a result of this, a term that represents the relationship between the two separate predictors or criterion measures involved in the comparisons (depending on the hypothesis) must be included. Due to the nature of the dependent sample in the study, a conventional Fisher z transformation could

not be reliably applied (Dunn & Clark, 1969; Hittner, May, & Silver, 2003; Meng, Rosenthal, & Rubin, 1992; Steiger, 1980). As an alternative, a number of approaches have been developed and the most noteworthy of these approaches have been reviewed by a handful of researchers (Dunn & Clark, 1969; Hittner, May, & Silver, 2003; Meng, Rosenthal, & Rubin, 1992; Steiger, 1980). In his review of the relevant literature, Steiger assessed a number of statistical tests including William's (1959) t and Dunn and Clark's (1969) modification of Fisher's z . With respect to the hypothesis $\rho_{jk} = \rho_{jh}$, Steiger recommended the use of Williams's modified version of Hotelling's t as well as the Dunn and Clark z . In an attempt to better control for Type I error rate, Steiger also created his own modified versions of the Dunn and Clark (1969) z , which he refers to as Z_1^* and Z_2^* . The aim of Steiger's modifications was to better address Type I error.

In a Monte Carlo simulation conducted by Hittner, May, and Silver (2003), Type I error rates and power were examined for eight statistical approaches designed to compare correlations derived from dependent samples. Based on their results, Hittner et al. (2003) also advocated the use of William's (1959) t statistic and the Dunn and Clark (1969) z statistic. Overall, Hittner et al. recommended using the Dunn and Clark z statistic as it showed slightly greater power when compared to William's t . With respect to Steiger's (1980) modifications to Dunn and Clark's formula, the researchers noted that "neither of the two modifications controlled Type I error rate better than did Dunn and Clark's z " (Hittner et al., 2003, p 166). In order to assess the existence of meaningful differences between the predictive capabilities of the different pairings the original approach

developed by Dunn and Clark (1969) was employed using the DEPCOR program (Silver, Hitner, & May, 2006).

Communication Skill: The impact of interviewer ratings of observed communication skill on the other interviewer ratings of each dimension were assessed. A matrix containing the intercorrelations among all of the predictor variables was created. The impact of communication skill on the predictive relationships between rated interview dimensions and overall first year ratings of performance will also be tested. A series of regressions based on the process proposed by Barron and Kenny (1989) were employed to assess whether or not observed communication skill (rated by the interviewer) moderated the relationship between overall interviewer ratings and overall supervisor ratings of year one performance. The researcher also examined the impact that interviewer rated communication skill has on the relationships between interviewer ratings of individual interview dimensions and overall year one performance as rated by supervisors. The Baron and Kenny approach to moderation prescribes the examination of three relationships: first, the relationship between the theoretically identified predictor (independent variable) and criterion must be examined; second, the relationship between the moderator and criterion is assessed; and third, the impact of the interaction term (between the moderator and predictor) on the criterion must be examined. The interaction term was generated by multiplying each of the other four predictor variables (in four individual equations) by communication skill (the moderator). The three variables (each predictor, communication skill, and the product term) were entered into each separate regression equation in two steps and the product term was examined for statistical significance.

Criterion Stability/Dynamicity: In assessing the stability/dynamicity of criterion Barrett et al. (1985) proposed three basic steps: mean differences, validity differences, and rank order change. With respect to examining mean differences, the mean performance scores for the participating managers were examined for significant change from year one to year two. As this is a simple test of mean differences (as opposed to differences in correlation coefficients) a paired samples *t* test was employed. Difference scores were calculated and inserted in the *t* statistic formula. Significant differences in means across the two years of performance were indicative of criterion dynamicity.

Just as with the differences in predictive validities for the bandwidth hypotheses discussed above, differences in predictive validities across time were also be examined via the Dunn and Clark (1969) method. Again, due to the fact that correlation coefficients from a dependent sample are being compared, the use of Hotelling's *t* test was not an appropriate approach (Dunn & Clark, 1969; Hittner, May, & Silver, 2003; Steiger, 1980). In their re-analysis of prior research data Barrett et al. (1985) actually used the Dunn and Clark statistic to calculate validities where correlation coefficients (predictor-criterion relationships) were being compared across time. In response to Barrett et al.'s assertions, Austin, Humphries, and Hulin (1989) criticized the use of the Dunn and Clark approach as being too conservative especially when applied to small samples. However, recent Monte Carlo studies have come out in favor of the Dunn and Clark *z* statistic over the other available approaches (Hittner, May, & Silver, 2003; Silver, Hittner, & May, 2004).

The third step outlined by Barrett et al. (1985) was the examination of rank-order differences. Although, there is not a great deal of empirical evidence supporting the hypothesis of rank order differences, Barrett et al. (1985) state that a number of

stability/dynamicity researchers tend to agree with the notion that “dynamic criteria are implicitly or explicitly defined as changes in rank-ordering of individuals in their performance over time” (p. 51). In other words, the nature of stability/dynamicity can be assessed by examining the reliability of an individual’s scores on a criterion measure at two points in time (Barrett et al, 1985). Basically, this is an assessment of rest-retest reliability. The standard for assessing change in an individual’s rank-order differences over time is the Spearman rank-order correlation. The current dissertation utilized this approach in assessing the third category of the stability/dynamicity argument.

IV. RESULTS

Descriptive Statistics

The means, standard deviations, and intercorrelations for the five interview dimensions and the overall interview rating dimension (aggregate rating) are displayed in Table 2. Communication skill had the highest correlation with aggregate work performance ($r = .77$) compared to the other dimensions. Communication skill also displayed higher intercorrelations across the interview dimension matrix than any other interview dimension. Interestingly, aggregate performance had the lowest variability with a standard deviation of .62 as compared to the five individual interview dimensions. This suggests that overall ratings are more stable across individual’s and raters than ratings of individual dimensions.

The means, standard deviations, and intercorrelations for first and second year performance criteria are illustrated in Table 3 and Table 4 respectively. It is important to note that all of the performance criteria in both year one and year two had significantly positive intercorrelations across their respective matrices. This positive manifold across

the matrices suggests the potential for a general factor of performance as described by Viswesvaran et al. (2005). Viswesvaran et al. (2005) proposed the notion of a general factor of work performance that may account for up to 60% of the variance explained by performance ratings. Although not directly tested, the consistent moderate relationships among the performance criteria lend credence to this notion of a general factor.

The three performance criteria on which employees were highly rated across both years (compared to the other dimensions) were conscientiousness, customer service, and interpersonal competence. This perhaps reflects the fact that these three dimensions are particularly valued in the occupation, such that individuals performing poorly on them are selected out. Each of these three performance criteria tend to have strong personality components. The performance criteria which showed the lowest intercorrelations across the criterion matrices in both year one and year two were bottom line contribution, managing employee performance, and employee development. These criteria may in fact not be as easily observable and therefore tougher to accurately rate. Interestingly, bottom line contribution was the performance criteria that could be argued as being the most distal of the criteria with respect to incumbent control. Compared to the other criteria, the managers in the study exerted the least amount of direct control over bottom line contributions, thus making it a tougher measure to actually rate. With respect to managing employee performance and employee development, these more experientially-driven criteria may be more difficult to observe and rate as they involve the raters observing interactions with others as opposed to rating their direct one-on-one interactions with the ratee.

The intercorrelations between first and second year performance criteria are shown in Table 5. The correlations between each year one dimension rating and year two rating for that same dimension are represented in the diagonal in bold print. All of these correlations are significant at the .01 level and, for the most part, are substantially larger than the off-diagonal relationships. In other words, the relationships between year one and year two ratings of the same dimension are higher than relationships with different dimensions across year one and year two. These stronger relationships suggest discriminant validity for each of the performance criteria as measures. More specifically, each of the year one criteria are more clearly correlated with their counterpart year two criteria than with other year two criteria.

The above relationships can also be viewed as reliabilities over time. In Viswesvaran et al. (1996) both interrater and intrarater reliabilities for supervisory ratings of overall work performance were examined. Three types of rater error were considered: random response, transient, and idiosyncratic. The Viswesvaran et al. meta-analysis found the intrarater coefficient of stability to be .81. The interrater reliability (or between rater reliability) in that same meta-analysis produced a correlation of .52. In the current dissertation study the relationship between performance aggregate in year one and year two was also .52, which can be found in Table 5. This correlation of .52 can be looked at as stability over time or the level of consistency in ratings across the two years. Basically, it can be viewed as equivalent to the .81 stability coefficient examined in the Viswesvaran et al. study. It is important to note that the .81 came from a meta-analysis of studies with a variety of time intervals, many of which were substantially less than one year.

Furthermore, the estimate of .52 in this study is based on a single measure from the two years, thus potentially including the effects of random error.

The predictive validities for the six interview dimensions related to first year performance are displayed in Table 6 and for second year performance the correlations are shown in Table 7. Overall, most of the individual rated interview dimensions demonstrated weak correlations with the individual supervisor rated criterion dimensions for first year performance. Four of the five individual interview dimensions along with the aggregate interview rating demonstrated significant positive relationships with the first year performance criteria client satisfaction. Integrity ($r = .14, p < .05$), customer service orientation ($r = .14, p < .05$), communication skill ($r = .11, p < .10$), general mental ability ($r = .15, p < .05$), and the aggregate interview rating ($r = .18, p < .01$) all predicted client satisfaction. Interestingly, client satisfaction is different from the other performance ratings because it is the only rating derived from external input. Client satisfaction ratings were derived from the direct client feedback and thus representative of an external perspective that is different from that of the supervisor. This unique performance criteria appears to be more predictable across the board than any other performance dimension in year one.

The interview dimension integrity was also related to overall performance ($r = .12, p < .10$). The most predictive of the interview dimensions was interviewer rated communication skill. Interestingly, the interview variable customer service orientation had significant negative relationships with second year performance ratings of conscientiousness ($r = -.11, p < .10$), bottom-line contribution ($r = -.11, p < .10$),

managing performance ($r = -.13, p < .05$), employee development ($r = -.25, p < .05$), and aggregate performance ($r = -.14, p < .05$).

Analysis of Bandwidth

The first set of hypotheses examined the differences between matched vs. unmatched (or broadly matched) predictor-criterion relationships (see Table 8). Hypothesis 1a through 1d focused on the notion that individual predictors (interview dimensions) more accurately predict their matched individual dimensions (individual criterion dimensions) as opposed to being predictive of aggregated performance (overall broadband performance rating - unmatched). Analysis demonstrated that only one of these four hypotheses was confirmed. A marginally significant difference in the relationship between the interview dimension customer service orientation with its matched performance criteria customer satisfaction vs. the relationship between customer service orientation with aggregate performance ($z = 1.48, p < .10$) was found. The matched pair had a stronger relationship. Thus, hypothesis 1c was supported. The other three compared correlations had magnitudes in the opposite direction. Hypotheses 1a, 1b, and 1d were not supported.

Hypotheses 2a through 2d focused on testing differences in the predictive validities of the individual interview dimensions with individual performance criteria (matched) vs. the interview aggregate with the individual performance criteria (unmatched). There were no differences in the matched vs. unmatched relationships (see Table 9).

Analysis of Communication Skill

The second major set of hypotheses examined the role of communication skill in structured interviewing. Hypothesis 3a stated that interviewer ratings of communication skill would predict overall performance for year one. Consistent with hypothesis 3a the communication skill interview rating predicted first year aggregate performance ($r = .13$, $p < .05$) as demonstrated in Table 6. Communication skill also had a marginally significant relationship with first year ratings of client satisfaction ($r = .11$, $p < .10$), which provided support for hypothesis 3d. Hypotheses 3b and 3c were not supported. Additionally, communication skill also predicted first year bottom-line contribution ($r = .13$, $p < .05$), managing performance ($r = .11$, $p < .10$), and employee development ($r = .14$, $p < .05$). As shown in Table 7, additional analyses demonstrated communication skill to have relationships with second year performance criteria conscientiousness ($r = .11$, $p < .10$), managing performance ($r = .15$, $p < .05$), and aggregate performance ($r = .11$, $p < .10$).

Hypothesis 4 examined the role of communication skill as a moderator. As expected, hypotheses 4a and 4b were supported. As shown in Table 2 communication skill demonstrated strong positive relationships with the interview aggregate ($r = .77$, $p < .01$) and the other individual interview dimensions (correlations ranged from .42 to .47 and all were significant at the .01 level). These relationships were prerequisites for testing moderation. Hypothesis 4c examined the role of communication skill as a moderator in the relationship between the interview aggregate and the first year performance aggregate. Regression analysis showed no significant interaction between communication skill and the interview aggregate ($\beta = .03$, $p > .05$). As a result, hypothesis 4c was not

supported. Hypothesis 4d examined the role of communication skill in moderating the relationships between individual interview dimensions and the first year performance aggregate. As shown in Table 10 none of the interaction terms were significant, so hypothesis 4d was not supported.

Additional analyses were performed examining all the predictors as a group. Specifically, the variance accounted for by the five predictors as a set was examined for each of the performance criteria for both years one and two. Only five of the six predictors were included because the overall interview rating was taken out because it is an aggregate of the other predictors. Regression analysis for first year criteria yielded R-squared ranging from .01 to .04, none of which were significant (see Table 11). The only significant finding for the first year performance criteria regressions was a beta for employee development. The interview item (predictor) communication skill demonstrated a significant standardized beta of .197 ($t = 2.16, p < .05$) for employee development.

Regression analysis for second year performance yielded R-squared ranging from .01 to .08, three of which were significant (see Table 12). The three second year performance criteria included: conscientiousness ($R^2 = .05, p < .05$), managing performance ($R^2 = .07, p < .01$), and employee development ($R^2 = .07, p < .05$). The only predictor with significant positive betas was communication skill, which had positive betas for conscientiousness and managing employees. Thus, indicating that it was the most critical of the five predictors input into both of these single step regressions. The standardized beta for conscientiousness was .186 ($t = 2.33, p < .05$) and for managing

performance it was .217 ($t = 2.75, p < .01$). The betas and R-squared for all of the year one and year two regressions are included in Table 11 and Table 12 respectively.

Analysis of Criterion Stability/Dynamicity

Both the stability and dynamicity of performance criteria were examined. The personality-oriented performance criteria were hypothesized to be stable whereas the experientially-based performance criteria were hypothesized to be dynamic or subject to change over time. For both the stable (personality-oriented) and dynamic (experientially-oriented) hypotheses three sets of analyses were conducted: mean differences, differential prediction, and rank order change.

Stability Hypotheses: The first set of analyses for the stability hypotheses was the examination of mean differences between first and second year performance criteria using a paired samples t-test. As stated in hypotheses 5a, 5b, and 5c, there was an expectation of stability from year one to year two for the trait-driven performance criteria conscientiousness, customer service, and client satisfaction (see Table 13). The manager mean rating of conscientiousness in year one ($M = 4.00$) was not significantly different than the mean rating of conscientiousness in year two ($M = 4.01, p = .94$), the mean customer service rating in year one ($M = 3.98$) was not significantly different than the mean customer service rating in year two ($M = 4.03, p = .43$), and the mean client satisfaction rating in year one ($M = 3.45$) was not significantly different than the mean client satisfaction rating in year two ($M = 3.55, p = .19$). Based on the detection of a small effect ($d < .2$) as defined by Cohen et al. (2003) a power of .87 was calculated meaning that there was an 87% chance of detecting a small effect for the differences in year one and year two performance on the conscientiousness and customer service

dimensions based on a sample size of 242. A power of .84 for detecting a small effect was calculated for client satisfaction which was based on a sample of 219. Based on these findings, there is evidence supporting the stability of the trait-driven criteria over time. The t-test results along with the power analyses provide support for hypothesis 5.

The second set of stability hypotheses examined differential prediction for the trait-driven interview dimensions and the two years of performance criteria. More specifically, hypotheses 6, 7, and 8 looked at the relationships between individual interview dimensions and trait-based performance criteria across year one and year two. For the interview dimensions conscientiousness and customer service there were no significant differences in prediction of year one vs. year two performance providing support for hypotheses 6 and 7. For client satisfaction, the only interview dimension that demonstrated differential prediction over time was integrity. The integrity interview dimension was predictive of year one supervisor ratings of client satisfaction ($r = .15, p < .05$) and not significantly predictive of year two supervisor ratings of client satisfaction ($r = .03, p = .71$). The other five interview dimensions did not demonstrate significantly different predictive relationships with client satisfaction between year 1 and year two, thus providing partial support for hypothesis 8. Overall, this set of analyses provided further evidence of stability for the trait-driven criteria over time.

The third set of stability hypotheses looked at rank order-differences for conscientiousness, customer satisfaction, and client satisfaction. As shown in Table 5, these trait-driven performance criteria demonstrate strong positive correlations between year one and year two for the same criterion (highlighted in the diagonal) which supports the stability of these criteria. Thus, hypotheses 9a, 9b, and 9c were supported.

Dynamicity Hypotheses: The first set of analyses for the dynamicity hypotheses was the examination of mean differences between first and second year performance criteria using paired samples t-tests. As stated in hypotheses 10a, 10b, 10c, and 10d, there was an expectation of dynamicity or change from year one to year two for the performance criteria bottom-line contribution, managing performance, employee development, and quality (see Table 14). Results indicated that mean ratings of bottom-line contributions in year one ($M = 3.48$) were not significantly different than mean ratings of bottom-line contributions in year two ($M = 3.61, p = .18$), mean ratings of managing performance in year one ($M = 3.49$) were not significantly different than mean ratings of managing performance in year two ($M = 3.52, p = .62$), mean ratings of employee development in year one ($M = 3.28, SD = 1.11$) were not significantly different than mean ratings of employee development in year two ($M = 3.43, p = .13$), and mean ratings of quality in year one ($M = 3.77$) were not significantly different than mean ratings of quality in year two ($M = 3.79, p = .75$). Counter to the hypotheses, no significant change between year one and year two performance ratings for the experientially-based performance criteria was detected. Thus, criterion dynamicity was not demonstrated and hypothesis 10 was not supported.

The second set of dynamicity hypotheses examined differential prediction for those performance criteria theorized to be experientially-driven. Specifically, hypotheses 11, 12, 13, and 14 looked at the relationships between individual interview dimensions and experientially-based performance criteria across year one and year two. For the most part, there were no differences in the year one and year two predictive relationships. As an exception to this, one particular interview dimension did demonstrate some

differences. The predictive validity of the interview dimension customer service orientation demonstrated significantly different relationships across the two performance periods (year one and year two) for the performance criteria bottom-line performance, managing performance, employee development, and overall performance (see Table 15). The predictive relationships in year two were significantly stronger than in year one. However, these relationships were negative relationships. Thus, each of these performance criteria proved to be unstable with respect to their relationships with the interview dimension customer service orientation. Overall, this provides some evidence of possible instability which partially supports the notion of dynamicity.

The performance criteria employee development demonstrated several unstable relationships with a number of the interview dimensions. The interview dimensions emotional stability, customer service orientation, communication skill, and overall performance all had significantly different relationships with year one and year two employee development performance criteria. Although these relationships were mostly negative, the results still demonstrate evidence of dynamicity and provide partial support for hypothesis 13.

The third set of dynamicity hypotheses examined change in rank order for bottom-line contribution, managing performance, employee development, and quality. As illustrated in Table 4, these experientially-driven performance criteria have strong positive correlations between year one and year two across the same criterion (highlighted in the diagonal) which demonstrates the stability of these criteria. Thus, this set of analyses does not provide evidence of dynamicity and therefore, hypotheses 15a, 15b, 15c, and 15d were not supported.

An additional analysis was conducted to determine if there were any differences in those managers who remained for the two year period in question vs. those who only stayed on for the year one performance evaluation period. The assessment was done to determine if there were performance differences in those who remained for a second year and those who did not. A t-test was conducted to compare the two first year performance groups. Results indicated that mean first ratings of those who only stayed in the position for one year ($M = 3.49$) were not significantly different than mean first year ratings of who ended-up staying for the following year ($M = 3.59, p = .17$).

Ad Hoc Analysis

A post hoc principal components exploratory factor analysis was conducted to examine the interrelations of the performance criteria items. Two criteria were excluded from the analysis: client satisfaction and overall performance. Client satisfaction was not included due to the fact that the ratings were arrived at through a different process than the other criteria (derived from clients). Overall performance was not included as it is an aggregate of all the other criteria. For year one the first eigenvalue was 2.98, the only eigenvalue greater than one. One method of interpretation is to accept any eigenvalues over one as distinct factors (Nunnally & Bernstein, 1994). Examination of the scree plot supported this interpretation. The interpretation of this eigenvalue is that the proportion (or percent) of variance accounted for by this first component is 43%. Because only one factor emerged this provides evidence of unidimensionality. This evidence of the criteria clustering as one dimension supports the notion of a general factor of performance as put forth by Viswesvaran et al. (2005).

V. DISCUSSION

The overall purpose of the study was to take a closer look at some popular methods of employee selection and performance management. From a selection perspective the structured interview methodology and the behavioral assessment of communication skills were examined. From a criterion perspective, the stability of performance appraisal ratings were examined over time. More specifically, the study examined 1) bandwidth in structured interviewing, 2) the impact of communication skill, and 3) the stability/dynamicity of performance criteria over time.

From a selection perspective, the structured interview is a widely used methodology that enjoys a substantial amount of both empirical support and practitioner endorsement. In fact, the practice is almost universally supported by practitioners in the field of industrial and organizational psychology (I/O). Nearly every I/O consulting firm markets some form of structured interviewing as part of its suite of offerings. However, there is still work to be done. Although the structured interview has enjoyed a great deal of attention in the research community, the notion of bandwidth matching has never been examined. Better understanding the potential for designing matched predictor/criterion bandwidth could have serious implications on the way in which we view the construction and implementation of structured interview selection procedures. This dissertation examined the nature and impact of bandwidth matching on the structured interview process.

Another popular tool in the arsenal of consultants and hiring managers is the assessment of observed behaviors, more particularly the observation and rating of communication skill. It is in our nature to observe and react to that which we experience.

This includes the one-on-one interactions between interviewer and interviewee. A candidate's ability to effectively communicate can have an impact on the perceptions formed by the interviewer. The ability to effectively communicate is especially critical for any manager tasked with supervising and motivating a staff. Managers must be able to have critical one-on-one conversations with their staff as well as facilitate group discussion and feedback in meetings. As essential as this skill set is, there has been surprisingly little research on the assessment and prediction of communication skill. This dissertation study examined the role of communication skill in the selection process and its impact on the structured interview.

The third component of this dissertation revisited a long standing debate concerning the stability of performance over time. A commonly held belief and widely applied assumption in the I/O community is the notion that performance is stable over time. This assumption is critically important because the way in which we evaluate the efficacy of selection procedures is by assessing how well the performance predictors correlate with performance criteria. Typically, the performance criteria used in these validation studies is immediate or first year performance. Thus, the assumption of performance stability must be made. However, if performance is unstable over time, the notion of predicting performance becomes a moving target. If supervisory ratings of performance are unreliable, the business of prediction becomes greatly compromised. This dissertation examined the stability of performance criteria over a two-year period. Most of the empirical work has not stressed the dynamics of interview scores in predicting different performance criteria over time. Further, prior research has also not

distinguished trait-driven vs. experience-based criteria. This dissertation aimed to address these shortcomings.

General Findings

Bandwidth: In a simple sense, bandwidth refers to the breadth of coverage for a particular construct. In other words, it is the extent to which a construct is either broadly encompassing or narrowly focused in its range of conceptual coverage. In comparing matched predictor-criterion relationships (predictors and criterion measuring the same construct) with unmatched relationships involving aggregate ratings correlated with individual dimensions, some interesting findings came up.

The interview item (predictor) customer service orientation was matched with two performance ratings: client satisfaction and customer service. The company in the study provides hospitality services to organizations and thus contracts with organizations to provide services to customers. Client satisfaction ratings represent the satisfaction of the contracting organization whereas customer service ratings represent the satisfaction of those using the services. The interview item customer service orientation was predictive of its matched criteria client satisfaction, but not of its other matched criteria customer service. It is worth noting that these two performance ratings have a methodological difference. The rating for client satisfaction (those contracting for the service) came from actual client ratings transferred into the performance appraisal by the supervisor whereas customer service ratings (meaning end-users as opposed to those contracting for the service) were based on supervisor observations. Thus, the customer service rating may not be as accurate of a representation of actual customer service as it is an indirect appraisal made by a supervisor observing the manager-customer interaction as opposed to

direct feedback from the customer. The client satisfaction rating is derived from feedback coming directly from the client organization or contracting representative. This more direct source of feedback makes for a more meaningful predictor-criterion relationship as demonstrated in the results.

Communication skill proved to be a better predictor of overall performance than of its matched performance criteria interpersonal skill, with which the relationship was not significant. However, communication skill was predictive of three other interpersonal communication oriented performance criteria: client satisfaction, managing performance and employee development. Success in meeting these criteria certainly requires a high level of communication competence. Because of its broad impact, communication skill may be better thought of as a broad construct that influences a number of work behaviors as opposed to a narrowly defined construct that can be matched to a specific performance criterion. The other matched relationships examined did not bear many significant results. All-in-all, bandwidth matching only appeared to provide value in the case of end-user rated criteria, where satisfaction ratings came from end-users.

Communication Skill: The second major set of hypotheses focused on the role of communication skill in structured interviewing and its predictive capabilities as an interview construct. Interviewers observed communication behaviors of candidates during the course of their phone interviews and rated them according to structured guidance. These ratings were found to be the most predictive of any of the interview dimensions across both year one and year two performance. Interviewer rated communication skill predicted first year client satisfaction, bottom-line contribution, managing performance, employee development, and aggregate performance. With

respect to year two, communication skill predicted conscientiousness, managing performance, and aggregate performance. Considering the highly interpersonal nature of management in the service industry it is not surprising that the ability to effectively communicate has such an impact on performance, both immediate and over time. Any successful manager must have the capacity to work both one-on-one and in group settings with staff and customers. Managing is primarily about effective communication and the ability to work through others to accomplish larger goals.

Beyond the predictive nature of communication skill, the current dissertation study also looked at the impact that this unique interview item had on the rating of other more traditional structured interview items. The moderation hypotheses examined the role of communication skill in moderating the relationships between the interview dimensions and the first year performance aggregate. None of these relationships were found to be significant. Additional analyses examined the impact of the predictors as a set to determine variance accounted for by the five predictors taken together. The results demonstrated that communication skill was the only predictor to have a significant positive impact on predicting performance when all other items were taken into account. Basically, communication skill stood out as the strongest and most resilient of the structured interview predictors. Further discussion about this construct as a unique predictor can be found in the Emerging Themes section below.

Stability/Dynamicity: It was hypothesized that the change in stages that managers experience can create a contextual shift that will create some dynamicity in performance criterion. According to this line of thinking, the strongly trait-driven performance behaviors should remain stable while other more manager-specific behaviors such as

managing employee performance, employee development, and bottom-line contribution should evolve. However, the results provide a good deal of support for the overall stability of criteria regardless of the type. Based on the three approaches outlined by Barrett et al, there was little evidence of criterion dynamicity. For the most part criterion ratings did not significantly change from year one to year two. Mean ratings did not significantly change from year one to year two and neither did rank order of individuals on each criteria. Given the substantial power to detect small effects, the results provide strong support for inferring criterion stability. With respect to differential prediction, there was little change in the predictive relationships across time. One exception was the performance criteria employee development. Although the only interview dimension that had a marginally significant relationship with employee development (year one) was communication skill, there was significant change in the prediction of this criteria over time on the other interview dimensions. The most notable change was the predictive relationship of customer service orientation, which will be discussed further below. As all of the other predictive relationships were not significant, for both the practical and theoretical implications the concerns for criterion dynamicity are minimal.

Interestingly, the interview dimension customer service orientation showed differential prediction with bottom-line contributions, managing employees, employee development, and overall performance. The change is partly because correlations turned negative in year two for all four criteria. For overall performance and employee development the correlations were significant. This may be due to the fact that a continued focus on customers may mean that attention is shifted away from managing internal staff and more towards client and customer relationships. The nature of the

service industry is to be client and customer focused, so it is reasonable to believe that this heavy focus may draw energy away from working internally with developing team members. Overall, the results of the stability/dynamicity analyses do lend support for the argument that performance criteria is stable over time.

Emerging Themes

Two notable themes emerged during the course of the analysis. Though somewhat unexpected, these themes do provide very valuable theoretical insight. The two themes included: the performance of two uniquely rated constructs and the notion of a general factor of performance. The two uniquely rated constructs were: observed communication skill and client-rated client service. The other interesting theme was the emerging support for a general factor of work performance, a fairly new area of study that has a great deal of implications for both business and research.

Uniquely-rated Constructs: As mentioned, there were two uniquely-rated constructs that stood out from the other interview and performance ratings. On the interview side, there was one particular interview dimension that did have a number of significant relationships for first year performance. Communication skill predicted five individual performance criteria and overall performance. Communication skill was different than the other interview dimensions in that it was not a question posed to the interviewee. Rather, it was a rating based on the overall impression that the interviewer had of the interviewee's ability to effectively communicate during the course of the interview. Basically, communication skill was a rating of observed behavior as opposed to a prompted response to a specific question. This rating of observed behavior was more predictive of performance on the job than the structured interview questions. As a

construct, communication skill is certainly a vital element to effective management and client relations. Managing and developing employees is key to building and maintaining a successful team. In order to manage and develop a team one must be able to communicate. Similarly, working with clients also requires strong communication skill. In light of this, it is no surprise that communication skill was predictive of a number of the performance criteria addressing these areas. Also, the fact that the rating was based on direct observation as opposed to a solicited response to a question helps to create a stronger link between the predictor and criterion. From a bandwidth perspective, interviewer ratings of communication skill match better with the overall ratings of first year performance than with the matched criteria interpersonal competence. The fact is that management in the hospitality industry is communication driven and overall performance really depends of the ability of the manager to communicate internally with staff and externally with clients. In this sense, communication skill really is a global predictor.

With respect to client rated client satisfaction, this particular performance criteria that had stronger relationships with the interview dimensions than the other performance criteria. First year client satisfaction was predicted by nearly all of the interview dimensions. Interestingly, this dimension was different than the other dimensions in that the rating was based on an outside client rating and not supervisor observed performance. The managers in the study had direct responsibility for managing and working with clients who contracted them to deliver services to their customers. Clients filled out a satisfaction rating based on their experiences with the manager and the services they provided to their customer base. These ratings were then transferred to the performance

appraisal by the district managers responsible for evaluating the managers. Thus, this was the only rating that would not be impacted by leniency or central tendency in the same way that direct supervisor rated performance would be. Client satisfaction also had a lower mean than all of the other criteria with the exception of employee development. This provides additional support that there was less of a leniency effect for client satisfaction ratings than the other ratings.

In order to further assess the difference between the purely supervisory ratings and the client satisfaction rating, additional analyses were conducted. For the sake of comparison, the performance rating client satisfaction and the performance aggregate were both pulled out of the year one and year two correlation matrices and the average intercorrelations were calculated. The average intercorrelations among the seven remaining supervisory rated criteria were .33 for year one and .32 for year two. In comparison, the average intercorrelation for client satisfaction and the other seven performance criteria was .29 for both year one and year two. The fact that the average intercorrelation for client satisfaction with the other performance ratings was lower than the average intercorrelation of the other performance ratings (supervisory rated criteria) with each other combined (excluding client satisfaction) further supports the difference between this type of client derived rating vs. the purely supervisory ratings.

With respect to bandwidth, the overall interview aggregate predicted client satisfaction better than it predicted overall criteria. From a dimensional perspective, interviewer ratings of customer service orientation predicted supervisor ratings of client satisfaction better than they predicted overall aggregate ratings of performance. Further providing evidence that this unique performance criterion is a stronger measure than the

other more conventional supervisor rated performance appraisal criteria. It would appear that the strength of this criterion is rooted in the desire for the client organization to provide targeted and realistic feedback in an effort to ensure that the quality of service provided is on level with their expectations.

General Factor of Performance: The notion of a general factor of performance gained some support in this dissertation study. As illustrated in Table 3 and Table 4 there was a strong positive manifold among the performance criteria within each of the two years of performance data. These consistently strong correlations between performance criteria items provide evidence of a potential single factor of performance. In addition, exploratory factor analysis demonstrated further evidence of a single factor due to the majority of variance being explained by a single performance factor. This analysis demonstrated the value of all of the individual items yet, the primary loading was onto a single factor of performance.

It is important to note that just as in any organizational setting, the performance ratings used in this dissertation study were deliberately designed as distinct performance indicators based on a thorough job analysis. However, the reality is that these constructs do not appear to be statistically distinct. This is not to say that the individual items do not contribute unique value in the prediction of performance. The fact is that some contribute more than others and as a whole, they tend to load together as one general factor of work performance. By virtue of the fact that organizations typically only use aggregate ratings to make decisions, this notion of a general factor is not necessarily a foreign concept. The single factor loading of the performance criteria combined with the strong

interrcorrelations and general stability of the criteria lends further support for the Viswesvaran et al. (2005) assertion of a general factor of work performance.

Overall, performance was best measured and predicted by measures involving more than just straightforward structured item ratings. As a performance indicator, client satisfaction was the most predictable of the performance criteria measured. As a measure involving outside input from vested stakeholders, the client satisfaction rating provided more unfettered insight into managerial performance. At the end of the day, the key mission of the managers examined in this study was to provide quality client service. Who better to rate this quality than the client's themselves. With respect to the interview, communication skill demonstrated the strongest predictive relationships because the rating involved a direct assessment of actual real-time candidate behavior by the interviewer. The other structured interview items were questions designed to elicit inferences about performance based on candidate self-reports of past and potential future behaviors. Apparently, the direct observation of a candidate's communication skill provided stronger insight into success on the job. Practically speaking, communication skill is a critical competency in hospitality management. In any service industry the driver of bottom-line success is the client's perceptions of the service they receive. The ability to effectively communicate fosters strong vendor-client relationships and ultimately drives perceptions of client satisfaction. If a client feels they are heard and that their problems are going to be addressed they are certainly more likely to express satisfaction. With respect to the general factor of performance, the findings in this dissertation pose the question: what should a performance appraisal look like and what should be expected of raters? In moving forward, the dilemma is what data should we

expect from performance appraisals and how should the data be analyzed and utilized in making selection and promotional decisions.

Limitations

The study has a number of strengths and limitations that need to be addressed. One of the strengths of the study is the fact that the data came from a field organization and is reflective of an actual hiring and performance management process. In industrial and organizational psychology research, field data is an important part of research. The ultimate goal is to apply research findings to the business world, so working with organizations in the research process is important. A limitation of this design is the fact that using field data prevents the researcher from controlling study design and direct data collection, two important controls in empirical research. However, the team of industrial and organizational psychologists from the organization did have a great deal of experience and expertise. The protocols for designing both the interview and performance rating processes used by the organization's team were reviewed by the researcher and found to be in-line with standard best practices in the field.

One important limitation of the study concerned the longitudinal data. The researcher was only able to obtain two years of performance data, which limited the type of analyses the researcher could perform. Three or more years would have provided a much more robust view of stability over time and allowed for more complex statistical analyses. However, this level of data was unavailable, so the researcher had to make due with what was offered. Because of the need to directly match interview scores with two years of performance scores the sample size was somewhat restricted. However, most of the analyses utilized a sample size of over 200, which allowed for reasonably strong

power to detect small effects. It is also important to note that the transition stage was defined as being in the position between 3 and 12 months. This was the time period that allowed new managers to be eligible for a full performance appraisal during their first year as a manager. Those designated as progressing to the maintenance stage (year 2) had been in the position between 15 and 24 months when they were evaluated. Because of the transient nature of the position, it was difficult to create a narrower and more defined break between the phases. This is an issue that could be examined more closely in a controlled research setting.

Another limitation that must be noted is the general lack of strong correlations between interview dimensions and performance criteria. The unexpectedly low correlations posed somewhat of a challenge. Supervisor ratings on the structured interview dimensions demonstrated fairly weak relationships with supervisor ratings of work performance on the supervisor rated performance criteria. With respect to the performance ratings, a general issue of concern is the tendency for supervisors to rate performance in the moderate to positive range, so as to avoid any confrontations or political ramifications. This notion of rater leniency/central tendency is certainly a factor in this study. For the most part, the range of scores on the 1 to 5 scales were fairly tight. Scores of 1 and 5 were rare and for some of the criteria they were not ever used. Scores of 2 were fairly uncommon meaning that scores were typically in the 3 to 4 range. As a result, there was not a lot of variability in the performance ratings making predictive relationships tough to see. From a practical perspective, this grouping of scores demonstrated a general tendency towards supervisor leniency. With respect to the analyses, the lack of predictive relationships greatly restricts the number of analyses and

inferences that can be drawn from the results. Although the Dunn and Clark (1969) tests of differences do not rest on the assumption of significance for the correlations used in the analysis, further inferences are difficult to make when the correlations used are not significant.

Implications

The impact of bandwidth on defining predictors and the debate around criterion stability/dynamicity are two basic arguments in the selection/performance prediction literature that have not been explored with respect to structured interviewing. As a methodology, structured interviewing is one of the most popular techniques for evaluating candidates and making selection decisions. Human resource practitioners and hiring managers tend to focus on assessing personality, communication skill, and intelligence during candidate interviews. In light of this, it is imperative that the research community spend more time investigating the nature of this widely used selection methodology, so as to provide a more in-depth understanding of how structured interviewing can best be applied. More specifically, one of the goals of this study was to examine the differences in prediction between specific interview dimensions and their matched performance dimension counterparts. Examining bandwidth matching in structured interviewing will shed light on the potential for differential weighting of interview constructs that are typically lumped together as aggregated scores. A great deal of valuable predictive data may be lost when distinct constructs are lumped together with the intent of predicting overall first year performance. The unique constructs subsumed within a structured interview may provide different information with respect to different performance factors. Knowledge of which specific trait and behavioral interview

dimensions are better at predicting managerial performance can lead to the development and use of more targeted (and more valid) structured interviews in the business community.

Another important implication of this study is the value of observed communication skill. The use of observer ratings of communication skill in selection has not been well researched. The findings in this dissertation study provide ample evidence of the importance communication skill plays in performance prediction. Of all the predictors examined in this study, communication skill emerged as the strongest. The ability to effectively communicate is no doubt of critical value to any service industry manager. Given the importance of this widely talked about skill set, more research needs to be conducted. Additionally, the nature of the rating also surfaced as meaningful. Communication skill was the only interview item that relied on direct observation as opposed to rating a response to a question. This distinction is important because it has implications for how we design interview and selection processes. The superior performance of this item compared to the others necessitates further investigation. The manner with which interviewers collect data is vital to the quality of their selection decisions.

The nature of performance as being either stable or dynamic is a debate that has seemingly waned in recent years. In the past, much of the debate has focused on the prediction of overall rated performance. Although understanding overall performance is important, there are many facets of performance depending on the circumstance. In order to better understand the nature of stability and dynamicity it is critical that performance be examined at a deeper level. The reality is that some performance factors are more

overtly trait driven while others are more likely to be contextually influenced.

Theoretically speaking, trait factors, such as personality and GMA, are inherently stable and undergo very little change over time. An extension of this logic suggests that strongly trait driven performance factors will also undergo little change over time whereas some less trait-driven performance behaviors may be more prone to instability. Criterion stability is a powerful assumption and one that should continue to be tested. There are so many ramifications with respect to hiring and promotion that there needs to be more work in the area. Much of the work in selection and performance management is predicated on the stability of performance, yet this assumption has largely been left alone over the past few decades. Understanding the nature of prediction in terms of the stability/dynamicity of the criteria in question can help both researchers and practitioners better organize the selection and interview process.

Summary

The overarching purpose of this study was to further examine some of the critical issues of concern in predicting work performance. The ability to predict future worker performance is a topic that has generated a great deal of research over the last century, but is also a multi-billion dollar industry. As the need for selective hiring has grown so has the need for more rigorous methods and techniques. In the business of hiring there are two basic components to the equation: predictor and criterion. In order to make an effective hiring decision it is critical that the hiring manager have access to tools that can effectively predict a candidate's potential behavior on the job. Equally important is the measurement of performance on the job. Although accurate predictors are critical, they are of little use unless a set of criterion for successful performance has been defined. The

purpose of the study was to explore critical elements on both sides of this equation. More specifically, the major issues explored included: bandwidth in structured interviewing, the impact of candidate communication skill, and the stability/dynamicity of criterion.

Over the last several decades structured interviewing has become a popular hiring/selection technique. Yet, there are still a number of unanswered questions concerning the nature of the technique. In particular, relatively little attention has been paid to the examination of such areas as bandwidth in structured interviewing (Golstein, Zedeck, & Goldstein, 2002). Paper-pencil tests of cognitive ability have long dominated selection research and in more recent years paper-pencil assessments of personality have also become fairly popular (Goldstein et al., 2002, Schmidt & Hunter, 1998). Compared to the thousands of studies examining cognitive ability there have only been 100 or so focusing on structured interviewing (Schmidt & Hunter, 1998). The specific issue of bandwidth matching has, for the most part, excluded any discussion of the structured interview.

Similar to the dearth of research on bandwidth in structured interviewing, assessing communication skill in the interview setting has also been somewhat overlooked. The nature of communication has been well researched and documented. However, the predictive capabilities of a candidate's communication skill generally have not received as much attention as other constructs such as personality and GMA. The role of a manager almost always involves dealing with people. These interactions include such behaviors as rapport building, cooperation, and active listening. The current study demonstrated the predictive validity of interviewer rated communication skill within the structured interview context. Generally speaking, the stronger a manager's

communication skill, the more effective he or she will be in dealing with both employees and customers. In order to be effective, managers must expend effort and demonstrate drive in order to meet business objectives and deliver quality service. In light of this, the need for strong communication is key to meeting business objectives and ultimately driving client satisfaction.

Just as there has been a narrow methodological fixation on paper-pencil tests of cognitive ability in performance prediction, there has also been a concentration of prediction research on limited criteria. The vast majority of selection research focuses on immediate year performance data or the available performance appraisal information that closely follows the selection test administration. This cross-sectional or snapshot approach implies that first year performance is the desired outcome that both psychologists and business practitioners are most interested in. The use of immediate year criteria also assumes that performance criteria are stable over time. As demonstrated in the current study, this assumption that worker performance is stable may be somewhat problematic. Depending on the nature of the criteria and predictors, there may be some instability in performance criteria. In the bottom-line world of business the sustainability of performance is key to long term success. As such, more research should focus on this area.

The findings produced from this study answer some questions and bring to light even more questions. The predictor-criterion equation is a critical element to creating an effective selection process. Because of this criticality, the more knowledge we have about the tools we use, the better able we become in building quality process that ultimately lead to better quality organizations. The results of the analyses reported here suggest that

(a) bandwidth matching of structured interview dimensions to criteria does not necessarily result in better prediction, (b) candidate communication skill is important in structured interviewing and, (c) structured interview dimensions are stable in predicting trait-driven and experience-based performance criteria. In light of these findings, further research needs to be conducted in these three areas of focus in order to better understand the nature of performance prediction.

Table 1

Taxonomy of Managerial Performance (Borman and Brush, 1993)

Planning and organizing

Guiding, directing & motivating subordinates and providing feedback

Training, coaching and developing subordinates

Communicating effectively and keeping others informed

Representing the organization to others and the public

Technical proficiency

Administration and paperwork

Maintaining good working relationships

Coordinating subordinates and others' resources to get the job done

Decision making/problem solving

Staffing

Persisting to reach goals

Handling crisis and stress

Organizational commitment

Monitoring and controlling resources

Delegating

Selling/influencing

Collecting and interpreting data

Table 2

Descriptive Statistics for Interview Variables: Means, standard deviations, and inter-correlations between interview dimensions

Variable	Mean	S.D.	1	2	3	4	5	6
1. Integrity	3.70	.88	-					
2. Customer Service	3.61	.78	.40**	-				
3. Communication Skill	3.69	.87	.44**	.43**	-			
4. GMA	3.43	.90	.35**	.40**	.47**	-		
5. Emotional Stability	3.54	.90	.40**	.33**	.42**	.30**	-	
6. Aggregate Rating	3.60	.62	.72**	.70**	.77**	.71**	.69**	-

Note. Total $N = 242$. ** = $p < .01$.

Table 3

Descriptive Statistics for First Year Performance: Means, standard deviations, and inter-correlations between first year performance criteria dimensions

Variable	Mean	S.D.	N	1	2	3	4	5	6	7	8	9
1. Conscientiousness	4.00	.765	242	–								
2. Customer Service	3.98	.799	242	.41**	–							
3. Client Satisfaction	3.44	1.013	222	.28**	.30**	–						
4. Interpersonal Competence	3.91	.809	241	.45**	.45**	.31**	–					
5. Bottom-line Contribution	3.48	1.126	239	.19**	.23**	.22**	.25**	–				
6. Managing Employee Performance	3.50	.695	242	.46**	.38**	.37**	.36**	.19**	–			
7. Employee Development	3.29	1.066	195	.26**	.25**	.24**	.23**	.22**	.45**	–		
8. Quality	3.77	.726	242	.35**	.37**	.34**	.38**	.36**	.34**	.29**	–	
9. Aggregate Performance	3.68	.549	242	.65**	.65**	.63**	.66**	.58**	.67**	.61**	.65**	–

Note. ** = $p < .01$.

Table 4

Descriptive Statistics for Second Year Performance: Means, standard deviations, and inter-correlations between second year performance criteria dimensions

Variable	Mean	S.D.	N	1	2	3	4	5	6	7	8	9
1. Conscientiousness	4.01	.810	242	-								
2. Customer Service	4.03	.783	242	.48**	-							
3. Client Satisfaction	3.53	1.105	236	.38**	.40**	-						
4. Interpersonal Competence	3.92	.741	242	.44**	.44**	.20**	-					
5. Bottom-line Contribution	3.59	1.265	241	.28**	.30**	.23**	.22**	-				
6. Managing Employee Performance	3.52	.753	241	.45**	.38**	.29**	.28**	.22**	-			
7. Employee Development	3.41	1.169	179	.34**	.18*	.21**	.18*	.29**	.28**	-		
8. Quality	3.79	.739	239	.45**	.39**	.30**	.31**	.25**	.39**	.24**	-	
9. Aggregate Performance	3.73	.577	242	.73**	.67**	.63**	.57**	.62**	.62**	.58**	.62**	-

Note. * = $p < .05$; ** = $p < .01$.

Table 5

Inter-Correlations Between First and Second Year Performance

Year 1	Year 2	1	2	3	4	5	6	7	8	9
1. Conscientiousness		.40** (242)	.22** (242)	.19** (236)	.21** (242)	.10 (241)	.39** (241)	.20** (179)	.32** (239)	.38** (242)
2. Customer Service		.20** (242)	.25** (242)	.12 [†] (236)	.17** (242)	.08 (241)	.21** (241)	.17* (179)	.26** (239)	.28** (242)
3. Client Satisfaction		.26** (222)	.15* (222)	.39** (219)	.10 (222)	.06 (221)	.26** (221)	.09 (164)	.25** (220)	.30** (222)
4. Interpersonal Competence		.27** (241)	.19** (241)	.19** (235)	.36** (241)	.17** (240)	.27** (240)	.18* (178)	.30** (238)	.37** (241)
5. Bottom-line Contribution		.24** (239)	.19** (239)	.16* (233)	.13* (239)	.31** (238)	.16* (238)	.01 (176)	.15* (236)	.28** (239)
6. Managing Employee Performance		.29** (242)	.18** (242)	.18** (236)	.13* (242)	.07 (241)	.43** (241)	.18* (179)	.25** (239)	.32** (242)
7. Employee Development		.37** (195)	.19** (195)	.24** (192)	.18* (135)	.26** (194)	.25** (194)	.34** (169)	.19** (193)	.40** (195)
8. Quality		.36** (242)	.21** (242)	.21** (236)	.20** (242)	.14* (241)	.27** (241)	.13 (179)	.39** (239)	.36** (242)
9. Aggregate Performance		.46** (242)	.30** (242)	.33** (236)	.26** (242)	.24** (241)	.42** (241)	.24** (179)	.40** (239)	.52** (242)

Note. * = $p < .05$; ** = $p < .01$.

Table 6

Inter-Correlations Between Interview and First Year Performance

Variable	Consc.	Customer Service	Client Satisfaction	Interpersonal Competence	Bottom-line Contribution	Managing Performance	Employee Development	Quality	Aggregate Performance
Integrity	.05 (242)	.09 (242)	.14* (222)	-.01 (241)	.10 (239)	.08 (242)	.06 (195)	.05 (242)	.12 [†] (242)
Customer Service Orientation	-.03 (242)	.02 (242)	.14* (222)	.01 (241)	.05 (239)	-.01 (242)	-.02 (195)	.04 (242)	.05 (242)
Communication Skill	.07 (242)	.05 (242)	.11 [†] (222)	-.05 (241)	.13* (239)	.11 [†] (242)	.14* (195)	.05 (242)	.13* (242)
GMA	-.03 (242)	-.02 (242)	.15* (222)	-.04 (241)	.03 (239)	.05 (242)	.04 (195)	-.02 (242)	.03 (242)
Emotional Stability	-.04 (242)	.00 (242)	.11 (222)	.00 (241)	.03 (239)	.00 (242)	.01 (195)	-.07 (242)	.02 (242)
Aggregate Rating	.01 (242)	.04 (242)	.18** (222)	-.03 (241)	.10 (239)	.07 (242)	.07 (195)	.01 (242)	.10 (242)

Note. [†] = $p < .10$; * = $p < .05$; ** = $p < .01$.

Table 7

Inter-Correlations Between Interview and Second Year Performance

Variable	Consc.	Customer Service	Client Satisfaction	Interpersonal Competence	Bottom-line Contribution	Managing Performance	Employee Development	Quality	Aggregate Performance
Integrity	.07 (242)	.06 (242)	.02 (236)	.00 (242)	.07 (241)	.04 (241)	-.03 (179)	.06 (239)	.06 (242)
Customer Service Orientation	-.11 [†] (242)	-.03 (242)	.01 (236)	-.06 (242)	-.11 [†] (241)	-.13* (241)	-.25** (179)	-.07 (239)	-.14* (242)
Communication Skill	.11 [†] (242)	.06 (242)	.07 (236)	.01 (242)	.10 (241)	.15* (241)	-.01 (179)	.03 (239)	.11 [†] (242)
GMA	.01 (242)	.04 (242)	.06 (236)	.01 (242)	.02 (241)	.09 (241)	-.03 (179)	.03 (239)	.05 (242)
Emotional Stability	-.02 (242)	-.02 (242)	.02 (236)	.02 (242)	.07 (241)	.01 (241)	-.11 (179)	-.08 (239)	-.01 (242)
Aggregate Rating	.02 (242)	.03 (242)	.05 (236)	.00 (242)	.05 (241)	.05 (241)	-.12 (179)	-.01 (239)	.02 (242)

Note. [†] = $p < .10$; * = $p < .05$; ** = $p < .01$.

Table 8

Hypothesis 1: Differential Prediction for Aggregate Performance - Investigating differential prediction between individual predictors with matched individual performance criteria vs. individual predictors with aggregated supervisor performance ratings (unmatched criteria).

Predictor (individual interview dimensions)	Performance Criteria (matched to predictor dimensions)	n	Predictor to Performance Criteria (matched) R	Predictor to Aggregate Performance Criteria (unmatched) R	Dunn & Clark z - difference test z	P-value (one-tail) p
Integrity	Conscientiousness	242	.05	.12 [†]	-1.20	.88
Customer Service Orientation	Customer Service	242	.02	.05	-.54	.71
Customer Service Orientation	Client Satisfaction	222	.14*	.05	1.48	.07
Communication	Interpersonal Competence	241	-.05	.12 [†]	-3.23	>.99

Note. [†] = $p < .10$.

Table 9

Hypothesis 2: Differential Prediction for Predictors - Investigating differential prediction between individual predictors with matched individual performance criteria vs. aggregate predictor (aggregate interviewer ratings - unmatched) and individual performance criteria.

Predictor (individual interview dimensions)	Performance Criteria (matched to predictor dimensions)	n	Predictor to Performance Criteria (matched) R	Aggregate Predictor to Performance Criteria R	Dunn & Clark z - difference test Z	P-value (one-tail) P
Integrity	Conscientiousness	242	.05	.01	.92	.18
Customer Service Orientation	Customer Service	242	.02	.04	-.34	.63
Customer Service Orientation	Client Satisfaction	222	.14*	.18**	-.77	.78
Communication	Interpersonal Competence	241	-.05	-.03	-.50	.69

Note. * = $p < .05$; ** = $p < .01$.

Table 10

Moderated Regression Analysis for Communication Skill: Moderated regression examining the role of communication skill in moderating the relationship between individual interview dimensions and aggregate performance.

<i>Predictors</i> (regressed on overall performance criteria rating)	Emotional Stability	Integrity	Customer Service Orientation	GMA	Overall Interview Rating
Step 1					
Dimension - <i>B</i> (each predictor)	-.04	.08	.00	-.04	-.01
Communication Skill - <i>B</i>	.15*	.10	.13*	.14*	.13
<i>R</i> ²	.02	.02	.02	.02	.02
Step 2					
Dimension - <i>B</i> (each predictor)	-.41	.08	-.01	-.04	-.01
Communication Skill - <i>B</i>	.14*	.09	.13*	.15*	.13
Product Term (interaction)	.05	.03	.06	.05	.03
<i>R</i> ²	.02	.02	.02	.02	.02
ΔR^2	.00	.00	.00	.00	.00
<i>F</i>	1.63	1.77	1.61	1.62	1.40

Note. *N* = 242. * = *p* < .05.

Table 11

Regression Analysis for Predictor Set: Year 1 - R-square and standardized beta weights for the interview dimensions entered as a set for each performance criteria (first year)

Variable	Consc.	Customer Service	Client Satisfaction	Interpersonal Competence	Bottom-line Contribution	Managing Performance	Employee Development	Quality	Aggregate Performance
Integrity	.08	.11	.07	.00	.18	.08	.03	.08	.10
Customer Service Orientation	-.05	-.00	.06	.04	.04	-.08	-.09	.04	-.01
Communication Skill	.13	.06	.00	-.06	.01	.13	.20*	.09	.13
GMA	-.07	-.07	.09	-.03	-.07	.02	-.01	-.07	-.04
Emotional Stability	-.08	-.04	.03	.03	-.08	-.06	-.06	-.14 [†]	-.06
R Square	.02	.01	.04	.01	.03	.02	.03	.02	.03

Note. [†] = $p < .10$; * = $p < .05$

Table 12

Regression Analysis for Predictor Set: Year 2 - R-square and standardized beta weights for the interview dimensions entered as a set for each performance criteria (second year)

Variable	Consc.	Customer Service	Client Satisfaction	Interpersonal Competence	Bottom-line Contribution	Managing Performance	Employee Development	Quality	Aggregate Performance
Integrity	.10	.08	-.01	.01	-.05	.03	.06	.12	.08
Customer Service Orientation	-.20**	-.08	-.03	-.09	-.02	-.26**	-.31**	-.13	-.26**
Communication Skill	.19*	.07	.08	.01	.05	.22**	.10	.06	.18*
GMA	-.02	.03	.04	.03	.07	.09	.06	.05	.06
Emotional Stability	-.07	-.06	-.01	.04	.07	-.04	-.08	-.12	-.05
R Square	.05*	.01	.01	.01	.02	.07**	.08*	.03	.06**

Note. * = $p < .05$; ** = $p < .01$.

Table 13

T-test for Mean Differences in Trait-Driven Criteria (Personality-oriented Performance Criteria across Year-1 and Year-2)

	<i>N</i>	<i>M (y1)</i>	<i>SD (y1)</i>	<i>M (y2)</i>	<i>SD (y2)</i>	<i>t</i>	p-value
Conscientiousness	242	4.00	.77	4.01	.81	-.08	.94
Customer Satisfaction	242	3.98	.80	4.03	.78	-.79	.43
Client Satisfaction	219	3.45	1.01	3.55	1.11	-1.33	.19

Note. y1 = year 1 ratings of performance criteria and y2 = year 2 ratings of performance criteria.

Table 14

T-test for Mean Differences in Experientially-oriented Performance Criteria (across Year-1 and Year-2)

	<i>N</i>	<i>M (y1)</i>	<i>SD (y1)</i>	<i>M (y2)</i>	<i>SD (y2)</i>	<i>t</i>	p-value (one-tail)
Bottom-line	238	3.48	1.12	3.61	1.26	-1.34	.09
Managing Performance	241	3.49	.70	3.52	.75	-.50	.31
Employee Development	169	3.28	1.11	3.43	1.17	-1.52	.07
Quality	239	3.77	.72	3.79	.74	-.32	.38

Note. y1 = year 1 ratings of performance criteria and y2 = year 2 ratings of performance criteria.

Table 15

Dynamicity of Customer Service Orientation: Differential prediction for the interview dimension "customer service orientation" with four performance criteria.

Customer Service Orientation (Interview Dimension)						
<i>Performance Criteria</i>	<i>N</i>	<i>r (y1)</i>	<i>r (y2)</i>	<i>r (y1 to y2)</i>	<i>z</i>	p-value
Overall Performance	242	.05	-.14*	.52**	3.06	< .01
Employee Development	169	-.02	-.25**	.34**	2.65	.01
Managing Performance	241	-.01	-.13	.43**	1.72	.09
Bottom-line Performance	238	.06	-.10	.31**	2.07	.04

Note. * = $p < .05$; ** = $p < .01$. In the table $r(y1)$ = correlation for the interview dimension "customer service orientation" with year 1 rating of indicated performance criteria (by row) and $r(y2)$ = correlation for "customer service orientation" with year 2 rating of the same performance criteria.

Table 16

Differential Prediction for Employee Development: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "employee development" using the Dunn and Clark (1969) test for comparing correlations.

Employee Development	<i>N</i>	<i>r (y1)</i>	<i>r (y2)</i>	<i>r (y1 to y2)</i>	<i>z</i>	p-value
Emotional Stability	169	.01	-.12	.34**	1.44	.15
Integrity	169	.05	-.02	.34**	0.84	.40
Customer Service Orient.	169	-.02	-.25**	.34**	2.65	.01
GMA	169	.03	-.02	.34**	0.56	.60
Communication	169	.14 [†]	.00	.34**	1.66	.10
Overall Rating	169	.06	-.12	.34**	2.01	.04

Note. [†] = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "developing employees" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "developing employees".

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Appendix A

Structured Interview Questions

1) Integrity

Describe a time on the job when you observed an act of dishonesty or lack of integrity.

- What was the situation?
- What were the scope and impact of the dishonest act?
- How did you handle the situation?
- What was the result?

Rating:

- 5 Outstanding – describes performance that sets the standard of excellence and exceeds the requirements of the job.
- 4 Above Expectations – describes performance that exceeds some of the minimum requirements of the job but does not fully meet the standards of excellence.
- 3 Meets Expectations – describes performance that meets the minimum requirements of the job.
- 2 Below Expectations – describes performance that requires improvement or does not fully meet the minimum requirements of the job.
- 1 Unacceptable – describes performance that is clearly below the minimum requirements of the job.

2) Customer Service Orientation

Describe how you have built and maintained excellent relationships with your customers.

- Who were your customers?
- How would you describe the relationships?
- What strategies did you utilize to establish and maintain your customer relationships?
- How did you assess the quality of your relationships with the customer?
- Did you identify and diversity challenges and how did you address them?

Rating:

- 5 Outstanding – describes performance that sets the standard of excellence and exceeds the requirements of the job.
- 4 Above Expectations – describes performance that exceeds some of the minimum requirements of the job but does not fully meet the standards of excellence.
- 3 Meets Expectations – describes performance that meets the minimum requirements of the job.
- 2 Below Expectations – describes performance that requires improvement or does not fully meet the minimum requirements of the job.
- 1 Unacceptable – describes performance that is clearly below the minimum requirements of the job.

3) General Mental Ability

Many situations at work require fast thinking and speed in making decisions. Tell me about a situation where you were especially skillful at making a quick decision.

- Why was speed important in this situation?
- How quickly did you take action?
- What risks were involved?
- What was the result?

Rating:

- 5 Outstanding – describes performance that sets the standard of excellence and exceeds the requirements of the job.
- 4 Above Expectations – describes performance that exceeds some of the minimum requirements of the job but does not fully meet the standards of excellence.
- 3 Meets Expectations – describes performance that meets the minimum requirements of the job.
- 2 Below Expectations – describes performance that requires improvement or does not fully meet the minimum requirements of the job.
- 1 Unacceptable – describes performance that is clearly below the minimum requirements of the job.

4) Emotional Stability

Think about the last time you were in a very stressful situation at work. What was the situation and how did you handle it?

- What were the scale and scope of the stressful situation?
- How did you react?
- How did this situation impact your work performance?
- Did you rely on others? If so, how?
- What was your comfort level in that type of situation?
- What was the result?

Rating:

- 5 Outstanding – describes performance that sets the standard of excellence and exceeds the requirements of the job.
- 4 Above Expectations – describes performance that exceeds some of the minimum requirements of the job but does not fully meet the standards of excellence.
- 3 Meets Expectations – describes performance that meets the minimum requirements of the job.
- 2 Below Expectations – describes performance that requires improvement or does not fully meet the minimum requirements of the job.
- 1 Unacceptable – describes performance that is clearly below the minimum requirements of the job.

5) Communication Skill

The major areas the raters are asked to observe and rate include:

- Listening
- Speaking
- Asking questions
- Conveying ideas through imagery
- Conveying complex concepts

Rating:

- 5 Outstanding – describes performance that sets the standard of excellence and exceeds the requirements of the job.
- 4 Above Expectations – describes performance that exceeds some of the minimum requirements of the job but does not fully meet the standards of excellence.
- 3 Meets Expectations – describes performance that meets the minimum requirements of the job.
- 2 Below Expectations – describes performance that requires improvement or does not fully meet the minimum requirements of the job.
- 1 Unacceptable – describes performance that is clearly below the minimum requirements of the job.

Appendix B

C1) Conscientiousness

Demonstrate eagerness, enthusiasm, optimism, passion, and integrity when working. These include demonstrating commitment, persistence, and heightened personal effort in the face of obstacles and adversity; pursuing excellence for self and organization; having a sense of urgency; and possessing ambition. This also includes taking ownership of work and ensuring that it is completed accurately, efficiently, and on time; accepting constructive criticism without defense or offering of excuses; demonstrating integrity by upholding ethical standards and complying with all state and federal laws and company policies and procedures.

PERFORMANCE LEVEL EVALUATION STANDARDS

- Demonstrates a high level of commitment, persistence, and heightened personal effort in the face of obstacles and difficulty.
- Models enthusiasm, commitment, and passion for work through actions/commitment and inspires the same in direct reports and others.
- Serves as a role model in and out of own unit by leading and supporting teams that consistently produce quality products and services for clients and company in a productive and efficient manner.
- Consistently completes deliverables within deadline, within budget, and beyond expected quality, even under adverse conditions while tracking results without being reminded to do so.

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- Accepts accountability and responsibility for setbacks, and proactively takes steps to overcome them.

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- Demonstrates commitment, persistence, and enthusiasm towards work.
- Leads unit and teams that consistently produce quality products and services on time, within budget, and in a productive and efficient manner.
- Maintains focus on work assignments and activities when faced with changes, problems, competing priorities, or stressful situations.
- Takes personal accountability for results and requires the same from direct reports.
- Behavior and actions adhere to all HR, EEO and Company/Division/Client policies and procedures, as well as those of regulatory agencies.

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- Overcomes obstacles and works to eliminate them and to prevent their recurrence.

4=Below Expectations - Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Works with a low level of urgency, enthusiasm, effort, or initiative.
- Becomes overly frustrated when obstacles or problems arise, negatively affecting work activities and the performance of others.
- Shifts responsibility and/or fails to take action when faced with changes, problems or stressful situations.
- Takes actions that are inconsistent with ethical standards.
- Takes credit for others' accomplishments or blames them for failures.
- Inconsistently delivers on organizational commitments (e.g., late, incomplete, over-budget).
- Avoids setting challenging objectives for department, self, and direct reports.

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

Behavior and actions are inconsistent with HR, EEO and Company/Division/Client policies and procedures, as well as those of regulatory agencies.

C2) Customer Service

Provide excellent service to clients and customers. This includes seeking to meet client and customer needs and expectations quickly and effectively, responding professionally to clients and customers, and taking the initiative to make things better. This also includes establishing and maintaining rapport with current and potential clients; establishing long-term relationships for account retention, future sales, and the best interest of the organization; and creating an environment reflective of Sodexho's mission.

PERFORMANCE LEVEL EVALUATION STANDARDS

Proactively and consistently anticipates and systematically measures current and future needs and expectations of client and customers and takes immediate, appropriate steps to exceed those requirements ensuring Sodexho and client goals are aligned.

Places high priority and focus on enhancing rapport with client and customers, gaining trust, and promoting partnership value by seeking and listening to client and customer feedback, immediately responding to requests, and interacting directly with client contacts.

Proactively searches for opportunities to improve client and customer service and quality and quickly develops and implements those opportunities.

Anticipates and takes action to address the needs of diverse clients and customers.

Educates, trains, and empowers employees to exceed client and customer expectations; recognizes and rewards those employees for their high-level commitment to client/customer satisfaction.

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

Actively acquires a thorough understanding of client business environment and proactively responds to client needs.

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

Takes personal responsibility and appropriate steps to satisfy the requirements of clients/customers in a timely manner.

Makes specific commitments regarding deadlines and deliverables requested by customer, and keeps customers informed.

Probes for potential client problems and apprises clients of status on resolution of problems or issues.

Identifies and presents new ideas, opportunities, and alternatives to client to meet service expectations.

Interacts directly with client contacts to provide service and to build trust and confidence in the relationship.

Identifies and develops a network of key/influential client relationships.

Responds to needs of diverse clients and customers

Is fully knowledgeable of and completely meets contractual obligations to the client.

Emphasizes client/customer satisfaction with staff and trains them appropriately.

Effectively interacts with and handles angry or unsatisfied clients and customers without becoming visibly uncomfortable and upset or defensive.

Collects customer satisfaction data and develops and implements an action plan for customer and client satisfaction surveys results.

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- Balances an effective client relationship while retaining allegiance to Sodexo and its business goals, as well as core values.

4=Below Expectations - Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Inconsistently or inadequately assesses needs and expectations of client or does not take appropriate steps to satisfy client requirements.
- Spends insufficient time seeking feedback from client and customers about whether needs are being met.
- Commits to meeting customer needs, but does not fully satisfy needs and/or does not keep customers fully informed of progress.

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- Inappropriately delegates interactions with client to staff, thus missing opportunities to build trust and confidence into the client relationship.

C3) Client Satisfaction

1=Outstanding

Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- Response rate is 50% or greater
- Average overall satisfaction rating greater than 9

2=Above Expectations

Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- Response rate is 50% or greater
- Average overall satisfaction rating is greater than 8.0
- Average overall satisfaction rating has improved by 5% - 10%

3=Meets Expectations

Demonstrated performance that meets the requirements of the job.

- Response rate is 50% or greater
- Average overall satisfaction rating is greater than 8.0

4=Below Expectations

Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Response rate is 50% or greater
- Average overall satisfaction rating 5.5 to 8.0

5=Unacceptable

Demonstrated performance that is clearly below the requirements of the job.

- Less than 50% response rate
- Average overall satisfaction rating less than 5.5

C4) Interpersonal Competence

Develop and maintain professional, trusting, positive working relationships with clients, supervisors, staff, managers, customers and vendors. This includes cooperating, working well and building consensus with others; being supportive of others at all levels in the organization; and willingly helping others as needed. This also includes being approachable and taking time to address employees' personal and professional needs, as well as client and customer concerns; treating others with respect and dignity; and expressing empathy and compassion when dealing with the needs and problems of others.

PERFORMANCE LEVEL EVALUATION STANDARDS

- Establishes a trusting, working relationship with others by encouraging and considering others' ideas and opinions, sharing information, and giving proper credit to others.
- Serves as a role model who consistently treats others with courtesy, dignity, and respect.
- Anticipates and recognizes needs of others and helps them, even during very busy and demanding times.
- Takes initiative in resolving conflict to help others work better together.
- Actively seeks, listens to, and respects different or opposing viewpoints of others regardless of their level within the organization.
- Modifies own ideas/opinions based on others' suggestions and discussions to arrive at best possible solution or course of action.

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- Proactively builds relationships with all team members and creates a positive working environment while maintaining productive, long-term relationships.

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- Treats everyone with courtesy, dignity, and respect at all times.
- Shares ideas, perspectives, and professional information with others.
- Listens to, considers, and respects opposing viewpoints and opinions.
- Works to reach consensus with others when opposing opinions or disagreements occur.
- Interacts with others in a professional, friendly, and respectful manner and remains calm in difficult situations.
- Cooperates with others when assistance is needed and requested.

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- Effectively talks and listens to employees across all levels of the organization.

4=Below Expectations - Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Inconsistently treats others with courtesy, respect, and dignity.
- Fails to help others when assistance is needed.
- Resists considering others' ideas or opinions.
- Not willing to compromise when opposing opinions or disagreements occur.
- Inconsistently interacts with others in a professional, friendly, and respectful manner and has difficulty remaining calm in difficult situations.
- Does not readily share information with others.
- Has difficulty building and maintaining professional relationships.
- Takes credit for others' accomplishments or blames them for failures.

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- Prefers interacting with or establishing relationships within a narrow circle of others.

C5) Bottom-line Contributions

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- P & L accounts: 103% or greater
- Fee Accounts: Save greater than 1% & renegotiate

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- P & L accounts: 101% - 102.9%
- Fee Accounts: Save .26% - 1%

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- P & L accounts: 100% - 100.9%
- Fee Accounts: Meets client budget within 0.25%

4=Below Expectations

Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- P & L accounts: 95% - 99%
- Fee Accounts: Exceed client budget by 0.75% to 1.0%

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- P & L accounts: Less than 95%
- Fee Accounts: Exceed client budget by greater than 1%

C6) Managing Employee Performance

Manage the performance and development of staff. This includes inspiring employees to perform beyond expectations; motivating employees by providing specific and meaningful feedback pertaining to good performance, recognizing accomplishments, and rewarding their efforts (e.g., pay, promotion, recognition, praise); developing employees by ensuring they understand their job assignments, by mutually creating development experiences, and through corporate exposure; coaching and training employees; and evaluating employees by conducting fair and accurate employee performance appraisals at regularly scheduled times.

PERFORMANCE LEVEL EVALUATION STANDARDS

- Consistently takes the time to provide ongoing, individualized coaching and training to staff to maintain or improve job performance, even in times of tight timelines or crises.
- Uses innovative and effective ways to challenge, motivate, and inspire employees towards performance achievement.
- Consistently provides appropriate recognition and rewards to employees for significant individual and team accomplishments.

- Takes ownership of employee developmental needs by giving honest, detailed, and timely feedback; mutually creating detailed developmental plans; and providing supportive coaching and monitoring of progress towards performance improvement.
- Consistently sets high performance standards and clearly communicates them to staff, resulting in a high level of goal achievement.
- Partners with each direct report to create specific development plan for job and career; facilitates plan execution and monitors progress.

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- Recognizes value of mentoring and provides opportunities for employees

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- Conducts quality and accurate performance appraisals for 100% of direct reports in a timely manner and completes other performance appraisal documentation as required.
- Provides coaching and training to staff to maintain or improve job performance and documents activities appropriately.
- Motivates employees towards performance achievement.
- Establishes routines for monitoring performance (such as, Management-by-Walking-Around: MBWA) to identify staff strengths and developmental opportunities.
- Recognizes developmental needs of direct reports and jointly develops plans to address their needs while providing ongoing monitoring to ensure successful progress.
- Provides staff with honest, accurate, fair, specific, and timely performance feedback that includes both praise and constructive criticism.

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- Clearly communicates performance expectations to direct reports throughout the year.

4=Below Expectations - Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Fails to complete performance appraisals and related documentation as required.
- Places less time and lower priority on performance management, development, and coaching in favor of day-to-day, routine operational activities.
- Rarely attempts to motivate employees or techniques used are ineffective.
- Avoids providing feedback to direct reports or has tendency to provide only negative feedback.
- Rarely recognizes individuals or their team for accomplishments.

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- Communicates performance expectations infrequently and/or that may be vague or unrealistic.

C7) Employee Development

1=Outstanding

Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- 100% implementation of performance management process per policy: all team performance goals signed off by October 1, 2005.
- GM personal succession plan completed

- EEO/TOPS module training completed and attendance sheet faxed in to division per policy; 80-100% of hourly staff attended
- Career discussion and mid-year development plan review with direct reports
- Provide process documentation for hourly training and development and implement all Federal Heritage month celebrations

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- 100% implementation of performance management process per policy: all team performance goals signed off by October 15, 2005.
- GM personal succession plan completed
- EEO/TOPS module training completed and attendance sheet faxed into division per policy ; 70-80% hourly staff attended
- Provide process documentation for hourly training and development and implement all Federal Heritage month celebrations

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- 100% implementation of performance management process per policy: all team performance goals signed off by November 1, 2005.
- GM personal succession plan completed
- EEO/TOPS module training completed and attendance sheet faxed into division per policy ; 50-70% hourly staff attended
- Provide process documentation for hourly training and development

4=Below Expectations- Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- 100% implementation of performance management process per policy: all team performance goals signed off by December 1, 2005.
- GM personal Succession plan completed
- EEO/TOPS module training completed and attendance sheet faxed into division per policy ; 40-50% hourly staff attended

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- Less than 100% implementation of performance management process per policy: all team performance goals NOT signed off by December 1, 2005.
- GM personal succession plan not completed
- Missing documentation or less than 40% of hourly staff

C8) Quality

Provide excellent food services to clients and customers. This includes preparing and cooking food that has a high quality presentation and taste that meets or exceeds client and customer expectations. This also includes ensuring quality and accurate food forecasting, production, and catering and adherence to all health and safety standards.

PERFORMANCE LEVEL EVALUATION STANDARDS

- Regularly recommends and develops new ideas, technologies, or processes to increase efficiency, productivity, quality, safety, and cost-savings.

- Demonstrates exceptional, current, and in-depth knowledge of culinary principles, practices, procedures, and systems.
- Maintains technical knowledge by keeping abreast of all changes in the industry, codes, procedures, and techniques related to culinary work activities.
- Consistently ensures that all aspects of food production processes result in substantial cost and time savings and high client satisfaction while maintaining all quality standards.
- Consistently ensures that prepared food has a high quality taste and presentation that exceeds customer expectations using unique, innovative, and effective ideas or methods.

1=Outstanding - Demonstrated performance that sets the standard of excellence and exceeds the requirements of the job.

- Consistently ensures efficient and high quality catering operations that are fiscally responsible and result in high client and customer satisfaction and are in total compliance with all sanitation guidelines and state health standards.

2=Above Expectations - Demonstrated performance that exceeds some of the requirements of the job but does not fully meet the standards of excellence.

- Demonstrates good, working knowledge of culinary practices, procedures, and systems.
- Stays abreast of changes in the industry, procedures, and techniques related to culinary field.
- Ensures all culinary work activities are performed according to HACCP, Sodexo policies, and regulatory agencies.
- Ensures that all aspects of food production processes meet client's needs and satisfaction.
- Complies and utilizes any and all company or divisional tools in the preparation, presentation, standardization and tracking of all menu items.
- Offers a balanced menu mix, appropriate to the environment but inclusive of a healthy food program.
- Ensures that prepared food has a quality taste and presentation that meets customer expectations using effective ideas and methods.
- Ensures continuity and accuracy of recipe, inventory, menu, costing, and nutrient data.
- Consistently and accurately manages and maintains HACCP logs and records.

3=Meets Expectations - Demonstrated performance that meets the requirements of the job.

- Manages efficient and quality catering operations resulting in total compliance with all sanitation guidelines and state health standards and that meets budget and client expectations.

4=Below Expectations - Demonstrated performance that requires improvement or does not fully meet the minimum requirements of the job.

- Is unfamiliar with some key culinary practices, procedures, and systems.
- Does not demonstrate ability to stay abreast of changes in the industry, procedures, and techniques related to culinary field.
- Completed work is not in full accordance with HACCP, Sodexo policies, and regulatory agencies.
- Does not use some key weights and measurements of key ingredients or products including making conversions between weights and measurements.
- Uses ineffective or inefficient methods to present and display prepared food or food taste or presentation does not meet customer expectations.

5=Unacceptable - Demonstrated performance that is clearly below the requirements of the job.

- Mismanages catering operations resulting in either inefficient operation, non-compliance

Appendix C:

Additional Tables

Table 18

Differential Prediction for Conscientiousness: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "conscientiousness" using the Dunn and Clark (1969) test for comparing correlations.

Conscientiousness	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	242	-.04	-.02	.40**	-0.28	.78
Integrity	242	.05	.07	.40**	-0.28	.78
Customer Service Orient.	242	-.03	-.11	.40**	1.13	.26
GMA	242	.03	.01	.40**	0.28	.78
Communication	242	.07	.12 [†]	.40**	0.71	.48
Overall Rating	242	.01	.02	.40**	-0.14	.89

Note. [†] = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "conscientiousness" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "conscientiousness".

Table 19

Differential Prediction for Customer Service: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "customer service" using the Dunn and Clark (1969) test for comparing correlations.

Customer Service	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	242	.00	-.02	.25**	0.25	.80
Integrity	242	.09	.06	.25**	0.38	.70
Customer Service Orient.	242	.02	-.03	.25**	0.63	.53
GMA	242	-.02	.04	.25**	-0.76	.48
Communication	242	.05	.06	.25**	-0.13	.90
Overall Rating	242	.04	.03	.25**	0.13	.90

Note. [†] = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "customer service" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "customer service".

Table 20

Differential Prediction for Client Satisfaction: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "client satisfaction" using the Dunn and Clark (1969) test for comparing correlations.

Client Satisfaction	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	219	.10	.02	.39**	1.07	.29
Integrity	219	.15*	.03	.39**	1.61	.11
Customer Service Orient.	219	.14*	.04	.39**	1.34	.18
GMA	219	-.14	.07	.39**	-2.82	.01
Communication	219	.12	.10	.39**	0.27	.79
Overall Rating	219	.18**	.07	.39**	1.48	.14

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "client satisfaction" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "client satisfaction".

Table 21

Differential Prediction for Interpersonal Competence: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "interpersonal competence" using the Dunn and Clark (1969) test for comparing correlations.

Interpersonal Competence	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	241	.00	.02	.36**	-0.27	.78
Integrity	241	-.01	.01	.36**	-0.28	.79
Customer Service Orient.	241	.01	-.05	.36**	0.82	.01
GMA	241	-.04	.01	.36**	-0.68	.50
Communication	241	-.05	.01	.36**	-0.82	.41
Overall Rating	241	-.03	.00	.36**	-0.41	.68

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "interpersonal competence" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "interpersonal competence".

Table 22

Differential Prediction for Bottom Line: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "bottom line" using the Dunn and Clark (1969) test for comparing correlations.

Bottom Line	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	219	.04	.07	.31**	-0.38	.71
Integrity	219	.10	.07	.31**	0.38	.71
Customer Service Orient.	219	.06	-.01	.31**	0.88	.38
GMA	219	.02	.01	.31**	0.13	.90
Communication	219	.14*	.10	.31**	0.51	.61
Overall Rating	219	.10	.05	.31**	0.63	.53

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "bottom line" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "bottom line".

Table 23

Differential Prediction for Managing Performance: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "managing performance" using the Dunn and Clark (1969) test for comparing correlations.

Managing Performance	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	241	-.01	.01	.43**	-0.29	.78
Integrity	241	.08	.04	.43**	0.58	.56
Customer Service Orient.	241	-.01	-.13*	.43**	1.74	.08
GMA	241	.05	.09	.43**	-0.58	.56
Communication	241	.10	.15*	.43**	0.73	.47
Overall Rating	241	.06	.05	.43**	0.14	.89

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "managing performance" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "managing performance".

Table 24

Differential Prediction for Quality: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "Quality" using the Dunn and Clark (1969) test for comparing correlations.

Quality	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	242	-.07	-.08	.39**	0.14	.89
Integrity	242	.05	.06	.39**	-0.14	.89
Customer Service Orient.	242	.04	-.07	.39**	1.54	.12
GMA	242	-.04	.03	.39**	-0.98	.33
Communication	242	.05	.03	.39**	0.28	.78
Overall Rating	242	.01	-.01	.39**	0.28	.78

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "Quality" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "Quality".

Table 25

Differential Prediction for Aggregate Performance: Differential prediction of the interview dimensions with first and second year measures of the performance criteria "aggregate performance" using the Dunn and Clark (1969) test for comparing correlations.

Aggregate Performance	N	r (y1)	r (y2)	r (y1 to y2)	z	p-value
Emotional Stability	242	.02	.00	.52**	0.32	.75
Integrity	242	.12	.06	.52**	0.95	.34
Customer Service Orient.	242	.05	-.14*	.52**	3.02	.00
GMA	242	.03	.05	.52**	-0.32	.75
Communication	242	.13*	.11	.52**	0.32	.75
Overall Rating	242	.10	.02	.52**	1.27	.21

Note. † = $p < .10$; ** = $p < .01$. In the table $r(y1)$ = the correlation between each interview dimension (by row) and year 1 ratings of the performance criteria "aggregate performance" and $r(y2)$ = the correlation between each interview dimension (by row) and year 2 ratings of the performance criteria "aggregate performance".

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PUBLICATIONS AND PRESENTATIONS

Woodward, M., Randall, K., Price, B., & Saravia, A. (2007). Cooperation and competition: The effects of team entrainment and reward structure. In D. J. Svyantek and E. McChrystal (Eds.), *Refining familiar constructs: Alternative views in OB, HR, and I/O* (pp. 89-103). Charlotte, NC, Information Age Publishing.

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