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Towards Understanding Why Assessment Centers Work: An Evaluation of the Subtle Criterion Contamination Hypothesis

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TOWARDS UNDERSTANDING WHY ASSESSMENT CENTERS WORK AN
EVALUATION OF THE SUBTLE CRITERION CONTAMINATION HYPOTHESIS

by

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ABSTRACT

TOWARDS UNDERSTANDING WHY ASSESSMENT CENTERS WORK: AN EXAMINATION OF THE SUBTLE CRITERION CONTAMINATION HYPOTHESIS

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Old Dominion University, 1997
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The success of the assessment center method in predicting job performance has been one of the most researched efforts in personnel psychology (Thornton, 1992). There is little reported evidence showing that assessment center procedures produce scores that serve as valid representations of separate constructs, or that those constructs are used in evaluation decisions in the manner proposed by assessment center designers (Klimoski & Brickner, 1987). It is perhaps ironic, then, that despite the success stories, we still do not understand why assessment centers "work," (i.e., predict performance).

This study was designed to examine the subtle criterion contamination hypothesis as an explanation to assessment center validity. The subtle criterion contamination hypothesis states that assessment centers predict managerial performance not because the assessors look for behavioral evidence of specific traits or dimensions, but in fact observe and evaluate participants on the basis of their knowledge of those factors needed to get ahead in the company. These factors, it is argued, may not necessarily be related to performance in the assessment center but are instead relevant to the manager's promotability within the organization (Klimoski & Strickland, 1977).

Descriptions of behavior along three job-relevant skill dimensions - Analysis, Decisiveness/Decision Making, and Supervisory Skills as well as two job-extraneous

cues - ratee physical attractiveness and ratee sex served as the cues in a Brunswik (1955) lens model framework. Twenty-six experienced assessors and 20 supervisors from a county police department rated 32 profiles of fictitious ratees in a 2 (assessor vs. supervisor) x 2 (photo-present vs. Photo-absent) x 2 (high Analysis vs. low Analysis) x 2 (high Decisiveness/Decision Making vs. low Decisiveness/Decision Making) x 2 (high Supervisory Skills vs. low Supervisory Skills) mixed factorial design.. For each profile, each rater made two ratings: (1) an evaluation of the ratee's overall performance; and (2) an evaluation of the ratee's future promotability in the organization.

Results indicated that extraneous variables did not add significantly to the rating variance accounted for by the dimensions. However, the ratee photograph affected the weight that raters placed on the dimensions when making their evaluations. Further analyses revealed that ratee attractiveness and ratee sex had no impact on rater evaluations of ratee overall performance. However, ratee attractiveness significantly affected rater evaluations of ratee future promotability. Further, assessor decision strategies appeared to match those of their supervisor counterparts. These results suggest that subtle criterion contamination has minimal impact on assessment center validity. However, further research is encouraged to identify other potential extraneous factors that may have an impact on rater judgments.

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Second, I wish to thank my family and friends who provided me their faith and support in completing this lifelong goal. Unlike many others, you never doubted my direction and tenacity.

Lastly, I would like to thank my colleagues and coworkers for their support along the way. I left ODU's campus near completion of my graduate course work to take a full time job with a consulting firm in Washington, DC. My intent was to fulfill my internship requirements as well as perform my dissertation research. Six years and two jobs later, I ask myself if it was worth it. On the one hand, I have missed out on much of the camaraderie among students and faculty. However, I feel that the experiences, knowledge, and wisdom I have gained throughout this time have made me a better Industrial/Organizational Psychologist, and a better person.

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INTRODUCTION¹

Since its inception, the assessment center method has demonstrated to be among the best predictors of managerial performance. Reports of high predictive validity of assessment centers have been cited since the Management Progress Studies of AT&T (Byham, 1970; Cohen, Moses, & Byham, 1977; Howard, 1974; Thornton & Byham, 1982). For example, in a meta-analysis of assessment center validity, Gaugler, Rosenthal, Thornton, and Bentson (1987) examined 50 assessment center studies and reported an average corrected validity coefficient of .37. Earlier meta-analyses report mean predictive validities in the range of .40 to .43 (Hunter & Hunter, 1984; Schmitt, Gooding, Noe, & Kirsch, 1984). Thornton and Byham (1982) summed the literature by stating that "more research evidence supports the use of assessment centers for managerial assessment than any other practice in the field of industrial/organizational psychology" (p. xi).

It is well supported that assessment center technology is useful for predicting managerial success, yet the predictive validity of assessment centers still remains a puzzle. Assessment centers were designed to predict managerial success by providing raters with an opportunity to assess an individual on several job-relevant dimensions or traits across several different job-relevant situations or exercises. However, a growing number of empirical studies confirm that the rating process of managerial dimensions is not working as assessment center designers had intended (Bycio, Alvares, & Hahn, 1987).

¹ Note: The Journal of Applied Psychology will serve as the Journal Model.

Gaugler & Thornton, 1989; Sackett & Hakel, 1978). The literature shows little support for the view that assessment center ratings serve as valid representations of separate constructs (i.e., skill dimensions) or that those constructs are used in evaluation decisions in the manner proposed by assessment center designers (Klimoski & Brickner, 1987). In other words, it does not appear that assessors are looking for behavioral evidence of specific traits or dimensions as intended in assessment center methodology. According to Russell (1985), "assessors are apparently not doing what assessment center architects thought they were doing" and thus "the reasons behind assessment center predictive validity remain unknown" (p.743). It is perhaps ironic, then, that despite the success stories, it is still not understood why assessment centers predict managerial performance.

Although numerous theories of assessment center validity have been proposed and tested, one theory remains virtually unexamined in assessment center research. The subtle criterion contamination hypothesis asserts that assessment centers predict managerial performance not because the assessors look for behavioral evidence of specific dimensions, but because they observe and evaluate participants on the basis of other factors needed to get ahead in the company. In other words, assessors evaluate participants through an image of what it takes to succeed in the organization. This image, it is argued, may not necessarily be related to performance in the assessment center but is instead relevant to the manager's promotability within the organization (Klimoski & Strickland, 1977). For example, Guion (1987) has used the example that police department administrators have an image of a good police supervisor that includes "being tall."

This is problematic in that it does not provide a clear picture of the predictive accuracy of the assessment center. Because assessors are often managers in the organization, they share the same biases about what constitutes good management with managers who will later provide performance criteria ratings (e.g., performance appraisal ratings, supervisory ratings). These biases, as the subtle criterion contamination hypothesis would suggest, are based on factors extraneous to assessment center performance. Thus, any evidence of predictive accuracy is thought to be "contaminated" and consequently spuriously high; both groups of evaluators are not evaluating real job performance or job-related qualities but some third set of variables.

The purpose of this research was to examine the extent to which this hypothesis is true. Through a Brunswik (1955) lens model framework, this study examined the similarity between assessor and supervisor information utilization (i.e., whether assessor decision strategies indeed mirrored the supervisors' decision strategy). This study also examined the influence of two job-irrelevant factors on the ratings of both the assessors and supervisors - participant physical attractiveness and participant sex. It was hypothesized that if subtle criterion contamination exists, both assessors and supervisors would base their ratings on job-irrelevant factors in addition to dimensions, and that assessors and supervisors would match in their information utilization of the available cues.

The following sections are presented to provide a better understanding of how the subtle criterion contamination hypothesis may be operating. Section I examines how assessment centers are intended to work, including how skill dimensions are measured and the psychometric properties they should possess. Section II summarizes the construct

validation research on assessment center skill dimensions, including explanations for the lack of skill dimension construct evidence. Section III presents several explanations for the predictive validity of assessment center, in lieu of construct validity evidence.

Section IV explores in detail evidence of the subtle criterion contamination hypothesis.

Section V investigates evidence from performance appraisal research of raters' use of mental models of the ratee. Lastly, Section VI presents evidence of extraneous factors affecting rater judgments in different rater/ratee situations.

I. ASSESSMENT CENTER PROCESS ACCORDING TO THEORY

An assessment center is defined as "a comprehensive, structured procedure essentially designed to reduce rater bias or error and in which multiple assessment techniques are used to evaluate participants' performances for one of various purposes" (Zedeck, 1986, p.262). Although noting that there is no single way that assessment centers are conducted, Thornton and Byham (1982) cited several essential features of the assessment center method. First, the assessment center is based on clearly defined dimensions of managerial behavior (e.g., leadership, decision making). The dimensions are derived from an analysis of the target job and defined in terms of objective behaviors. Second, multiple assessment techniques are used to examine the dimensions. These are often in the form of situational tests such as an in-basket or an employee counseling exercise. However, other types of assessment techniques, such as personality tests and structured interviews, have also been used. Third, multiple assessors are used to evaluate each participant. This is done to reduce the influence of biases and subjectivity of each assessor. Finally, group discussion processes are used to integrate observations, rate dimensions, and make predictions. Assessors come to consensus on final ratings for each participant. In other words, all members of the assessor group must agree to the ratings that are assigned.

As stated previously, the dimensions evaluated and the exercises used in an assessment center are based on a thorough analysis of the job. Thus, assessment centers vary in their set up and composition. However, an example of a typical assessment center process for the selection of managers is shown in Figure 1-1.

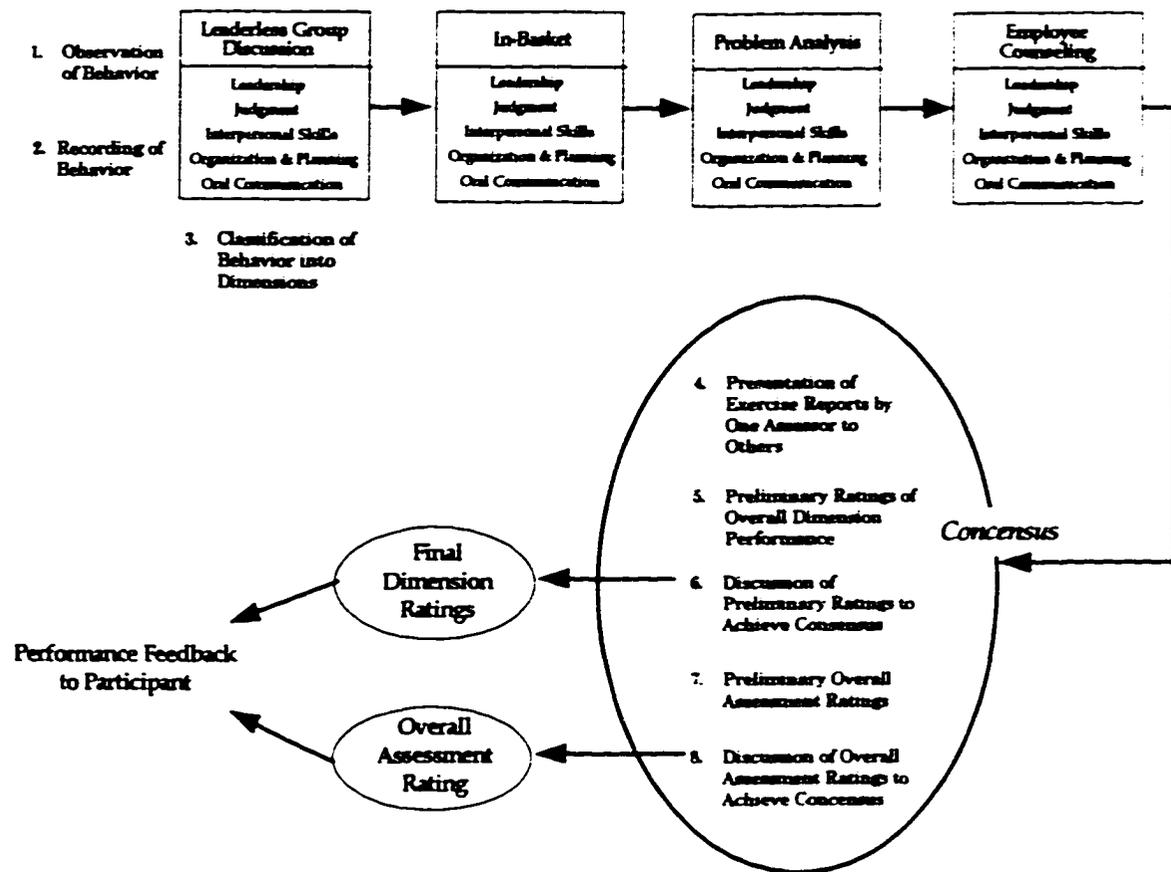


Figure 1-1. An example of the assessment center process.

Figure 1-1 depicts a "typical" assessment center, consisting of four situational exercises (Thornton, 1992):

1. The *Leaderless Group Discussion* usually involves four to eight participants who must discuss and resolve an organizational issue or problem. This exercise usually takes one of two forms. In one form, participants are assigned a role (e.g., head of a department or special interest group) and must try to obtain their individual objectives while still cooperating with the overall group. In a less competitive form, there are no

roles assigned and everyone must cooperate in developing the best solution to an organizational problem.

2. The *In-Basket* exercise simulates the paperwork that arrives in the mailbox of the typical manager (e.g., memos, reports, requests, announcements), and requires the participant to solve problems, set priorities, respond to demands and address issues, within a given period of time, that he or she deems important.

3. The *Problem Analysis* exercise typically presents a specific, complex organizational problem to the participant who then must prepare a set of recommendations for higher management. The participant then must present the recommendations through an oral presentation or through a written report.

4. The *Employee Counseling* exercise is a type of interview simulation in which the participant is the interviewer and a trained role-player is the interviewee. The participant typically plays the role of a supervisor who must counsel a subordinate. The participant reviews facts about the "subordinate's" behavior and the problem at hand, and discusses the problem with the subordinate to develop solutions.

During each exercise, the role of the assessor is to observe and record the behaviors of the participant (Steps 1 & 2 shown in Figure 1-1). After the exercise, the assessor then classifies the behaviors into appropriate dimensions (Step 3). Assessors typically write an exercise report for each participant whom they observed. When all the exercises are completed, the assessors gather as a group to integrate all the data. For each participant, assessors take turns reporting the behavior they observed relevant to the performance dimensions (Step 4). After all the reports are given, the assessors individually rate the participant on each performance dimension (Step 5). The individual ratings are then

compared, and any differences are discussed until assessors reach agreement (Step 6). Next, assessors individually make an overall assessment rating (Step 7). This rating represents the assessors' estimate of participants' probability of success in the target job. As with the dimension ratings, the overall assessment rating is then discussed until consensus is reached (Step 8). Often, feedback concerning assessment center performance is given to the participant. The participant's manager may also receive this information to use in promotion decisions or for developmental planning.

The underlying assumption in assessment center technology is that "people possess relatively enduring characteristics that influence their behavior in various settings" (Thornton & Byham, 1982, p. 7). In other words, it is assumed that a participant enters an assessment center with a certain level of skills and abilities that he or she is given the opportunity to exhibit in several situations, represented by exercises. It is further assumed that a participant's skill level remains relatively stable across situations (exercises). Consequently, the participant should have similar dimensional ratings in the Leaderless Group Discussion, the In-Basket, the Problem Analysis, and the Employee Counseling exercise for those dimensions that pertain to those exercises. Therefore, ratings of one dimension should agree more closely with ratings of the same dimension in other exercises than with ratings of other dimensions in the same exercise.

The meaningfulness of the dimensions -- what they signify, in other words -- is a matter of construct validity of the dimensions. Construct validity of assessment center dimensions, as well as other psychological constructs, is often demonstrated through an examination of the dimensions' convergent and discriminant validity (Thornton, 1992). Convergent validity refers to the degree to which ratings for a single assessment center

dimension are relatively correlated across exercises. Discriminant validity refers to (1) the degree to which ratings of different dimensions within an exercise are relatively uncorrelated and (2) the degree to which ratings on one dimension in one exercise are uncorrelated with ratings of other dimensions in other exercises. A correlation matrix of all dimension and exercise ratings can be described as a multimethod (exercises) - multitrait (dimensions) matrix. In such a correlation matrix, monotrait-heteromethod correlations should be higher than heterotrait-monomethod or heterotrait-heteromethod correlations (Campbell & Fiske, 1959).

II. RECENT FINDINGS IN ASSESSMENT CENTER CONSTRUCT RESEARCH

Since the inception of assessment center technology, researchers have been trying to establish the construct validity of assessment center dimensions. Construct validation of assessment center dimensions is desirable in that it provides evidence that assessment centers are working as designed, because construct validity is primarily a test of the designer's hypothesized relationships among the measures. Unfortunately, research over the past decade has failed to find consistent evidence of the construct validity of assessment center dimensions, as exemplified in the paragraphs below.

Sackett and Dreher (1982) pointed out that the multitrait-multimethod matrix of assessment center dimension ratings reveals considerably higher correlations among dimension ratings made in the same exercise (heterotrait-monomethod) than among the various ratings of a given dimension across exercises (monotrait-heteromethod). Across three organizations, the within-exercise ratings correlated more highly than the across-

exercise ratings of specific dimensions, resulting in a factor pattern in which the factors "clearly represent exercises rather than dimensions" (Sackett & Dreher, 1982, p. 406).

Other researchers have confirmed these factor analytic results (Archambeau, 1979; Gaugler et al., 1987; Neidig & Neidig, 1984). For example, Bycio, Alvares, and Hahn (1987) used confirmatory factor analyses to test three models describing assessors' within-exercise dimension ratings. One model included both dimension and exercise factors, another model included exercise factors but only one dimension factor, and the third model included only exercise factors. Results indicated that ratings for a single dimension were largely situationally specific (i.e., varied depending on the exercise), and not cross-situational.

Similarly, Robertson, Gratton, and Sharply (1987) performed a factor analysis of ratings from four assessment centers to determine whether the underlying factors represent exercises or dimensions. The results suggest that the ratings were largely situation-specific. In other words, dimension ratings within a single exercise were highly correlated, and much higher than correlations of a single dimension across exercises. Thus, this study showed little evidence of inter-exercise consistency of dimensions ratings (i.e., low convergent and discriminant validity).

Similar findings are also found through analysis of variance techniques (Campbell & Fiske, 1959; Kavanaugh, MacKinney, & Wolins, 1971). Turnage and Muchinsky (1982) examined the convergent and discriminant validity of skill dimensions in a sample of 2056 assessment center participants. Using analysis of variance procedures outlined by Kavanaugh et al. (1971), they found a large significant rater effect, indicating agreement in the ordering of participants over different sources (exercises) or traits. Turnage and

Muchinsky (1982) interpreted the rater effect as evidence of convergent validity. However, the rater x trait interaction was non-significant, indicating there was little evidence for the ordering of participants differently on different traits (discriminant validity). Turnage and Muchinsky (1982) concluded that the lack of convergent and discriminant validity evidence indicated that assesses were evaluated globally rather than by dimensions.

Other studies of convergent and discriminant validity of within-exercise dimension ratings have yielded similar findings, as summarized in Table 1-1. In general, studies find a pattern of higher heterotrait-monomethod correlations than monotrait-heteromethod correlations, indicating a lack of convergent and discriminant validity (Baker, 1986; Bycio et al., 1987; Konz, 1988; Outcalt, 1988; Robertson et al., 1987; Sackett & Dreher, 1982).

To summarize the research findings examining the construct validity of assessment center dimensions, the results thus far have been disappointing. Although in some studies large monotrait-heteromethod correlations have been demonstrated, they are usually overshadowed by even larger heterotrait-monomethod correlations. This failure to establish empirical evidence for construct validity of assessment center dimensions has led researchers to explain their research results.

Table 1-1

Convergent and Discriminant Validity Correlations from Studies of Within-Exercise Dimension Ratings

Authors	Convergent Validity ^a	Discriminant Validity ^b
Hinrichs & Haanpera (1976)	.49	not reported
Sackett & Dreher (1984)	.09	not reported
Archambeau (1979)	.61	.89
Russell (1987)	.25	.52
Baker (1986)	.26	.58
Bycio, et al. (1987)	.36	.75
Adler & Margolin (1989)	.32	.82

Note: Adapted from Thornton (1992)

^a Mean correlations of same dimensions measured in different exercises (monotrait-heteromethod correlations); higher values indicate the existence of convergent validity

^b Mean correlations of different dimensions measured within a single exercise (heterotrait-monomethod correlations); lower values indicate the existence of discriminant validity

Explanations for Research Findings

Researchers have posed several theories to explain the general findings of high heterotrait-monomethod correlations and low monotrait-heteromethod correlations. These explanations can be summarized in four categories: a) situational specificity of behavior; b) low inter-rater reliability; c) assessor information processing limitations; and d) non-orthogonality of assessment center dimensions. Each category is described below.

Situational Specificity

An ongoing controversy within psychology concerns the extent to which individual behavior is determined by an individual's internal dispositions or by situational factors. Assessment center philosophy is not free of this controversy. Although assessment centers purport to measure stable traits (i.e., skills or dimensions) across situations (i.e., exercises), factor analyses of within-exercise dimension ratings consistently yield exercise factors rather than trait factors (e.g., Sackett & Dreher, 1982; Sackett & Harris, 1988). While these findings have led Sackett and Dreher (1982) to conclude that there was "virtually no support for the view that the assessment center technique generated dimensions scores that can be interpreted as representing complex constructs" (p. 409), Neidig and Neidig (1984) were not particularly surprised by the lack of construct validity evidence of assessment center dimensions. They point to the personality-social psychology literature that states that behavior is influenced not only by internal dispositions of the individual but also by the situation. Although most assessment center researchers agree that the situation does play a role in a participant's behavior, the extent of this role still remains a topic of debate (Bycio et al., 1987; Thornton, 1992).

Related to this explanation is the notion that there are wide variations from exercise to exercise in the opportunity for dimension-related behavior to be manifested (Bycio et al., 1987; Sackett & Dreher, 1982). In other words, certain exercises might allow a participant to exhibit more behaviors along a particular dimension than other exercises. Thus, dimension ratings would not be expected to be related from exercise to exercise.

However, these explanations are not very cogent. Despite the fact that the situation (i.e., exercise) may interact with dimensions, it still is reasonable to expect convergent

and discriminant validity of dimensions. This is true especially because the same behaviors representing a dimension often are assessed in more than one exercise. For example, the decisiveness behavior “doesn’t hesitate when making decisions” is often assessed in different exercises. If an individual is very decisive, then we would expect the individual to show minimal hesitation when making the decisions required in each exercise. Additionally, the individual's decisiveness scores across exercises should be correlated to a greater degree than the correlation of individual's decisiveness scores with other dimensions within a single exercise.

Low Inter-rater Reliability

Another explanation concerns the assessment rating procedure adopted in most centers. As Robertson et al., (1987) point out, in most assessment centers, assessors do not rate each participant on every exercise, though each assessor does rate at least one participant on each exercise. Thus, correlations of the same dimensions across exercises represent to a large extent the level of agreement between different raters. The correlations between different dimensions within an exercise, by contrast, are derived from scores produced by the same raters. Thus despite the use of an objective, behavioral definition for dimensions, assessors might be interpreting them differently. Certain kinds of rating errors and low inter-rater reliability might serve to inflate the heterotrait-monomethod correlations and suppress the monotrait-heteromethod correlations (Robertson et al., 1987; Sackett & Dreher, 1982).

Limitations of Assessors' Information Processing

The assessors' task is complex and cognitively taxing (Byham, 1977). Several researchers have stated that the lack of discriminant validity in assessment centers may be

due to the assessors' inability to accurately observe, document, and categorize a large number of dimensions (Gaugler et al., 1987; Russell, 1985; Sackett & Hakel, 1979; Thornton, 1992). Although researchers generally agree that assessors are limited in the amount of information that they process, the empirical evidence examining this in the assessment center context is sparse.

A study by Gaugler and Thornton (1989) examined this hypothesis directly. In their study, undergraduates, trained as assessors, evaluated the performance of confederates in an assessment center simulation on 3, 6, or 9 dimensions. Results indicated that assessors who dealt with fewer dimensions made more accurate behavior classifications and more accurate ratings with greater convergent validity and less method bias than assessors who dealt with a large number of dimensions. This implies that assessors are better able to classify behaviors and are more accurate when fewer dimensions are used. It is interesting to note, however, that the number of dimensions evaluated did not affect the discriminant validity of dimensions ratings. In other words, high heterotrait-monomethod correlations were found regardless of the number of dimensions used.

Sackett and Hakel (1979) found, through stepwise regression, that the OAR in one AT&T assessment center could be accurately predicted on the basis of the ratings of only three dimensions (leadership, organizing and planning, and decision making). Further, when asked to rate the importance of the dimensions, assessors consistently identified these three as the most important. Beyond these three dimensions, there was no agreement among assessors as to the importance of the remaining dimensions. Sackett and Hakel's (1979) findings suggest that only a small subset of dimensions is related to the overall assessment rating.

Non-Orthogonality of Dimensions

Researchers have not overlooked the possibility that high correlations of dimension ratings within an exercise (i.e., low discriminant validity) may be due to real relationships among the dimensions (Robertson et al., 1987). Positive relationships between the dimensions on an exercise would be expected, since not all dimensions of managerial performance are independent, nor are they intended to be (Thornton & Byham, 1982).

Indications that the dimensions are highly inter-related come from factor analytic studies of final dimension ratings (e.g., Schmitt, 1977). Typically, two to three factors are found and are usually labeled administrative skills, interpersonal skills, and intellectual ability (Archambeau, 1979; Huck & Bray, 1976; Konz, 1988).

For example, Shore, Thornton, and Shore (1990) found factor analytic support for two a priori categories of dimensions that they labeled interpersonal and performance style. Intercorrelations among dimensions within each category were greater than correlations across dimension categories. Shore et al. (1990) concluded that the within-category dimensions were more closely related to each other than dimensions across categories.

There are two aspects concerning orthogonality of assessment center dimensions. One is the *degree* of inter-relationship:

It is clear that the dimensions of managerial performance are not orthogonal. Positive correlations among dimensions are expected; the appropriate magnitude of the correlation is the issue. We are faced with the same problem as those attempting to identify the "halo" effect in performance ratings by examining the intercorrelations among dimension ratings: What is the "proper" correlation and what is error? (Sackett & Dreher, 1982, p. 408)

Another aspect concerning orthogonality of assessment center dimensions is the *type* of inter-relationship. Are dimension ratings simply measuring different aspects of the same construct, or are they distinct constructs related to each other in some logical fashion? For example, the dimensions of decision making, analytical thinking, and organization and planning may be part of a larger "cognitive" type construct. Conversely, the same three dimensions may be causally related. For example, in order to make good decisions, one must think analytically, which in turn, requires a certain degree of organization and planning.

Although most researchers agree that assessment center dimensions are non-orthogonal (Gaugler, 1989; Sackett & Dreher, 1982), neither the degree nor type of interrelationships among the dimensions has been investigated. Thus, this still remains a plausible explanation for construct validity findings.

In summary, several explanations have been offered for the lack of empirical evidence of assessment center construct validity: Situational specificity of behavior, low inter-rater reliability, limitations to assessor information processing capability, and nonorthogonality of dimension constructs. Although these phenomena may explain why assessment centers do not "behave" as we expect, they do not shed light as to why assessment centers are able to predict performance.

III. EXPLAINING ASSESSMENT CENTER PREDICTIVE VALIDITY

As the construct validity research has suggested, assessment centers do not operate in the manner that they were designed. However, there is a general consensus that assessment centers "work" in the sense that they predict several organizational criteria

(e.g., ratings of potential, career progress, performance). The question that has troubled researchers for years is "Why do assessment centers work?" Klimoski and Brickner (1987) summarized five alternative explanations given in the literature. This section will examine the various explanations of assessment center predictive validity, their research evidence, and their plausibility of answering the question.

The Traditional Explanation

From a traditional perspective, assessors observe individuals in several different job-relevant situations in order to make judgments about dimensions relevant to job success, then make an overall assessment on the basis of the individual's dimension-related performance.

Unfortunately, as the literature in the previous section has demonstrated, this explanation is clearly not the case. There is no evidence that assessors differentiate among dimensions (Turnage & Muchinsky, 1982), or utilize every dimension in their overall judgments (Sackett & Hakel, 1979). Further, factor analyses of within-exercise dimension ratings yield exercise factors rather than dimension factors (Bycio et al., 1987; Robertson et al., 1987); and convergent and discriminant validity is rarely demonstrated (Gaugler & Thornton, 1989).

However, despite all the contradicting evidence, some researchers still support the "traditional" explanation. A noted expert in assessment center research, George C. Thornton III, states the following:

In my opinion, the preponderance of evidence supports the notion that assessment centers work because assessors can and do observe behaviors displayed in situational exercises, classify those behaviors into meaningful categories representing human

attributes, make judgments of overall performance, and accurately predict meaningful measures of managerial performance. (Thornton, 1992, p. 202)

Self-Fulfilling Prophecy Explanation

As a result of being selected to participate in an assessment center, individuals might perceive themselves as being competent. In other words, selection for participation in an assessment center may reinforce feelings of self-efficacy for competent managerial participants. Thus, they perform well in the assessment center and get favorable feedback. They then put forth the effort to develop managerial skills and thereby verify the assessors' judgments.

Bandura (1982) notes that judgments of self-efficacy affect how much effort a person will direct toward a goal and how long he or she will persist in striving to attain a goal. The stronger the sense of self-efficacy, the more effort and tenacity a person will put forth towards meeting a challenge.

While several researchers have cited the potential role of self-efficacy in assessment centers (Gaugler et al., 1987; Turnage & Muchinsky, 1984), few data exist to test this notion. Moreover, the impact that this phenomenon might have on assessment center validity is questionable, given that assessment center studies in which no feedback is provided to participants have shown assessment centers to be equally valid (Thornton & Byham, 1982).

Performance Consistency Explanation

Judgments in assessment centers are designed to be based on underlying trait inferences made from observation of behaviors exhibited in multiple situations or exercises in the center. It is possible, Klimoski and Brickner (1987) argue, that

assessment center staff "may be evaluating the past and present job performance of individuals and basing overall assessments on these, thus bypassing the judgment of traits entirely" (p. 249). They argue that, in a typical assessment center, assessors are exposed to a great deal of "achievement-relevant" background data on the center participants, most notably during the in-depth interviews that are usually conducted. This information is then used, either consciously or subconsciously, by assessors when making their judgments. As the use of biodata has already been established as a valid tool for predicting job success (Childs & Klimoski, 1986; Hunter & Hunter, 1984; Owens, 1976), the validity of assessor judgments might be inflated by relying on such information. Although the possibility of this phenomenon occurring in assessment centers has not yet been explored, the impact is probably minor. In the majority of assessment centers, assessors do not know the backgrounds or even the names of the participants.

Another explanation, not given by Klimoski and Brickner (1987) but related to the performance consistency explanation, lies in the possibility that assessment center exercises serve as job samples. Assessment centers may predict performance because levels of performance on these exercises, not inference with regard to "underlying" traits, form the basis for predicting managerial job success. In fact, some researchers have called for dropping the use of dimensions altogether and focusing solely on exercise performance (Goodge, 1988; Robertson et al., 1987). However, there is little empirical evidence for this explanation. In fact, there is evidence that the combination of exercise ratings and dimension ratings correlates more highly with managerial success than either exercise or dimension ratings alone. For example, Wollowick and McNamara (1969) found that the multiple correlation for all exercise ratings and dimension ratings was .62.

whereas the multiple correlations for only the exercise ratings or dimension ratings were .45 and .41, respectively. Further, the correlation of the OAR with the criterion was only .37.

Managerial Intelligence Explanation

Is it possible that assessment center ratings, rather than evaluations of managerial performance dimensions, reflect the level of intellectual functioning of participants? It has long been known that intelligence is an important part of any managerial job. The empirical relationship between intelligence and managerial performance has long been established (Ghiselli, 1966). Klimoski and Brickner (1987) argue that assessment centers could simply be a measure of intelligence, and not a measure of managerial traits or dimensions.

One study found a relationship between four aptitude tests and assessment center dimension ratings. Crawley, Pinder, and Herriot (1990) correlated individual's assessment center dimension scores with their scores on four aptitude tests: Ravens Standard Progressive Matrices; Saville & Holdsworth's VP1; Saville & Holdsworth's NP2; and ACER. Crawley et al. (1990) found significant correlations ranging from .18 to .44, with aptitude correlating higher with the more cognitive dimensions (e.g., Problem Solving, Planning and Organizing, and Problem Investigation) than with the less cognitive dimensions (Interpersonal Sensitivity, Assertiveness, and Flexibility).

While it seems clear from Crawley et al.'s (1990) results that assessment center behavior and assessor judgments are partly influenced by the general intellectual functioning of participants, more research is needed in this area. For example, is there a relationship between the OAR and managerial intelligence?

Actual Criteria Contamination Explanation

It is possible that assessment centers predict managerial progress because the studies in which predictive validity was examined had contaminated criteria. In other words, the criteria that the assessment center is supposed to predict may be influenced by the assessment center results. Given the extreme cost of assessment centers, people in organizations want to make use of their findings. Subsequent decisions (i.e., promotions, salary increases, performance ratings) may be influenced by the assessment ratings themselves. Thus, individuals who get favorable ratings in the assessment center are considered for promotion over those who do not. Future analyses of assessment center validity would then appear to show a correspondence between assessment center judgments and success criteria.

Certainly, this phenomenon could serve to inflate the apparent validity of center predictions in operational centers, i.e., in assessment centers whose results are used for purposes of administrative action (e.g., selecting individuals for promotion). Klimoski and Brickner (1987) caution, however, that if companies use assessment center ratings for promotion, it is usually only for the initial move. Assessment center ratings would be used less frequently as a basis for advancement in later years. Thus, this explanation has its limitations.

Further, Gaugler et al. (1987) showed that all types of research designs (e.g., pure research studies, studies with no feedback of the ratings, concurrent validation designs, and studies of operational programs where the assessment data are used for decision making) give approximately the same estimate of average predictive validity (Table 1-2). If criteria contamination were the sole cause of assessment center validity, then one

would expect lower predictive validity from other types of research designs where criterion contamination is not an issue.

There are examples of true predictive studies, albeit few, where criterion contamination was not present. For instance, the classic AT&T study of the assessment center method (Bray & Grant, 1966) actually locked up the assessment ratings at a remote location outside the company. Thus, no one in the organization, including the participants, ever saw the ratings for nearly 10 years. The results of the study demonstrated the ability of the assessment center to predict management progress. Of the 55 participants in the study achieving middle management, 78% were predicted correctly by the assessors. Conversely, of the 73 participants who had not advanced beyond the first level of management, the assessment staff predicted that 95% of them would not reach middle management within 10 years (Bray & Grant, 1966).

Table 1-2

Predictive Validity Of Assessment Centers Using Different Research Designs

Research Design	Estimated Validity
Experiment	.36
Predictive study without feedback	.43
Predictive study with feedback	.39
Concurrent validity	.42

Source: Gaugler, et al. (1987)

In summary, although criterion contamination may exist, and if present, may artificially inflate the predictive validity in some studies, there is evidence for disclaiming this as a plausible explanation of assessment centers' criterion-related validity.

"Subtle" Criterion Contamination

Finally, assessment centers might have high validity ratings because both the assessors within the assessment center and the managers within the organization share the same "image" of a good manager. This image is often biased by factors irrelevant to assessment center or work performance, such as a firm handshake, hygiene, gender, race, physical appearance, alumnus of a particular school, church- or civic-minded, etc.. Thus, this hypothesis suggests that correlations between assessment center ratings and supervisor ratings are largely due to these shared biases (Klimoski & Strickland, 1977; Thornton, 1992).

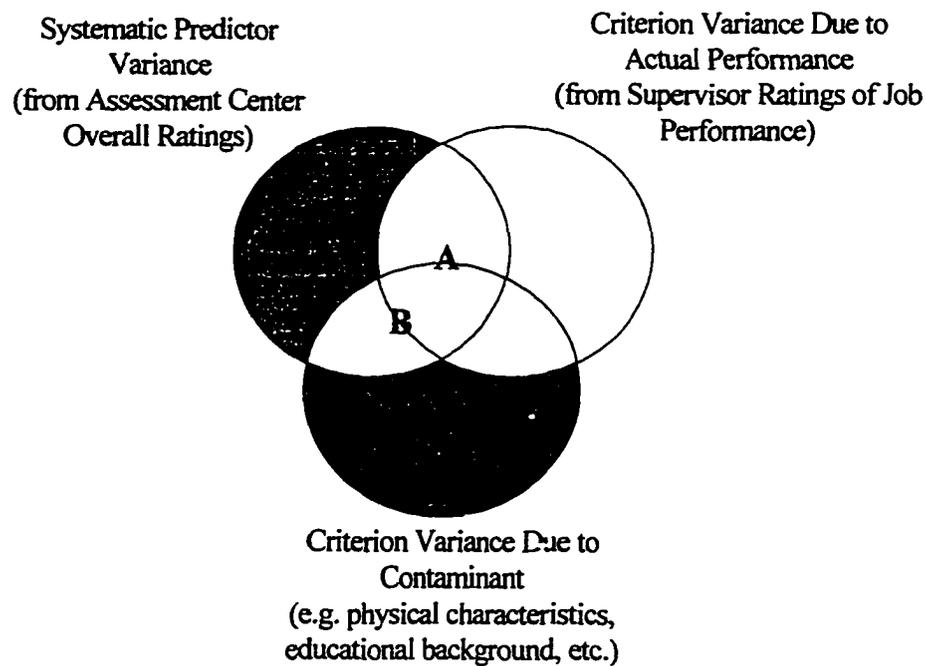


Figure 1-2. Subtle criterion contamination in assessment centers.

Figure 1-2 represents how assessment center validity may be subtly contaminated. Assessment center validity coefficients are thought to represent the predictive ability of assessment ratings on performance outcomes. In fact, they may represent a third set of variables that are not necessarily job related. Guion (1987) has used the example that police department administrators have an image of a good police supervisor that includes "being tall." This image of "being tall" is not job related as determined through job analyses. However, police department assessment center ratings given by assessors, as well as ratings of job performance given by managers, may well be influenced by this image. Thus, assessment center ratings and supervisory job performance ratings are highly correlated not because they are related to each other (as indicated by the letter "A" in Figure 1-2), but because they are both related to a third variable, "being tall" (as

indicated by the letter “B” in Figure 1-2). This third variable is considered a "contaminant" in the sense that it is technically not required of the job as determined through a formal job analysis.

The subtle criterion contamination explanation assumes that supervisor (or at least subjective) ratings serve as the criteria and that assessors in the assessment center are familiar enough with the organization to share the same biases with the supervisors. Despite its limitations and its apparent neglect in the literature, however, it remains a viable explanation of assessment center validity.

Summary of Assessment Center Validity Explanations

Table 1-3 summarizes the six explanations given in the literature of how assessment centers predict future success on the job. Although research has focused primarily on the traditional explanation, it has failed to firmly establish this explanation in light of the construct validity research.

Comparatively, the other five explanations have received little attention in the research literature. Given the limitations of each of the five explanations, the two most viable in terms of explaining assessment center validity are the managerial intelligence explanation and the subtle criterion contamination explanation. The other explanations have more limited generalizability. Although the managerial intelligence explanation should be researched further, it is the subtle criterion contamination explanation that is the focus of the present research because it has received no empirical attention to date.

Table 1-3

Limitations of Assessment Center Predictive Validity Explanations

Validity Explanation	Limitation(s)
Traditional	No psychometric evidence - no evidence of convergent and discriminant validity; exercise factors are found instead of dimension factors.
Self-Fulfilling	Only pertains to assessment centers that provide feedback to the candidates (Thornton, 1992); little research evidence supporting this hypothesis.
Performance Consistency	Only pertains to assessment centers where the assessors are previously familiar with the candidates' background (Thornton, 1992).
Managerial Intelligence	Impact has not yet been fully explored in the assessment center context. Only one study published to date examining the topic.
Actual Criterion Contamination	Only pertains to assessment center studies using predictive designs; other designs (e.g., concurrent) show same estimate of predictive validity (Thornton, 1992).
Subtle Criterion Contamination	Only pertains to centers using supervisor ratings as criteria and assessors who are familiar with the organizations; Impact has not been explored in the assessment center context.

Though the assessor's decision making process has received considerable attention (e.g., Gaugler & Thornton, 1989; Sackett & Hakel, 1979; Shack, 1983), it has not been examined for subtle criterion contamination. Further, in comparison with the amount of research devoted to other explanations of assessment center predictive validity, the subtle criterion contamination hypothesis has received no empirical attention. This is surprising, given the relative impact that this effect could be having on research results.

In fact, the presence of this phenomenon is serious enough to compel Gaugler et al. (1987) to warn against their findings in their meta-analysis of assessment center validity (see page 1 for a review of findings):

It should be recognized that the validity coefficients used for this meta-analysis may reflect a subtle form of criterion contamination not ferreted out in our moderator analyses of study design, study quality, and type of criterion. We are referring to a set of perceptions about the qualities of a good manager that may be shared by the assessors (usually managers themselves) and anyone who provides criterion data later (e.g., performance ratings or promotion decisions). What we call a validity coefficient may be partially determined by a prototype of a "good manager" held in common among the various people providing both predictor and criterion data. (p. 504)

The following section examines the research evidence surrounding subtle criterion contamination in assessment centers.

IV. DOES SUBTLE CRITERION CONTAMINATION EXIST IN ASSESSMENT CENTERS?

One of the main reasons why there has not been any direct empirical investigation of subtle criterion contamination is that it is impractical to field study. In order to discover how assessors weight and combine cues to make decisions in the field, assessors would have to be tracked over several months or even years. Thus, the lack of empirical research of subtle criterion contamination in assessment centers is not surprising.

However, there are indicators within the research that suggests it exists. Two areas of research on assessment centers submit that: 1) the OAR is contaminated; and 2) assessors

use mental models when formulating the OAR. This research is presented below. First, however, the validity of arguments that challenge the existence of subtle criterion contamination is examined.

Arguments Against Subtle Criterion Contamination

The hypothesis that assessment center validity is subtly contaminated has been met with mixed reviews. As mentioned previously, there are two major arguments against subtle criterion contamination: 1) The hypothesis only holds for assessment center studies using supervisor ratings as criteria; and 2) The hypothesis only holds for assessment centers that use assessors who are familiar enough with the organization's culture to know the extraneous cues on which to evaluate. The research evidence supporting and refuting these arguments is presented below.

First, Thornton (1992) points out that the subtle criterion contamination argument does not hold in the many assessment centers that use "hard" criteria - criteria other than indices of promotion and judgmental ratings by upper-level managers. The argument here is that "hard" criteria are not subject to subtle contamination as compared to supervisor ratings.

Supporters of this argument cite that assessment centers have been shown to have predictive validity with criteria other than supervisor ratings. Criteria such as judgments by third party observers, turnover, sales performance, and subordinate ratings have all been used to show the validity of assessment centers (Thornton, 1992). For example, Gaugler et al., (1987) showed that the predictive accuracy of the assessment ratings is present even when criteria other than supervisor ratings are used (Table 1-4).

Table 1-4

Predictive Validity of Assessment Centers With Different Criteria

Type of Criterion	Definition of Criterion	Estimated Validity
Performance	Job performance appraisal rating	.36
Potential rating	Rating of potential in the organization	.53
Dimension ratings	Job performance ratings along dimensions	.33
Training performance	Performance in a training program	.35
Career progress	Change in salary/# of promotions	.36

Source: Gaugler, et al. (1987)

Second, Gaugler et al. (1987) also mention that assessment center validities are higher when psychologists rather than in-house managers are used as assessors. Gaugler et al. cite this as evidence against subtle criterion contamination. They state that if the subtle criterion contamination hypothesis were true, validities would be higher when in-house managers serve as assessors because of their intimate knowledge of the organization's values and goals.

However, the arguments raised above are not sufficient to dismiss this hypothesis entirely. First, Table 1-4 reveals that assessment center validities are higher for "potential" criteria than for other success indicators (Gaugler et al., 1987). This implies that staff who come from, or who have intimate knowledge of, the corporate setting into which center participants will go after being assessed are better able to predict (or anticipate) the promotion criteria and processes.

Klimoski and Strickland (1977) pointed out that promotion criteria such as salary growth, promotions above first level, management level achieved and supervisor's ratings

have been the criteria of choice for most assessment center validity studies. They caution that these frequently used criteria usually have less to do with managerial effectiveness than managerial adaptation and survival. Thus, it is perhaps easier to make a judgment about whether or not an individual will survive within an organization versus predicting subsequent job performance. In other words, by knowing "what it takes" to move up in the company (e.g., golfer, alumnus of a local university), it may be easier to predict if someone will progress within a company than to predict actual job performance.

Second, Gaugler et al.'s (1987) finding regarding higher assessment center validities with psychologists as assessors rather than managers does not entirely rule out the possibility of subtle criterion contamination. Although psychologists are professionals at identifying management potential, they are not necessarily exempt from making ratings based on factors other than dimension-related behavior. In fact, they may actually be *more* likely base their judgments on an image of a "good manager," having assessed a large number of participants across multiple organizations. Such a hypothesis would predict that psychologists, as experienced assessors, base their judgments to a lesser extent on dimension-related performance and more so on their well-formed image of a good manager. Newly trained assessors, on the other hand, would base their judgments on dimension-related performance, not having yet formed an image of a good manager.

Evidence for this hypothesis has been found by Rotolo (1989). Rotolo found higher convergent and discriminant validity in one assessment center that utilized managers newly trained as assessors than another assessment center that used experienced psychologists. Rotolo reasoned that the newly trained assessors were better able to recognize and categorize dimension-related behavior having just completed training.

Thus, it may be that experienced assessors, whether in-house managers or psychologists, are more apt to use extraneous factors based on their knowledge of "what it takes" to be a manager than an inexperienced assessor just out of training.

Is the Overall Assessment Rating Contaminated?

There is some research to suggest that the assessor-derived OAR is somehow contaminated, presumably with extraneous factors, that boost the OAR's predictive validity. For example, Dunnette and Borman (1979) observed that assessments of overall performance or potential in assessment centers tend to correlate more highly with organizational success criteria than do ratings of specific dimensions. Further, the average validity coefficients for dimension ratings are much lower than those obtained for overall ratings (e.g., McEvoy, Beatty, & Bernardin, 1987; Turnage & Muchinsky, 1984). Thus, it appears that overall assessment ratings are likely to be influenced by factors that are presumably linked to success in the company but not reflected in the dimensions (e.g., proper background, appearance, etc.).

McEvoy, Beatty, and Bernardin (1988) compared the predictive validity of both clinical (i.e., assessor-derived) and mechanical (i.e., statistically derived) overall assessment ratings. Although the differences were not statistically significant, the clinical OAR had higher predictive validity than the mechanical OAR in predicting three types of criteria (supervisory performance ratings, ratings by subordinates, and promotions). Perhaps more importantly, McEvoy et al. (1987) found that individual dimension ratings from the assessment center were generally uncorrelated with on-the-job ratings of the same behavioral dimensions, with the correlations being much lower than the correlation between the clinical OAR and job performance ratings. These findings led McEvoy et al.

(1987) to conclude that the clinical OAR "may reflect the same organizational biases as those who subsequently determine promotions or provide criteria ratings" (p. 109).

Do Assessors Use Schemata When Providing the OAR?

The following two studies provide evidence that 1) assessors do not use information from all dimensions when formulating their OAR, and 2) they may be using some sort of schema or decision aid when formulating their overall assessment rating.

Sackett and Hakel (1979) found that three dimensions could accurately predict the overall assessment rating - leadership, decision making, and organization and planning. Nearly 80% of the predictable variance could be accounted for by the three dimensions. When asked to rate each dimension on its importance for making the overall assessment rating, assessors consistently identified these three as the most important. Beyond these three dimensions, there was no agreement among assessors as to the importance of the remaining dimensions. This suggests that only a small subset of dimensions is related to the overall assessment rating. Determining whether the assessors were basing their overall ratings solely on these three dimensions or using additional information (e.g., background information) was not the intent of the study. However, the study does raise a question about whether assessors utilize dimension information as once thought.

Russell (1985) directly studied whether or not assessors use decision aids to help categorize dimension-related behaviors. Russell used 46 assessors in an assessment center for the selection of entry-level managers to examine (a) an explicit organizational heuristic used by assessors to "cope" with the 18 dimensions, and (b) how assessors use the organizational heuristic in arriving at an overall assessment rating. Each assessor in the study had assessed between 98 to 200 individuals. While evaluating these

individuals, assessors were told to view the final dimension ratings as forming four categories (personal qualities, interpersonal skills, problem solving skills, and communication skills). These four categories served as the a priori heuristic to aid the assessors in arriving at the OAR. Assessors were trained to use all 18 dimensions, weighing the four categories equally, to arrive at an OAR. Using confirmatory factor analysis, Russell attempted to test whether the a priori category structure matched each assessor's data. Although the a priori heuristic did not match the assessors' decision processes, he did find one or two general factors, that he labeled as an interpersonal factor and a problem solving factor. Thus, while Russell's (1985) results did not match his a priori factor structure, they do show that assessors combine information in some fashion.

Although Russell (1985) was not studying subtle criterion contamination, his study is valuable in that it suggests that assessors may be using some sort of decision aid, schema, or strategy to assist them in making their judgments. It is argued in the present study that this "decision strategy" is a representation of what the organization values in a good manager, which may or may not conform to a model composed solely of skill dimensions.

The subtle criterion contamination hypothesis raises two important questions concerning an assessor's ability to accurately observe and classify behavior along skill dimensions: 1) Do assessors use a decision strategy of "what it takes to be a good manager" when evaluating participants?; and 2) Are these decision strategies influenced by factors extraneous to assessment center performance? Section V investigates evidence from performance appraisal research of raters' use of schemata of the ratee. Section VI

presents evidence of extraneous factors affecting rater judgments in different rater/ratee situations.

V. SCHEMA THEORY IN PERFORMANCE APPRAISAL

Although the concept of schemata used by evaluators is new to assessment center research, there is evidence from other areas of performance evaluation that it exists. Most of the research on cognitive processing influences on performance evaluation situations have been in performance appraisal situations. Although differences may exist between performance appraisal processes and assessment center processes, the fundamental process of observing behavior and categorizing the behavior into dimensions is similar. Thus, the research findings in this section should generalize to the assessment center process also.

In the performance appraisal research that focuses on cognitive processes, there are two theories guiding the research: Implicit personality theory and personal construct theory. Implicit personality theory is concerned with individuals' beliefs about the covariation of traits (Schneider, 1973). Raters tend to use their own trait-like categories, or implicit theories, to judge others, which may affect the evaluation of others (Hakel, 1969). "It has been suggested that raters whose implicit theories about performance closely match the ratees' actual performance are more likely to provide accurate ratings than those whose implicit assumptions about behavior are inconsistent with actual performance" (Ostroff & Ilgen, 1992, p. 4).

Personal construct theory asserts that each individual formulates constructs through which he or she views the world of events (Kelly, 1955). Individuals use these personal

construct systems or categories, to judge people and events. Although similar to implicit personality theory in that both theories postulate interpersonal "filtering" of information by perceivers, personal construct theory examines the individual differences in these filters, while implicit personality theory focuses on the covariance of traits in raters' category systems (Ostroff & Ilgen, 1992).

Support for both these theories is evident in the performance appraisal literature. For example, Ostroff and Ilgen (1992) investigated how cognitive processes affected the accuracy of performance evaluation. Results indicated that rating accuracy was related to the match between raters' cognitive category dimensions and rating scale dimensions. In other words, raters whose general category system (behavior or trait) was congruent with the type of rating format (behavior or trait) were more accurate appraisers of performance.

Similarly, Nathan and Lord (1983) compared two models of cognitive processes. One model represented a traditional approach (Borman, 1978) in which observed behaviors are integrated into dimensions. The second model proposed that observations are integrated into global categories of performance. Results indicated a large halo effect consistent with the categorization model. According to this categorization model, halo was the result of a heuristic process in which information is automatically stored as part of a prototype-based category. "This process preserves as much information as possible, while simplifying and reducing the potentially overwhelming number of stimuli presented to the observer" (Nathan & Lord, 1983, p. 103).

Results exemplified above support that notion that, at least in performance appraisal rating situations, individuals have and use cognitive structures (e.g., schemata, mental

models, heuristics) to assist them in making observations and evaluations of others.

Whether the same structures exist within an assessment center context has yet to be fully examined with the same rigor as research within the performance appraisal situation.

However, as mentioned above, the similarity in the duties of observing and categorizing behavior along various categories or dimensions between performance appraisers and assessors allows us to infer that assessors do indeed use mental models.

VI. RATEE CHARACTERISTICS AFFECTING RATER JUDGMENTS

The research presented above provides evidence that raters utilize schemata or decision strategies in making their judgments. However, the use of decision strategies by raters is a necessary but not sufficient condition to lead one to conclude subtle criterion contamination exists within assessment centers. In addition, the subtle criterion contamination hypothesis specifies that the *content* of these decision strategies, at least partly, contain factors that are irrelevant to performance or that are not explicated in the formal job analysis.

One can hypothesize numerous potential factors that are irrelevant to performance but might affect rater judgments. Irrelevant factors illustrated in previous sections included concepts such as “family-oriented,” “golfer,” or “in the inner circle.” Although this information may be readily available to the individual’s supervisor, it is even less likely to be accessible to assessors. As mentioned previously, assessors don’t always know the backgrounds of the participants they are rating. Many organizations use assessors from outside the organization who are either professional assessors (e.g., psychologists) or are subject matter experts in the target job. Though Gaugler et al. (1987) and Thornton

(1992) argue that this is evidence against subtle criterion contamination, there remain several extraneous participant cues to which assessors are exposed in all assessment centers. Some obvious examples are a participant's age, race, and sex. However, there are other, less obvious cues including one's gait, voice pitch, personal hygiene, dress and mannerisms. Another cue that has received considerable attention in the interview research is the participant's physical attractiveness, which can include one's height, weight, facial appearance, hair style, and complexion.

The following paragraphs will detail the research examining factors such as gender, race, age, and physical attractiveness. These factors are deserving of further review because assessors are exposed to each of these factors in any type of assessment center. Even outside assessors, ignorant of a participant's background, may be influenced by these job-irrelevant factors.

Gender Research

Most research examining ratee gender indicates that the gender stereotype of the job position (i.e., whether a particular job is typically perceived as masculine or feminine) interacts with the gender of the ratee. Studies in which the occupation is likely to be perceived as masculine (e.g., managerial positions, program auditors, police officers) have found that females received less favorable evaluations than males (Schmitt & Hill, 1977; Schneier & Beusse, 1980). Terborg and Ilgen (1975) found in an assessment center in-basket exercise that, while female ratees received ratings similar to males, females received lower salary and less challenging job assignments. Gupta, Beehr, and Jenkins (1980) in a field study found no main effect for ratee gender when ratings were examined, but females received fewer promotions than males. Rosen and Jerdee (1973) and Bartol

and Butterfield (1976) reported in simulation studies that the gender of a supervisor influenced the rater's perceptions of the appropriate behavior of the supervisor in a gender stereotypic fashion.

There are several studies, however, that have found no differences in performance ratings due to gender. Elmore and LaPointe (1974, 1975) found that students gave essentially equal ratings to male and female college instructors, an occupation perhaps perceived as less gender specific than management jobs. Lee and Alvares (1977) obtained no effect of ratee gender on evaluations of interviewers. Once again, the job of the interviewer could be considered to be neither masculine nor feminine.

Race Research

Ratees have been found to receive higher ratings from same race raters in several studies (Crooks, 1972; DeJung & Kaplan, 1962; Hamner, Kim, Baird, & Bigoness, 1974). Landy and Farr (1976) reported that on four of eight rating dimensions predominantly white supervisors rated the performance of white police officers more favorably than that of black officers. Schmitt and Lippin (1980) found that black ratees received higher ratings from black raters than from white raters, but that the ratings of white ratees were equivalent for both white and black raters.

Other studies have shown an interaction between ratee race and ratee performance level (Bigoness, 1976; Hamner et al., 1974). For example, Bigoness (1976) reported that among low performers, blacks were rated more favorably than white ratees, whereas there were no racial differences for the high performers.

There have been a few studies conducted within the assessment center setting. Huck and Bray (1976) found that black female participants received lower ratings than white

female participants. The validities of those ratings for predicting future job performance were about equal for blacks and whites: The black women also received somewhat lower criterion ratings than the white women. Schmitt and Hill (1977) reported that black female participants tended to receive lower ratings when their assessment center group was composed principally of white males than if the group was better integrated in terms of race and sex.

Age Research

In general, ratee age is not related to ratings of overall performance, but may be related to ratings on more specific performance dimensions (Bass & Turner, 1973; Klores, 1966). Cleveland and Landy (1981) found no effect of ratee age on overall supervisory ratings, but did find significant effects of ratee age on two of six more specific performance ratings. Older workers received lower ratings on a self-development dimension and an interpersonal skill dimension, with younger raters tending to give lower ratings than older raters.

Attractiveness Research

In recent years, social judgment and perceptions based on stereotypical beliefs regarding employees' appearance are of increasing interest to businesses (Newsweek Magazine, 1996). While the advertising industry has thrived for years on the knowledge of "what is beautiful is good," social scientists are just beginning to empirically examine the role that physical attractiveness plays on our perceptions of others. In particular, physical attractiveness research has been of increasing interest to management researchers primarily because of the frequent use of subjective appraisals in making employment-related decisions (e.g., selection, promotion, compensation decisions).

Although definitions of physical attractiveness (PA) have incorporated constructs such as body type, clothes style, and mannerisms, PA is typically defined as the degree to which one's facial image elicits favorable reactions from others (Morrow, 1990). PA has most often been measured by asking raters to judge the PA of persons in portrait photographs, similar to those appearing in high school and college yearbooks.

Operationalizing PA in this manner has been shown to have high reliability. That is, people within a given culture tend to agree with each other regarding whether a person's facial appearance is physically attractive or not and they tend to be consistent in their judgments over time (Hatfield & Sprecher, 1986; Umberson & Hughes, 1987). In addition, both male and female judges demonstrate a high level of consensus concerning the attractiveness level of a person (Patzner, 1985).

Further, it has been shown that people perceived as more attractive are also perceived as being more friendly and sociable, more competent, better adjusted, more self-confident, and higher in occupational status than unattractive persons (Dion, Berscheid, & Walster, 1972; Cash & Kilcullen, 1985). This "what is beautiful is good" stereotype has also been shown to carry over to studies simulating employment selection decisions (Raza & Carpenter, 1987; Morrow, McElroy, Stamper, & Wilson, 1990). Attractive applicants are perceived to be more qualified for employment than unattractive applicants, given equal qualifications (Cash et al, 1977; Dipboye, Fromkin, & Wilback, 1975; Raza & Carpenter, 1987; Nykodym & Simonetti, 1987), and are recommended to receive higher starting salaries (Dipboye, Arvey, & Terpstra, 1977; Jackson, 1983). In addition, there is some evidence that one's PA interacts with one's ability over one's

career such that an organization is likely to retain those jointly high in attractiveness and ability (Dickey-Bryant, Lautenschlager, Mendoza, & Abrahams, 1986).

Physical attractiveness may not always be advantageous. Heilman and Saruwatari (1979) found that PA women were not viewed as positively as unattractive women when they were under consideration for masculine-stereotyped jobs. However, PA was advantageous for males applying to either managerial or non-managerial type jobs. In another example, Cash et al. (1977) varied applicant sex, applicant attractiveness and whether the job was considered traditionally male or female. They found that the employment potential of attractive applicants of both sexes was rated higher by personnel directors than that of unattractive applicants, and that attractive applicants tended to be rated as more qualified than unattractive applicants for in-sex role jobs and neuter jobs. Thus, attractiveness appears to be beneficial to an applicant only when they apply for sex-congruent jobs (Heilman & Saruwatari, 1979; Heilman & Stopeck, 1985; Cash & Kilcullen, 1985).

Morrow (1990) points out that more information needs to be known about the size of the PA bias. She indicates that researchers have either overestimated or underestimated the size of the bias. For example, in the relatively few studies reporting percentages of explained variance in conjunction with PA, the evidence suggests the bias is small. Further, this bias is mostly demonstrated using subjects who are extremely attractive and extremely unattractive. It would follow, then, that PA would have even less of an effect when more typical PA differences are considered.

On the other hand, the size of the PA bias might be underestimated. Morrow (1990) argues that in most studies the PA variable is often transparent to the participants. The

pressures of social desirability are thus likely to lead to an underestimation of the size of the bias. Morrow (1990) states that although more research is needed in this area, it is clear that even small biases may play an important role in decision making when all other factors are equal.

It is interesting to note that the majority of research examining the role of PA in employment decisions has focused on the employment interview. While researchers have found a rather robust physical attractiveness effect on interviewer ratings, the role of PA in the assessment center has received little attention. Morrow et al., (1990) had 40 personnel professionals belonging to the Society for Human Resource Management evaluate eight different hypothetical candidates represented through information packets. Each packet contained a candidate photograph, information concerning the candidate's age, sex, and race (all candidates were white, non-Hispanic, however), and assessment center results. The simulated assessment center results consisted of ratings made by four hypothetical assessors on nine dimensions. The assessors' consensus rating for each dimension was also included. Although the individual ratings for each dimension differed by each assessment center rater, the overall ratings were identical for all eight candidates. Researchers found no effect of candidate age and candidate sex on rater evaluations. However, the researchers found a significant PA bias in favor of attractive candidates. Although the PA effect size was relatively small (only 2% of the explained variance), the researchers reasoned that even a small effect may be critical when decision makers are presented with a large amount of equally qualified applicants.

The results found by Morrow et al. (1990) suggest that raters are influenced by certain extraneous factors such as candidate physical attractiveness. However, because the

study's participants were personnel professionals rather than trained assessment center assessors, one cannot determine from this study whether the attractiveness bias operates in the assessment center environment. Thus, the study adds little to our understanding of subtle criterion contamination in assessment centers.

Summary of Ratee Affects on Rater Judgments

Although there is little research in the assessment center area of ratee affects on rater judgments, the research that exists supports the subtle criterion contamination hypothesis in that it shows that assessors are influenced by factors - e.g., attractiveness and gender - that are assumed to be extraneous to performance in the assessment center. What is still not known, however, is the organization's view of these characteristics. For example, if the assessors provide higher ratings to males in a particular assessment center, is it because the organization promotes male individuals in traditionally male jobs?

HYPOTHESES

The subtle criterion contamination hypothesis postulates that the assessor uses an identifiable decision strategy as he or she observes the assessee throughout an assessment center exercise. The assessor uses this decision strategy to compare the assessee against his or her "image" of a good manager. The decision strategy includes variables relevant to successful job performance (e.g., decision making skills, coaching skills, analysis skills), as well as variables extraneous to successful job performance (e.g., firm handshake, tall, male). If the participant's behaviors or other characteristics closely match the element of the assessor's decision strategy, then the participant will receive high scores for the exercise and subsequently a high overall assessment rating. The assessment center ratings will be predictive to the extent that the assessors' decision strategies match that of the supervisor's model within the organization, expressed in performance or potential ratings. However, the resulting validity coefficient is contaminated and spuriously high: The biases of both groups of evaluators about what constitutes good management is inaccurate (i.e., it includes non-performance related variables).

The current study extended the work of Klimoski and Brickner (1987), Russell (1985), and Sackett and Hakel (1979) in understanding the decision processes of assessors. This study examined the decision strategies used by assessors in determining their overall assessment ratings and compared these strategies to those of the supervisors within the organization.

In order to provide support for the existence of subtle criterion contamination in assessment centers, three conditions must be met: (1) there should be a match between assessor decision strategies and the decision strategies of the supervisors within the organization; and (2) these decision strategies should include factors extraneous to assessment center and job performance (e.g., "being tall") in addition to the job-relevant assessment center dimensions; and 3) these decision strategies should predict overall performance ratings better than strategies consisting of dimensions alone. This study examined the extent to which these conditions existed in an operational assessment center environment. Specifically, if the three conditions existed in the assessment center environment under study, the following results were hypothesized:

(1) Assessors consider extraneous factors in addition to dimensions when making overall assessment ratings. The traditional explanation of assessment center predictive ability hypothesizes that assessors utilize only assessment center dimensions when evaluating overall assessment center performance. However, as mentioned above, the literature suggests this is not so. If subtle criterion contamination were present, then one would expect that the consideration of extraneous factors in addition to relevant factors account for a greater proportion of variance in the ratings than relevant factors alone. From this premise, two conditions were hypothesized: (a) the proportion of OAR variance accounted for by the cues is expected to be significantly greater when extraneous cue information is present than when it is absent (i.e., when only dimension information is available); and (b) the percentage of total variance accounted for by the dimensions is expected to be significantly less when photo information is present than when such

information is absent. The latter condition is considered because the raters could feasibly shift their cue weighting off of the dimensions and onto extraneous cues without affecting overall rating variance. In other words, one must examine the weights placed on the dimensions as well as the overall rating variance in order to fully assess the impact of extraneous factors on raters.

(2) Supervisors within the organization consider extraneous factors in addition to skill dimensions when evaluating job performance. The subtle criterion contamination hypothesis asserts that assessors mirror the decisions of management within the organization. That is, if the assessors consider extraneous factors when making their judgments, they do so because they are mirroring the decisions of management within the organization. Therefore, the same hypotheses concerning extraneous cue use by assessors are predicted for supervisors. That is, it is predicted that supervisors consider extraneous factors in addition to skill dimensions when judging job performance. Specifically, the subtle criterion contamination explanation hypothesizes that significantly more variance in the overall job performance rating is explained by a combination of dimension information and extraneous factors than by dimensions alone. Alternatively, it is hypothesized that the supervisors place less weight on the dimensions in determining overall performance when extraneous information is available than when only dimension information is available

(3) Information utilization by the assessors will match those of the supervisors on the job. Utilization of extraneous information cues when making performance ratings by both assessors *and* managers does not suggest subtle criterion contamination. The subtle

criterion contamination hypothesis further implies that both assessors and managers utilize available information in the same way, i.e., they share the same decision strategy. Therefore, the subtle criterion contamination implies that the match between assessor and supervisor weighting systems is greater when dimension information plus extraneous factors are considered than dimensions alone.

It is important to note that all three hypotheses must be confirmed for subtle criterion contamination to be evidenced. If hypotheses 1 or 2 are not confirmed, then the questions remains whether assessors and supervisors, respectively, actually utilize extraneous information when formulating overall ratings. If hypothesis 3 is not confirmed, then the assertion that assessors are mirroring the judgments of the organization in the utilization of extraneous factors is unfounded.

Exploratory Analyses

Degree of commonality among rater decision strategies. One underlying assumption in the assessment center process is that all assessors use the same decision strategy in evaluating candidates. That is, through assessor training, all assessors utilize information in the same way, and view the dimensions with the same frame of reference.

Additionally, the subtle criterion contamination hypothesis posits that assessors have a “shared image” in that assessors share the knowledge of “what it takes” to succeed in the organization.

Similarly, the subtle criterion contamination hypothesis postulates that the organization has a shared image of managerial effectiveness. Thus, supervisors should have a “shared image” of job performance and potential.

To test the assumptions of decision strategy commonality, the assessor and supervisor decision strategies (i.e., regression equations) were cluster analyzed. One large cluster would signify that raters indeed share a mental model. Conversely, several clusters would signify that raters use their own implicit theories of performance.

Candidate Physical Attractiveness and Sex Hypotheses

Three hypotheses tested the influence of candidate physical attractiveness and sex influenced assessor ratings: Specifically, it was hypothesized that the raters would give significantly higher overall ratings to profiles of male ratees than to profiles of female ratees (Hypothesis 4). Similarly, it was hypothesized that there would be a significant attractiveness effect such that attractive ratees would receive significantly higher ratings than unattractive ratees (Hypothesis 5). Consistent with Heilman and Saruwatari (1979), an attractiveness by sex interaction was also hypothesized (Hypothesis 6). That is, because police work is typically thought of as a masculine job, it was expected that unattractive women would be rated higher than physically attractive women. However, attractive males were thought to be at a greater advantage than unattractive males (i.e., attractive males would receive significantly higher ratings than unattractive males).

METHOD

GENERAL APPROACH

The Brunswik Lens Model (1955) framework was used to determine the assessors' policy (or policies) in rating the overall assessment rating (OAR), and determine if this policy matched the job performance policy of the managers within the organization.

Brunswik (1955) explained clinical (i.e., analytical and objective) inference in terms of a convex lens describing the relationship between human judgments, environmental cues, and the objects to be judged. A representation of the lens model to the clinical prediction paradigm is presented in Figure 3-1.

In the center of the lens, are the "cues" ($x_1, x_2, x_3,$ and x_4). As a set, these represent the perspective through which a judge evaluates an environmental event, state, or object. In clinical prediction for example, the cues may take the form of data from psychological tests (e.g., MMPI, Rorschach) or of case history variables. At the far left of the lens are the "outcome states," Y_c , to be predicted from the available input data. At the far right are the actual predictions of the judge, decision maker, or clinician, Y_j .

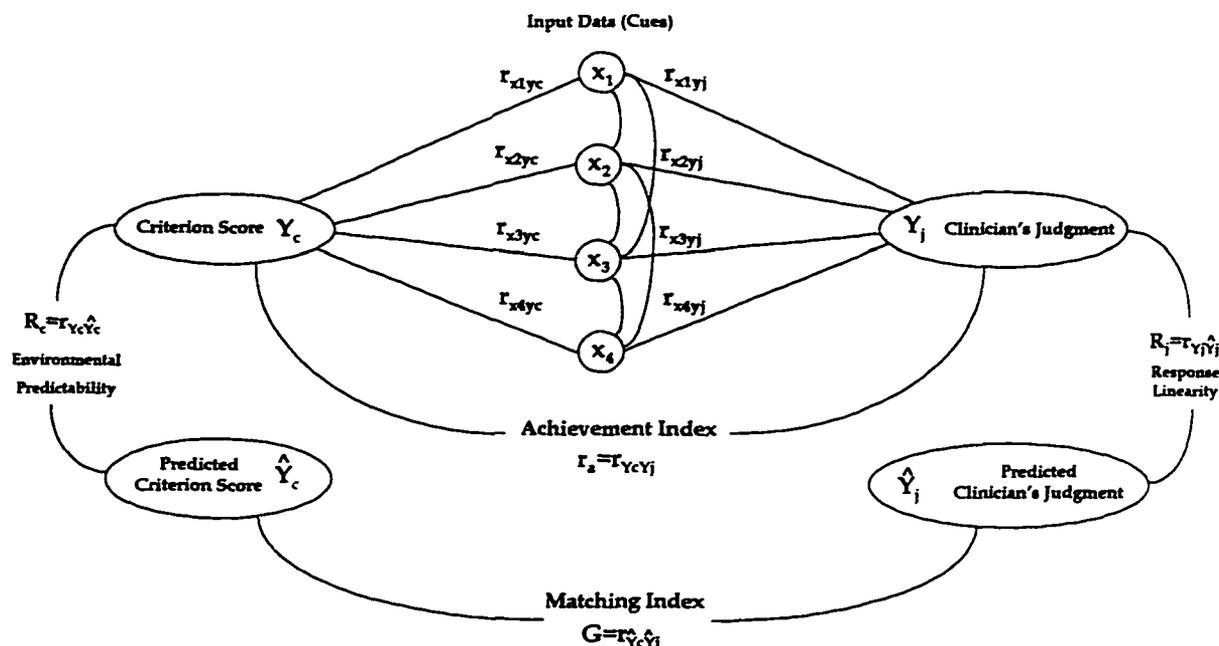


Figure 3-1. Clinical prediction paradigm schematized by Brunswik's lens model. (After Hammond, Hursch, and Todd, 1964)

The correlational model, also known as the lens model equation, is stated as (adapted from Tucker, 1964):

$$r_{Y_c Y_j} = G GR_C R_j + C \sqrt{(1 - R_c^2)} \sqrt{(1 - R_j^2)}$$

where

$r_{Y_c Y_j}$ = Achievement Index; the validity coefficient (achievement) of the judge: the correlation between the judge's predictions and the actual criterion values; indicates how well the judge's predictions match the actual criteria;

G = Matching Index; the linear component of judgmental accuracy: the correlation between predicted scores from the linear model of the assessor and predicted scores from

the linear model of the supervisor, $r_{Y_C'Y_j}$; indicates how well the linear weightings of the two systems match one another;

R_C = Environmental Predictability; the linear predictability of the supervisor: the multiple correlation between the cues and the supervisor ratings, $R_{Y_C X_i}$; indicates the degree to which the weighted combination of cues serves to predict the state of Y_C ;

R_j = Response Linearity; the linear predictability of the assessor: the multiple correlation between the cues and the assessor's predictions, $R_{Y_j X_i}$; indicates how well a judge's ratings can be predicted by a linear combination of cue values;

C = the nonlinear component of judgmental accuracy: the correlation between the residual values of the criterion (i.e., $(1-R_C^2)$) and the residual values of the assessor's predictions (i.e., $(1-R_j^2)$), after linear components in both the supervisor and the assessor have been removed.

The lens model equation demonstrates that "achievement [i.e., how well the judge can predict the actual criteria] is a function of the statistical properties of the environment (R_C), as well as the statistical properties of the subject's response system (R_j), the extent to which the linear weightings of the two systems match one another (G), and the extent to which nonlinear variance of one system is correlated with nonlinear variance of the other (C)." (Slovic & Lichtenstein, 1971, p. 657).

"From the standpoint of research on prediction, the aspect of the lens model that raises it from a mere conceptual formulation to a useful research tool is the suggestion that the relationships among predictions, cues, and criteria may be specified by means of

correlational analysis" (Wiggins, 1973, p. 160). Thus, when a judge or rater is presented with a set of cues or input variables ($x_1, x_2, x_3, \dots, x_n$) and asked to predict the criterion status of the individuals based upon the cues, y_j , it is possible to represent the relationship between input data and clinical predictions by means of a linear multiple-regression equation. However, as Wiggins (1973, p. 165) points out, "the research question to be investigated is not so much whether or not the rater actually combines cues in a linear fashion but the more empirical question of how much variance in the rater's judgments can be accounted for by the multiple correlation between input cues and clinical prediction." In other words, the variance accounted for by the input cues is a sign of the degree to which the decision processes of the rater is understood. If the researcher can account for all, or even most, of the variance in the rater's judgments, then the researcher has, in a sense, "captured" the rater's judgment policy.

Thus, the Brunswik (1955) lens model approach is termed "policy capturing" because it "captures" the policy of the judge in terms of the linear combination of cues and associated regression coefficients. Two conditions must be met if one is to truly capture a judge's "policy" (R. M. McIntyre, personal communication, November 23, 1993). First, the cues must be orthogonal. The cues must not have a pre-existing factor structure if one is to fully infer an individual's policy from an examination of the weights corresponding to the cues. Second, all the cues available to the judge must be accounted for. In other words, the lens model must contain all cues that the judge may use in making a rating (i.e., the model must be fully specified, including the interaction among cues). Otherwise, specification error occurs (i.e., the model is underspecified).

If these two conditions are met, the resulting policy is said to be an *isomorphic* representation of the judge's true policy (R. M. McIntyre, personal communication, November 23, 1993). That is, the judge's true policy is equal to the policy depicted by the data. If either one of the conditions are not met, the resulting policy is said to be a *paramorphic* representation of the judge's true policy (i.e., a statistical approximation of the judge's true policy).

Brunswik Lens Model as Applied to Assessment Centers

The lens model framework allows an examination of the assessor's decision making process. In assessment centers, the overall assessment rating is an assessor's judgment of the participant's probability of future success on the job (Thornton, 1992). In most cases, the participant's future success on the job is largely determined through supervisor ratings (e.g., performance appraisals, recommendations, nominations, etc.). Thus, the OAR can be thought of as a prediction of the supervisor's ratings. Both assessors in the assessment center and supervisors in the organization use available cues to rate overall performance. The subtle criterion contamination hypothesis proposes that these available cues include not only skill dimensions, but also factors not found to be a part of job performance through job analyses. By viewing the assessment center evaluation process in this way, one can apply the lens model framework to investigate subtle criterion contamination. Figure 3-2 exemplifies subtle criterion contamination in assessment centers through a lens model framework.

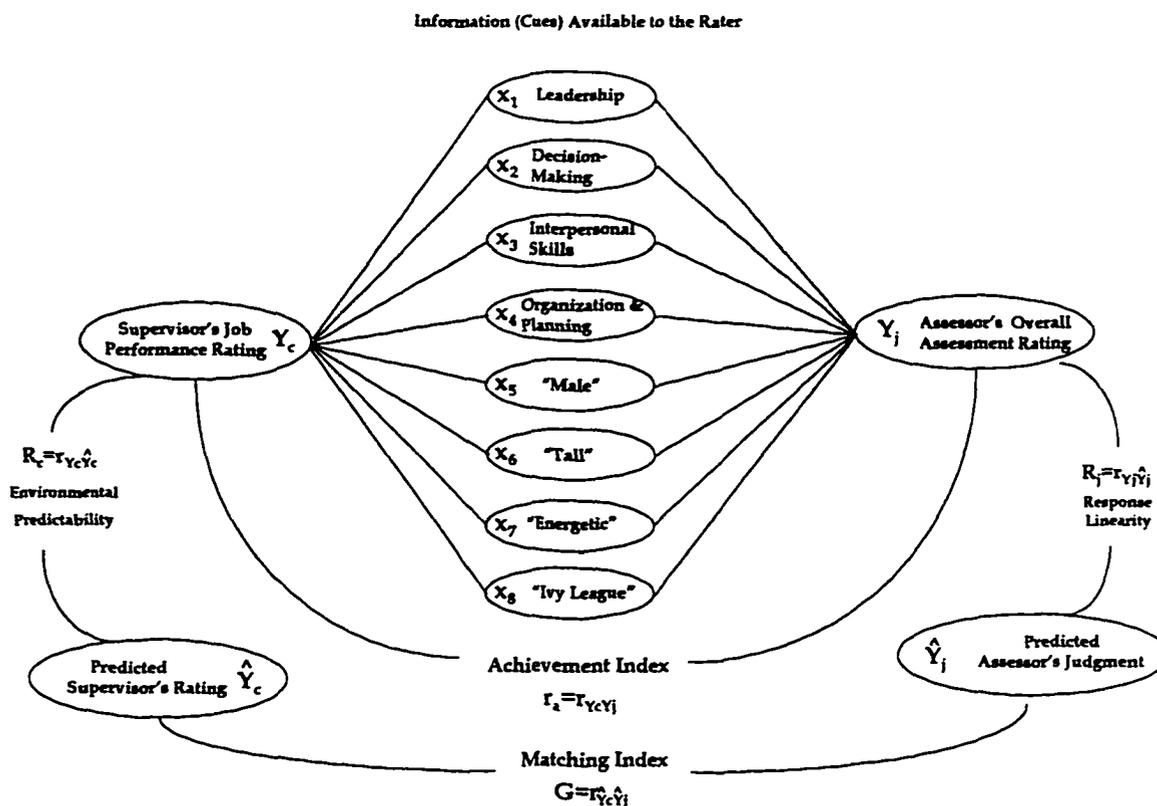


Figure 3-2. Subtle criterion contamination in assessment centers schematized by Brunswik's lens model.

Figure 3-2 indicates that for a given person being assessed in an assessment center, the "cues" at the center of the lens represent any information that the assessor uses to rate the OAR. Cues 1 through 4 represent skill dimensions that are considered job analytically job-relevant. Cues 5 through 8 are not derived through job analyses and therefore are "extraneous" to the job (Thus, "extraneous" is defined in this study as not found through job analyses). Assessors are trained to rate the overall performance of the ratee only on the basis of x_1 to x_4 . However, if the assessor's rating is affected by x_5 through x_8 , then the assessors are considering extraneous variables in their decision-making process. To

the extent that assessors mirror supervisor decision making, then it follows that supervisors evaluate employees' performance with reference to the extraneous information also.

PROCEDURE

The present study was designed around a lens model similar to that depicted in Figure 3-2. Three skill dimensions served as the relevant variables. Two extraneous factors were used: Ratee sex and ratee physical attractiveness. The organization context around which the fictitious profiles were designed is described below.

Data Source

Profiles were designed based on Arlington County's assessment center for promotion to Police Corporal within the Operations Division. Arlington County is a 26-square mile land area across the Potomac River from Washington, DC. The County has a population of 177,000 residents, and a day-time population of 230,000. The Arlington County Police Department employs about 425 full time employees including 355 sworn officers. In 1993, the police department received 95,500 calls for service. The Operations Department is responsible for providing police patrol services to the County 24 hours a day, 7 days a week. Activities of the department include law enforcement, maintenance of order and response to calls for service.

Arlington County's assessment center for Police Corporal consisted of four exercises: an in-basket exercise, a written exercise, a tactical exercise, and a subordinate/peer role play. The dimensions comprising the job model of Police Corporal were: Analysis, Decisiveness/Decision Making, Lead/Facilitate, Oral Communication, Written

Communication, Interpersonal Ability, and Technical/Professional Knowledge. The dimensions were derived from a job/task analysis performed specifically for the development of the assessment center.

The profile design and development, and data gathering was conducted three phases: 1) Identification and scaling of profile stimuli; 2) Profile development; and 3) Assessor and supervisor profile ratings. Each phase is discussed in the following sections.

Identification and Scaling of Profile Stimuli

Identifying the relevant information (i.e., skill dimensions) and extraneous information to include in the profiles was completed in two stages:

A. Identifying and Scaling Skill Dimensions

The relevant skill dimensions used in this study were identified from past assessment center job analyses. To identify the most important dimensions to the organization, an analysis was done on existing job analysis data collected over the last 6 years of promotional assessment center processes. The job analysis data included ratings from a representative sample of job incumbents on different skill dimensions along two parameters: Importance to the overall job and the extent to which the dimension differentiates superior from average performance. The current analysis examined the ratings on these parameters across the data to determine the dimensions considered most critical to the organization over the last 6 years. The product of the Importance and Differentiation ratings was computed for each dimension, and the dimensions were then ranked (see Appendix A). The top three dimensions (Supervisory Ability, Decision

Making/Decisiveness, and Analysis) were used to represent the relevant skill dimensions in the study.

Behavioral indicators then were generated representing positive and negative behavior for each dimension. For the purposes of the present study, a behavioral indicator is defined as a generic description of an individual's performance that is representative (i.e., an indicator) of the skill dimension. The indicators were generated from behaviors extracted from actual assessment center reports and "genericized" to pertain to both assessment center and job contexts.

Skill dimensions used for promotion/selection typically cover a large construct space (Thornton, 1992). The dimensions used in this assessment center were no exception. Thus, in order to cover the entire construct, behavioral indicators were generated for each facet of the multi-faceted dimensions. For example, positive and negative behavioral indicators were generated for the dimension Decisiveness/Decision-Making in each of the following three areas: 1) the ability to be decisive; 2) the ability to utilize information in a logical fashion; and 3) the ability to use forethought when making decisions. Appendix B lists the skills dimensions and their respective areas for which examples were developed.

In a typical policy capturing task, each level of the variables under study are systematically presented to the rater. One of the criticisms of the methodology is that repeated presentation of the same stimuli in different combinations can appear somewhat contrived to the rater, and therefore the generalizability of the rater's policy to real life situations is called into question by some researchers (Zedeck & Kafry, 1977). In an

effort to temper this criticism and enhance the realism of rating multiple profiles, four parallel behavioral indicators were generated for each example of high and low behavior.

A retranslation task was conducted on all behavioral indicators to ensure that they were representative of the dimension for which they were constructed (Appendix C). During the retranslation task, the indicators were randomized and presented to 10 SMEs. The SMEs were professional assessors and/or psychologists specializing in assessment centers and performance measurement. The raters' task was to translate the behavioral indicators into the skill dimension that they think each most appropriately fit. Those behavioral indicators assigned to the same dimension by 80% or more of the SMEs were retained. Of the 64 behavioral indicators developed, 5 did not meet the 80% criterion and were dropped from the study.

A scaling task then was conducted on the remaining behavioral indicators (Appendix D). The 59 indicators were presented to sample of seventy-six (76) college undergraduates from Old Dominion University. Four participants were dropped from the study for failing to properly complete the task. Of the 72 remaining participants, 33 were male and their median age was 19.5. The sample's racial makeup was comprised of 58% white, 15% black, 13% Asian, and 4% Hispanic participants. In exchange for research credit, participants read the definition of the skill dimension, then rated the extent to which each behavioral indicator was representative of successful performance (7="excellent performance" to 1="poor performance").

Significant differences in ratings among the parallel indicators were then examined. Those indicators that received significantly different ratings from their parallel

equivalents were reworded or dropped. The reworded indicators then were rated by eight SMEs experienced in assessment centers and performance measurement (most had participated in the retranslation task). Of the indicators with significantly different ratings from other parallel indicators, some were discarded, others were reworded and presented back to the eight SMEs until no significant differences among parallel indicators existed. For each dimension, indicators that were rated in the extremes of the scale (i.e., high and low indicators of the dimension) were retained for the study. Interrater agreement for each indicator was calculated using a formula outlined by James (1984). James' procedure takes into account the number of alternatives on the response scale, and is shown to furnish more accurate and interpretable estimates of agreement than estimates provided by procedures commonly used to estimate agreement, consistency, or interrater reliability. Across indicators, agreement ranged from .63 to 1.00.

The end result of the retranslation and scaling of the behavioral indicators was two groups of behavioral indicators for each dimension, a positive set of behaviors and a negative set of behaviors. Behaviors within a set were essentially parallel in terms of their effectiveness for successful performance.

B. Identifying and Scaling Ratee Portraits

Ratee portraits were developed using yearbook photos from MBA students from a large Southeastern university. The black and white facial photos measured approximately 1.5 inches wide and 1.75 inches in height. A total of 80 photographs of White (non-Hispanic) individuals, 40 males and 40 females, were used in the scaling task.

Photographs were first screened to ensure those with eye glasses, facial hair, or unusual hair styles, etc. were eliminated from the study. Photographs were relatively similar in age, weight, and other factors that may covary with physical attractiveness. Seventy-six (76) college undergraduates participated in a task to scale the photographs for physical attractiveness (Appendix E). Four participants were dropped from the study for failing to properly complete the task. Of the remaining 72 participants, 33 were male, their median age was 19.5, and 58% were White, 15% Black, 13% Asian, 4% Hispanic. In exchange for research credit, subjects viewed each photograph individually and rated the photo's physical attractiveness using a 9-point scale (1 - very unattractive; 9 - very attractive) similar to that used in Morrow et al. (1990). The participants were divided into two groups and the photographs were presented to each group in different order. No order effects were found ($F=.22$, $p>.05$).

The physical attractiveness ratings for each photograph were averaged across raters and ranked by photograph sex. Statistical differences were assessed among the photographs with ratings at the extreme ends of the attractiveness scale. Eight photographs each with the highest and lowest mean attractiveness ratings for each sex were used in the rater profiles. All dependent t -tests between the highly attractive and marginally attractive photos were significant. Additional t -tests revealed no significant differences within the groups of photos of like attractiveness. Inter-rater agreement was determined for each photograph using James' (1984) formula. The inter-rater agreement for male photographs ranged from .47 to .67 for photographs rated attractive and .62 to

.78 for those rated unattractive. Inter-rater agreements for female photographs ranged from .45 to .73 for those rated attractive and .67 to .77 for those rated unattractive.

In summary, the overall goal of the scaling process was twofold: 1) to identify the most relevant behavioral indicators; and 2) to identify physically attractive and unattractive facial photographs. The information obtained from the scaling process was then used to construct fictitious rater profiles.

Profile Development

Written profiles served as the stimuli for the judge's ratings. The profiles were constructed from the behavioral indicators, described above. Each profile was approximately one page in length, and contained information describing the fictitious rater's performance along each of the three dimensions. To construct the dimension information, the behavioral indicators were systematically combined to reflect two levels (i.e., positive and negative performance) of each of the three dimensions (analysis, decisiveness/decision making, and supervisory skills). This produced a 2x2x2 factorial combination of the dimensions. Because there were three other parallel sets of behavioral indicators, 32 profiles were created. In other words, there were 4 parallel sets of the 2x2x2 combination of dimension levels.

The profile text then was altered to reflect two types of situations: (1) performance in an assessment center; and (2) Performance on the job as described in a performance appraisal. For the assessment center scenario, qualifiers such as "in the In-Basket exercise" were added to the behavioral indicators (e.g., "In the In-Basket exercise, the candidate took immediate action in resolving critical problems.") to make the indicators

more exercise specific. Similarly, indicators were made appropriate for the job context by adding appropriate qualifiers (e.g., “The officer takes immediate action in resolving critical problems while responding to calls.”).

These yielded identical profiles in two contexts: The assessment center and the job. Both sets of profiles described an individual's performance along each skill dimension. In the assessment center context, this is similar to an overall assessment center report an individual receives as feedback from an actual assessment center. In the job context, this is similar to a performance appraisal report summarizing performance across each dimension.

All participants rated the text (i.e., dimension) portion of the profiles. However, only half of the raters received photograph information in addition to the dimension information. The photograph appeared in the upper right portion of the page, under which the words “candidate photo” (for assessors) or “Corporal photo” (for supervisors) was printed. The photograph conveyed the physical attractiveness information (i.e., 2 levels - attractive and unattractive) and gender information (i.e., 2 levels - male and female). In addition to the photograph, gender information was also conveyed throughout the profile text (through the use of possessive pronouns). The photograph information was systematically combined with the dimension information, yielding a 2 (Analysis) x 2 (Decision Making) x 2 (Supervisory Skills) x 2 (Ratee Sex) x 2 (Ratee Attractiveness) randomized block factorial design. Appendices F through I contain the profiles for each rating source and photo condition.

Assessor and Supervisor Ratings

Participants

The primary participants in the study consisted of 26 experienced assessors and 20 supervisors. Assessors were Police Officers above the rank of Corporal from surrounding counties. These officers were experienced assessors for Arlington County. The supervisors were Sergeants and Lieutenants from Arlington County Police Department. Both assessors and supervisors were drawn from the same area of their police departments (i.e., Operations).

The assessor group was comprised of 18 males, 8 females. Six of the 26 assessors were Black, 19 were White, 1 unknown. The median age of the group was 41 years. Thirteen were ranked Sergeant, 9 ranked Lieutenant, 3 ranked Captain, and 1 Supervisory Special Agent. The mean number of years as a police officer was 17.3, with an average of 4.89 years in their current rank. The group had assessed in an assessment center an average of 2.4 times, 1.16 with Arlington County.

Similarly, the supervisor group was comprised of 15 males, 5 females. Three of the 20 assessors were Black, the remaining 17 were White. The median age of the group was 44.5 years. Ten were ranked Sergeant, 6 ranked Lieutenant, 2 ranked Corporal, 1 ranked Detective, and 1 failed to indicate their rank. The mean number of years as a police officer was 21.16, with an average of 6.90 years in their current rank.

In order to ensure proper experience in such rating contexts, certain criteria were established for inclusion in the study. Assessors in the study had to have participated in at least one assessment center for Arlington County's Corporal Assessment Center within

the past three years. Similarly, participating supervisors had to have completed performance appraisals on their direct reports (i.e., subordinates) in the organization for at least two years prior to participating in the study.

Study Design

In order to determine the contribution of extraneous variables on the raters' judgments, a between-subjects manipulation was made. Both the assessor group and the supervisor group were split into two treatment groups. One treatment group evaluated profiles with dimension information only (referred to as the "photo absent" condition). The second treatment group evaluated the profiles with both dimension information and photograph information (referred to as the "photo present" condition). This yielded a 2x2 matrix of Rating Source (assessors and supervisors) by Photo Information (present, absent), as shown in Table 3-2.

As mentioned previously, the study utilized a randomized block factorial design. The use of a balanced design where participants received all 32 possible combinations of the five variables created zero correlations among these factors and permitted examination of the relative weights of the variables in the assessor's decisions. Additionally, the use of the parallel indicators minimized the necessity to repeat the same indicator numerous times.

One important aspect of the study is that the assessors and the supervisors assessed virtually the same profiles. The 32 profiles that the supervisors received matched the assessors' profiles in terms of variable level. In other words, for each "paper person" described in the assessment center context, there was a parallel "paper person" in the job

depicted by the same photograph and demonstrating the same degree of performance along the dimensions. This allowed for a direct comparison of assessor ratings to supervisor ratings, and thus a test of whether they share the same decision strategies.

Table 3-2
Participant Groupings by Experimental Treatments

		Photo Treatment	
		Photo Absent	Photo Present
Rating Source	Assessors	Group 1 (n=12)	Group 2 (n=14)
	Supervisors	Group 3 (n=10)	Group 4 (n=10)

Profile Rating Procedure

Supervisor and assessor ratings were obtained on separate occasions within a three week time period. The methodology for obtaining supervisor and assessor ratings was as follows: Participants were seated in a conference room and given a survey package. The survey administrator provided a short introduction and asked the participants to begin completing the survey. Detailed instructions were included in the survey packet and were read individually by each participant. The survey was comprised

of two parts. The first part consisted of rating the 32 fictitious profiles, as well as a short attitude survey. Each rater read background documentation about the dimensions used in the profiles. In addition to the dimension information, the assessor group also reviewed materials describing the assessment center exercises. Once the participants read and understood the instructions, they began to independently rate the profiles. After reading each profile, each rater provided two ratings. The first rating was an overall rating (i.e., an Overall Assessment Rating, or OAR, for assessors and an Overall Performance rating for supervisors), scaled 1 ("Much Less Than Acceptable") to 7 ("Outstanding") which reflected the ratee's performance in the assessment center (for assessors) or on the job (for supervisors). The second rating was a future promotability rating, scaled 1 ("Very Unlikely") to 7 ("Very Likely"), reflecting the probability that the ratee will be promoted within the organization again in the future.

In an effort to maintain rater vigilance during the profile rating process, raters completed a short attitude survey after evaluating 16 of the 32 profiles (see Appendix J). The 24-item attitude survey was designed to measure: 1) their attitudes toward assessment instruments and 2) their attitudes towards management skill acquisition. The survey was completed half-way through the profile rating process in an attempt to break up the monotony of the rating task.

Once the participants completed the profile ratings, they were instructed to seal their materials in an envelope. Next, as a manipulation check for the physical attractiveness ratings, all participants were instructed to complete a second survey which comprised of rating the photographs on physical attractiveness (Appendix K). Subjects

viewed each photograph individually and rated the photo's physical attractiveness using a 9-point scale (1 - very unattractive; 9 - very attractive). The manipulation check was identical to the physical attractiveness scaling task described above, and contained the same photographs as used in the profiles. Participants sealed their completed physical attractiveness survey into an envelope and returned both envelopes to the survey administrator. Participants then read and signed a debriefing statement explaining the purpose of the study and their role in it.

As mentioned previously, this procedure was used to collect data from both assessors and supervisors. The only difference in data collection for the two groups was the number of individuals that were surveyed at one time. For supervisors within the organization, participants would start their session independently from other participants because of the shift schedules of the officers. However, the surveys were completed in their entirety once started. Most of the assessor data, on the other hand, was collected from assessors completing the consensus process of a Corporal assessment center. The rest of the assessor data was collected in smaller groups.

Before the mental models were cluster analyzed however, the regression weights were first transformed into relative weights in order to make comparisons across assessors. Unfortunately, regression weights as conventionally defined are not comparable from one assessor to the next, do not permit an exact interpretation in terms of relative weighting, and do not account for all the predictable variance involved. In an attempt to circumvent the interpretive difficulties involved in the use of conventional regression weights, Hoffman (1960) suggested the use of relative weights in the assessment of contributions

of the predictor variables. The relative weights are expressed as proportions of the best linear combination of cues, as shown below:

$${}_jw_i = {}_jb_i * r_{xy} / R^2$$

where

${}_jb_i$ = the regression weight for the i th cue in predicting Y_j ;

r_{xy} = the correlation between the i th cue and the assessor judgments;

R^2 = the squared multiple-R reflecting the best linear combination of the cues in predicting the assessor's ratings

With this transformation, "it is possible to evaluate the relative emphasis placed on a given cue by a given judge, to compare the weights given to the same cues by different judges, and to do so with respect to the total variance expressed by the best linear combination of cues" (Wiggins, 1973, p. 166).

RESULTS

MANIPULATION CHECK

To verify that the attractiveness manipulation was successful, the raters (i.e., supervisors and assessors, $n=38$) were given a second survey after assessing the 32 profiles. The second survey contained 32 photographs (the same photos used in the photo-present condition) and asked raters to evaluate the attractiveness of each photograph on a 1 to 9 “unattractive - attractive” adjective scale (Morrow, 1990). The mean attractiveness ratings of the four categories of photographs were as follows: Attractive women = 6.43, Attractive men = 6.06, Unattractive women = 3.65, Unattractive men = 3.84. Standard deviations ranged from .76 to 1.06. All matched pair t -tests between the highly attractive and marginally attractive photos were significant. Additional t -tests revealed no significant differences within the groups of photos of like gender and attractiveness. Thus, the attractiveness manipulation was successful.

QUALITY OF RATINGS

Before submitting the data to further analyses, rater responses were examined to ensure raters put forth a consistent effort in rating the ratees (as compared to random marking). To do this, separate regression models were developed for each rater by regressing the performance rating onto the cues. Research conducted by Hitt and Barr (1989), Hitt and Middlemist (1979), and Hitt, Ireland, Keats, and Vianna (1983), suggested that rater data be eliminated from further study if their regression models

yielded an $R^2 < .33$. The squared multiple correlation (R^2) indicates the consistency of the rater's judgment (Zedeck & Kafry, 1977). Hitt and Barr (1989) reasoned that a rater's regression model yielding an R^2 lower than .33 indicates that the rater is linearly inconsistent in rating the profiles (Hitt & Barr, 1989). Hitt and Barr (1989) argue that in such a situation the rater's policy cannot be "captured" by a linear model. In other words, the participant has no linear policy.

In the present study, the $R^2 > .33$ heuristic was applied to regression models of the overall assessment rating and the future promotability rating. Two participants failed to meet the $R^2 = .33$ minimum requirement, and were not included in subsequent analyses: One participant was dropped from the OAR and future promotability analyses (R^2 s = .25 and .05, respectively); the other participant was dropped from the future promotability analysis only ($R^2 = .296$). Additionally, a third participant was dropped from the future promotability analysis for failing to provide future promotability ratings.

TESTS OF HYPOTHESES 1 - 3

Subtle criterion contamination was defined and tested in this study around three hypotheses: (1) that assessors utilize job-irrelevant information when making judgments about an individual's performance in an assessment center; (2) that supervisors also consider job-irrelevant information when making judgments about an individual's job performance; and (3) that assessors actually "mirror" supervisor decisions by using job-relevant and job-irrelevant information in a similar manner. Use of job-irrelevant information was tested by examining the impact of ratee photographs on the evaluation of ratee profiles. The photographs depicted two cues irrelevant to performance -- ratee sex

and ratee physical attractiveness. The profiles consisted of three job-relevant dimensions -- Analysis, Decisiveness/Decision Making, and Supervisory Skills.

Hypothesis 1 and 2 predicted that assessors and supervisors, respectively, would utilize extraneous factors in determining performance ratings. As mentioned previously, these hypotheses were tested by comparing the decisions of raters (i.e., both assessors and supervisors) from two groups: (1) raters who viewed job-relevant performance information about the ratee; and (2) raters who viewed extraneous along with job-relevant information about the ratee. The study compared these two groups along two dependent variables: (1) the total amount of variance in the ratings explained by the cues (i.e., $R^2_{Y.X_1,X_2,X_3}$, $R^2_{Y.X_1,X_2,X_3,X_4,X_5}$); and (2) the amount of variance in the ratings attributed to each relevant cue (i.e., η^2). It was hypothesized that the predictability of the ratings would be greater in raters who viewed relevant and extraneous cues than raters who only viewed relevant cues. However, even if the overall predictability of the ratings were the same for the two photo conditions, the photos could effect the weight placed on the relevant cues. Thus, it was predicted that the weight placed on the relevant cues would be significantly less in the group rating extraneous information than the group viewing relevant information only.

Specifically, Hypothesis 1a (pertaining to assessors) and Hypothesis 2a (pertaining to supervisors) predicted that the explained variance in the ratings of the photo-present participants would be significantly greater than the rating variance explained by photo-absent participants. Hypothesis 1b and 2b predicted that the percentage of variance

explained by the dimensions in the photo-present condition would be significantly less than the variance explained by the dimensions in the photo-absent condition.

Hypothesis 3 examined degree of similarity in decision strategies between assessors in the assessment center and supervisors in the organization. Specifically, it was hypothesized that there would be no significant difference between the two groups in the relative weights placed on the dimensions or extraneous factors.

Computation of Skill Dimension Relative Weights

Hypotheses 1b, 2b, and 3 concern the examination of weights placed on each cue by the raters in making their judgments. To compute the cue weightings, rater judgments of the profiles were analyzed as a within-subjects analysis. That is, each set of judgments of the ratees made by each rater was treated as a separate data set. The sample size for each rater was the number of decisions made (i.e., the number of ratee profiles rated, $n=32$ in this study).

For each rater, an analysis of variance was performed. The ratings of the profiles served as dependent variables. The cues presented to the raters (e.g., values on the three dimensions and two extraneous variables) served as the independent variables. A 2 (Hi, Lo) x 2 (Hi, Lo) x 2 (Hi, Lo) x 2 (Attractive, Unattractive) x 2 (Male, Female) analysis of variance was conducted for raters in the photo-present condition. Similarly, a 2 (Hi, Lo) x 2 (Hi, Lo) x 2 (Hi, Lo) analysis of variance was conducted for raters in the photo-absent condition. The variance in performance ratings generated by each rater was partitioned into its respective parts: 31 parts for raters in the photo-present condition (i.e., 5 parts for the main effects--3 dimensions and 2 extraneous factors--and 26 parts for the

interactions); and 7 parts for raters in the photo-absent condition (i.e., 3 parts for the main effects and 4 parts for the interactions). Thus, all of the variance in each rater's judgments was partitioned among the linear and configural effects. There was no within-group error variance because there was only one rating per cell in the ANOVA design. That is, because each ANOVA was performed on a single rater's ratings, there is no error variance attributable to differences among raters.

Within the framework of the ANOVA model, it is possible to calculate an index of the importance of individual or patterned use of a cue, relative to the importance of other cues. This index is referred to as the relative weight of the cue (Hoffman, 1960) and provides a common measure with which comparisons can be made among cues. There is no preferred statistic among policy capturing researchers, as various coefficients have been used in research to represent the relative weight of a cue (Slovic & Lichtenstein, 1971). However, it is important in choosing a relative weight index for which the sum of the relative cue weights equal 1.0 in order to describe the contribution of each of cue relative to other cues.

Eta-squared (η^2), the proportion of the total variance attributable to each effect, was used to represent the relative weight of a cue in this study. This statistic is commonly used as the relative weight in policy capturing studies (Stumpf & London, 1981; Graves & Karren, 1992; Zedeck & Kafry, 1977). Eta-squared was calculated by dividing the sum of squares for each effect by the total sum of squares. This statistic is analogous to a squared multiple correlation associated with the effect (Cohen & Cohen, 1983) as well as omega-squared, ω^2 (Hays, 1988), and also the relative weight index proposed by

Hoffman (1960). Because the cues in this study were uncorrelated due to the use of a balanced design, eta (η) is also comparable to a regression beta weight (Stumpf & London, 1981).

The eta-squared values associated with each dimension as well as the z-transformation of the squared multiple correlation coefficient, R^2 , served as the dependent variables for Hypothesis 1-3 of this study. Recall that two ratings were made by the assessors and supervisors when evaluating a ratee: (1) overall performance ratings -- the raters' evaluation of the ratee's overall performance (i.e., in the context of the assessment center for the assessors, and on the job for the supervisors); and (2) future promotability ratings -- the raters' evaluation of the ratee's future promotability within the organization. Thus, the dependent variables mentioned above were calculated for each set of ratings.

Comparison of Explained Variance Between Photo Conditions

To test whether the presence of photo information significantly contributed explained variance in the ratings over that explained by the dimensions (Hypotheses 1a and 2a), a 2x2 analysis of variance was performed. The dependent variable was the z-transform of the R^2 generated by each rater in regressing the rater's profile ratings onto the cues. Rating source and photo information were the independent variables. Table 4-1 presents the results of the analysis of the overall performance ratings. No significant Photo or Source effects were found. Thus, the amount of variance in the profile ratings accounted for by the dimensions and extraneous factors (i.e., $R^2_{Y.X_1, X_2, X_3, X_4, X_5}$) was not significantly different from the amount of variance explained by the dimensions alone (i.e., $R^2_{Y.X_1, X_2, X_3}$).

Table 4-1

Analysis of Variance of R-to-z Transformation in Overall Performance Ratings
Between Photo Conditions and Rating Source.

Source of Variance	SS	df	MS	F	p
Photo Information (P)	.200	1	.200	.120	.280
Rating Source (R)	.001	1	.001	.01	.921
R x P	.022	1	.022	.14	.711
Error	6.83	41	.08		
TOTAL	7.09	44	.16		

Note: N=45

Table 4-2

Analysis of Variance of R-to-z Transformation in Future Promotability Ratings
Between Photo Conditions and Rating Source.

Source of Variance	SS	df	MS	F	p
Photo Information (P)	.03	1	.03	.15	.696
Rating Source (R)	.14	1	.14	.73	.400
R x P	.001	1	.001	.02	.899
Error	7.54	39	.19		
TOTAL	7.72	42	.18		

Note: N=43

The same results were found for the z-transform of the future promotability ratings (Table 4-2). There were no significant photo or source effects. Thus, it appears that the presence of extraneous cues, as presented through the photographs, did not account for any significant variance in the ratings beyond that already explained by the dimensions.

Table 4-3

Analysis of Variance of Skill Dimension Relative Weights Used in Deriving Overall Performance Ratings.

Source of Variance	SS	df	MS	F	p
Rating Source (R)	.00	1	.00	.00	.998
Photo Information (P)	.00	1	.00	.00	.999
R x P	.002	1	.002	.77	.385
S/ RP	.13	41	.003		
Dimension (D)	.25	2	.12	8.67	.000**
D x R	.02	2	.01	.67	.514
D x P	.09	2	.05	3.17	.047*
D x R x P	.03	2	.01	.90	.411
D x S/RP	1.18	82	.01		

Note: N=45; *p<.05; **p<.01

Analysis of Dimension Relative Weights

Hypotheses 1b and 2b were tested by a 2x2x3 mixed factorial ANOVA with two between-subject factors, rating source (supervisor vs. assessor) and photo information (photo-present vs. photo-absent), and one within-subject factor, dimension (Analysis, Decisiveness/Decision Making, and Supervisory Skills). The dependent variable was the relative weight placed on a dimension. The results of the ANOVA for the overall performance relative weights are shown in Table 4-3.

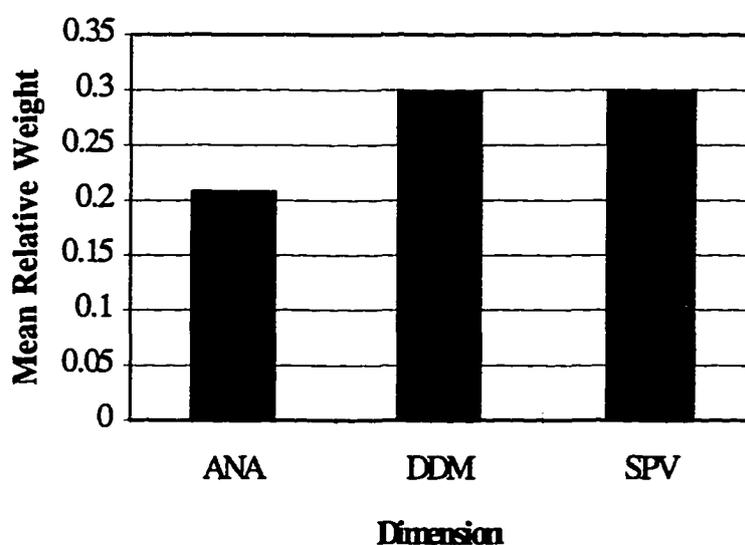


Figure 4-1. Mean relative weights placed on dimensions in deriving overall assessment ratings.

Note: DDM=Decisiveness/Decision Making; SPV=Supervisory Skills; ANA=Analysis

Results indicate that there was no main effect for Rating Source. Given the extremely small F-value and small differences between the assessor and supervisor ratings, this non-

significant effect implies that the assessors and supervisors did not differ significantly in the relative weights they placed on the dimensions. However, there was a significant Dimension effect, $F(2, 82) = 8.67, p < .01$. Raters placed significantly different weight on the three dimensions when making their overall assessment rating. Post hoc analyses indicate that the mean relative weight of the Analysis dimension significantly differed from the Decision Making and Supervisory Skills dimensions, $M_{\text{Analysis}} = .207, M_{\text{Decision Making}} = .298, t = 4.50, p < .01$ (Figure 4-1). In other words, across rating sources and photo conditions, raters placed significantly less weight on the Analysis dimension than the other two dimensions when making overall performance ratings.

There was also a significant Dimension x Photo interaction, $F(2, 82) = 3.17, p < .05$, indicating that the effect that a dimension had on the relative weights differed depending upon the photo condition (Figure 4-2). Consistent with Hypotheses 1b and 2b, the mean relative weights for the Analysis and Decision Making dimensions were lower in the photo-present condition than in the photo-absent condition. However, post hoc Tukey-B tests indicate that these differences are not significant ($T_{\text{DDM}} = -1.367; df = 43, p > .05; T_{\text{ANA}} = -1.533, df = 43, p > .05$). In contrast, the relative weight placed on the Supervisory Skills dimension in the photo-present condition was significantly greater than in the photo-absent condition ($T = 2.209; df = 43; p < .05$). This suggests that raters in the photo-present condition placed significantly more weight on the Supervisory Skills dimension when making their performance ratings than raters in the photo-absent condition.

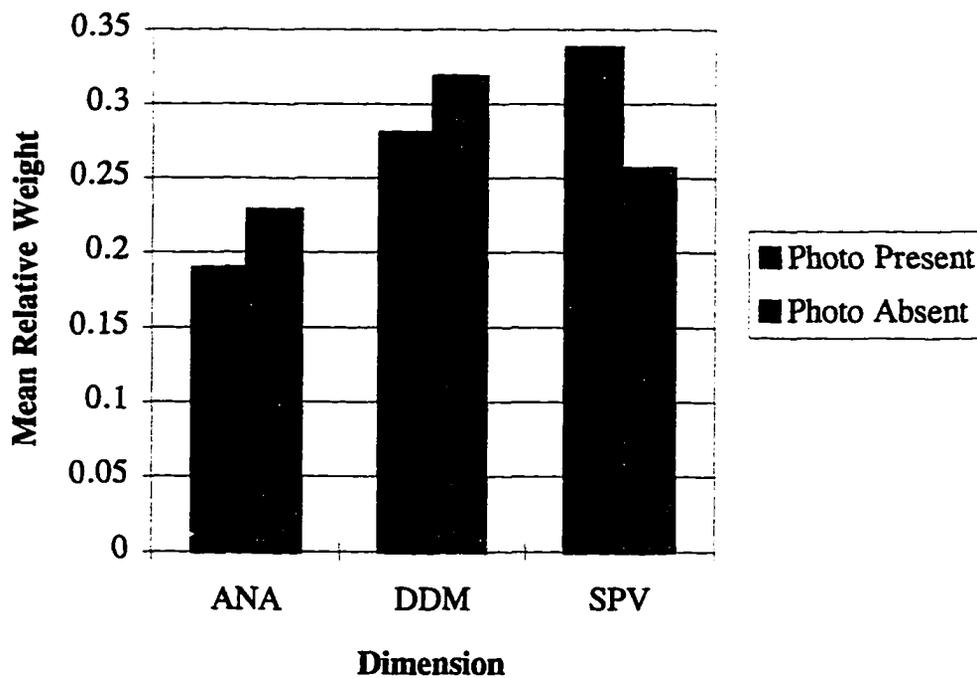


Figure 4-2. Mean dimension relative weights by photo condition in deriving overall assessment ratings.

Note: DDM=Decisiveness/Decision Making; SPV=Supervisory Skills; ANA=Analysis

The same ANOVA was performed on the dimension relative weights that raters used when providing future promotability ratings. The 2x2x3 mixed factorial ANOVA resulted in one significant main effect and no significant interactions (Table 4-4). As predicted in the hypotheses, there was a significant photo main effect. In other words, the relative weights that the raters placed on the dimensions differed between the two photo conditions. Further, the direction of the difference was as hypothesized (Figure 4-3). That is, in rating the ratees' future promotability, raters who judged profiles with photo information placed significantly less weight on the dimensions than raters receiving only

dimension information. These results suggest that, across both rating sources, raters in the photo-present condition considered the photos when making their ratings.

Table 4-4

Analysis of Variance of Skill dimension Relative Weights Used in Deriving Future Promotability Ratings.

Source of Variance	SS	df	MS	F	p
Rating Source (R)	.0005	1	.0005	.16	.688
Photo Information (P)	.08	1	.08	26.06	.000
R x P	.0004	1	.0004	.13	.723
S/ RP	.12	39	.003		
Dimension (D)	.01	2	.005	.26	.771
D x R	.01	2	.005	.13	.875
D x P	.08	2	.04	2.09	.130
D x R x P	.03	2	.01	.73	.484
D x S/RP	1.46	78	.02		

Note: N=43

In summary, Hypotheses 1 and 2 were partially supported. There was no indication that the extraneous variable added to the explained variance in the ratings over that already explained by the dimensions. Thus, Hypotheses 1a and 2a were not supported. However, there was some indication that the extraneous variables influenced the weight raters placed on the dimensions. Analysis of relative weights derived from overall performance ratings (i.e., OAR for assessors, overall job performance for supervisors) yielded a significant Dimension x Photo interaction. Analysis of the simple

effects showed that the Supervisory Skills dimension was significantly affected by the Photo condition. However, this effect was in the opposite direction than hypothesized: Significantly more weight was placed on the dimension when the photo information was present than when it was absent. Although the two remaining dimensions (i.e., Decision Making and Analysis) had effects in the direction predicted (i.e., lower average relative weights in the photo-present condition than in the photo-absent condition), the differences were not significant. Thus, Hypotheses 1b and 2b were not confirmed on the overall performance ratings.

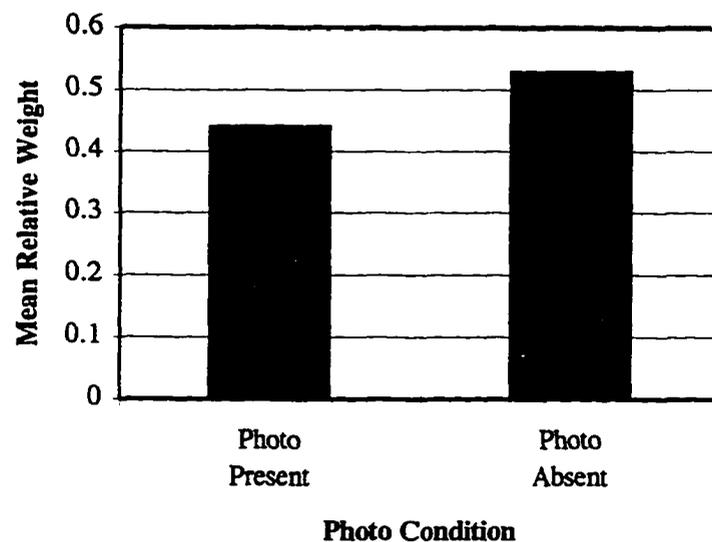


Figure 4-3. Mean dimension relative weight by photo condition in deriving future promotability ratings.

Hypotheses 1b and 2b were confirmed, however, in an analysis of relative weights derived from future promotability ratings. The significant Photo main effect showed significantly less weight placed on the dimensions when photo information was present than when it was absent. Thus, it appears that the impact of the photos was greater when raters were considering the ratees' ability to get promoted within the organization in the future than when raters were considering the ratees' immediate performance on the job or in the assessment center.

Similarity of Assessor and Supervisor Decision Strategies

A critical element in determining if subtle criterion contamination exists in assessment centers is in the degree to which assessor decision strategies are similar to those of supervisors within the organization. Hypothesis 3 assessed this in two ways. First, intercorrelations among rater judgments were visually inspected to see if correlations were higher within a rater group than between rater groups. Second, group differences in relative weights placed on the skill dimensions were evaluated in an ANOVA. The results are presented below.

Rater Inter-Correlations

Appendices L and M present the mean and standard deviation of each rater's overall performance and future promotability judgments, respectively. The Appendices also present the intercorrelations of ratings among the 46 raters. The most striking feature of these data is the relatively high degree of agreement among all raters. For overall performance ratings, the lowest intercorrelation among supervisors was .62, the highest was .94, and the median was .83. Among assessors, the lowest correlation was .39, the

highest was .97, median was .81. Across rater groups, the lowest correlation was .35, the highest was .96, median was .82.

Intercorrelations derived from future promotability ratings were also high. Among supervisors, the lowest intercorrelation was .52, the highest was .94, and the median was .81. The lowest correlation among assessors was .35, the highest was .93, and the median was .73. Across rater groups, the lowest correlation was .33, the highest was .94, and the median was .77. The high correlations among the raters, specifically the correlations between assessors and supervisors, provide one indication that there is high similarity between assessor and supervisor ratings.

Analysis of Variance

The results of the 2 (photo condition) x 2 (rating source) x 3 (dimension) mixed factorial ANOVA presented in Table 4-3 found no significant difference between assessors and supervisors in the relative weights they placed on the dimensions in deriving overall performance ratings. Similarly, no significant differences between rating sources were found in the dimension weights derived from the future promotability ratings (Table 4-4). Thus, it is reasonable to conclude that assessors used the cues in a similar fashion as the supervisors in deriving their ratings. Given these results, further tests of between-group differences (e.g., Discriminant Analysis) were not warranted.

In short, Hypothesis 3 appears to be confirmed. High inter-correlations were found between assessor and supervisor ratings. Additionally, the ANOVA revealed no significant differences between the dimension relative weights of the two groups. Further support for this hypothesis was found in the results of the lens model (explained below).

The Achievement and Matching Indices were very high (r 's = .87 to .98), indicating a high correlation between assessor and supervisor ratings as well as linear weighting schemes. These findings indicate that assessors and supervisors use the same decision strategies among the three dimensions in evaluating ratees.

TESTS OF HYPOTHESES 4 - 6: EFFECTS OF RATEE ATTRACTIVENESS AND SEX ON OVERALL RATINGS

Hypotheses 4 through 6 attempted to identify if two extraneous cues accounted for the effect that the photographs had on the relative weights placed on the dimensions. Specifically, Hypotheses 4 through 6 examined the effects of ratee physical attractiveness and ratee sex on the rater's judgment of ratee performance. Because they concern ratee appearance, these hypotheses were tested only on the 24 participants in the photo-present condition (i.e., those raters whose ratee profiles included photographs). It was hypothesized that the raters would give significantly higher overall ratings to profiles of male ratees than to profiles of female ratees (Hypothesis 4). Similarly, it was hypothesized that there would be a significant attractiveness effect such that attractive ratees would receive significantly higher ratings than unattractive ratees (Hypothesis 5). Consistent with Heilman and Saruwatari (1979), an attractiveness by sex interaction was also hypothesized (Hypothesis 6). That is, because police work is typically thought of as a masculine job, it was expected that unattractive women would be rated higher than physically attractive women. However, attractive males were thought to be at a greater advantage than unattractive males (i.e., attractive males would receive significantly higher ratings than unattractive males).

To test these hypotheses, a 2 (rating source) x 2 (ratee attractiveness) x 2 (ratee sex) x 32 (ratees) analysis of variance was performed. Rating source was considered a between-subjects variable, while ratee sex, ratee attractiveness, and ratees (i.e., ratees) were considered within-subjects variables. Results of the analysis of overall performance ratings are listed in Table 4-5. Mean ratings for each profile are listed in Appendix N.

No evidence was found to substantiate a ratee sex effect (Hypothesis 4) or a ratee sex by attractiveness interaction (Hypothesis 6). However, results indicate a significant attractiveness effect, $F(1,22)=4.24$, $p<.05$. Consistent with Hypothesis 5, attractive ratees were rated significantly higher on overall performance than unattractive ratees, $M_{\text{Attractive}}=3.31$, $M_{\text{Unattractive}}=3.25$. There was also a significant ratee (attractiveness x sex) effect. In other words, raters gave significantly different ratings to ratees within a particular attractiveness x sex condition. This effect is considered error to the extent that there were significant differences within a condition. Thus, the significant attractiveness effect may actually have been moderated by the significant ratee (attractiveness x sex) effect.

Analysis of the future promotability ratings (Table 4-6) found no evidence to support Hypotheses 4 through 6. However, there was a significant source x ratee sex interaction, $F(1,22)=4.55$, $p<.05$. A Tukey-A post hoc test of the means revealed that supervisors did not significantly differentiate between ratees based on their sex ($M_{\text{Male}}=3.18$, $M_{\text{Female}}=3.08$). However, assessors rated females significantly higher than males ($M_{\text{Male}}=3.59$, $M_{\text{Female}}=3.80$), and rated both male and female ratees significantly higher than did supervisors (Figure 4-4). This effect, however, accounted for less than

1% of the total variance in the ratings. Similar to the overall performance ratings, there was a significant ratee (attractiveness x sex) effect, $F(28,616)=59.72$, $p<.01$, indicating differential rating of ratees of like sex and attractiveness.

Table 4-5

Analysis of Variance of Overall Performance Ratings by Ratee Attractiveness, Ratee Sex, and Rating Source.

Source of Variance	SS	df	MS	F	p	ET
A	3.6214	1	3.6214	.79	.3829	S(A)
B(C*D)	1565.1670	28	55.8988	102.74	.0001	B(C*D)*S(A)
C	.6942	1	.6942	4.24	.0516	C*S(A)
D	.0092	1	.0092	.02	.8941	D*S(A)
S(A)	100.5036	22	4.5683			NT
A*B(C*D)	9.3985	28	.3357	.62	.9404	B(C*D)*S(A)
A*C	.0214	1	.0214	.13	.7210	C*S(A)
A*D	.5906	1	.5906	1.17	.2913	D*S(A)
B(C*D)*S(A)	335.1536	616	.5441			NT
C*S(A)	3.6036	22	.1638			NT
D*S(A)	11.1125	22	.5051			NT
C*D	.4795	1	.4795	.62	.4389	C*D*S(A)
A*C*D	.1085	1	.1085	.14	.7112	C*D*S(A)
C*D*S(A)	16.9696	22	.7713			NT

Note: A=Rating Source, B=Ratee, C=Ratee Attractiveness, D=Ratee Sex; NT=No test

Table 4-6

Analysis of Variance of Future Promotability Ratings by Ratee Attractiveness, Ratee Sex, and Rating Source.

Source of Variance	SS	df	MS	F	p	ET
A	59.438	1	59.438	3.90	.0611	S(A)
B(C*D)	1369.429	28	48.908	59.72	.0001	B(C*D)*S(A)
C	.3233	1	.3233	.94	.3420	C*S(A)
D	.6756	1	.6756	.71	.4071	D*S(A)
S(A)	335.6035	22	15.2547			NT
A*B(C*D)	30.622	28	1.094	1.34	.1176	B(C*D)*S(A)
A*C	.2263	1	.2263	.66	.4251	C*S(A)
A*D	4.3006	1	4.3006	4.55	.0444	D*S(A)
B(C*D)*S(A)	504.4929	616	.8190			NT
C*S(A)	7.5393	22	.3427			NT
D*S(A)	20.8036	22	.9456			NT
C*D	.1978	1	.1978	.34	.5678	C*D*S(A)
A*C*D	.1251	1	.1251	.21	.6490	C*D*S(A)
C*D*S(A)	12.9321	22	.5878			NT

Note: A=Rating Source, B=Ratee, C=Ratee Attractiveness, D=Ratee Sex; NT=No test

Thus, the data do not support Hypotheses 4 and 6. There were no significant differences in ratings given to male ratees as compared to female ratees. Additionally,

ratee sex did not interact with ratee attractiveness as predicted. However, the data did support Hypothesis 5. Raters gave significantly higher ratings to attractive ratees than unattractive ratees when evaluating the ratee's overall performance. This effect was not found, however, when raters were evaluating the ratee's future promotability within the organization.

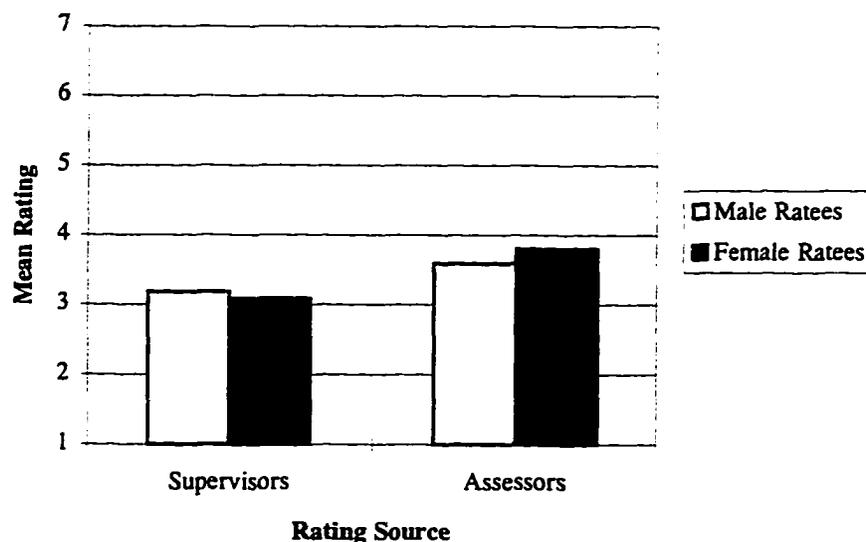


Figure 4-4. Mean future promotability ratings by ratee sex and rating source.

EXPLORATORY ANALYSES

Two exploratory analyses were conducted in this study. One analysis involved computing the lens model as schematized in Figure 3-2. Although much of the information conveyed in the lens model was already examined in the ANOVA models, the lens model provides an informative overall look at the data. It especially allows one to examine the match between assessors and supervisors both in their actual ratings and

their linear models (i.e., policies). The second analysis involved a cluster analysis of the decision strategies of each rater (i.e., each rater's dimension relative weights). This analysis was performed to identify clusters or groups of participants who used similar decision strategies to evaluate the ratees. The results of these analyses are described below.

Policy Capturing Models

Two sets of lens models were constructed from the data collected in this study. One lens model (Figure 4-5) was constructed from ratings made by supervisors and assessors in the photo-present condition. The second model was constructed from ratings by supervisors and assessors in the photo-absent condition (Figure 4-6). Comparison of these two models allows one to examine the contribution of each relevant and irrelevant cue to assessor and supervisor policies, as well as ascertain the ability of assessors to mirror decisions of the supervisors.

To compute the left side of the lens (i.e., concerning supervisor policies), the mean performance rating was calculated for each ratee across supervisors in each photo condition. These mean ratings served as the criterion against which assessor ratings would be compared. Aggregate supervisor ratings for use as criteria is realistic in the sense that mean ratings across multiple supervisors are used in some performance appraisal systems to determine an employee's overall rating (Latham & Wexley, 1988).

Similarly, the right side of the lens (i.e., concerning assessor policies) was computed using a mean rating across assessors in each photo condition. The mean ratings served as the predictors, and represent an overall assessment rating similar to that derived

mechanically in an actual assessment center. That is, some assessment centers compute a final OAR by averaging individual assessor OAR judgments.

The assessors' prediction of the cue weightings (Cue Utilization) and the supervisors' actual weightings (Ecological Validity) were computed as Pearson correlation coefficients between the raters' judgments and the cue values (Slovic & Lichtenstein, 1971). These correlations indicate the weight placed on the available cues when making overall ratings.

Figures 4-5 and 4-6 display the results for participants in the photo-present and photo-absent conditions, respectively. Only the coefficients of the job-relevant cues were significant ($p < .01$). In other words, job-irrelevant cues did not play a significant role in the decision processes of supervisors or assessors.

Among the dimensions, assessors in the photo-present condition placed slightly more weight on the Supervisory Skills dimension, whereas the supervisors tended to place about equal weight on the Supervisory Skills dimension and the Decisiveness/Decision Making dimension. Both groups of raters placed the least weight on Analysis, indicating that this dimension had the least influence on the raters' judgments among the three dimensions. Overall, the cue utilization of assessors in the photo-present condition matched the ecological validity of the supervisors very closely.

Somewhat different results were found for raters in the photo-absent condition. Although the ecological validity of the cues was essentially the same between photo conditions, assessors seemed to place more emphasis on Analysis and less emphasis on Supervisory Skills than assessors in the photo-present condition. Additionally, assessors

and supervisors placed somewhat greater emphasis on the Analysis dimension when rating the ratees' future promotability within the organization than when rating their overall performance. This finding was also observed in the exploratory cluster analysis, discussed below.

To assess the linear predictability in the ratings, judges' ratings were regressed onto the cues. The regression equation was then used to calculate each rater's predicted judgment. This was done for supervisors and assessors in each photo condition. The predicted judgments were then used to calculate Response Linearity, Environmental Predictability, and the Matching Index.

Response linearity, which indicates how well the assessors' ratings could be predicted by a weighted combination of the cues, was computed as the correlation between the assessors' actual ratings and their predicted ratings. Similarly, the Environmental Predictability, the linear predictability of the supervisors, was computed as the correlation between the supervisors' actual ratings and their predicted ratings from the linear model (Slovic & Lichtenstein, 1971). Both of these indices were extremely high ($R=.95$ to $.98$) for both Photo conditions. Additionally, there appears to be no difference between the two indices in the photo-present condition and the two corresponding indices in the photo-absent condition. This indicates that the linear model comprised of the three dimensions could adequately predict assessor and supervisor ratings, and that the two irrelevant variables did not add to the predictiveness of the cue set. It should be noted, however, that the linear predictability was moderated by eliminating those participants whose regression models yielded a $R^2 < .33$. Given the fact that the study eliminated

participants who were using the cues in an extremely non-linear fashion, the present results are not surprising.

The Matching Index was calculated as the correlation between the predicted scores from the linear model of the assessor and predicted scores from the linear model of the supervisor (Slovic & Lichtenstein, 1971). Additionally, the Achievement Index was calculated as the correlation between the assessors actual ratings and the supervisors actual ratings. Figures 4-5 and 4-6 list the Matching and Achievement Indices in each photo condition. The high correlations represented by the Achievement Index and the Matching Index indicate that the nonlinear component of the rater judgment systems was minimal. Additionally, there is little difference in Achievement or Matching between photo conditions. This finding echoes what was found in the analysis for Hypothesis 1a and 2a. That is, that consideration of the two extraneous cues did not add to what could already be predicted by the three dimensions.

In summary, the following results were found: (1) irrelevant cues did not play a significant part of assessor or supervisor decision strategies; (2) both supervisor and assessor ratings could be predicted largely through a linear model; (3) there were few differences in rater decision strategies between the two photo conditions; and (4) assessor decision strategies closely matched that of the supervisors, as indicated by the Achievement and Matching Indices.

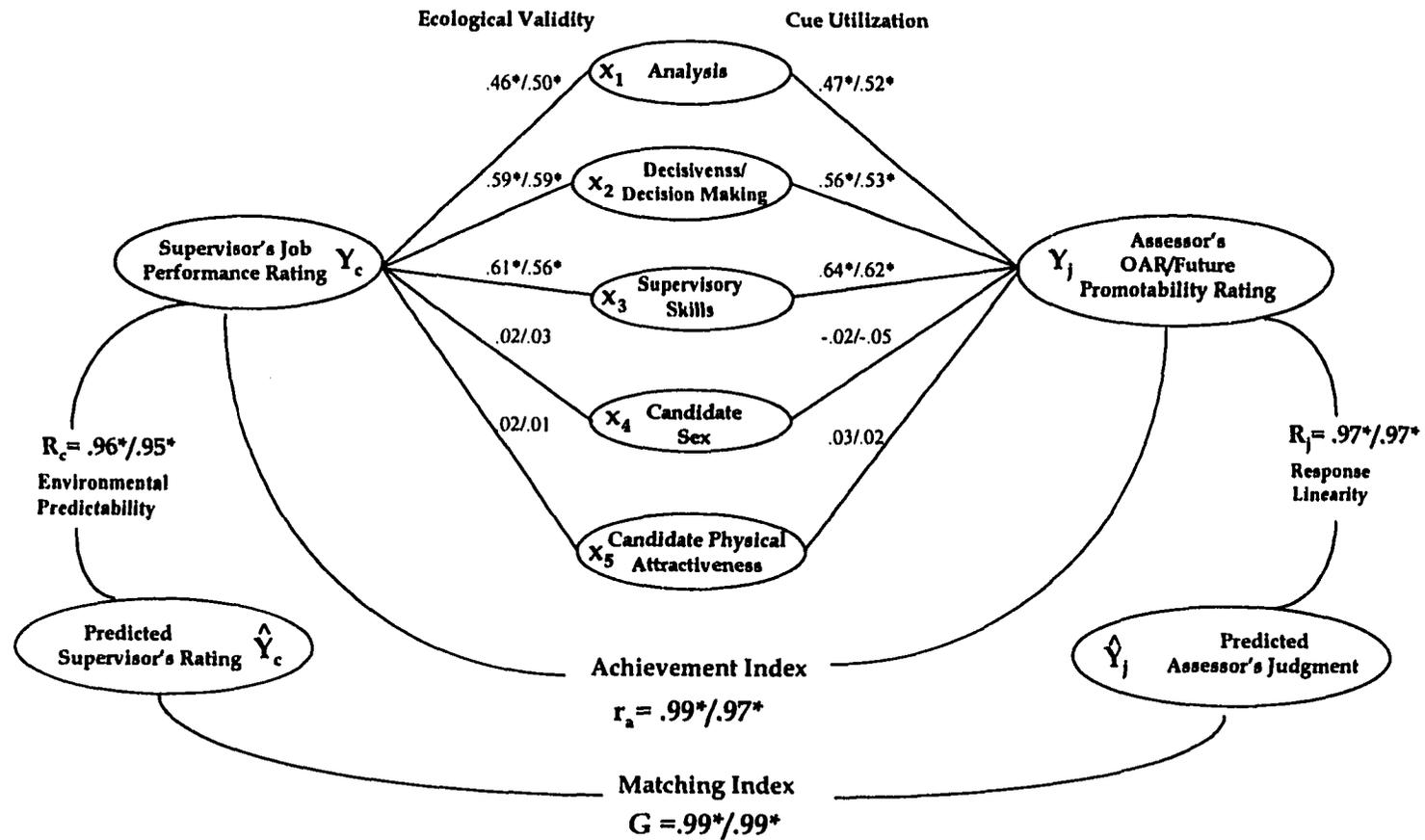


Figure 4-5. Inference of supervisor ratings by assessor ratings through job-relevant and job-irrelevant cues.

Note: * $p < .01$; Correlation coefficients list on the left are derived from overall performance ratings, those on the right are derived from future promotability ratings.

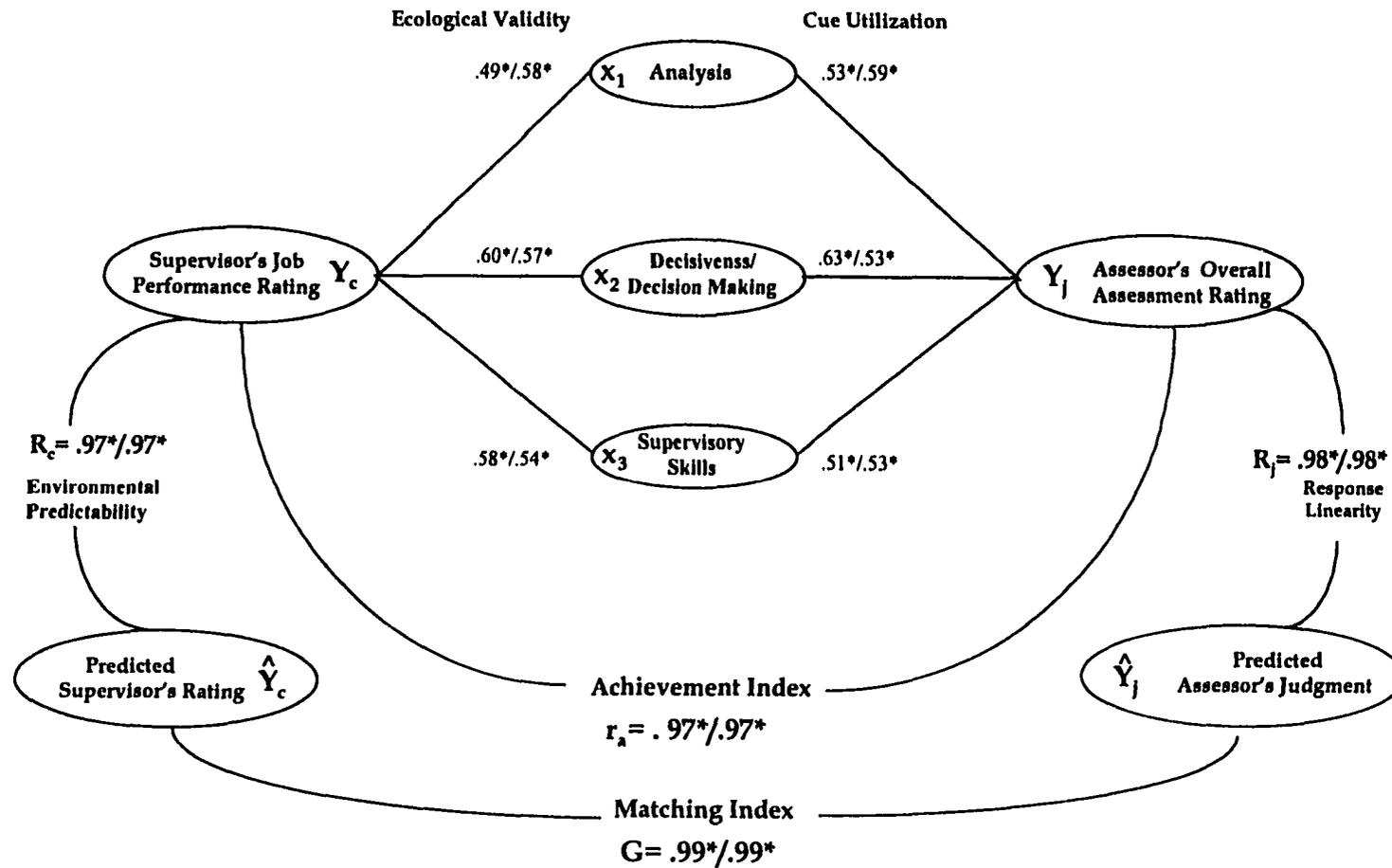


Figure 4-6. Inference of supervisor ratings by assessor ratings through job-relevant cues.

Note: $*p < .01$; Correlation coefficients list on the left are derived from overall performance ratings, those on the right are derived from future promotability ratings.

Cluster Analysis

A hierarchical cluster analysis was performed on the dimension weights to examine the number and composition of rater clusters within the data set. If the assessors indeed mirrored the decision strategies of the supervisors, one would expect to find one large primary cluster consisting of both assessors and supervisors. Conversely, if numerous clusters each consisting of individual raters are found, this would suggest that raters use their own implicit theories of performance and do not share a common decision strategy.

Table 4-7

Mean Within-Subject Relative Weights by Cluster for Overall Performance Ratings.

Cluster	n	Mean Dimension Weight				
		# Assessors	# Supervisors	ANA	D/DM	SPV
1	40	23	17	.204	.305	.296
2	2	2	0	.434	.232	.021
3	2	1	1	.097	.118	.661

Note: DDM=Decisiveness/Decision Making; SPV=Supervisory Skills; ANA=Analysis

The hierarchical cluster analysis consisted of the average linkage procedure with the squared Euclidean distance on the dimensions relative weights (Everitt, 1993). A separate cluster analysis was conducted on each set of ratings (i.e., overall performance,

future promotability). The methodology for conducting the cluster analysis is described in Appendix O.

The results of the cluster analysis of the dimension weights derived from the overall performance ratings yielded three clusters. Examination of the clusters reveals that the first cluster contained 40 of the 44 raters whose data were cluster analyzed. Thus., as predicted, the majority of assessors and supervisors had similar cue utilization patterns. Table 4-7 shows the mean within-subject relative weight of each dimensions in each of the three clusters.

The results of the cluster analysis of the dimension weights derived from the future promotability ratings yielded six clusters. Although these data identified more clusters than the overall performance data, the pattern was very similar: One large cluster comprised of both assessors and supervisors, and a few relatively smaller clusters. Additionally, members of the large cluster appeared to place weight equally among the three dimensions. Raters outside of this cluster tended to either ignore a single dimension or place a great amount of weight on a single dimension, or both. This pattern was also found in clusters derived from the overall performance relative weights. Table 4-8 shows the mean within-subject relative weight for the dimensions for each of the six clusters.

Examination of the two large clusters found that the 23 individuals comprising Cluster 1 of the future promotability analysis are all included in Cluster 1 of the overall performance analysis. Thus, it is reasonable to compare the dimension weightings between the two types of ratings. For example, approximately the same weight was placed on the Supervisory Skill dimension in determining the overall performance rating

and the future promotability rating. However, as raters shifted from rating the ratees' overall performance to rating the ratees' future promotability, the weight placed on the Decisiveness/Decision Making dimension decreased slightly (from .305 to .288). On the other hand, the weight placed on the Analysis dimension increased notably (from .204 to .276). This suggests that the raters changed their rating decision strategy in accordance with the criteria they were rating (i.e., overall performance vs. future promotability).

Table 4-8

Mean Within-Subject Relative Weights by Cluster for Future Promotability Ratings.

Cluster	n	<u>Mean Relative Weight</u>				
		# Assessors	# Supervisors	ANA	D/DM	SPV
1	23	13	10	.276	.288	.295
2	7	5	2	.122	.396	.212
3	1	1	0	.281	.522	.021
4	4	3	1	.281	.081	.390
5	4	2	2	.530	.254	.165
6	1	1	0	.130	.040	.642

Note: DDM=Decisiveness/Decision Making; SPV=Supervisory Skills; ANA=Analysis

In summary, it appears that assessors and supervisors utilized the dimensions in much the same way, as indicated by the large clusters consisting of roughly equal

numbers of assessors and supervisors. Furthermore, it appears that the most common decision strategy was one that placed roughly equal weight on the dimensions. Few raters placed the majority of weight on one dimension or virtually ignored a dimension. It also appears that raters shifted their decision strategy depending upon whether a ratee's overall performance or future promotability was being assessed. Specifically, it appears that raters placed more weight on the Analysis dimension when assessing a ratee's future promotability than when they assessed the ratee's overall performance. Lastly, the finding that the future promotability ratings had six clusters and the overall performance ratings had only three clusters suggests that there is less agreement among raters as to what dimensions carry the most weight in determining a ratee's future promotability in the organization.

DISCUSSION

OVERVIEW

The purpose of this study was to examine if subtle criterion contamination can be effected in a controlled assessment center environment. The results of this study provide evidence to suggest that it does exist in the sense that assessors mirror supervisors in their use of relevant and extraneous cues. It doesn't, however, exist in the sense that assessors and supervisors placed no emphasis on extraneous factors when making their rating decisions. The findings, their implications, and directions for future research are presented below.

The discussion section is divided into six parts: (1) Effect of extraneous variables on rating variance and dimension weights; (2) Impact of ratee attractiveness and sex on rater judgments; and (3) Similarity of assessor and supervisor decision strategies; (4) Subtle criterion contamination revisited; and (5) Study limitations; and (6) Recapitulation and future research. Each of the first three parts describes the implications of the findings and possible explanations for the results obtained.

EFFECT OF EXTRANEOUS VARIABLES ON DIMENSION WEIGHTS AND RATING VARIANCE

It appears that the extraneous factors used in this study - ratee sex and ratee attractiveness - did not add to the prediction of the rater's decisions by the dimensions.

No significant differences were found in the explained rating variance (R^2) between photo conditions. Additionally, there was virtually no difference in the Achievement and Matching Indices between raters in the photo-present and photo-absent conditions.

This is similar to the results found by Morrow, et al. (1990). Using simulated assessment center profiles, they found that ratee sex did not significantly impact on any of the rater recommendations. They found, however, that ratee attractiveness significantly affected rater recommendations. However, ratee attractiveness accounted for only 2% of the variance in rater recommendations for promotion and 1% of the variance in rater expectations of future success.

In fact, despite numerous studies demonstrating the “what is beautiful is good” stereotype (Cash & Kilcullen, 1985; Dion, et al., 1972; Jackson, et al., 1995) in employment decisions, Morrow (1990) points out that the physical attractiveness (PA) bias may be overestimated. Though few in number, researchers reporting percentages of explained variation in conjunction with PA (e.g., Beehr & Gilmore, 1982; Gilmore, et al., 1986; Heilman & Stopeck, 1985; Raza & Carpenter, 1987) suggest the bias is small. This is further emphasized by the use of extreme levels of PA in attractiveness research. That is, if only small amounts of variance are explained in research with extremely attractive and extremely unattractive subjects, one might infer that PA will have even smaller effects when less extreme PA differences are considered.

On the other hand, there are arguments that suggest that the PA bias is underestimated. The effects of transparency in manipulating attractiveness and the social desirability not showing bias may lead participants to downplay the role of PA, and thus lead researchers

to underestimate the size of the bias. While some researchers await more sound designs to pinpoint the size of the PA bias, several others remain content that this bias operates only “on the fringe” (Morrow, 1990; Morrow & McElroy, 1984; Dipboye, Fromkin, & Wilback, 1975).

Despite not contributing to the overall explained variance, the extraneous factors in this study appeared to influence the way raters utilized the relevant variables. Raters placed significantly different weights on the dimensions depending upon the presence or absence of photo information in the ratee’s profile. Furthermore, the effect of the photo information on dimension weights appears to depend on whether the rater was evaluating the ratee’s overall performance or future promotability within the organization.

Specifically, there was no significant difference between photo conditions on the weights placed on Analysis and Decisiveness/Decision Making. However, raters placed significantly more weight on the Supervisory Skills dimension in the photo present condition than the photo absent condition. This is in contrast to the hypothesis that the dimension relative weights would be significantly less in the photo present condition than the photo absent condition.

One possible explanation for this finding is that the raters experienced something analogous to a “gamma change” in training evaluation. In the training evaluation context, gamma change refers to a trainee’s reconceptualization of the meaning of the variable being measured after the training has taken place (Wexley & Latham, 1991).

Similarly in this study, the presence of photographs may have changed the rater’s conception of the Supervisory Skills construct. Having read the dimension definition at

the beginning of the task, the raters' construing of the Supervisory Skills dimension may have changed after they began evaluating the profiles due to the visual cues of the ratee photograph.

Furthermore, this "gamma change" is more likely to affect the Supervisory Skills dimension than the other two dimensions. That is, both Decisiveness/Decision Making and Analysis were defined as rather narrow "information processing" dimensions. They both relate to how one goes about analyzing information and solving problems. The Supervisory Skills dimension, on the other hand, was defined in much broader terms. The dimension definition included elements such as providing guidance to others, taking control of situations, and being persuasive. As such, descriptions of a ratee's performance along this dimension may be more likely to elicit an image of a "good manager" as compared to the other, more specific, dimensions such as Analysis and Decision Making.

The photographs had an effect on more dimensions when raters judged the ratee's future promotability. As hypothesized, raters placed significantly less weight on the dimensions in the photo present condition than in the photo absent condition. Because the only difference between the photo conditions was the presence or absence of the photo, this finding suggests that raters used the photographs in making their judgments.

Why the criterion moderated the effect of the photographs on the raters is difficult to explain. There is no known research that addresses differences in dimension weightings for different rating criteria. However, a possible explanation is that raters may need different information - information that is not used to evaluate a ratee's immediate

performance - to determine if the ratee will progress through the organization in the future. Such information, as the results suggest, includes cues gained from the ratee's facial appearance. Research has demonstrated that raters associate information about a person's attractiveness with other characteristics such as intelligence, interpersonal skills, self-confidence, psychological adjustment (Cash & Kilcullen, 1985; Jackson, Hunter, & Hodge, 1995). Perhaps more importantly, there is some indication that raters associate a person's attractiveness with occupational success (Dickey-Bryant, et al., 1986).

Across both photo conditions, raters placed significantly different weights on the dimensions in deriving overall performance ratings. Specifically, raters used Decisiveness/Decision Making and Supervisory Skills dimensions significantly more than the Analysis dimension. These results are similar to those of Sackett and Hakel (1979). In assessing the number of dimensions that could adequately predict the OAR, they found that three dimensions - Leadership, Decision Making, and Organization and Planning could accurately predict the OAR. The Supervisory Skills dimension in this study was equivalent to the Leadership dimension in the Sackett and Hakel (1979) study.

Interestingly, differences in relative weights among dimensions were not found in the future promotability ratings. This suggests that, relative to the other dimensions, raters placed less weight on the Analysis dimension when evaluating the ratee's overall performance than when evaluating the ratee's future promotability. This finding is also evidenced in the lens model analysis and the cluster analysis. Thus, it appears that, given a fixed set of cues, the raters used different weighting strategies to evaluate a ratee's future promotability versus the ratee's immediate performance.

There are two implications of the findings just discussed. First, the increase in focus on the Analysis dimension relative to others when evaluating the ratee's future promotability suggests that raters focus on more enduring traits when evaluating a ratee's potential versus his or her immediate performance. This is consistent with Jones and Whitmore (1995) and others (e.g., Bray & Howard, 1983) who have found that the predictive accuracy of assessment centers comes from ratings of relatively stable motives rather than malleable knowledges and skills. Following Harvey's (1991) KS-AO distinction, Jones and Whitmore (1995) found that the predictive accuracy of assessment center ratings was greatest for motive-based (AO) ratings (e.g., Analysis) than for other, more changeable dimensions (KS), such as communication skills.

Further, there is evidence to suggest that assessment centers are more accurate at predicting ratee potential than actual performance (Gaugler et al., 1987; Cohen, et al., 1977). For example, in a meta-analysis conducted by Gaugler et al. (1987), assessment centers were more valid for predicting an assessee's job potential ($\rho = .53$) than for predicting performance ($\rho = .36$). Certainly, future research should investigate relationships between weights placed on different types of dimensions (e.g., KS, AO) and criterion type (e.g., potential, performance).

A second implication of the aforementioned findings is that raters appear to weight the dimensions differently based on the criteria being assessed. That is, within a given set of cues, raters appear to have different decision strategies based on the criteria being rated. That raters have "criterion-based" decision strategies could impact the empirical validity of the assessment center. This is particularly important for validation studies that

use, for example, potential ratings in the assessment center and overall performance ratings for job criteria. The results presented here suggest that each group of raters will use a different set of dimension weights. To what extent validity is impacted is an area for future research. Additionally, should we expect greater differences among dimension weights as the number of dimensions increase? It is clear that more research needs to be done in this area.

IMPACT OF RATEE ATTRACTIVENESS AND SEX ON RATER JUDGMENTS

Results showed that the ratee's photograph influenced the relative weight raters placed on the dimensions. Specifically, when rating a ratee's future promotability, raters who viewed ratee photographs placed significantly less weight on the dimensions than raters who did not view the photographs when making their ratings. Furthermore, when rating the ratee's overall performance, raters who viewed the photographs placed significantly more weight on the Supervisory Skills dimension than raters who did not view the photographs. Thus, the photographs had an impact on the raters' judgments. Two cues in the photograph - ratee attractiveness and ratee sex - were manipulated to investigate if raters who viewed photographs used these cues in formulating their ratings.

As expected, raters who viewed photographs gave significantly higher overall performance ratings to attractive ratees than unattractive ratees. However, the same raters also placed significantly more weight on the Supervisory Skills dimension than raters who did not view photographs. These results provide support that raters may have experienced something of a gamma shift in their ratings. Because no effects due to ratee sex were found, the results suggest that any gamma effect that may have occurred was

due to ratee attractiveness only. In other words, it is possible that the raters in the photo present condition incorporated the ratee's attractiveness in their definition of supervisory skill when making evaluations of overall performance.

As mentioned previously, these findings are consistent with those of Morrow et al. (1990). Using paper profiles and photographs to simulate assessment center results of ratees, Morrow et al. (1990) found a small bias in favor of attractive ratees. However, ratee sex was unrelated to rater evaluations. Similarly, the results presented here suggest a small favorable bias for attractive ratees. The lens model analysis shows that the attractiveness variable accounted for a very small amount of the predictable linear variance (e.g., 2%). Unlike the results found in Morrow, et al. (1990) however, ratee attractiveness and ratee sex had no impact on the ratings of future promotability in this study.

The lack of a main effect for ratee sex supports previous research (Gilmore, Beehr, & Love, 1986; Heilman & Saruwatari, 1979; Morrow, et al., 1990; Shore & Thornton, 1986). Interestingly, results of pre-1979 employment decision making research typically found a distinct preference for males over females. However, similar research after 1979 fails to find a consistent male bias (Jackson, 1983). Additionally, several studies have failed to find differential assessment center validities based on sex (Marquardt, 1976; Moses & Boehm, 1975).

Two explanations could account for the lack of a sex effect in this study. First, the lack of ratee sex effect may have been a result of transparency of the manipulation (i.e., demand characteristics). The fact that only limited information was presented to subjects,

coupled with the repeated measures design, may have led raters to suspect that sex was a focal variable. Public safety personnel, being cognizant of the legal aspects of sex discrimination, may simply have gone out of their way to avoid differences based on sex (Morrow, et al., 1990). In fact, there was some anecdotal evidence that this was the case in this study. Two participants, in post-experimental discussions with the experimenter, correctly identified the focal extraneous variables of study prior to being debriefed.

A second explanation, though less likely to apply to law enforcement than the first, is that the stereotypical sex bias may not be as prevalent as in the past. Morrow (1990) points out that a pro-male bias is a cohort artifact that will end in the near future. As employers consciously attempt to make sex an irrelevant factor in their personnel decisions, researchers may begin to find less and less of an effect in their research.

The lack of an attractiveness bias in the future promotability ratings is more difficult to explain. There is strong research that points to an attractiveness bias in personnel selection decisions. Attractive ratees are perceived as more qualified for employment than unattractive ratees (Cash et al., 1977; Raza & Carpenter, 1987), and are recommended to receive higher starting salary (Dipboye, Arvey, & Terpstra, 1977; Jackson, 1983). There is also some indication that attractiveness interacts with performance such that those high in attractiveness and ability are likely to be retained in an organization (Dickey-Bryant, et al., 1986). As mentioned previously, Morrow et al. (1990) found a small but significant attractiveness bias in raters recommendations of future potential.

One possible explanation is that raters were extracting information other than ratee attractiveness or sex from the photos. For example, raters may have been cueing on whether the ratee “looks like a cop,” which may not necessary correlate with facial attractiveness. In fact, unlike other management positions, the job of a police officer may elicit images that focus more heavily on factors other than one’s physical attractiveness. For instance, Guion (1987) noted that police officers with both high assessment center ratings and higher supervisory ratings were “big, white, English speaking, and male.” However, why raters would show a slight attractiveness bias when evaluating overall performance, but shift to a “looks like a cop” bias when evaluating the ratee’s future promotability is an area for future research.

SIMILARITY OF ASSESSOR AND SUPERVISOR DECISION STRATEGIES

The hypothesis that assessors mirror the decisions of supervisors was confirmed by the data in this study. The decision strategies of the assessors closely matched those of the supervisors. Analysis of variance results found that there were no significant differences in relative weights placed on the dimensions between the assessors and the supervisors. Additionally, cluster analysis of rater decision strategies found that the majority of assessors and supervisors use a similar decision strategy. For both overall performance ratings and future promotability ratings, the same pattern emerged: One large cluster of raters, containing approximately equal proportions of assessors and supervisors; and few other clusters containing relatively few individuals. However, there appeared to be more clusters in the future promotability analysis, indicating less agreement among raters in terms of decision strategies as compared to the overall performance analysis.

These results are consistent with those found by Russell (1985). Russell examined the factor structures of individual ratings made by 10 assessors, each of whom rating over 200 individuals. He found that although there were differences in the number of factors derived, individual assessors were very similar in the qualitative profiles of loadings that resulted. Conversely, Sackett and Hakel (1979) found a considerable range in the number of meaningful factors among assessors. However, a qualitative comparison of factor structures indicated the presence of two factors common to virtually all assessors -- a leadership factor and an organizing/decision making factor.

SUBTLE CRITERION CONTAMINATION REVISITED

The results of this study clearly show that assessors mirror supervisors in their decision making process. However, results determining the use of extraneous factors were not as clear cut: Ratee photographs influenced the weights that raters placed on the dimensions. Additionally, raters gave significantly higher overall performance ratings to attractive ratees than unattractive ratees. However, ratee attractiveness and ratee sex did not add to the rating variance already explained by the dimensions. Also, assessor achievement (r_a) and matching (G) was approximately the same across photo conditions. Thus, in terms of attractiveness at least, the results in this study confirm Morrow, et al.'s (1990) statement that such extraneous factors operate "on the fringe."

Can it be said that subtle criterion contamination exists in assessment centers on the basis of the fact that assessors simply mirror the supervisors' weighting of job-relevant cues? It is perhaps worthwhile to revisit the concept of subtle criterion contamination in light of the results of this study.

Klimoski and Strickland (1977) were one of the first to point out that assessors may merely be replicating the decision processes of organization management. They indicated that subtle criterion contamination consists of the assessor “making a judgment of potential based on his or her knowledge of the organization in which the incumbent must operate” as well as “on knowledge of the proclivities, propensities, and preferences of those higher level managers who must ultimately make promotion decisions” (p. 358). Thornton (1992) also points out that assessors and supervisors often share the same “biases” as to what constitutes good management, and therefore validities are contaminated and spuriously high.

One aspect of subtle criterion contamination to which Thornton (1992) and Klimoski and Strickland (1977) refer are certain biases that influence judges' ratings of ratees. These biases are part of the rater's decision strategy or prototype of a “good manager,” and thus his or her ratings are contaminated by these biases. However, the current research suggests that two cues commonly available to assessors in all assessment centers - ratee sex and ratee attractiveness - played a minor role in influencing the ratings. To this end, the assessment center appears to be less susceptible to certain biases (i.e., ratee attractiveness) inherent in other processes such as the interview (Morrow, 1990).

Some researchers, on the other hand, emphasize the matching of assessor and supervisor prototypes rather than the use of extraneous factors. For example, Gaugler, et al. (1987) referred to subtle criterion contamination as a prototype of a “good manager” that is “held in common among the various people providing both predictor and criterion data” (p. 504).

Thus, one commonality that researchers seem to agree upon in their definition of subtle criterion contamination is that assessors and supervisors share a common vision of a “good manager.” The present research provides evidence that such mirroring occurs. Given the same set of cues, assessors and supervisors emphasized certain cues over others in rating rates; and did so in a very similar fashion. Whether or not extraneous cues are part of the decision strategy, assessors and supervisors appear to share a common prototype of a good manager.

How much of a role the shared decision strategy plays in explaining assessment center validity remains to be seen. However, using the results of the cluster analysis to represent groups of raters with shared decision strategies, one can get a sense of the importance of this role. In the future promotability analysis for example, the median correlation between assessors and supervisors belonging to Cluster 1 ($n=23$) was .93. However, the median correlation between assessors and supervisors belonging to two different clusters, Cluster 1 and Cluster 2 ($n=7$), was .77. If these data are any indication of the predictive validity of assessment center ratings, it appears that a shrinkage in validity occurs when assessors do not share the same decision strategy with supervisors.

This sharing of decision strategies is precisely what Klimoski and Strickland (1977) referred to when they asserted that assessment centers may be “merely prescient.” They point out that assessors may just be policy capturing; predicting “how (and on what basis) operating managers will make their decisions in the area of promotions” (Klimoski & Strickland, 1977, p. 358). The potential for this problem was serious enough for Gaugler et al. (1987) to warn readers that the validity coefficients used in their meta-analysis were

not corrected for a “subtle form of criterion contamination” resulting from shared perceptions of a “good manager” between assessors and “anyone who provides criterion data later” (p. 504).

Accordingly, the heart of subtle criterion contamination seems to be the matching of the decision strategies of the supervisors by the assessors. That is, the available cues must influence both assessors and supervisors in a similar manner. Otherwise, the concept of a “shared bias” does not hold. On the other hand, if raters are not incorporating extraneous factors into their decision strategies, the criteria are not really contaminated.

Thus, it appears that all three components outlined in the Introduction are necessary for subtle criterion contamination to exist: (1) Supervisors within the organization consider extraneous factors in addition to job-relevant information when evaluating job performance; (2) Assessors consider extraneous factors in addition to dimensions when making overall assessment ratings; and (3) Information utilization by the assessors will match those of the supervisors on the job. While this study found evidence of #3 above, there clearly remains a need for further research surrounding #1 and #2.

LIMITATIONS

This study focused on the decision-making processes of assessors and supervisors in evaluating the performance and future promotability of fictitious ratees. Whereas a large amount of research in this area gathers ratings from undergraduates (e.g., Cash & Kilcullen, 1985; Dipboye, Arvey, & Terpstra, 1977) or personnel professionals (e.g., Morrow, et al., 1990) to generalize to another population (e.g., managers, assessors), the

real strength of this study was its use of actual assessors and supervisors. The ratings they provided were very similar to what they normally provide in the assessment center or organizational environment. To that end, the generalizability of the findings are greatly increased.

Nevertheless, several features of the research design may have affected the results and limited the generalizability of the findings: (a) Use of "paper people"; (b) Focus on individual raters; (c) Use of the policy capturing paradigm; and (d) Manipulation of physical attractiveness. Each of these points will be discussed below.

Use of Paper People

There has been considerable debate pertaining to the value of lab experiments that use "paper people" for studies of organizational decision-making processes (Woehr & Lance, 1991). Paper people are written descriptions of hypothetical ratee performance that are used in lieu of actual observation or videotape. Specifically, there are questions whether the results of studies using paper people are generalizable to the field. In a meta-analysis of 111 studies published between 1975 and 1984, Murphy, Herr, Lockhart, and Maguire (1986) contrasted the outcomes of paper people studies to those of similar studies in which ratings were based on the direct or indirect observation (i.e., videotape) of ratee behavior. Averaging across different research areas, they found that effect sizes were significantly larger in paper people studies than in studies involving direct or indirect observation. However, this difference was largely restricted to studies of the effects of variation in true performance level and of the effects of purpose of training. Murphy, et

al. (1986) found no difference in the effect sizes obtained in studies of rater and ratee characteristics involving paper people as opposed to behavioral observation.

Ilgen (1986) stated that the question concerning the use of lab studies is not *whether* but *when*. He outlined four general sets of conditions for using laboratory research: 1) when high fidelity between the laboratory and the field can be established; 2) when laboratory conditions are to be created in the field; 3) when the hypothesis of interest is one demanding simply the demonstration of an effect rather than the direct generalization of that effect to a particular setting; and 4) when field conditions limit the feasibility of field research.

Clearly, the design used in this study made it impractical to use actual ratees in the field. One of the primary constraints to field study policy capturing paradigms is time. Through the use of paper people, the laboratory allowed the researcher to gather a sufficient amount of rater judgment data that would have otherwise taken years to obtain in the field. It is for this reason that the current study involved the use of paper people.

Focus on Individual Raters' Judgment Formation

This study focused on the judgments made by the individual decision-maker. There are two concerns here that impact the generalizability of the findings. The first concern relates to the fact that the study focused on the individual rater rather than the group consensus rating. This is particularly important when drawing conclusions about the assessment center process, where individual assessor ratings are pooled into an overall assessment rating (OAR) either mechanically (i.e., through a statistical combination of ratings) or clinically (i.e., through a consensus process among assessors). Typically, the

overall assessment rating is used in assessment center criterion-related validation studies as well as personnel decisions (e.g., promotions). In contrast, this study captured policies of individual assessors making their own independent OARs. In order to generalize these findings to group consensus ratings, we must first understand to what extent, if any, subtle criterion contamination carries over from independent ratings to the consensus rating. Additionally, we must understand if shared biases are manifested at the group level but not at the individual level. Certainly, more research is needed in this area.

The same limitation may be true of the supervisor ratings. The host organization in this study uses top-down appraisal from a single supervisor to assess job performance. Thus, the study's findings are generalizable to organizations in this context. However, multi-rater assessment is becoming a more common technique in the performance appraisal process (Flannery, Hofrichter, & Platten, 1996). As more individuals are contributing to the final performance evaluation of their co-workers, future research needs to address the dynamics of individual and shared biases on assessment processes.

The second concern about the type of data collected in this study is that the results pertain to the information integration and judgment formation process only, rather than other stages of information processing (e.g., information gathering, evaluation). However, this area of the assessment center process remains one of the least researched areas (Thornton, 1992). Limiting the research to the judgment formation process allowed insight into an unexplored area while actually minimizing some of the problems inherent in using paper people. For example, the profiles used in this study contained the type of information that assessors and supervisors normally possess during their judgment

process. Thus, the use of hypothetical profiles should not have interfered with the investigation of policy differences between the two rater groups.

Use of the Policy Capturing Paradigm

The policy capturing paradigm used in this study required each participant to evaluate a large number of ratee profiles ($n=32$). Although rating such a large number of profiles was necessary to sufficiently capture each rater's policy, the number of ratees was far greater than what would normally be expected within a typical assessment center or performance appraisal context. Two concerns are of interest here. First, participant responses may have been affected by fatigue. However, several steps were taken to minimize the impact of fatigue on the ratings: (1) Participants completed a short attitude questionnaire half-way through the profile ratings; (2) Participants' whose regression models yielded a $R^2 < .33$ were considered inconsistent raters and were dropped from the study; and (3) The remaining participants exhibited a high degree of linear predictability ($r=.97-.98$) in evaluating ratee profiles, suggesting that participants used the cues in a fairly consistent manner across the 32 profiles (Graves & Karren, 1992). Thus, participants' responses probably were not affected by fatigue.

Second, as mentioned previously, the use of the policy capturing paradigm can affect the transparency of the manipulation. That is, presenting raters with a large number of profiles that contain only limited information in a repeated measures design may make them cognizant of the extraneous variable manipulation (Morrow, et al., 1990).

Awareness of such variables as attractiveness and sex may have made raters go out of

their way to avoid their influence. This is particularly true given the litigious nature of a public safety promotion process.

Manipulation of Physical Attractiveness

There are two conceptual and methodological problems inherent in physical attractiveness research that may have affected the outcome of this study (Morrow, 1990). The first is the way PA was conceptualized and measured in this study. This study followed many others (Graves & Karren, 1992; Cash & Kilcullen, 1985; Klassen, Jasper, & Harris, 1993) that used facial portrait photographs to represent the individual. However, some researchers (e.g., Morrow, 1990) have pointed out that PA might be better conceptualized and measured on a more holistic basis. For example, Dickey-Bryant, et al. (1986) caution that facial attractiveness is but one component to one's overall attractiveness. They further note that the use of a single black-and-white facial photograph as used in most research may actually reduce the usefulness of facial cues in attractiveness judgments. Certainly in the assessment center context, as well as most other situations involving selection decisions (e.g., interviewing), ratees are observed in their entirety. That is, factors such as one's height, weight, voice, style of dress, posture, hygiene, and body characteristics are observed and may indeed contribute to the raters' perception of one's PA. Future research could evade this limitation by using carefully controlled simulated exercises on videotape, thereby allowing the raters to view the entire physical image of the ratees.

Second, as with most PA studies, this study concentrated on comparisons between photographs that were high and low in PA. Although this approach was partly due to

restrict the number of profiles to a manageable number, the criticism is that the results may not generalize to the larger population – those with intermediate levels of PA.

On the other hand, there was not a very large gap between unattractive ratees and attractive ratees as compared to other studies of ratee physical attractiveness. An examination of mean attractiveness ratings indicates that the unattractive group, with a mean rating of 3.65 for women and 3.84 for men, is probably better described as “slightly unattractive.” Although there was a significant difference in attractiveness ratings between the attractive and unattractive ratees, this narrow gap may explain the lack of findings that are typically found in other attractiveness research. Morrow (1990) may be correct in stating that the attractiveness bias may only apply to those ratees on the extreme ends of the continuum.

CONCLUSIONS AND FUTURE RESEARCH

The purpose of this study was to investigate the subtle criterion contamination hypothesis in assessment centers. The study examined whether actual assessors and supervisors use extraneous factors such as ratee sex and physical attractiveness in evaluating the ratee’s performance and future promotability. It also investigated the degree of similarity between assessor and supervisor decision strategies.

The results showed that ratee photographs, although not contributing to the overall linear predictability of the ratings, influenced the weight that raters placed on the dimensions in providing their ratings. Raters receiving photo and dimension information placed significantly more weight on the Supervisory Skills dimension when evaluating the ratee’s overall performance than raters who reviewing dimension information only.

Additionally, in rating ratee future promotability, raters receiving photo and dimension information placed significantly less weight on the dimensions than raters receiving only dimension information.

Further examination of these effects revealed that ratee sex had no impact on rater evaluations. This is consistent with previous research investigating the effects of ratee sex on employment decision making (Morrow, 1990). Nevertheless, raters demonstrated a slight bias toward attractive ratees when evaluating ratee overall performance. This bias, however, was not present in the ratee future promotability ratings. The future promotability results suggest that raters may have been using cues in the photograph other than attractiveness and sex. For example, raters may have been evaluating ratees based on whether or not they look like a police officer. Guion (1987) noted that successful ratees, both on the job and in the assessment center, also shared the characteristic of being "big." Thus, it is possible that extraneous factors other than the ones manipulated in this study have a substantial impact on rater evaluations.

Perhaps more importantly, assessors appeared to mirror the supervisors in their decisions. The majority of assessors used a decision strategy similar to that used by the majority of supervisors. This supports Klimoski and Strickland's (1977) notion that assessors are simply capturing the employment decision policy of the supervisors in the organization. Consequently, it appears that assessment centers merely replicate the decision making process that already occurs in organizations. In Klimoski and Strickland's (1977) words, "what we may have is a special and subtle kind of 'criterion

contamination,' or at best, another demonstration of policy capturing. But do we have validity?" (p. 358).

This study has examined several avenues of assessment center operations that were previously untouched in the assessment center research literature. For example, this study examined the weighting system of assessors and compared assessor decision strategies with those of the supervisor within the organization. To this end, the study empirically asked the question, as Klimoski and Strickland (1977) put it, "are assessment centers valid or merely prescient?" The study also shed light upon several other areas future research. Several have already been mentioned. However, several more are discussed below.

First, this study used assessors external to the organization. However, the assessors were not professional assessors but managers from other organizations who were at or above the target assessment level. Gaugler, et al., (1987) found that assessment center validities were higher for studies using professional assessors (i.e., psychologists) as assessors. Because there appears to be differences in validity based on whether assessors are professionals or management executives, research should address whether there are differences in cue utilization between the various pools of assessors. For example, Rotolo (1989) found that professional assessors displayed less discriminant validity among exercise dimensions than assessors who were managers within the organization. It could be that professional assessors have broader experience with varying levels of management skill, and thus are more apt to utilize a schema or decision strategy of a "good manager."

Second, future research should address aspects of assessor training that most effectively reduces rater biases. For example, Gibbs and Riggs (1994) found that undergraduates rating fictitious paper applicants for the job of police officer were less likely to utilize irrelevant variables such as gender, race, and age in their decisions when they were made aware of such variables than when they were not. As Gibbs and Riggs (1994) put it:

The process of focusing on certain kinds of irrelevant information (e.g., age, gender, ethnicity) may inhibit bias by adding to the information being considered. Attending to irrelevant information may create a state of uncertainty. This uncertainty may act, in turn, to stimulate subjects to search for and more carefully consider additional information relevant to the applicant's potential to perform the job successfully (p. 23).

To this end, perhaps assessor training should assist assessors in recognizing and attending to irrelevant information, thereby avoiding its influence.

Third, the topic of individual differences among assessors has received little attention in the assessment center research. The Guidelines and Ethical Considerations on Assessment Center Operations (1989) state that assessors must be trained on the rating process and exercise content. However, there is an implicit assumption that after assessor training is conducted, all assessors have relatively equal assessing ability and/or utilize the same decision strategy in utilizing the dimensions. Future research should focus on developing methods to identify differences in information gathering techniques between effective and ineffective assessors. For example, the policy capturing methodology used in this study could assist in identifying assessor decision strategies during assessor

training. By calculating each assessor's decision strategy, an organization can expose whether or not an assessor is utilizing the dimensions correctly, and assess the degree of consistency among assessors in utilizing a particular decision strategy. This could potentially identify individuals in need of more training, or serve as a "readiness" check after training.

In sum, the assessment center method does not appear as susceptible to the attractiveness bias as other employment methods. Attractiveness research on other methods of employment decision making (e.g., interviews) have shown strong attractiveness effects (Beehr & Gilmore, 1982; Cash & Kilcullen, 1985). With that said, an attractiveness effect was found in this study. However, this bias operated "on the fringe" at best. Nevertheless, as Morrow et al. (1990) pointed out, even small effects may be critical, particularly with other relevant information being equal. Although future research should explore whether other extraneous factors affect assessor decisions, the role of ratee attractiveness should not be ignored.

It is hoped that this research is a catalyst for more research on rater decision strategies. The finding that assessors mirror the decisions of the supervisors most likely creates more questions than it answers. Certainly, more conceptual and empirical work needs to be done in the area of subtle criterion contamination. However, as the current research demonstrates, it serves as a promising area in explaining assessment center validity.

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APPENDIX

A. ANALYSIS OF CRITICAL DIMENSIONS FROM JOB ANALYSIS

Dimension	Average I x D Rating
Supervisory Skills	20.50
Judgment	20.25
Decisiveness/Decision Making	20.00
Analysis	17.41
Technical/Professional Knowledge	16.30
Interpersonal Sensitivity	15.89
Oral Communication	15.00
Planning/Coordinating	14.04
Written Communication	13.22
Flexibility	12.25

I = importance; D = differentiator btw superior and average; N = extent needed the first day on the job.

Data are from assessment center job analyses that were conducted in 1993 (n=17), 1991 (n=6), and 1989 (n=4).

All dimensions were measured in each job analysis except judgment (1989) and flexibility (1989).

Judgment and Decision Making/Decisiveness dimensions were derived from different job analyses. However, Judgment and Decision Making are typically considered as the same construct (Thornton, 1982). Thus, for this analysis Judgment was not differentiated from Decision Making/Decisiveness.

APPENDIX

B. TAXONOMY OF BEHAVIORAL INDICATORS BY SKILL DIMENSION

Factor	Sub-factor	Positive Behavioral Indicators	Negative Behavioral Indicators
Decisiveness/ Decision Making	-ability to be decisive	-displayed minimal hesitancy when making decisions -is quick to jump to a judgment -takes immediate actions in resolving problems -makes decisions when appropriate	-hesitates in making decisions -delays taking action on critical issues -is reluctant to make immediate decisions -cannot decide on a particular course of action in resolving problems
	-utilize information logically	-utilizes information in a logical manner when making decisions -establishes priorities when making decisions -draws logical decisions/recommendations based on available data -considers available information in a systematic manner before making decisions	-does not use information logically when making decisions -emphasizes irrelevant information when taking action on issues -draws illogical decisions/recommendations based on available data -overlooks critical information when making decisions
	-demonstrate forethought	-considers the long-term implications of his/her decisions -shows forethought when making decisions -visualizes the long-term affects of his/her decisions before taking action -considers the ramifications of their decisions when taking action	-is most often short-sighted; does not consider the long-term implications of his/her decisions -shoots from the hip' when making decisions (i.e., does not think ahead) -thinks only about short-term gains when making decisions -cannot -look down the road when making decisions
Supervisory Skills	-providing guidance to others	-provides clear, specific guidance to subordinates and citizens -clearly articulates their direction to others	-does not provide guidance to subordinates and citizens -delegates duties to

Factor	Sub-factor	Positive Behavioral Indicators	Negative Behavioral Indicators
		<ul style="list-style-type: none"> -is very specific in the directions and guidance given to others -states his/her expectations in a clear, specific fashion 	<ul style="list-style-type: none"> subordinates without providing sufficient direction -does not communicate his/her objectives when assigning tasks to others -provides inadequate information to subordinates for the effective accomplishment of tasks or objectives
	-taking control of situations	<ul style="list-style-type: none"> -takes charge of the situation when necessary -knows when to -step-in when a situation gets out of hand -controls the process of events throughout the situation -directs the agenda and timing of events 	<ul style="list-style-type: none"> -allows the citizen/role player to take charge of the situation- -let others control the process of events -agrees to everything the subordinates say, even if incorrect -does not step in to take control the situation, even when warranted
	-ability to be persuasive	<ul style="list-style-type: none"> -uses effective strategies to impact/influence the actions of _____ (subordinates/role players) -adapts his/her arguments/presentation to appeal to the interest and level of others -sells others by pointing out benefits/consequences of desired action -uses weak points in others' position to gain buy-in 	<ul style="list-style-type: none"> -has little impact on his/her subordinates/role players' actions -repeatedly uses one strategy/argument to influence others -uses inappropriate or illogical arguments to attempt to influence others' behavior -does not prepare for how others will react to his/her position or idea
Analysis	-noting critical issues	<ul style="list-style-type: none"> -addresses all critical issues when dealing with a problem; rarely overlooks important information -picks up on and uses information that others 	<ul style="list-style-type: none"> -does not address the critical issues when dealing with problems; often overlooks important information

Factor	Sub-factor	Positive Behavioral Indicators	Negative Behavioral Indicators
		<ul style="list-style-type: none"> -often omit -prioritizes important information and discards irrelevant information -quickly identifies key issues in complex situations 	<ul style="list-style-type: none"> -omits many important sources when analyzing information -assesses irrelevant information; does not filter out or prioritize data -is slow to identify the critical issues in a complex situation
	<ul style="list-style-type: none"> -conceptual/ big picture thinking 	<ul style="list-style-type: none"> -sees the big picture when dealing with complex issues; can see the forest from the trees -identifies connections or patterns among the data not readily apparent to others -recognizes similarities between current/new situations and past situations of similar type -applies concepts and theories to understand complex situations 	<ul style="list-style-type: none"> -has difficulty seeing the big picture when dealing with complex issues; cannot see the forest from the trees -fails to identify patterns among the data, even those obvious to others -does not see connections/similarities between current and past situations -applies generic concepts to inappropriate situations

APPENDIX

C. BEHAVIORAL INDICATOR RETRANSLATION TASK

PROJECT LOOKER
SCALE DEVELOPMENT: STAGE 1
DIMENSION RETRANSLATION

Christopher T. Rotolo
Old Dominion University
August, 1995

INSTRUCTIONS

Thank you for volunteering to participate in this research project. The task you are about to complete is part of a study examining the decision making processes of assessors in an assessment center. In order to complete this study, several scales have to be developed. The task you are completing today is a retranslation task as part of the scale development.

You have been selected because of your experience and background with the assessment center method and/or performance measurement.

Read the dimension definitions on the following page thoroughly. Once you have gained an understanding of each dimension, read each behavioral indicator on the following pages and place a check mark under the dimension you feel it **best** represents. You may indicate only ONE (1) dimension for each behavior.

Remember, your task is categorize the behavioral indicators into the dimensions as defined on the following page. Although the dimensions may be similar to dimensions you have experienced in the past, there may be subtle differences. You must complete this task without regard to dimension definitions you have used in the past. Your task is not to judge the appropriateness or relevancy of the dimensions, nor the similarity of the dimensions to others you have experienced in the past.

This task should take no more than 45 minutes to complete. When you are finished, read and sign the consent agreement. Place the entire questionnaire in the stamped envelope provided and return it **no later than August 18, 1995**. Your participation is greatly appreciated.

BACKGROUND INFORMATION

EDUCATION

1. What is the highest degree you have obtained to date?

- B.S.
 M.S.
 M.B.A.
 Ph.D.
 Psy.D.

2. What best describes your area of education?

- Industrial/Organizational Psychology
 Business Administration
 Education
 Criminal Justice
 Human Resource Management
 Other:

3. Are you currently enrolled in a graduate program? Y N
 If so, please indicate which and expected graduation date

PERFORMANCE MEASUREMENT EXPERIENCE

4. Years of experience in assessment centers (include applied and research experience):

assessing: _____
 administrating: _____
 role playing: _____
 research: _____
 other: _____
 overall: _____

5. Years of experience in performance assessment (include applied and research experience):

DIMENSION DEFINITIONS

Instructions: Read each dimension definition carefully. Make sure you understand each dimension before moving on to the next page.

Decisiveness/Judgment: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

INSTRUCTIONS: Refer to the dimension definitions on the previous page when completing the form below. Read each behavioral indicator and place an "x" in the box under the dimension it best represents. You may indicate only ONE (1) dimension for each behavioral indicator. You may write directly on this questionnaire.

#	Behavioral Indicator	Decisiveness /Judgment	Supervisory Skills	Analysis
1	'Shoots from the hip' when making decisions (i.e., does not think ahead)			
2	Adapts his/her arguments/presentation to appeal to the interest and level of others			
3	Addresses all critical issues when dealing with a problem; rarely overlooks important information			
4	Agrees to everything the subordinates say, even if incorrect			
5	Allows the citizen/role player to take charge of the situation			
6	Applies concepts and theories to understand complex situations			
7	Applies generic concepts to inappropriate situations			
8	Assesses irrelevant information; does not filter out or prioritize data			
9	Cannot "look down the road" when making decisions			
10	Cannot decide on a particular course of action in resolving problems			
11	Clearly articulates his/her direction to others			
12	Considers available information in a systematic manner before making decisions			
13	Considers the long-term implications of his/her decisions			

#	Behavioral Indicator	Decisiveness /Judgment	Supervisory Skills	Analysis
14	Considers the ramifications of his/her decisions when taking action			
15	Controls the process of events throughout the situation			
16	Delays taking action on critical issues			
17	Delegates duties to subordinates without providing sufficient direction			
18	Directs the agenda and timing of events			
19	Displays minimal hesitancy when making decisions			
20	Does not address the critical issues when dealing with problems; often overlooks important information			
21	Does not communicate his/her objectives when assigning tasks to others			
22	Does not prepare for how others will react to his/her position or idea			
23	Does not provide guidance to subordinates and citizens			
24	Does not see connections/similarities between current and past situations			
25	Does not step in to take control the situation, even when warranted			
26	Does not use information logically when making decisions			
27	Draws illogical decisions/recommendations based on available data			
28	Draws logical decisions/recommendations based on available data			

#	Behavioral Indicator	Decisiveness /Judgment	Supervisory Skills	Analysis
29	Emphasizes irrelevant information when taking action on issues			
30	Establishes priorities when making decisions			
31	Fails to identify patterns among the data, even those obvious to others			
32	Has difficulty seeing the big picture when dealing with complex issues; cannot see the forest from the trees			
33	Has little impact on his/her subordinates/role players' actions			
34	Hesitates in making decisions			
35	Identifies connections or patterns among the data not readily apparent to others			
36	Is most often short-sighted; does not consider the long-term implications of his/her decisions			
37	Is quick to jump to a judgment			
38	Is reluctant to make immediate decisions			
39	Is slow to identify the critical issues in a complex situation			
40	Is very specific in the directions and guidance given to others			
41	Knows when to "step-in" when a situation gets out of hand			
42	Lets others control the process of events			
43	Makes decisions when appropriate			
44	Omits many important sources when analyzing information			

#	Behavioral Indicator	Decisiveness /Judgment	Supervisory Skills	Analysis
45	Overlooks critical information when making decisions			
46	Picks up on and uses information that others often omit			
47	Prioritizes important information and discards irrelevant information			
48	Provides clear, specific guidance to subordinates and citizens			
49	Provides inadequate information to subordinates for the effective accomplishment of tasks or objectives			
50	Quickly identifies key issues in complex situations			
51	Recognizes similarities between current/new situations and past situations of similar type			
52	Repeatedly uses one strategy/argument to influence others			
53	Sees the big picture when dealing with complex issues; can see the forest from the trees			
54	Sells others by pointing out benefits/consequences of desired action			
55	Shows forethought when making decisions			
56	States his/her expectations in a clear, specific fashion			
57	Takes charge of the situation when necessary			
58	Takes immediate actions in resolving problems			

#	Behavioral Indicator	Decisiveness /Judgment	Supervisory Skills	Analysis
59	Thinks only about short-term gains when making decisions			
60	Uses effective strategies to impact/influence the actions of subordinates			
61	Uses inappropriate or illogical arguments to attempt to influence others' behavior			
62	Uses weak points in others' position to gain buy-in			
63	Utilizes information in a logical manner when making decisions			
64	Visualizes the long-term affects of his/her decisions before taking action			

Thank you for participating! Read and sign the following page, then mail the entire packet in the envelope provided no later than August 18, 1995.

APPENDIX

D. BEHAVIORAL INDICATOR SCALING TASK

TASK 1
Behavioral Indicator Scaling

Instructions: On the following pages, you will be presented with three different skill dimensions important to managerial success. Under each skill dimension you will find examples of work behaviors that represent the dimension. Your task is to determine the extent to which the behavior represents successful performance on the dimension (i.e., how effective is the behavior to successful performance?).

Example

For example, for the dimension "Driving Ability," defined as following the rules of the road, driving safely and defensively, etc., how would you rate the following two behaviors?:

	Poor		Average			Excellent	
	1	2	3	4	5	6	7
Example 1: uses the left foot to apply the brake	○	○	○	○	○	○	○
Example 2: comes to a complete stop at stop signs	○	○	○	○	○	○	○

You should have given the first behavior a low rating because good drivers only use their right foot for driving. You should have given a high rating to the second behavior because stopping fully at stop signs is not only the law, but also important for the safety of everyone involved.

Before you begin your ratings, be sure you are thoroughly familiar with the definition of the skill dimension. After you have familiarized yourself with the dimension and its meaning, read each behavioral indicator. Then, rate the extent to which the behavior is indicative of successful job performance on the dimension. Rate all behaviors before moving on to the next skill dimension. Once you have completed all three skill dimensions, place your materials in the envelope marked "Task 1 Materials."

Please use a pencil. All erasures must be complete. Darken the ovals completely. Please make your marks as follows:

Like this: ○ Not like this: ○ ○ ○

Decisiveness/Decision Making: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Behavioral Indicator:**Job Performance on this dimension:**

	Poor		Average			Excellent	
	1	2	3	4	5	6	7
1. cannot "look down the road" when making decisions	<input type="radio"/>						
2. cannot decide on a particular course of action in resolving problems.....	<input type="radio"/>						
3. considers the ramifications of their decisions before taking action	<input type="radio"/>						
4. delays taking action on critical issues despite having all relevant information at hand	<input type="radio"/>						
5. displayed minimal hesitancy when making critical decisions	<input type="radio"/>						
6. does not use information logically when making decisions	<input type="radio"/>						
7. draws illogical decisions/recommendations based on available data.....	<input type="radio"/>						
8. draws logical decisions/recommendations based on available data	<input type="radio"/>						
9. establishes priorities when making decisions.....	<input type="radio"/>						
10. hesitates in making decisions despite receiving all relevant information	<input type="radio"/>						
11. is quick to jump to a judgment.....	<input type="radio"/>						
12. is reluctant to make immediate decisions.....	<input type="radio"/>						
13. makes critical decisions with minimal hesitancy when appropriate	<input type="radio"/>						
14. overlooks critical information when making decisions.....	<input type="radio"/>						
15. shoots from the hip' when making decisions (i.e., does not think ahead).....	<input type="radio"/>						
16. shows forethought when making decisions.....	<input type="radio"/>						
17. takes immediate actions in resolving critical problems	<input type="radio"/>						
18. thinks only about short-term gains when making decisions; does not consider long-term ramifications.....	<input type="radio"/>						
19. utilizes information in a logical manner when making decisions	<input type="radio"/>						
20. visualizes the long-term affects of his/her decisions before taking action.....	<input type="radio"/>						

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Behavioral Indicator:**Job Performance on this dimension:**

	Poor		Average			Excellent	
	1	2	3	4	5	6	7
1. explains complex issues/concepts in a manner understandable to others	<input type="radio"/>						
2. agrees to everything others may say, even if incorrect.....	<input type="radio"/>						
3. allows others to take charge of situations under his/her responsibility.....	<input type="radio"/>						
4. clearly articulates their direction to others	<input type="radio"/>						
5. controls the process of events throughout critical situations	<input type="radio"/>						
6. delegates duties to subordinates without providing sufficient direction	<input type="radio"/>						
7. directs the agenda and timing of events.....	<input type="radio"/>						
8. does not communicate his/her objectives when assigning tasks to others.....	<input type="radio"/>						
9. presents his/her position/idea to others before preparing how they will react ..	<input type="radio"/>						
10. does not provide guidance to subordinates, customers	<input type="radio"/>						
11. does not step in to take control the situation, even when warranted	<input type="radio"/>						
12. has little impact on others' actions	<input type="radio"/>						
13. is very specific in the directions and guidance given to others	<input type="radio"/>						
14. knows when to "step-in" when a situation gets out of hand	<input type="radio"/>						
15. let others control the process of events - even in situations under his/her responsibility	<input type="radio"/>						
16. provides clear, specific guidance to subordinates and customers.....	<input type="radio"/>						
17. provides inadequate information to subordinates for the effective accomplishment of tasks or objectives.....	<input type="radio"/>						
18. repeatedly uses one strategy/argument to influence others	<input type="radio"/>						
19. gains buy-in on his/her point of view by pointing out benefits/consequences of desired action	<input type="radio"/>						
20. states his/her expectations in a clear, specific fashion	<input type="radio"/>						
21. takes charge of the situation when necessary	<input type="radio"/>						
22. uses effective strategies to impact/influence the actions of others.....	<input type="radio"/>						
23. uses inappropriate/illogical arguments to attempt to influence others' behavior	<input type="radio"/>						
24. uses weak points in others' position to gain buy-in	<input type="radio"/>						

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

Behavioral Indicator:**Job Performance on this dimension:**

	Poor		Average			Excellent	
	1	2	3	4	5	6	7
1. addresses all critical issues when dealing with a problem; rarely overlooks important information.....	<input type="radio"/>						
2. applies concepts and theories to understand complex situations.....	<input type="radio"/>						
3. applies generic concepts to inappropriate situations.....	<input type="radio"/>						
4. assesses irrelevant information; does not filter out or prioritize data	<input type="radio"/>						
5. does not address the critical issues when dealing with problems; often overlooks important information	<input type="radio"/>						
6. does not see connections/similarities between current and past situations	<input type="radio"/>						
7. fails to identify patterns among the data, even those obvious to others	<input type="radio"/>						
8. has difficulty seeing the big picture when dealing with complex issues; cannot see the forest from the trees.....	<input type="radio"/>						
9. identifies connections or patterns among the data not readily apparent to others.....	<input type="radio"/>						
10 is slow to identify the critical issues in a complex situation.....	<input type="radio"/>						
11. omits many important sources when analyzing information.....	<input type="radio"/>						
12. picks up on and uses information that others often omit.....	<input type="radio"/>						
13. quickly identifies key issues in complex situations	<input type="radio"/>						
14. recognizes similarities between current/new situations and past situations of similar type.....	<input type="radio"/>						
15. sees the big picture when dealing with complex issues; can see the forest from the trees	<input type="radio"/>						

Thank you for participating! Please place your materials in the envelope provided and
return to the survey administrator.

Thanks again for your help on this important project.

APPENDIX

E. ASSESSEE PHYSICAL ATTRACTIVENESS SCALING TASK

TASK 2
Physical Attractiveness Ratings

Instructions: In this task, you will be presented with 80 photographs of individuals. Review each photograph carefully and rate the individual's physical attractiveness using the scale below.

Example:

Unattractive		Attractive
	1 2 3 4 5 6 7 8 9	
	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	

Be aware of the common errors that raters tend to make when judging others:

1. **Central Tendency Error:** This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. **Leniency Error:** This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. **Severity Error:** This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

In order to avoid these three errors, be sure to use the full range of the scale, and use the same criteria for everyone you rate.

Do not leave any items blank. When finished, please place the photographs in numerical order as you found them. **NOTE: CREDIT WILL NOT BE AWARDED IF PHOTOGRAPHS ARE RETURNED MARKED, FOLDED, OR BENT!!**

Please use a pencil. All erasures must be complete. Darken the ovals completely. Please make your marks as follows:

Like this: ○ Not like this: ○ ○ ○

Part II: Physical Attractiveness Ratings



Person 1



Person 2



Person 3



Person 4



Person 5



Person 6



Person 7



Person 8



Person 9

Part II: Physical Attractiveness Ratings



Person 10



Person 11



Person 12



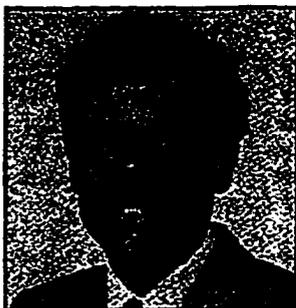
Person 13



Person 14



Person 15



Person 16



Person 17



Person 18

Part II: Physical Attractiveness Ratings



Person 19



Person 20



Person 21



Person 22



Person 23



Person 24



Person 25



Person 26



Person 27

Part II: Physical Attractiveness Ratings



Person 28



Person 29



Person 30



Person 31



Person 32

Thanks again for participating! Please place your materials in the envelope marked "PART II" and seal it. Next, please read and sign the debriefing statement.

APPENDIX

**F. ASSESSEE PROFILE RATING TASK: SUPERVISOR PHOTO-ABSENT
CONDITION**

Introduction

Thank you for participating in this important research project. This survey is part of my doctoral dissertation in Industrial/Organizational Psychology investigating the job performance rating process. Individuals, ranked Sergeant and above, are being asked to participate who have had experience completing performance appraisals within the Arlington County Police Department - the focus of the study.

The survey that you are about to complete contains a series of performance appraisal reports of fictitious Corporals in the Arlington County Police Department. These reports are similar to the Complimentary Factors rating sheet used in Arlington Police Department's performance appraisal form. However, these reports are not intended to be identical to the actual form. Each report describes a Corporal's performance along several skills important to the job. As explained in detail in the following instructions, your task is to evaluate the performance appraisal reports and provide an overall job performance rating for each. The entire survey should take no more than 40-50 minutes to complete. **Once you begin this survey, please complete it in full without interruption.**

The information that you provide in this survey is for research purposes only and will be kept strictly confidential. You will be asked to provide certain background information about yourself (e.g., rank, assessor experience), however your identity will remain anonymous. Additionally, your responses will be averaged with other respondents and reported in summary form.

I also ask for confidentiality on your part. Some of your colleagues may be participating in this study also. **Please do not discuss your ratings or share these materials with anyone before April 30, 1996** (i.e., when all surveys will be returned), as doing so may jeopardize the results of the study.

This study is being conducted by me with the cooperation of the Arlington County Police Department. However, Arlington County is in no way responsible for this research or its outcomes. Any questions/comments should be addressed to me and not Arlington County. You will be provided with more information about the study's focus after completing the survey.

Again, thank you for your participation. Please proceed to the next page for further instructions.

Sincerely,

Christopher T. Rotolo, Principle Researcher
Old Dominion University
Norfolk, Virginia

General Instructions for Completing the Survey

Please find the following materials in this package:

- one (1) envelope marked "PART 1: Job Performance Rating Form"
- one (1) envelope marked "PART 2: Follow-Up Survey"
- one (1) large envelope for returning your anonymous surveys

Please follow the four easy steps below. Be sure to complete these steps in order.

1. ***Complete Part 1:*** Open the envelope marked PART 1, and complete the Job Performance Rating Form. Be sure to read the instructions carefully and complete the background information section. This survey should take no more than 30-40 minutes to complete. When completed with PART 1, place it back in the envelope and seal it. Be sure you are completely finished with PART 1 before continuing to PART 2.
2. ***Complete Part 2:*** Open the envelope marked PART 2 and complete the follow-up survey. Be sure to read the instructions carefully before beginning. This survey should take no more than 5-10 minutes to complete. When finished, place the survey back in the envelope and seal it.
3. ***Place surveys in return envelope:*** When finished with both surveys, place them in the large manila return envelope. Ensure that the return envelope contains:
a) completed PART 1 questionnaire; b) completed PART 2 questionnaire.
4. ***Complete debriefing statement:*** When finished, the survey administrator will give you a debriefing statement concerning the focus of the study and your role in it. Read and sign the debriefing statement. When finished, return all materials to the administrator.

As you complete the survey, keep in mind the following:

- Read all instructions carefully before proceeding
- Mark your answers only on the answer sheets provided
- Use a pencil to mark your answer sheets
- Return all materials when finished
- Do not discuss your ratings or the materials until April 30, 1996

If you have any questions on completing this survey, please call Christopher Rotolo at (703)358-3502 (day) or (703)709-7307 (eves).

PART 1:
Job Performance Rating Survey

Supervisor Version

Research Conducted By:

Christopher T. Rotolo
Old Dominion University
Norfolk, Virginia

February, 1996

Performance Appraisal Background Information

This packet contains 32 profiles of Corporals within the Arlington County Police Department. These profiles represent performance appraisal reports describing the Corporals' job performance along the three (3) skill dimensions deemed important to the job:

Decisiveness/Judgment: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

Up to this point in the performance appraisal process, each Corporal's performance has been documented and summarized along the three dimensions mentioned above. It is your task to read each performance appraisal report and provide an Overall Job Performance rating (OJP). The OJP indicates the Corporal's overall performance in the target job. **Make sure you are thoroughly familiar with the skill dimension definitions before making your ratings.**

Instructions

Each of the following profiles describes a Corporal's performance on the job. The Corporal's effective and ineffective behaviors on the job are summarized along the three skill dimensions (i.e., Decisiveness/Decision Making; Supervisory Skills, and Analysis).

Your task is to read each profile carefully and, based on the Corporal's performance on the job, provide two (2) ratings: 1) Overall Job Performance Rating - the individual's overall performance in the target job; and 2) Future Promotability - the likelihood that the individual will be promoted to the next rank within the organization in the future. Use the scales below and the answer sheet provided. Please note that a limited number of descriptors was used in the body of the reports in an effort to standardize the reporting process.

Therefore, keep in mind that although the profiles may look similar, each one is different. It is very important that you read each one carefully before making your rating.

Use the following scales to make your ratings:

	<u>Overall Job Performance Rating</u>	<u>Likelihood of Future</u>
<u>Promotion</u>		
	7 = Outstanding	7 = Very likely
	6 = Much more than acceptable	6 = Likely
	5 = More than acceptable	5 = Somewhat likely
	4 = Acceptable	4 = Uncertain
	3 = Minimally acceptable	3 = Somewhat doubtful
	2 = Less than acceptable	2 = Doubtful
	1 = Much less than acceptable	1 = Not at all likely

Examples:

	<u>Much less than acceptable</u>		<u>Acceptable</u>				<u>Outstanding</u>	
	1	2	3	4	5	6	7	
	0	0	0	0	0	0	0	
	<u>Not At All Likely</u>						<u>Very Likely</u>	
	1	2	3	4	5	6	7	
	0	0	0	0	0	0	0	

Be aware of the common errors that raters tend to make when judging others:

1. **Central Tendency Error:** This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. **Leniency Error:** This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. **Severity Error:** This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

Part 1: Response Sheet

Provide your responses on this sheet. Do not leave any items blank. Please use a pencil, filling in the circles completely. All erasures must be complete; do not leave any stray pencil marks. Please make your marks as follows:

Like this: Not like this:

Overall Job Performance Rating: How acceptable is this Corporal's job performance?

Future Promotability: What is the likelihood that this candidate will be promoted again within the organization in the future?

	Much less than acceptable		Acceptable			Outstanding			Not At All Likely		Very Likely				
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
Corporal 1:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 1:	<input type="radio"/>						
Corporal 2:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 2:	<input type="radio"/>						
Corporal 3:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 3:	<input type="radio"/>						
Corporal 4:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 4:	<input type="radio"/>						
Corporal 5:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 5:	<input type="radio"/>						
Corporal 6:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 6:	<input type="radio"/>						
Corporal 7:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 7:	<input type="radio"/>						
Corporal 8:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 8:	<input type="radio"/>						
Corporal 9:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 9:	<input type="radio"/>						
Corporal 10:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 10:	<input type="radio"/>						
Corporal 11:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 11:	<input type="radio"/>						
Corporal 12:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 12:	<input type="radio"/>						
Corporal 13:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 13:	<input type="radio"/>						
Corporal 14:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 14:	<input type="radio"/>						
Corporal 15:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 15:	<input type="radio"/>						
Corporal 16:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 16:	<input type="radio"/>						
Corporal 17:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 17:	<input type="radio"/>						
Corporal 18:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 18:	<input type="radio"/>						
Corporal 19:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 19:	<input type="radio"/>						
Corporal 20:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 20:	<input type="radio"/>						
Corporal 21:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 21:	<input type="radio"/>						
Corporal 22:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 22:	<input type="radio"/>						
Corporal 23:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 23:	<input type="radio"/>						
Corporal 24:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 24:	<input type="radio"/>						
Corporal 25:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 25:	<input type="radio"/>						
Corporal 26:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 26:	<input type="radio"/>						
Corporal 27:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 27:	<input type="radio"/>						
Corporal 28:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 28:	<input type="radio"/>						
Corporal 29:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 29:	<input type="radio"/>						
Corporal 30:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 30:	<input type="radio"/>						
Corporal 31:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 31:	<input type="radio"/>						
Corporal 32:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Corporal 32:	<input type="radio"/>						

CORPORAL #1
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal draws illogical decisions/recommendations based on the available data. The Corporal also delays taking action on critical issues (e.g., when handling daily paperwork), despite having all relevant information at hand. Lastly, the Corporal demonstrates a tendency to "shoot from the hip" when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal does not communicate objectives when assigning tasks to subordinates. Moreover, the Corporal does not anticipate others objections or criticism when presenting positions/ideas. Lastly, the Corporal relinquishes control of situations when challenged - particularly while responding to an incident.

Analysis

Throughout the job, the Corporal quickly identifies the key issues in complex situations. In handling day to day problems, the Corporal demonstrates an ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees").

CORPORAL #2
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across the job, the Corporal utilizes information in a logical manner when making decisions. Furthermore, the Corporal takes immediate action in resolving critical problems when dealing with important administrative issues, and considers the ramifications of decisions before taking action.

Supervisory Skills

When dealing with subordinates, the Corporal states expectations in a clear, specific fashion, and gains buy-in on points of view by pointing out benefits/consequences of the desired actions. The Corporal also controls the process of events throughout critical situations when responding to calls.

Analysis

Characteristically, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. The Corporal also is not able to see connections/similarities between current and past situations, particularly when dealing with multiple issues/problems.

CORPORAL #3
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal draws illogical decisions/recommendations based on available data, regardless of the task being performed. Moreover, the Corporal hesitates in making decisions concerning daily administrative issues, despite receiving all relevant information, and is not able to “look down the road” when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates, and does not anticipate others' objections/criticism when presenting positions/ideas. Additionally, when responding to calls, the Corporal lets others control the process of events, even in situations under their responsibility.

Analysis

Regardless of the task, the Corporal picks up on and uses information that others often omit. Furthermore, in dealing with varied issues/problems, the Corporal also identifies connections or patterns among the data not readily apparent to others.

CORPORAL #4
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal draws illogical decisions/ recommendations based on the available data. Also, when dealing with day to day issues/problems, the Corporal cannot decide on a particular course of action. Lastly, the Corporal demonstrates a tendency to think only about short-term gains when making decisions (i.e., does not consider long-term ramifications)

Supervisory Skills

The Corporal provides inadequate information to subordinates in order for them to effectively accomplish tasks or objectives, and has little impact on their actions. Additionally, when responding to calls, the Corporal relinquishes control of situations when challenged by others.

Analysis

The Corporal does not address the critical issues when dealing with problems, and often overlooks important information. The Corporal also has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").

CORPORAL #5
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal demonstrates the ability to weigh critical information systematically when making decisions. Additionally, when handling administrative issues, the Corporal takes immediate action in resolving critical problems, and visualizes the long-term affects of decisions before taking action.

Supervisory Skills

The Corporal states expectations in a clear, specific fashion when dealing with subordinates, and explains complex issues/concepts in a manner understandable to others. When responding to calls, the Corporal takes charge of situations when necessary.

Analysis

Across job duties, the Corporal picks up on and uses information that others often omit. Furthermore, the Corporal demonstrates the ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees"), especially when resolving day to day issues.

CORPORAL #6
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal does not use information logically when making decisions. Furthermore, the Corporal cannot decide on a particular course of action in resolving day to day administrative problems and cannot "look down the road" when making decisions.

Supervisory Skills

When discussing issues/problems with subordinates, the Corporal states expectations in a clear, specific fashion, and uses effective strategies to impact/influence the others' actions. Additionally, when responding to calls, the Corporal takes charge of situations when necessary.

Analysis

Across tasks, the Corporal picks up on and uses information that others often omit. In handling day to day administrative issues, the Corporal identifies connections or patterns among the data not readily apparent to others.

CORPORAL #7
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Typically, the Corporal draws logical decisions/recommendations based on available data. The Corporal displays minimal hesitancy when making critical decisions on day to day issues, once receiving all relevant information. The Corporal also considers the ramifications of decisions before taking action (e.g., when delegating tasks).

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives. Also, the Corporal uses inappropriate or illogical arguments to attempt to influence others' behavior. Lastly, when responding to calls, the Corporal does not step in to take control of situations, even when warranted.

Analysis

Regardless of the task, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, the Corporal is not able to see connections/similarities between current and past situations - particularly when dealing with numerous administrative issues/problems.

CORPORAL #8
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal draws logical decisions/recommendations based on available data. Additionally, when handling day to day administrative issues, the Corporal makes critical decisions when appropriate, and is able to visualize the long-term affects of decisions before taking action.

Supervisory Skills

When dealing with subordinates, the Corporal is very specific in the directions and guidance given to others. Furthermore, the Corporal gains buy-in on points of view by pointing out benefits/consequences of the desired actions. Also, when responding to calls, the Corporal knows when to "step-in" when situations get out of hand.

Analysis

Regardless of the task, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, the Corporal fails to identify patterns among the data, even those obvious to others, especially when handling numerous issues/problems.

CORPORAL #9
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal overlooks critical information when making decisions, regardless of the task. Additionally, when handling day to day problems, the Corporal delays taking action on critical issues, despite having all relevant information at hand. Additionally, the Corporal cannot “look down the road” when making decisions.

Supervisory Skills

The Corporal is very specific in the directions and guidance given to subordinates, and uses effective strategies to impact/influence the actions of others'. When responding to calls, the Corporal takes charge of the situation when necessary.

Analysis

Across tasks, the Corporal omits many important sources when analyzing information, and fails to identify patterns among the data (e.g., when handling multiple issues/problems), even those obvious to others.

CORPORAL #10
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal draws illogical decisions/recommendations based on the data available. When dealing with administrative problems, the Corporal delays taking action on critical issues, despite having all relevant information at hand. Lastly, the Corporal cannot "look down the road" when making decisions.

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates and citizens, and is able to explain complex issues/concepts in a manner understandable to others. Furthermore, the Corporal knows when to "step-in" when situations get out of hand, particularly when responding on the scene.

Analysis

Across job duties, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. Additionally, in handling administrative work, the Corporal has difficulty seeing the big picture when dealing with complex issues (i.e., can not see the "forest for the trees").

CORPORAL #11
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across job duties, the Corporal draws logical decisions/recommendations based on available data. The Corporal takes immediate action in resolving critical problems when handling day to day issues, and demonstrates forethought when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates or citizens. Additionally, the Corporal does not anticipate others' objections/criticism when presenting positions/ideas. When responding to calls, the Corporal lets others control the process of events, even in situations under their responsibility.

Analysis

The Corporal addresses all critical issues when dealing with problems, and rarely overlooks important information. Moreover, in handling administrative problems, the Corporal demonstrates the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

CORPORAL #12
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal does not use information logically when making decisions. Also, when handling day to day issues, the Corporal cannot decide on a particular course of action in resolving problems, and often “shoots from the hip” when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal does not communicate objectives when assigning tasks to others (i.e., subordinates) and has little impact on others’ actions. Additionally, when responding to calls, the Corporal does not step in to take control of situations, even when warranted.

Analysis

Throughout the job, the Corporal quickly identifies key issues in complex situations, and is able to apply concepts and theories to understand complex situations.

CORPORAL #13
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across job duties, the Corporal overlooks critical information when making decisions. When dealing with day to day administrative issues, the Corporal hesitates in making decisions, despite receiving all relevant information. Additionally, the Corporal demonstrates a tendency to think only about short-term gains when making decisions (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to them. The Corporal also takes charge of situations when necessary (especially during calls for service).

Analysis

The Corporal omits many important sources when analyzing information, and, in handling day to day paperwork, has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").

CORPORAL #14
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal does not use information logically when making decisions on the job. Additionally, when dealing with important administrative issues, the Corporal hesitates in making decisions, despite receiving all relevant information, and demonstrates a tendency to “shoot from the hip” when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to others. Furthermore, the Corporal takes charge of situations while responding to calls when necessary.

Analysis

Across tasks, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Also, the Corporal has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the “forest from the trees”).

CORPORAL #15
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal weighs critical information systematically when making decisions. Also, the Corporal displays minimal hesitancy when making critical decisions on day to day issues, once receiving all relevant information. Additionally, when delegating duties, the Corporal demonstrates an ability to visualize the long-term affects of decisions before taking action.

Supervisory Skills

When dealing with subordinate issues/problems, the Corporal states expectations in a clear, specific fashion, and uses effective strategies to impact/influence the actions of others. Furthermore, the Corporal knows when to "step-in" when situations get out of hand when responding on the scene.

Analysis

Throughout the job, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, in handling multiple issues/problems, the Corporal fails to identify patterns among the data, even those obvious to others.

CORPORAL #16
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal does not use information logically when making decisions. Additionally, the Corporal hesitates in making decisions, despite receiving all relevant information, and is not able to “look down” the road when making decisions, particularly when handling day to day issues.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives, and does not anticipate others' objections/criticism when presenting positions/ideas. Also, when responding to calls, the Corporal lets others control the process of events, even in situations under their responsibility.

Analysis

Throughout the job, the Corporal addresses all critical issues when dealing with a problem, and rarely overlooks important information. Also, the Corporal identifies connections or patterns among the data not readily apparent to others (e.g., when dealing with multiple issues/problems).

CORPORAL #17
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner when making decisions. When handling administrative issues, the Corporal makes critical decisions when appropriate, and, when delegating, considers the ramifications of decisions before taking action.

Supervisory Skills

The Corporal does not communicate objectives when assigning tasks to subordinates, and uses inappropriate or illogical arguments to attempt to influence others' behavior. The Corporal also lets others control the process of events when responding to calls, even in situations under their responsibility.

Analysis

Characteristically, the Corporal picks up on and uses information that others often omit. Additionally, the Corporal identifies connections or patterns among the data not readily apparent to others, especially when handling varied problems/issues.

CORPORAL #18
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal draws illogical decisions/recommendations based on the available data across tasks. Moreover, when dealing with administrative issues, the Corporal hesitates in making decisions despite receiving all relevant information, and tends to shoot from the hip when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal is very specific in the directions and guidance given to others (especially subordinates), and gains buy-in on points of view by pointing out benefits/consequences of the desired actions. When responding to calls, the Corporal controls the process of events throughout critical situations.

Analysis

Regardless of the task, the Corporal quickly identifies key issues in complex situations. The Corporal also demonstrates the ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees"), for example when dealing with day to day problems.

CORPORAL #19
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal weighs critical information systematically when making decisions, regardless of the task. Additionally, in handling daily administrative issues/problems, the Corporal makes critical decisions when appropriate. Lastly, when delegating tasks, the Corporal considers the ramifications of decisions before taking action.

Supervisory Skills

The Corporal does not provide guidance to subordinates and does not anticipate others' objections/criticism when presenting a position/idea. Also, the Corporal does not step in to take control of situations when responding to calls, even when warranted.

Analysis

Across job duties, the Corporal picks up on and uses information that others often omit. Furthermore, in handling daily issues/problems, the Corporal is able to apply concepts and theories to understand complex situations.

CORPORAL #20
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal overlooks critical information when making decisions. Furthermore, when handling day to day problems, the Corporal delays taking action on critical issues, despite having all relevant information at hand, and cannot "look down the road" when making decisions (e.g., delegating tasks).

Supervisory Skills

The Corporal does not provide guidance to subordinates, and uses inappropriate or illogical arguments to attempt to influence others' behavior. Moreover, when responding to the scene, the Corporal relinquishes control of the situation when challenged.

Analysis

Throughout the job, the Corporal omits many important sources when analyzing information. Additionally, in handling numerous problems, the Corporal has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").

CORPORAL #21
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal cannot decide on a particular course of action in resolving problems, and draws illogical decisions/recommendations based on the available data. The Corporal also tends to “shoot from the hip” when making decisions (i.e., does not think ahead).

Supervisory Skills

When dealing with subordinates, the Corporal does not communicate objectives when assigning tasks, and uses inappropriate or illogical arguments to attempt to influence behavior. Also, when responding to calls, the Corporal does not step in to take control of situations, even when warranted.

Analysis

Across tasks, the Corporal omits many important sources when analyzing information, and is not able to see connections/similarities between current and past situations (e.g., when handling multiple problems).

CORPORAL #22
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal draws illogical decisions/recommendations based on the available data. When handling administrative problems, the Corporal hesitates in making decisions, despite receiving all relevant information. Additionally, the Corporal does not demonstrate an ability to "look down the road" when making decisions.

Supervisory Skills

In dealing with personnel issues/problems, the Corporal does not communicate objectives when assigning tasks to others, and uses inappropriate/illogical arguments to attempt to influence others' behavior. Also, when responding to calls, the Corporal does not step in to take control of situations, even when warranted.

Analysis

The Corporal assesses irrelevant information throughout job duties; in other words, the Corporal does not filter out or prioritize data. Also, the Corporal fails to identify patterns among the data when dealing with multiple administrative issues, even those obvious to others.

CORPORAL #23
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal does not use information logically when making decisions. Furthermore, when dealing with important administrative problems, the Corporal delays taking action on critical issues, despite having all relevant information at hand. Lastly, the Corporal tends to think only about short-term gains when making decisions (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal is very specific in the directions and guidance given to subordinates, and uses effective strategies to impact/influence the subordinates' actions. While responding to calls, the Corporal knows when to "step-in" when a situation gets out of hand.

Analysis

Across job duties, the Corporal quickly identifies key issues in complex situations, and rarely overlooks important information. The Corporal also is able to apply concepts and theories to understand complex situations.

CORPORAL #24
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal utilizes information in a logical manner when making decisions. The Corporal takes immediate action in resolving critical problems (e.g., when handling daily issues/problems), and demonstrates an ability to visualize the long-term affects of decisions before taking action.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives. Additionally, when dealing with personnel issues, the Corporal uses inappropriate/illogical arguments to attempt to influence others' behavior. The Corporal also lets others control the process of events when responding to calls, even in situations under their responsibility.

Analysis

Across tasks, the Corporal does not address critical issues when dealing with problems, and often overlooks important information. Additionally, the Corporal fails to identify patterns among the data when dealing with day to day problems, even those obvious to others.

CORPORAL #25
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal draws logical decisions/recommendations based on the data available. Additionally, in handling day to day issues, the Corporal takes immediate action in resolving critical problems, and considers the ramifications of decisions before taking action.

Supervisory Skills

The Corporal states expectations to subordinates in a clear, specific fashion, and is able to explain complex issues/concepts in a manner understandable to others. While responding to calls, the Corporal is able to control the process of events throughout critical situations.

Analysis

Regardless of the task, the Corporal quickly identifies key issues in complex situations, and, when dealing with numerous issues/problems, is able to apply concepts and theories to understand complex situations.

CORPORAL #26
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner when making decisions. Also, when handling administrative issues, the Corporal makes critical decisions when appropriate, and considers the ramifications of decisions before taking action (e.g., when delegating tasks).

Supervisory Skills

The Corporal does not communicate objectives to subordinates when assigning tasks, and has little impact on others' actions. The Corporal also relinquishes control of situations when challenged by others - particularly when responding to calls.

Analysis

Across tasks, the Corporal overlooks/omits many important sources when analyzing information, and is not able to see connections/similarities between current and past situations (e.g., when handling numerous issues/problems).

CORPORAL #27
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal draws logical decisions/ recommendations based on the data available. In handling day to day administrative issues, the Corporal displays minimal hesitancy when making critical decisions, once receiving all relevant information. When delegating duties, the Corporal considers the ramifications of decisions before taking action.

Supervisory Skills

When dealing with personnel problems/issues, the Corporal is very specific in the directions and guidance given to the subordinates. Additionally, the Corporal demonstrates an ability to explain complex issues/concepts in a manner understandable to others. Lastly, when responding to calls, the Corporal controls the process of events throughout critical situations.

Analysis

The Corporal assesses irrelevant information across job duties; in other words, the Corporal does not filter out or prioritize data. Additionally, in handling daily problems/issues, the Corporal does not see connections/similarities between current and past situations.

CORPORAL #28
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal overlooks critical information when making decisions. When making day to day decisions, the Corporal cannot decide on a particular course of action in resolving problems, and tends to think only about short-term gains (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to others.. The Corporal also takes charge of situations when necessary - especially when responding to calls.

Analysis

Across job duties, the Corporal quickly identifies key issues in complex situations. Also, the Corporal is able to apply concepts and theories to understand complex situations.

CORPORAL #29
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner. In dealing with daily administrative issues, the Corporal displays minimal hesitancy when making critical decisions, once receiving all relevant information, and shows forethought when making decisions (e.g., when delegating tasks).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates when dealing with personnel problems/issues. Also, the Corporal is able to gain buy-in from others on points of view by pointing out benefits/consequences of the desired actions. Additionally, when responding to calls, the Corporal demonstrates an ability to know when to "step-in" when a situation gets out of hand.

Analysis

The Corporal addresses all critical issues when dealing with a problem, and rarely overlooks important information. Also, when handling daily administrative issues, the Corporal demonstrates an ability to apply concepts and theories to understand complex situations.

CORPORAL #30
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal utilizes information in a logical manner when making decisions throughout the job. In handling daily issues/problems, the Corporal takes immediate action in resolving critical problems, and is able to visualize the long-term affects of decisions before taking action.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives and does not anticipate others' objections/criticism when presenting positions/ideas. Also, the Corporal relinquishes control of situations when challenged by others, particularly when responding to calls.

Analysis

Across tasks, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. Also, when dealing with numerous day to day problems, the Corporal fails to identify patterns among the data, even those obvious to others.

CORPORAL #31
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal weighs critical information systematically when making decisions. In handling daily administrative issues, the Corporal displays minimal hesitancy when making critical decisions, once receiving all relevant information, and shows forethought when making decisions.

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and uses effective strategies to impact/influence the actions of others. When responding to calls, the Corporal controls the process of events throughout critical situations.

Analysis

Throughout the job, the Corporal quickly identifies key issues in complex situations, and identifies connections or patterns among the data not readily apparent to others (e.g., when handling multiple issues/problems).

CORPORAL #32
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across job duties, the Corporal weighs critical information systematically when making decisions. Additionally, when handling everyday issues/problems, the Corporal makes critical decisions when appropriate, and shows forethought when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates or citizens, and demonstrates little impact their actions.. Also, while responding to calls, the Corporal fails to step in to take control of situations, even when warranted.

Analysis

Throughout the job, the Corporal picks up on and uses information that others often omit. In handling day to day problems, the Corporal demonstrates an ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees").

APPENDIX

G. ASSESSEE PROFILE RATING TASK: SUPERVISOR PHOTO-PRESENT

CONDITION

Introduction

Thank you for participating in this important research project. This survey is part of my doctoral dissertation in Industrial/Organizational Psychology investigating the job performance rating process. Individuals, ranked Sergeant and above, are being asked to participate who have had experience completing performance appraisals within the Arlington County Police Department - the focus of the study.

The survey that you are about to complete contains a series of performance appraisal reports of fictitious Corporals in the Arlington County Police Department. These reports are similar to the Complimentary Factors rating sheet used in Arlington Police Department's performance appraisal form. However, these reports are not intended to be identical to the actual form. Each report describes a Corporal's performance along several skills important to the job. As explained in detail in the following instructions, your task is to evaluate the performance appraisal reports and provide an overall job performance rating for each. The entire survey should take no more than 40-50 minutes to complete. **Once you begin this survey, please complete it in full without interruption.**

The information that you provide in this survey is for **research purposes only** and will be kept **strictly confidential**. You will be asked to provide certain background information about yourself (e.g., rank, assessor experience), however **your identity will remain anonymous**. Additionally, your responses will be averaged with other respondents and reported in summary form.

I also ask for confidentiality on your part. Some of your colleagues may be participating in this study also. **Please do not discuss your ratings or share these materials with anyone before April 30, 1996** (i.e., when all surveys will be returned), as doing so may jeopardize the results of the study.

This study is being conducted by me with the cooperation of the Arlington County Police Department. However, Arlington County is in no way responsible for this research or its outcomes. Any questions/comments should be addressed to me and **not** Arlington County. You will be provided with more information about the study's focus after completing the survey.

Again, thank you for your participation. Please proceed to the next page for further instructions.

Sincerely,

Christopher T. Rotolo, Principle Researcher
Old Dominion University
Norfolk, Virginia

General Instructions for Completing the Survey

Please find the following materials in this package:

- one (1) envelope marked "PART 1: Job Performance Rating Form"
- one (1) envelope marked "PART 2: Follow-Up Survey"
- one (1) large envelope for returning your anonymous surveys

Please follow the four easy steps below. Be sure to complete these steps in order.

1. ***Complete Part 1:*** Open the envelope marked PART 1, and complete the Job Performance Rating Form. Be sure to read the instructions carefully and complete the background information section. This survey should take no more than 30-40 minutes to complete. When completed with PART 1, place it back in the envelope and seal it. Be sure you are completely finished with PART 1 before continuing to PART 2.
2. ***Complete Part 2:*** Open the envelope marked PART 2 and complete the follow-up survey. Be sure to read the instructions carefully before beginning. This survey should take no more than 5-10 minutes to complete. When finished, place the survey back in the envelope and seal it.
3. ***Place surveys in return envelope:*** When finished with both surveys, place them in the large manila return envelope. Ensure that the return envelope contains:
a) completed PART 1 questionnaire; b) completed PART 2 questionnaire.
4. ***Complete debriefing statement:*** When finished, the survey administrator will give you a debriefing statement concerning the focus of the study and your role in it. Read and sign the debriefing statement. When finished, return all materials to the administrator.

As you complete the survey, keep in mind the following:

- Read all instructions carefully before proceeding
- Mark your answers only on the answer sheets provided
- Use a pencil to mark your answer sheets
- Return all materials when finished
- Do not discuss your ratings or the materials until April 30, 1996

If you have any questions on completing this survey, please call Christopher Rotolo at (703)358-3502 (day) or (703)709-7307 (eves).

PART 1:
Job Performance Rating Survey

Supervisor Version

Research Conducted By:

Christopher T. Rotolo
Old Dominion University
Norfolk, Virginia

February, 1996

Performance Appraisal Background Information

This packet contains 32 profiles of Corporals within the Arlington County Police Department. These profiles represent performance appraisal reports describing the Corporals' job performance along the three (3) skill dimensions deemed important to the job:

Decisiveness/Judgment: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

Up to this point in the performance appraisal process, each Corporal's performance has been documented and summarized along the three dimensions mentioned above. It is your task to read each performance appraisal report and provide an Overall Job Performance rating (OJP). The OJP indicates the Corporal's overall performance in the target job. **Make sure you are thoroughly familiar with the skill dimension definitions before making your ratings.**

Instructions

Each of the following profiles describes a Corporal's performance on the job. The Corporal's effective and ineffective behaviors on the job are summarized along the three skill dimensions (i.e., Decisiveness/Decision Making; Supervisory Skills, and Analysis).

Your task is to read each profile carefully and, based on the Corporal's performance on the job, provide two (2) ratings: 1) Overall Job Performance Rating - the individual's overall performance in the target job; and 2) Future Promotability - the likelihood that the individual will be promoted to the next rank within the organization in the future. Use the scales below and the answer sheet provided. Please note that a limited number of descriptors was used in the body of the reports in an effort to standardize the reporting process.

Therefore, keep in mind that although the profiles may look similar, each one is different. It is very important that you read each one carefully before making your rating.

Use the following scales to make your ratings:

Promotion	Overall Job Performance Rating	Likelihood of Future
	7 = Outstanding	7 = Very likely
	6 = Much more than acceptable	6 = Likely
	5 = More than acceptable	5 = Somewhat likely
	4 = Acceptable	4 = Uncertain
	3 = Minimally acceptable	3 = Somewhat doubtful
	2 = Less than acceptable	2 = Doubtful
	1 = Much less than acceptable	1 = Not at all likely

Examples:

Much less than acceptable	Acceptable					Outstanding
1	2	3	4	5	6	7
0	0	0	0	0	0	0

Not At All Likely						Very Likely
1	2	3	4	5	6	7
0	0	0	0	0	0	0

Be aware of the common errors that raters tend to make when judging others:

1. **Central Tendency Error:** This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. **Leniency Error:** This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. **Severity Error:** This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

Part 1: Response Sheet

Provide your responses on this sheet. Do not leave any items blank. Please use a pencil, filling in the circles completely. All erasures must be complete; do not leave any stray pencil marks. Please make your marks as follows:

Like this: Not like this:

Overall Job Performance Rating: How acceptable is this Corporal's job performance?

Future Promotability: What is the likelihood that this candidate will be promoted again within the organization in the future?

	Much less than acceptable		Acceptable				Outstanding			Not At All Likely		Very Likely				
	1	2	3	4	5	6	7	1		2	3	4	5	6	7	
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Corporal Photo

**CORPORAL #1
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across tasks, the Corporal draws illogical decisions/recommendations based on the available data. She also delays taking action on critical issues (e.g., when handling daily paperwork), despite having all relevant information at hand. Lastly, she demonstrates a tendency to "shoot from the hip" when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal does not communicate her objectives when assigning tasks to subordinates. Moreover, she does not anticipate others objections or criticism when presenting her positions/ideas. Lastly, she relinquishes control of situations when challenged - particularly while responding to an incident.

Analysis

Throughout the job, she quickly identifies the key issues in complex situations. In handling day to day problems, she demonstrates an ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees").



Corporal Photo

CORPORAL #2
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across the job, the Corporal utilizes information in a logical manner when making decisions. Furthermore, she takes immediate action in resolving critical problems when dealing with important administrative issues, and considers the ramifications of her decisions before taking action.

Supervisory Skills

When dealing with subordinates, the Corporal states her expectations in a clear, specific fashion, and gains buy-in on her point of view by pointing out benefits/consequences of the desired actions. She also controls the process of events throughout critical situations when responding to calls.

Analysis

Characteristically, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. She also is not able to see connections/similarities between current and past situations, particularly when dealing with multiple issues/problems.



Corporal Photo

**CORPORAL #3
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

The Corporal draws illogical decisions/recommendations based on available data, regardless of the task being performed. Moreover, she hesitates in making decisions concerning daily administrative issues, despite receiving all relevant information, and is not able to “look down the road” when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates, and does not anticipate others’ objections/criticism when presenting her positions/ideas. Additionally, when responding to calls, she lets others control the process of events, even in situations under her responsibility.

Analysis

Regardless of the task, the Corporal picks up on and uses information that others often omit. Furthermore, in dealing with varied issues/problems, she also identifies connections or patterns among the data not readily apparent to others.



Corporal Photo

CORPORAL #4
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal draws illogical decisions/recommendations based on the available data. Also, when dealing with day to day issues/problems, he cannot decide on a particular course of action. Lastly, he demonstrates a tendency to think only about short-term gains when making decisions (i.e., does not consider long-term ramifications)

Supervisory Skills

The Corporal provides inadequate information to subordinates in order for them to effectively accomplish tasks or objectives, and has little impact on their actions. Additionally, when responding to calls, he relinquishes control of situations when challenged by others.

Analysis

The Corporal does not address the critical issues when dealing with problems, and often overlooks important information. He also has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").



Corporal Photo

**CORPORAL #5
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Throughout the job, the Corporal demonstrates the ability to weigh critical information systematically when making decisions. Additionally, when handling administrative issues, he takes immediate action in resolving critical problems, and visualizes the long-term affects of his decisions before taking action.

Supervisory Skills

The Corporal states his expectations in a clear, specific fashion when dealing with subordinates, and explains complex issues/concepts in a manner understandable to others. When responding to calls, he takes charge of situations when necessary.

Analysis

Across job duties, the Corporal picks up on and uses information that others often omit. Furthermore, he demonstrates the ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees"), especially when resolving day to day issues.



Corporal Photo

**CORPORAL #6
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Throughout the job, the Corporal does not use information logically when making decisions. Furthermore, she cannot decide on a particular course of action in resolving day to day administrative problems and cannot "look down the road" when making decisions.

Supervisory Skills

When discussing issues/problems with subordinates, she states her expectations in a clear, specific fashion, and uses effective strategies to impact/influence the others' actions. Additionally, when responding to calls, she takes charge of situations when necessary.

Analysis

Across tasks, she picks up on and uses information that others often omit. In handling day to day administrative issues, she identifies connections or patterns among the data not readily apparent to others.



Corporal Photo

CORPORAL #7
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Typically, the Corporal draws logical decisions/recommendations based on available data. She displays minimal hesitancy when making critical decisions on day to day issues, once receiving all relevant information. She also considers the ramification of her decisions before taking action (e.g., when delegating tasks).

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives. Also, she uses inappropriate or illogical arguments to attempt to influence others' behavior. Lastly, when responding to calls, she does not step in to take control of situations, even when warranted.

Analysis

Regardless of the task, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, she is not able to see connections/similarities between current and past situations - particularly when dealing with numerous administrative issues/problems.



Corporal Photo

**CORPORAL #8
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Throughout the job, the Corporal draws logical decisions/recommendations based on available data. Additionally, when handling day to day administrative issues, he makes critical decisions when appropriate, and is able to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

When dealing with subordinates, the Corporal is very specific in the directions and guidance given to others. Furthermore, he gains buy-in on his point of view by pointing out benefits/consequences of the desired actions. Also, when responding to calls, he knows when to "step-in" when situations get out of hand.

Analysis

Regardless of the task, he assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, he fails to identify patterns among the data, even those obvious to others, especially when handling numerous issues/problems.



Corporal Photo

CORPORAL #9
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal overlooks critical information when making decisions, regardless of the task. Additionally, when handling day to day problems, he delays taking action on critical issues, despite having all relevant information at hand. Additionally, he cannot “look down the road” when making decisions.

Supervisory Skills

The Corporal is very specific in the directions and guidance given to his subordinates, and uses effective strategies to impact/influence the actions of others'. When responding to calls, he takes charge of the situation when necessary.

Analysis

Across tasks, the Corporal omits many important sources when analyzing information, and fails to identify patterns among the data (e.g., when handling multiple issues/problems), even those obvious to others.



Corporal Photo

**CORPORAL #10
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Regardless of the task, the Corporal draws illogical decisions/recommendations based on the data available. When dealing with administrative problems, he delays taking action on critical issues, despite having all relevant information at hand. Lastly, he cannot "look down the road" when making decisions.

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates and citizens, and is able to explain complex issues/concepts in a manner understandable to others. Furthermore, he knows when to "step-in" when situations get out of hand, particularly when responding on the scene.

Analysis

Across job duties, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. Additionally, in handling administrative work, he has difficulty seeing the big picture when dealing with complex issues (i.e., can not see the "forest for the trees").



Corporal Photo

**CORPORAL #11
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across job duties, the Corporal draws logical decisions/recommendations based on available data. He takes immediate action in resolving critical problems when handling day to day issues, and demonstrates forethought when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates or citizens. Additionally, he does not anticipate others' objections/criticism when presenting his positions/ideas. When responding to calls, he lets others control the process of events, even in situations under his responsibility.

Analysis

The Corporal addresses all critical issues when dealing with problems, and rarely overlooks important information. Moreover, in handling administrative problems, he demonstrates the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").



Corporal Photo

**CORPORAL #12
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across tasks, the Corporal does not use information logically when making decisions. Also, when handling day to day issues, he cannot decide on a particular course of action in resolving problems, and often “shoots from the hip” when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal does not communicate his objectives when assigning tasks to others (i.e., subordinates) and has little impact on others’ actions. Additionally, when responding to calls, he does not step in to take control of situations, even when warranted.

Analysis

Throughout the job, the Corporal quickly identifies key issues in complex situations, and is able to apply concepts and theories to understand complex situations.



Corporal Photo

**CORPORAL #13
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across job duties, the Corporal overlooks critical information when making decisions. When dealing with day to day administrative issues, she hesitates in making decisions, despite receiving all relevant information. Additionally, she demonstrates a tendency to think only about short-term gains when making decisions (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to them. She also takes charge of situations when necessary (especially during calls for service).

Analysis

The Corporal omits many important sources when analyzing information, and, in handling day to day paperwork, has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").



Corporal Photo

**CORPORAL #14
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

The Corporal does not use information logically when making decisions on the job. Additionally, when dealing with important administrative issues, she hesitates in making decisions, despite receiving all relevant information, and demonstrates a tendency to "shoot from the hip" when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to others. Furthermore, she takes charge of situations while responding to calls when necessary.

Analysis

Across tasks, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Also, she has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest from the trees").



Corporal Photo

CORPORAL #15
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal weighs critical information systematically when making decisions. Also, he displays minimal hesitancy when making critical decisions on day to day issues, once receiving all relevant information. Additionally, when delegating duties, he demonstrates an ability to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

When dealing with subordinate issues/problems, the Corporal states his expectations in a clear, specific fashion, and uses effective strategies to impact/influence the actions of others. Furthermore, he knows when to "step-in" when situations get out of hand when responding on the scene.

Analysis

Throughout the job, the Corporal assesses irrelevant information; in other words, does not filter out or prioritize data. Additionally, in handling multiple issues/problems, he fails to identify patterns among the data, even those obvious to others.



Corporal Photo

**CORPORAL #16
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Regardless of the task, the Corporal does not use information logically when making decisions. Additionally, he hesitates in making decisions, despite receiving all relevant information, and is not able to "look down" the road when making decisions, particularly when handling day to day issues.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives, and does not anticipate others' objections/criticism when presenting his positions/ideas. Also, when responding to calls, he lets others control the process of events, even in situations under his responsibility.

Analysis

Throughout the job, the Corporal addresses all critical issues when dealing with a problem, and rarely overlooks important information. Also, he identifies connections or patterns among the data not readily apparent to others (e.g., when dealing with multiple issues/problems).



Corporal Photo

CORPORAL #17
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner when making decisions. When handling administrative issues, she makes critical decisions when appropriate, and, when delegating, considers the ramifications of her decisions before taking action.

Supervisory Skills

The Corporal does not communicate her objectives when assigning tasks to subordinates, and uses inappropriate or illogical arguments to attempt to influence others' behavior. She also lets others control the process of events when responding to calls, even in situations under her responsibility.

Analysis

Characteristically, the Corporal picks up on and uses information that others often omit. Additionally, she identifies connections or patterns among the data not readily apparent to others, especially when handling varied problems/issues.



Corporal Photo

CORPORAL #18
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal draws illogical decisions/recommendations based on the available data across tasks. Moreover, when dealing with administrative issues, he hesitates in making decisions despite receiving all relevant information, and tends to shoot from the hip when making decisions (i.e., does not think ahead).

Supervisory Skills

The Corporal is very specific in the directions and guidance given to others (especially subordinates), and gains buy-in on his point of view by pointing out benefits/consequences of the desired actions. When responding to calls, he controls the process of events throughout critical situations.

Analysis

Regardless of the task, the Corporal quickly identifies key issues in complex situations. He also demonstrates the ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees"), for example when dealing with day to day problems.



Corporal Photo

**CORPORAL #19
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

The Corporal weighs critical information systematically when making decisions, regardless of the task. Additionally, in handling daily administrative issues/problems, he makes critical decisions when appropriate. Lastly, when delegating tasks, he considers the ramifications of his decisions before taking action.

Supervisory Skills

The Corporal does not provide guidance to his subordinates and does not anticipate others' objections/criticism when presenting his position/idea. Also, he does not step in to take control of situations when responding to calls, even when warranted.

Analysis

Across job duties, the Corporal picks up on and uses information that others often omit. Furthermore, in handling daily issues/problems, he is able to apply concepts and theories to understand complex situations.



Corporal Photo

**CORPORAL #20
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Regardless of the task, the Corporal overlooks critical information when making decisions. Furthermore, when handling day to day problems, she delays taking action on critical issues, despite having all relevant information at hand, and cannot "look down the road" when making decisions (e.g., delegating tasks).

Supervisory Skills

The Corporal does not provide guidance to subordinates, and uses inappropriate or illogical arguments to attempt to influence others' behavior. Moreover, when responding to the scene, she relinquishes control of the situation when challenged.

Analysis

Throughout the job, the Corporal omits many important sources when analyzing information. Additionally, in handling numerous problems, she has difficulty seeing the big picture when dealing with complex issues (i.e., cannot see the "forest for the trees").



Corporal Photo

CORPORAL #21
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal cannot decide on a particular course of action in resolving problems, and draws illogical decisions/recommendations based on the available data. He also tends to “shoot from the hip” when making decisions (i.e., does not think ahead).

Supervisory Skills

When dealing with subordinates, he does not communicate his objectives when assigning tasks, and uses inappropriate or illogical arguments to attempt to influence his behavior. Also, when responding to calls, he does not step in to take control of situations, even when warranted.

Analysis

Across tasks, the Corporal omits many important sources when analyzing information, and is not able to see connections/similarities between current and past situations (e.g., when handling multiple problems).



Corporal Photo

CORPORAL #22
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Across tasks, the Corporal draws illogical decisions/recommendations based on the available data. When handling administrative problems, she hesitates in making decisions, despite receiving all relevant information. Additionally, she does not demonstrate an ability to "look down the road" when making decisions.

Supervisory Skills

In dealing with personnel issues/problems, she does not communicate her objectives when assigning tasks to others, and uses inappropriate/illogical arguments to attempt to influence others' behavior. Also, when responding to calls, she does not step in to take control of situations, even when warranted.

Analysis

The Corporal assesses irrelevant information throughout her job duties; in other words, she does not filter out or prioritize data. Also, she fails to identify patterns among the data when dealing with multiple administrative issues, even those obvious to others.



Corporal Photo

CORPORAL #23
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Regardless of the task, the Corporal does not use information logically when making decisions. Furthermore, when dealing with important administrative problems, she delays taking action on critical issues, despite having all relevant information at hand. Lastly, she tends to think only about short-term gains when making decisions (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal is very specific in the directions and guidance given to subordinates, and uses effective strategies to impact/influence the subordinates' actions. While responding to calls, she knows when to "step-in" when a situation gets out of hand.

Analysis

Across job duties, the Corporal quickly identifies key issues in complex situations, and rarely overlooks important information. She also is able to apply concepts and theories to understand complex situations.



Corporal Photo

CORPORAL #24
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

The Corporal utilizes information in a logical manner when making decisions. She takes immediate action in resolving critical problems (e.g., when handling daily issues/problems), and demonstrates an ability to visualize the long-term affects of her decisions before taking action.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives. Additionally, when dealing with personnel issues, she uses inappropriate/illogical arguments to attempt to influence others' behavior. The Corporal also lets others control the process of events when responding to calls, even in situations under her responsibility.

Analysis

Across tasks, the Corporal does not address critical issues when dealing with problems, and often overlooks important information. Additionally, she fails to identify patterns among the data when dealing with day to day problems, even those obvious to others.



Corporal Photo

**CORPORAL #25
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across tasks, the Corporal draws logical decisions/recommendations based on the data available. Additionally, in handling day to day issues, she takes immediate action in resolving critical problems, and considers the ramifications of her decisions before taking action.

Supervisory Skills

The Corporal states her expectations to subordinates in a clear, specific fashion, and is able to explain complex issues/concepts in a manner understandable to others. While responding to calls, she is able to control the process of events throughout critical situations.

Analysis

Regardless of the task, the Corporal quickly identifies key issues in complex situations, and, when dealing with numerous issues/problems, is able to apply concepts and theories to understand complex situations.



Corporal Photo

CORPORAL #26
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner when making decisions. Also, when handling administrative issues, he makes critical decisions when appropriate, and considers the ramifications of his decisions before taking action (e.g., when delegating tasks).

Supervisory Skills

The Corporal does not communicate his objectives to subordinates when assigning tasks, and has little impact on others' actions. He also relinquishes control of situations when challenged by others - particularly when responding to calls.

Analysis

Across tasks, the Corporal overlooks/omits many important sources when analyzing information, and is not able to see connections/similarities between current and past situations (e.g., when handling numerous issues/problems).



Corporal Photo

CORPORAL #27
PERFORMANCE APPRAISAL REPORT

Decisiveness/Decision Making

Throughout the job, the Corporal draws logical decisions/recommendations based on the data available. In handling day to day administrative issues, she displays minimal hesitancy when making critical decisions, once receiving all relevant information. When delegating duties, she considers the ramifications of her decisions before taking action.

Supervisory Skills

When dealing with personnel problems/issues, she is very specific in the directions and guidance given to the subordinates. Additionally, she demonstrates an ability to explain complex issues/concepts in a manner understandable to others. Lastly, when responding to calls, she controls the process of events throughout critical situations.

Analysis

The Corporal assesses irrelevant information across her job duties; in other words, she does not filter out or prioritize data. Additionally, in handling daily problems/issues, she does not see connections/similarities between current and past situations.



Corporal Photo

**CORPORAL #28
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across tasks, the Corporal overlooks critical information when making decisions. When making day to day decisions, he cannot decide on a particular course of action in resolving problems, and tends to think only about short-term gains (i.e., does not consider the long-term ramifications of decisions).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and is able to explain complex issues/concepts in a manner understandable to others.. He also takes charge of situations when necessary - especially when responding to calls.

Analysis

Across job duties, the Corporal quickly identifies key issues in complex situations. Also, he is able to apply concepts and theories to understand complex situations.



Corporal Photo

**CORPORAL #29
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Throughout the job, the Corporal utilizes information in a logical manner. In dealing with daily administrative issues, she displays minimal hesitancy when making critical decisions, once receiving all relevant information, and shows forethought when making decisions (e.g., when delegating tasks).

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates when dealing with personnel problems/issues. Also, she is able to gain buy-in from others on her point of view by pointing out benefits/consequences of the desired actions. Additionally, when responding to calls, she demonstrates an ability to know when to "step-in" when a situation gets out of hand.

Analysis

The Corporal addresses all critical issues when dealing with a problem, and rarely overlooks important information. Also, when handling daily administrative issues, she demonstrates an ability to apply concepts and theories to understand complex situations.



Corporal Photo

**CORPORAL #30
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

The Corporal utilizes information in a logical manner when making decisions throughout the job. In handling daily issues/problems, he takes immediate action in resolving critical problems, and is able to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

The Corporal provides inadequate information to subordinates for them to effectively accomplish tasks or objectives and does not anticipate others' objections/criticism when presenting his positions/ideas. Also, he relinquishes control of situations when challenged by others, particularly when responding to calls.

Analysis

Across tasks, the Corporal does not address the critical issues when dealing with problems, and often overlooks important information. Also, when dealing with numerous day to day problems, he fails to identify patterns among the data, even those obvious to others.



Corporal Photo

**CORPORAL #31
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across tasks, the Corporal weighs critical information systematically when making decisions. In handling daily administrative issues, he displays minimal hesitancy when making critical decisions, once receiving all relevant information, and shows forethought when making decisions.

Supervisory Skills

The Corporal provides clear, specific guidance to subordinates, and uses effective strategies to impact/influence the actions of others. When responding to calls, he controls the process of events throughout critical situations.

Analysis

Throughout the job, the Corporal quickly identifies key issues in complex situations, and identifies connections or patterns among the data not readily apparent to others (e.g., when handling multiple issues/problems).



Corporal Photo

**CORPORAL #32
PERFORMANCE APPRAISAL REPORT**

Decisiveness/Decision Making

Across job duties, the Corporal weighs critical information systematically when making decisions. Additionally, when handling everyday issues/problems, she makes critical decisions when appropriate, and shows forethought when making decisions.

Supervisory Skills

The Corporal does not provide guidance to subordinates or citizens, and demonstrates little impact their actions.. Also, while responding to calls, she fails to step in to take control of situations, even when warranted.

Analysis

Throughout the job, she picks up on and uses information that others often omit. In handling day to day problems, she demonstrates an ability to see the big picture when dealing with complex issues (i.e., can see the "forest for the trees").

APPENDIX

**H. ASSESSEE PROFILE RATING TASK: ASSESSOR PHOTO-ABSENT
CONDITION**

Introduction

Thank you for participating in this important research project. This survey is part of a university research study investigating the assessor rating process in assessment centers. Individuals are being asked to participate who have had experience assessing in assessment centers for Police personnel - the focus of the study. You were asked to participate because you have had recent experience as an assessor in a Police promotional assessment center.

The survey that you are about to complete contains a series of assessment center reports of fictitious candidates who have completed an assessment center for promotion to Police Corporal in the Arlington County Police Department. Each report describes a candidate's performance along several skill dimensions assessed in the assessment center. As explained in detail in the following instructions, your task is to evaluate the candidate reports and provide an overall assessment rating for each candidate. The entire survey should take no more than 40-50 minutes to complete. **Once you begin this survey, please complete it in full without interruption.**

The information that you provide in this survey is for research purposes only and will be kept strictly confidential. You will be asked to provide certain background information about yourself (e.g., rank, assessor experience), however your identity will remain anonymous. Additionally, your responses will be averaged with other respondents and reported in summary form.

This study is being conducted with the cooperation of the Arlington County Police Department. However, Arlington County is in no way responsible for this research or its outcomes. Any questions/comments should be addressed to me and not Arlington County. You will be provided with more information about the study's focus after completing the survey.

Again, thank you for your participation. Please proceed to the next page for further instructions.

Sincerely,

Christopher T. Rotolo, Principle Researcher
Old Dominion University
Norfolk, Virginia

General Instructions for Completing the Survey

This survey contains three components:

- one (1) envelope marked "PART 1: Overall Assessment Rating Survey"
- one (1) envelope marked "PART 2: Follow-Up Survey"
- one (1) debriefing statement

Please follow the three easy steps below. Be sure to complete these steps in order.

1. ***Complete Part 1:*** Open the envelope marked PART 1, and complete the Overall Assessment Rating Survey using the answer sheet provided. Half way through the survey, you will be asked to provide some background information. Please follow the instructions and answer all questions before continuing with the rest of the survey. The entire survey should take no more than 30-40 minutes to complete. When completed with PART 1, place it back in the envelope and return it to the survey administrator. Be sure you are completely finished with PART 1 before continuing to PART 2.
2. ***Complete Part 2:*** Open the envelope marked PART 2 and complete the follow-up survey. Be sure to read the instructions carefully before beginning. This survey should take no more than 5-10 minutes to complete. When finished, place the survey back in the envelope and return it to the survey administrator.
3. ***Complete debriefing statement:*** When finished, the survey administrator will give you a debriefing statement concerning the focus of the study and your role in it. Read and sign the debriefing statement. When finished, return all materials to the administrator.

As you complete the survey, keep in mind the following:

- Read all instructions carefully before proceeding
- Mark your answers only on the answer sheets provided
- Use a pencil to mark your answer sheets
- Return all materials when finished

If you have any questions after completing this survey, please call Christopher Rotolo at (703)709-9242).

PART 1:
Overall Assessment Rating Survey

Version: _____

Research Conducted By:

Christopher T. Rotolo
Old Dominion University
Norfolk, Virginia

June, 1996

Assessment Center Background Information

This packet contains 32 profiles of candidates who participated in a promotional assessment center for the rank of Police Corporal. The rank of Police Corporal is first-line supervisory position within Arlington County. These profiles represent final assessment center reports describing performance along the three (3) skill dimensions assessed in the assessment center:

Decisiveness/Judgment: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

The three dimensions above were assessed in each of the following four exercises:

Written Exercise: This exercise required the candidate to respond to two citizen complaints concerning a newly created law implemented in the County. The candidate's task was to review and synthesize the background information about the law, and respond in writing to two different citizen complaints - one favoring the law and desiring more enforcement, and the other opposed to the law and questioning its enforcement.

Technical Exercise: This exercise consisted of responding orally to four (4) different video-taped scenarios. Each scenario presented a different situation (e.g., traffic stop, arrest, crime scene investigation) in which the candidate had to explain how they would handle the incident and what actions they would take in the future. For each situation, the candidate was given background information about the situation and had a specified amount of time to respond to the panel of assessors. Several structured follow-up questions were asked after each question.

In-Basket Exercise: This exercise required the candidate to respond to approximately 25 items that would typically be found in the inbox of a Police Corporal. Items included memos, letters, reports, announcements, and requests that presented personnel, scheduling, equipment, and policy and procedural problems for the candidate. Candidates had to respond in writing to issues by scheduling meetings or activities, writing memos, delegating actions to others, make notes for themselves for future action, etc. All three dimensions were assessed in this exercise.

Subordinate Exercise: This exercise required the candidate to meet with his/her subordinate who had been having some recent performance problems at work. The candidate first reviewed information about several incidents concerning the subordinate, as well as some background information about the subordinate. The candidate then met with the subordinate to identify and resolve the issues.

Up to this point in the assessment process, all candidates have completed the assessment center. The assessors used in this assessment center have evaluated the candidates in all four exercises and have prepared the enclosed candidate reports. However, the assessors did not provide an Overall Assessment Rating (OAR). An OAR is an overall judgment concerning the potential of the candidate to succeed in the target job (in this case, Police Corporal) based on his or her performance in the assessment center. In other words, how acceptable is the candidate for the job of Police Corporal? It is your task, as an experienced assessor, to review the reports and provide an OAR for each candidate based on his or her performance in the assessment center. **Make sure you are thoroughly familiar with the skill dimension definitions before making your ratings.**

Instructions

Each of the following profiles describes a candidate's performance across the four exercises in the assessment center. The candidate's effective and ineffective behaviors in the four exercises are summarized along the three skill dimensions (i.e., Decisiveness/Decision Making; Supervisory Skills, and Analysis).

Your task is to read each profile carefully and, based on the candidate's performance in the assessment center, provide two (2) ratings: 1) Overall Assessment Rating - the individual's overall acceptability for the target job; and 2) Future Promotability - the likelihood that the individual will be promoted to the next rank within the organization again in the future. Use the scales below and the answer sheet provided. Please note that a limited number of descriptors was used in the body of the reports in an effort to standardize the reporting process. **Therefore, keep in mind that although the profiles may look similar, each one is different. It is very important that you read each one carefully before making your rating.**

Use the following scales to make your ratings:

<u>Promotion</u>	<u>Overall Assessment Rating</u>	<u>Likelihood of Future</u>
	7 = Outstanding	7 = Very likely
	6 = Much more than acceptable	6 = Likely
	5 = More than acceptable	5 = Somewhat likely
	4 = Acceptable	4 = Uncertain
	3 = Minimally acceptable	3 = Somewhat doubtful
	2 = Less than acceptable	2 = Doubtful
	1 = Much less than acceptable	1 = Not at all likely

Examples:

	Much less than acceptable		Acceptable		Outstanding		
	1	2	3	4	5	6	7
	0	0	0	0	0	0	0
	1	2	3	4	5	6	7
Not At All Likely	0	0	0	0	0	0	0
							Very Likely

Be aware of the common errors that raters tend to make when judging others:

1. **Central Tendency Error:** This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. **Leniency Error:** This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. **Severity Error:** This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

In order to avoid these three errors, be sure to use the full range of the scale, and use the same criteria for every candidate you rate.

CANDIDATE 1
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations throughout the assessment center, based on the available data. Also, the candidate delayed taking action on critical issues in the In-Basket Exercise, despite having all relevant information at hand. Lastly, the candidate demonstrated a tendency to "shoot from the hip" when making decisions (i.e., did not think ahead) in the In-Basket.

Supervisory Skills

The candidate did not communicate objectives when assigning tasks to the role player during the Subordinate Exercise. Moreover, the candidate did not anticipate the role player's objections or criticism when presenting positions/ideas. The candidate also relinquished control of situations when challenged during the Technical Exercise.

Analysis

Across exercises, the candidate quickly identified the key issues in complex situations. The candidate also demonstrated, in the In-Basket Exercise, an ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

CANDIDATE 2
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

All through the assessment center, the candidate utilized information in a logical manner when making decisions. In addition, the candidate took immediate action in resolving critical problems in the In-Basket, and considered the ramifications of decisions before taking action.

Supervisory Skills

The candidate stated expectations in a clear, specific fashion in the Subordinate Exercise, and gained buy-in from the role player on their point of view by pointing out benefits/consequences of the desired actions. Moreover, the candidate controlled the process of events throughout critical situations in the Technical Exercise.

Analysis

Throughout the assessment center, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Furthermore, when handling items in the In-Basket, the candidate was not able to see connections/similarities between current and past situations.

CANDIDATE 3
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on available data in the assessment center. In responding to items in the In-Basket, the candidate hesitated in making decisions, despite receiving all relevant information, and was not able to "look down the road" when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and did not anticipate the role player's objections/criticism when presenting positions/ideas. Also, in the Technical Exercise, the candidate let others control the process of events, even in situations under their responsibility.

Analysis

Across exercises, the candidate picked up on and used information that other candidates often omitted. The candidate also identified connections or patterns among the data in the In-Basket not readily apparent to other candidates.

CANDIDATE 4
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Within each exercise, the candidate drew illogical decisions/recommendations based on the available data. In the In-Basket Exercise, the candidate could not decide on a particular course of action in resolving problems, and demonstrated a tendency to think only about short-term gains when making decisions (i.e., did not consider long-term ramifications)

Supervisory Skills

During the Subordinate Exercise, the candidate provided inadequate information to the subordinate role player for them to effectively accomplish tasks or objectives, and had little impact on their actions. The candidate also relinquished control of situations when challenged during the Technical Exercise.

Analysis

Throughout the assessment center, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Also, in the In-Basket Exercise, the candidate had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees").

**CANDIDATE 5
ASSESSMENT CENTER FEEDBACK REPORT**

Decisiveness/Decision Making

Across exercises, the candidate weighed critical information systematically when making decisions. In the In-Basket Exercise, the candidate took immediate action in resolving critical problems, and visualized the long-term affects of decisions before taking action.

Supervisory Skills

The candidate stated expectations in a clear, specific fashion during the Subordinate Exercise, explained complex issues/concepts in a manner understandable to the role player. The candidate also took charge of situations when necessary during the Technical Exercise.

Analysis

Throughout the assessment center, the candidate picked up on and used information that others often omitted. Furthermore, in the In-Basket Exercise, the candidate demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

CANDIDATE 6
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate did not use information logically when making decisions. In the In-Basket Exercise, the candidate could not decide on a particular course of action in resolving problems, and could not "look down the road" when making decisions.

Supervisory Skills

During the Subordinate Exercise, the candidate stated expectations in a clear, specific fashion, and used effective strategies to impact/influence the role players' actions. During the Technical Exercise, the candidate took charge of situations when necessary.

Analysis

Across the exercises, the candidate picked up on and used information that others often omitted. Additionally, in the In-Basket Exercise, the candidate identified connections or patterns among the data not readily apparent to other candidates.

CANDIDATE 7
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. In the In-Basket, the candidate displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Lastly, the candidate considered the ramification of decisions before taking actions (e.g., when delegating tasks).

Supervisory Skills

The candidate provided inadequate information to the role player for them to effectively accomplish tasks or objectives. Additionally, the candidate used inappropriate or illogical arguments to attempt to influence the role player's behavior. In the Technical Exercise, the candidate did not step in to take control of situations, even when warranted.

Analysis

Throughout the assessment center, the candidate assessed irrelevant information; in other words, did not filter out or prioritize data. Additionally, in the In-Basket, the candidate was not able to see connections/similarities between current and past situations.

CANDIDATE 8
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. In the In-Basket Exercise, the candidate made critical decisions when appropriate, and was able to visualize the long-term affects of decisions before taking action.

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise. Additionally, the candidate gained buy-in on their point of view by pointing out benefits/consequences of the desired actions. Also, in the Technical Exercise, the candidate knew when to "step-in" when situations got out of hand.

Analysis

The candidate assessed irrelevant information in the assessment center; in other words, did not filter out or prioritize data. In the In-Basket Exercise, the candidate also failed to identify patterns among the data, even those obvious to other candidates.

CANDIDATE 9
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate overlooked critical information when making decisions in the assessment center. In the In-Basket Exercise, the candidate delayed taking action on critical issues, despite having all relevant information at hand. Furthermore, the candidate could not “look down the road” when making decisions.

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise, and used effective strategies to impact/influence the role player's actions. Also, the candidate took charge of the situation when necessary in the Technical Exercise.

Analysis

Across exercises, the candidate omitted many important sources when analyzing information. Moreover, in the In-Basket, the candidate failed to identify patterns among the data, even those obvious to other candidates.

CANDIDATE 10
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate drew illogical decisions/recommendations based on the data available. Also, during the In-Basket Exercise, the candidate delayed taking action on critical issues, despite having all relevant information at hand. Lastly, the candidate could not "look down the road" when making decisions.

Supervisory Skills

The candidate provided clear, specific guidance to the role player during the Subordinate Exercise, and was able to explain complex issues/concepts in an understandable manner. Additionally, the candidate knew when to "step-in" when situations got out of hand during the Technical Exercise.

Analysis

Across exercises, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Additionally, in the In-Basket Exercise, the candidate had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees").

CANDIDATE 11
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. The candidate also took immediate action in resolving critical problems in the In-Basket Exercise, and demonstrated forethought when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and did not anticipate the role player's objections/criticism when presenting positions/ideas. The candidate also let others control the process of events during the Technical Exercise, even in situations under their responsibility.

Analysis

Within each exercise, the candidate addressed all critical issues when dealing with a problem, and rarely overlooked important information. Additionally, in the In-Basket Exercise, the candidate demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

CANDIDATE 12
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the exercises. In the In-Basket Exercise, the candidate could not decide on a particular course of action in resolving problems, and often “shot from the hip” when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate objectives when assigning tasks to the role player, and had little impact on the role player’s actions. Furthermore, during the Technical Exercise, the candidate did not step in to take control of situations, even when warranted.

Analysis

The candidate quickly identified key issues in complex situations throughout the assessment center, and was able to apply concepts and theories to understand complex situations (for example, in the In-Basket Exercise).

CANDIDATE 13
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center exercises, the candidate overlooked critical information when making decisions. While completing the In-Basket, the candidate hesitated in making decisions, despite receiving all relevant information. Additionally, the candidate demonstrated a tendency to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

The candidate provided clear, specific guidance to the role player in the Subordinate Exercise, and explained complex issues/concepts in an understandable manner. Additionally, during the Technical Exercise, the candidate took charge of situations when necessary.

Analysis

The candidate omitted many important sources when analyzing information. Also, the candidate had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees") during the In-Basket Exercise.

CANDIDATE 14
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the assessment center. The candidate hesitated in making decisions in the In-Basket, despite receiving all relevant information, and demonstrated a tendency to "shoot from the hip" when making decisions (i.e., does not think ahead).

Supervisory Skills

The candidate provided clear, specific guidance to the role player in the Subordinate Exercise, and explained complex issues/concepts in a manner understandable to the role player. In the Technical Exercise, the candidate took charge of situations when necessary.

Analysis

Across exercises, the candidate assessed irrelevant information; in other words, did not filter out or prioritize data. Also, in the In-Basket, the candidate had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest from the trees").

CANDIDATE 15
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate weighed critical information systematically when making decisions. During the Subordinate Exercise, the candidate displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Additionally, the candidate demonstrated an ability to visualize the long-term affects of decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate stated expectations in a clear, specific fashion, and used effective strategies to impact/influence the actions of the role player. Additionally, in the Technical Exercise, the candidate knew when to "step-in" when situations got out of hand.

Analysis

The candidate assessed irrelevant information throughout the assessment center exercises; in other words, did not filter out or prioritize data. Additionally, during the In-Basket Exercise, the candidate failed to identify patterns among the data, even those obvious to other candidates.

CANDIDATE 16
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the assessment center. During the In-Basket, the candidate hesitated in making decisions, despite receiving all relevant information, and was not able to “look down” the road when making decisions.

Supervisory Skills

In the Subordinate Exercise, the candidate provided inadequate information to the role player for them to effectively accomplish tasks or objectives, and did not anticipate the role player's objections/criticism when presenting positions/ideas. Lastly, the candidate let others control the process of events in the Technical Exercise, even in situations under their responsibility.

Analysis

Throughout the assessment center, the candidate addressed all critical issues when dealing with a problem, and rarely overlooked important information. Also, the candidate identified connections or patterns among the data not readily apparent to other candidates (e.g., in the In-Basket Exercise).

CANDIDATE 17
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions in the assessment center exercises. During the In-Basket, the candidate made critical decisions when appropriate, and, when delegating, considered the ramifications of decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate objectives when assigning tasks to the role player, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. The candidate also let others control the process of events during the Technical Exercise, even in situations under their responsibility.

Analysis

All through the assessment center, the candidate picked up on and used information that others often omitted. Additionally, when dealing with items in the In-Basket, the candidate identified connections or patterns among the data not readily apparent to other candidates.

CANDIDATE 18
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data throughout the assessment center. During the In-Basket Exercise, the candidate hesitated in making decisions, despite receiving all relevant information, and tended to shoot from the hip when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, the candidate was very specific in the directions and guidance given to the role player, and gained buy-in on their point of view by pointing out benefits/consequences of the desired actions. In the Technical Exercise, the candidate controlled the process of events throughout critical situations.

Analysis

The candidate quickly identified key issues when dealing with complex situations throughout the assessment center. Also, in the In-Basket Exercise, the candidate demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

CANDIDATE 19
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate weighed critical information systematically when making decisions in the assessment center. Additionally, in the In-Basket, the candidate made critical decisions when appropriate, and considered the ramifications of decisions before taking action.

Supervisory Skills

The candidate did not provide guidance to the role player in the Subordinate Exercise. Moreover, the candidate did not anticipate the role player's objections/criticism when presenting positions/ideas. Lastly, the candidate did not step in to take control of situations in the Technical Exercise, even when warranted.

Analysis

Throughout the assessment center, the candidate picked up on and used information that others often omitted. Additionally, the candidate was able to apply concepts and theories to understand complex situations, as demonstrated in the In-Basket Exercise.

CANDIDATE 20
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate overlooked critical information when making decisions throughout the assessment center. Moreover, in the In-Basket, the candidate delayed taking action on critical issues, despite having all relevant information at hand, and could not "look down the road" when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. Furthermore, the candidate relinquished control of situations in the Technical Exercise when challenged.

Analysis

The candidate omitted many important sources when analyzing information in the assessment center exercises. Additionally, the candidate had difficulty seeing the big picture when dealing with complex issues in the In-Basket Exercise (i.e., could not see the "forest for the trees").

CANDIDATE 21
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data throughout the assessment center. Additionally, the candidate could not decide on a particular course of action in resolving problems in the In-Basket, and tended to “shoot from the hip” when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate objectives when assigning tasks to the role player, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. Also during the Technical Exercise, the candidate did not step in to take control of situations, even when warranted.

Analysis

Across exercises, the candidate omitted many important sources when analyzing information, and was not able to see connections/similarities between current and past situations (e.g., in the In-Basket).

CANDIDATE 22
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data, throughout the assessment center. In the In-Basket, the candidate hesitated in making decisions, despite receiving all relevant information, and failed to demonstrate an ability to "look down the road" when making decisions.

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate objectives when assigning tasks to the role player. Additionally, the candidate used inappropriate/illogical arguments to attempt to influence role players' behavior. While completing the Technical Exercise, the candidate did not step in to take control of situations, even when warranted.

Analysis

The candidate assessed irrelevant information throughout the exercises; in other words, the candidate did not filter out or prioritize data. Also, the candidate failed to identify patterns among the data (e.g., in the In-Basket), even those obvious to other candidates.

CANDIDATE 23
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate did not use information logically when making decisions. Moreover, in the In-Basket, the candidate delayed taking action on critical issues, despite having all relevant information at hand. The candidate also tended to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise, and used effective strategies to impact/influence the role player's actions. During the Technical Exercise, the candidate demonstrated the ability to know when to "step-in" when a situation got out of hand.

Analysis

Within each exercise, the candidate quickly identified key issues in complex situations, and rarely overlooked important information. The candidate also was able to apply concepts and theories to understand complex situations (e.g. in the In-Basket).

CANDIDATE 24
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions throughout the assessment center. During the In-Basket Exercise, the candidate took immediate action in resolving critical problems and demonstrated an ability to visualize the long-term affects of decisions before taking action.

Supervisory Skills

In the Subordinate Exercise, the candidate provided inadequate information to the role player to effectively accomplish tasks or objectives. The candidate also used inappropriate/illogical arguments to attempt to influence the role player's behavior. The candidate let others control the process of events during the Technical Exercise, even in situations under their responsibility.

Analysis

Across exercises, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Additionally, the candidate failed to identify patterns among the data in the In-Basket, even those obvious to other candidates.

CANDIDATE 25
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew logical decisions/recommendations in each exercise, based on the data available. Moreover, in the In-Basket, the candidate took immediate action in resolving critical problems, and considered the ramifications of decisions before taking action.

Supervisory Skills

While completing the Subordinate Exercise, the candidate stated expectations to the role player in a clear, specific fashion, and explained complex issues/concepts in a manner understandable to the role player. Furthermore, the candidate controlled the process of events throughout critical situations in the Technical Exercise.

Analysis

Throughout the exercises, the candidate quickly identified key issues in complex situations, and, when handling issues in the In-Basket, was able to apply concepts and theories to understand complex situations.

CANDIDATE 26
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate utilized information in a logical manner when making decisions. Also, the candidate made critical decisions when appropriate, and the candidate considered the ramifications of decisions before taking action (e.g., in the In-Basket).

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate objectives to the role player when assigning tasks, and had little impact on the role players' actions. Additionally, the candidate relinquished control of situations when challenged by others in the Technical Exercise.

Analysis

The candidate overlooked/omitted many important sources when analyzing information throughout the assessment center. In the In-Basket, the candidate was not able to see connections/similarities between current and past situations.

CANDIDATE 27
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across all exercises, the candidate drew logical decisions/ recommendations based on the data available. In the In-Basket Exercise, the candidate displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Additionally, the candidate considered the ramifications of decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate was very specific in the directions and guidance given to the role player. Additionally, the candidate demonstrated an ability to explain complex issues/concepts in a manner understandable to the role player. Lastly, in the Technical Exercise, the candidate controlled the process of events throughout critical situations.

Analysis

The candidate assessed irrelevant information throughout the exercises; in other words, the candidate did not filter out or prioritize data. Additionally, in the In-Basket Exercise, the candidate did not see connections/similarities between current and past situations.

CANDIDATE 28
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the exercises, the candidate overlooked critical information when making decisions. Additionally, the candidate could not decide on a particular course of action in resolving problems (e.g., in the In-Basket Exercise), and tended to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

During the Subordinate Exercise, the candidate provided clear, specific guidance to the role player, and was able to explain complex issues/concepts in an understandable manner. In the Technical Exercise, the candidate was able to take charge of situations when necessary.

Analysis

Across exercises, the candidate quickly identified key issues in complex situations. Also, in the In-Basket Exercise, the candidate applied concepts and theories to understand complex situations.

CANDIDATE 29
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner throughout the assessment center exercises. During the In-Basket Exercise, the candidate displayed minimal hesitancy when making critical decisions, once receiving all relevant information, and showed forethought when making decisions.

Supervisory Skills

In dealing with the role player during the Subordinate Exercise, the candidate provided clear, specific guidance. The candidate also was able to gain buy-in from the role player on their point of view by pointing out benefits/consequences of the desired actions. In the Technical Exercise, the candidate demonstrated an ability to know when to "step-in" when a situation got out of hand.

Analysis

Throughout the exercises, the candidate addressed all critical issues when dealing with a problem, and rarely overlooked important information. Also, during the In-Basket Exercise, the candidate demonstrated an ability to apply concepts and theories to understand complex situations.

CANDIDATE 30
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions throughout the assessment center. The candidate also took immediate action in resolving critical problems (e.g., in the In-Basket Exercise), and demonstrated an ability to visualize the long-term affects of decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate provided inadequate information to the subordinate role player for them to effectively accomplish tasks or objectives. Also, the candidate did not anticipate the role player's objections/criticism when presenting positions/ideas. Lastly, during the Technical Exercise, the candidate relinquished control of situations when challenged.

Analysis

Throughout the assessment center, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Moreover, in the In-Basket Exercise, the candidate failed to identify patterns among the data, even those obvious to other candidates.

CANDIDATE 31
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Within each exercise, the candidate weighed critical information systematically when making decisions. Additionally, in the In-Basket, the candidate displayed minimal hesitancy when making critical decisions, once receiving all relevant information, and showed forethought when making decisions.

Supervisory Skills

The candidate provided clear, specific guidance to the role player, and used effective strategies to impact/influence the actions of the role player. During the Technical Exercise, the candidate was able to control the process of events throughout critical situations.

Analysis

Throughout the assessment center, the candidate quickly identified key issues in complex situations. Also, in the In-Basket, the candidate was able to identify connections or patterns among the data not readily apparent to other candidates.

CANDIDATE 32
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across the exercises, the candidate weighed critical information systematically when making these decisions. In the In-Basket Exercise, the candidate made critical decisions when appropriate, and showed forethought when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and demonstrated little impact on the role players' actions. Also, during the Technical Exercise, the candidate failed to step in to take control of situations, even when warranted.

Analysis

Across the exercises, the candidate picked up on and used information that others often omitted. The candidate also demonstrated, in the In-Basket, an ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

APPENDIX

**I. ASSESSEE PROFILE RATING TASK: ASSESSOR PHOTO-PRESENT
CONDITION**

Introduction

Thank you for participating in this important research project. This survey is part of a university research study investigating the assessor rating process in assessment centers. Individuals are being asked to participate who have had experience assessing in assessment centers for Police personnel - the focus of the study. You were asked to participate because you have had recent experience as an assessor in a Police promotional assessment center.

The survey that you are about to complete contains a series of assessment center reports of fictitious candidates who have completed an assessment center for promotion to Police Corporal in the Arlington County Police Department. Each report describes a candidate's performance along several skill dimensions assessed in the assessment center. As explained in detail in the following instructions, your task is to evaluate the candidate reports and provide an overall assessment rating for each candidate. The entire survey should take no more than 40-50 minutes to complete. **Once you begin this survey, please complete it in full without interruption.**

The information that you provide in this survey is for research purposes only and will be kept strictly confidential. You will be asked to provide certain background information about yourself (e.g., rank, assessor experience), however your identity will remain anonymous. Additionally, your responses will be averaged with other respondents and reported in summary form.

This study is being conducted with the cooperation of the Arlington County Police Department. However, Arlington County is in no way responsible for this research or its outcomes. Any questions/comments should be addressed to me and not Arlington County. You will be provided with more information about the study's focus after completing the survey.

Again, thank you for your participation. Please proceed to the next page for further instructions.

Sincerely,

Christopher T. Rotolo, Principle Researcher
Old Dominion University
Norfolk, Virginia

General Instructions for Completing the Survey

This survey contains three components:

- one (1) envelope marked "PART 1: Overall Assessment Rating Survey"
- one (1) envelope marked "PART 2: Follow-Up Survey"
- one (1) debriefing statement

Please follow the three easy steps below. Be sure to complete these steps in order.

1. ***Complete Part 1:*** Open the envelope marked PART 1, and complete the Overall Assessment Rating Survey using the answer sheet provided. Half way through the survey, you will be asked to provide some background information. Please follow the instructions and answer all questions before continuing with the rest of the survey. The entire survey should take no more than 30-40 minutes to complete. When completed with PART 1, place it back in the envelope and return it to the survey administrator. Be sure you are completely finished with PART 1 before continuing to PART 2.
2. ***Complete Part 2:*** Open the envelope marked PART 2 and complete the follow-up survey. Be sure to read the instructions carefully before beginning. This survey should take no more than 5-10 minutes to complete. When finished, place the survey back in the envelope and return it to the survey administrator.
3. ***Complete debriefing statement:*** When finished, the survey administrator will give you a debriefing statement concerning the focus of the study and your role in it. Read and sign the debriefing statement. When finished, return all materials to the administrator.

As you complete the survey, keep in mind the following:

- Read all instructions carefully before proceeding
- Mark your answers only on the answer sheets provided
- Use a pencil to mark your answer sheets
- Return all materials when finished

If you have any questions after completing this survey, please call Christopher Rotolo at (703)709-9242).

<p>PART 1: Overall Assessment Rating Survey</p>

Version: _____

Research Conducted By:

Christopher T. Rotolo
Old Dominion University
Norfolk, Virginia

June, 1996

Biographical Information

Instructions: Please provide the following information by filling in the appropriate circle or space provided. Do not leave any items blank. Please use a pencil, filling in the circles completely. All erasures must be complete; do not leave any stray pencil marks. Please make your marks as follows:

Like this: ● Not like this: ● ◊ ◊

1. Your Sex: Male Female

2. Your Current Rank: _____

3. Years in Current Rank: — —

0	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>

4. Years as a Police Officer: — —

0	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>

5. Your Age: — —

0	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>

6. Your Race/Ethnicity:

White

African American/Black

Asian/Pacific Islander

Hispanic

Native American

Other (specify):

7. Number of times you have participated as an assessor in an assessment center:

In General: — —

0	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>

For Arlington County: — —

0	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>

Assessment Center Background Information

This packet contains 32 profiles of candidates who participated in a promotional assessment center for the rank of Police Corporal. The rank of Police Corporal is first-line supervisory position within Arlington County. These profiles represent final assessment center reports describing performance along the three (3) skill dimensions assessed in the assessment center:

Decisiveness/Judgment: Ability to make appropriate decisions based on logical assumptions that reflect factual information. Ability to make commitments and take actions without delay when sufficient information is available to act upon or when time is of the essence. This includes being able to demonstrate sound judgment and forethought when making decisions, and develop alternative courses of action.

Supervisory Skills: Ability to utilize resources and personnel effectively, including being able to guide, plan, coordinate, and/or monitor work activities of subordinates. This also includes being able to guide, control and influence the process or outcome of events.

Analysis: Ability to identify problems, determine their probable causes, and to obtain information relevant to the problems. Ability to analyze data and situations and to "size-up" the problems and possible inter-relationships. Ability to understand and consider the "big picture"; identifying patterns and systems when addressing problems.

The three dimensions above were assessed in each of the following four exercises:

Written Exercise: This exercise required the candidate to respond to two citizen complaints concerning a newly created law implemented in the County. The candidate's task was to review and synthesize the background information about the law, and respond in writing to two different citizen complaints - one favoring the law and desiring more enforcement, and the other opposed to the law and questioning its enforcement.

Technical Exercise: This exercise consisted of responding orally to four (4) different video-taped scenarios. Each scenario presented a different situation (e.g., traffic stop, arrest, crime scene investigation) in which the candidate had to explain how they would handle the incident and what actions they would take in the future. For each situation, the candidate was given background information about the situation and had a specified amount of time to respond to the panel of assessors. Several structured follow-up questions were asked after each question.

In-Basket Exercise: This exercise required the candidate to respond to approximately 25 items that would typically be found in the inbox of a Police Corporal. Items included memos, letters, reports, announcements, and requests that presented personnel, scheduling, equipment, and policy and procedural problems for the candidate. Candidates had to respond in writing to issues by scheduling meetings or activities, writing memos, delegating actions to others, make notes for themselves for future action, etc. All three dimensions were assessed in this exercise.

Subordinate Exercise: This exercise required the candidate to meet with his/her subordinate who had been having some recent performance problems at work. The candidate first reviewed information about several incidents concerning the subordinate, as well as some background information about the subordinate. The candidate then met with the subordinate to identify and resolve the issues.

Up to this point in the assessment process, all candidates have completed the assessment center. The assessors used in this assessment center have evaluated the candidates in all four exercises and have prepared the enclosed candidate reports. However, the assessors did not provide an Overall Assessment Rating (OAR). An OAR is an overall judgment concerning the potential of the candidate to succeed in the target job (in this case, Police Corporal) based on his or her performance in the assessment center. In other words, how acceptable is the candidate for the job of Police Corporal? It is your task, as an experienced assessor, to review the reports and provide an OAR for each candidate based on his or her performance in the assessment center. **Make sure you are thoroughly familiar with the skill dimension definitions before making your ratings.**

Instructions

Each of the following profiles describes a candidate's performance across the four exercises in the assessment center. The candidate's effective and ineffective behaviors in the four exercises are summarized along the three skill dimensions (i.e., Decisiveness/Decision Making; Supervisory Skills, and Analysis).

Your task is to read each profile carefully and, based on the candidate's performance in the assessment center, provide two (2) ratings: 1) Overall Assessment Rating - the individual's overall acceptability for the target job; and 2) Future Promotability - the likelihood that the individual will be promoted to the next rank within the organization again in the future. Use the scales below and the answer sheet provided. Please note that a limited number of descriptors was used in the body of the reports in an effort to standardize the reporting process. **Therefore, keep in mind that although the profiles may look similar, each one is different. It is very important that you read each one carefully before making your rating.**

Use the following scales to make your ratings:

Promotion	Overall Assessment Rating	Likelihood of Future
	7 = Outstanding	7 = Very likely
	6 = Much more than acceptable	6 = Likely
	5 = More than acceptable	5 = Somewhat likely
	4 = Acceptable	4 = Uncertain
	3 = Minimally acceptable	3 = Somewhat doubtful
	2 = Less than acceptable	2 = Doubtful
	1 = Much less than acceptable	1 = Not at all likely

Examples:

	Much less than acceptable		Acceptable			Outstanding
	1	2	3	4	5	6
	0	0	0	0	0	0
Not At All Likely	1	2	3	4	5	6
	0	0	0	0	0	0
						7
						0

Be aware of the common errors that raters tend to make when judging others:

1. Central Tendency Error: This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. Leniency Error: This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. Severity Error: This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

In order to avoid these three errors, be sure to use the full range of the scale, and use the same criteria for every candidate you rate.

Part 1: Response Sheet

Provide your responses on this sheet. Do not leave any items blank. Please use a pencil, filling in the circles completely. All erasures must be complete; do not leave any stray pencil marks. Please make your marks as follows:

Like this: ● Not like this: ○ ☉ ☘

Overall Assessment Rating: How acceptable is this candidate for the target job?

Future Promotability: What is the likelihood that this candidate will be promoted again within the organization in the future?

	Overall Assessment Rating								Future Promotability						
	Much less than acceptable		Acceptable			Outstanding			Not At All Likely			Very Likely			
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
Candidate 1:	○	○	○	○	○	○	○	Candidate 1:	○	○	○	○	○	○	○
Candidate 2:	○	○	○	○	○	○	○	Candidate 2:	○	○	○	○	○	○	○
Candidate 3:	○	○	○	○	○	○	○	Candidate 3:	○	○	○	○	○	○	○
Candidate 4:	○	○	○	○	○	○	○	Candidate 4:	○	○	○	○	○	○	○
Candidate 5:	○	○	○	○	○	○	○	Candidate 5:	○	○	○	○	○	○	○
Candidate 6:	○	○	○	○	○	○	○	Candidate 6:	○	○	○	○	○	○	○
Candidate 7:	○	○	○	○	○	○	○	Candidate 7:	○	○	○	○	○	○	○
Candidate 8:	○	○	○	○	○	○	○	Candidate 8:	○	○	○	○	○	○	○
Candidate 9:	○	○	○	○	○	○	○	Candidate 9:	○	○	○	○	○	○	○
Candidate 10:	○	○	○	○	○	○	○	Candidate 10:	○	○	○	○	○	○	○
Candidate 11:	○	○	○	○	○	○	○	Candidate 11:	○	○	○	○	○	○	○
Candidate 12:	○	○	○	○	○	○	○	Candidate 12:	○	○	○	○	○	○	○
Candidate 13:	○	○	○	○	○	○	○	Candidate 13:	○	○	○	○	○	○	○
Candidate 14:	○	○	○	○	○	○	○	Candidate 14:	○	○	○	○	○	○	○
Candidate 15:	○	○	○	○	○	○	○	Candidate 15:	○	○	○	○	○	○	○
Candidate 16:	○	○	○	○	○	○	○	Candidate 16:	○	○	○	○	○	○	○
Candidate 17:	○	○	○	○	○	○	○	Candidate 17:	○	○	○	○	○	○	○
Candidate 18:	○	○	○	○	○	○	○	Candidate 18:	○	○	○	○	○	○	○
Candidate 19:	○	○	○	○	○	○	○	Candidate 19:	○	○	○	○	○	○	○
Candidate 20:	○	○	○	○	○	○	○	Candidate 20:	○	○	○	○	○	○	○
Candidate 21:	○	○	○	○	○	○	○	Candidate 21:	○	○	○	○	○	○	○
Candidate 22:	○	○	○	○	○	○	○	Candidate 22:	○	○	○	○	○	○	○
Candidate 23:	○	○	○	○	○	○	○	Candidate 23:	○	○	○	○	○	○	○
Candidate 24:	○	○	○	○	○	○	○	Candidate 24:	○	○	○	○	○	○	○
Candidate 25:	○	○	○	○	○	○	○	Candidate 25:	○	○	○	○	○	○	○
Candidate 26:	○	○	○	○	○	○	○	Candidate 26:	○	○	○	○	○	○	○
Candidate 27:	○	○	○	○	○	○	○	Candidate 27:	○	○	○	○	○	○	○
Candidate 28:	○	○	○	○	○	○	○	Candidate 28:	○	○	○	○	○	○	○
Candidate 29:	○	○	○	○	○	○	○	Candidate 29:	○	○	○	○	○	○	○
Candidate 30:	○	○	○	○	○	○	○	Candidate 30:	○	○	○	○	○	○	○
Candidate 31:	○	○	○	○	○	○	○	Candidate 31:	○	○	○	○	○	○	○
Candidate 32:	○	○	○	○	○	○	○	Candidate 32:	○	○	○	○	○	○	○



Candidate Photo

CANDIDATE 1 ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations throughout the assessment center, based on the available data. Also, she delayed taking action on critical issues in the In-Basket Exercise, despite having all relevant information at hand. Lastly, she demonstrated a tendency to "shoot from the hip" when making decisions (i.e., did not think ahead) in the In-Basket.

Supervisory Skills

The candidate did not communicate her objectives when assigning tasks to the role player during the Subordinate Exercise. Moreover, she did not anticipate the role player's objections or criticism when presenting her positions/ideas. The candidate also relinquished control of situations when challenged during the Technical Exercise.

Analysis

Across exercises, she quickly identified the key issues in complex situations. The candidate also demonstrated, in the In-Basket Exercise, an ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").



Candidate Photo

CANDIDATE 2
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

All through the assessment center, the candidate utilized information in a logical manner when making decisions. In addition, she took immediate action in resolving critical problems in the In-Basket, and considered the ramifications of her decisions before taking action.

Supervisory Skills

The candidate stated her expectations in a clear, specific fashion in the Subordinate Exercise, and gained buy-in from the role player on her point of view by pointing out benefits/consequences of the desired actions. Moreover, she controlled the process of events throughout critical situations in the Technical Exercise.

Analysis

Throughout the assessment center, she did not address the critical issues when dealing with problems, and often overlooked important information. Furthermore, when handling items in the In-Basket, she was not able to see connections/similarities between current and past situations.



Candidate Photo

CANDIDATE 3
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on available data in the assessment center. In responding to items in the In-Basket, she hesitated in making decisions, despite receiving all relevant information, and was not able to "look down the road" when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and did not anticipate the role player's objections/criticism when presenting her positions/ideas. Also, in the Technical Exercise, she let others control the process of events, even in situations under her responsibility.

Analysis

Across exercises, the candidate picked up on and used information that other candidates often omitted. She also identified connections or patterns among the data in the In-Basket not readily apparent to other candidates.



Candidate Photo

CANDIDATE 4
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Within each exercise, the candidate drew illogical decisions/recommendations based on the available data. In the In-Basket Exercise, he could not decide on a particular course of action in resolving problems, and demonstrated a tendency to think only about short-term gains when making decisions (i.e., did not consider long-term ramifications)

Supervisory Skills

During the Subordinate Exercise, the candidate provided inadequate information to the subordinate role player for them to effectively accomplish tasks or objectives, and had little impact on their actions. He also relinquished control of situations when challenged during the Technical Exercise.

Analysis

Throughout the assessment center, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Also, in the In-Basket Exercise, he had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees").



Candidate Photo

CANDIDATE 5
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate weighed critical information systematically when making decisions. In the In-Basket Exercise, he took immediate action in resolving critical problems, and visualized the long-term affects of his decisions before taking action.

Supervisory Skills

The candidate stated his expectations in a clear, specific fashion during the Subordinate Exercise, explained complex issues/concepts in a manner understandable to the role player. He also took charge of situations when necessary during the Technical Exercise.

Analysis

Throughout the assessment center, the candidate picked up on and used information that others often omitted. Furthermore, in the In-Basket Exercise, he demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").



Candidate Photo

CANDIDATE 6
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate did not use information logically when making decisions. In the In-Basket Exercise, she could not decide on a particular course of action in resolving problems, and could not "look down the road" when making decisions.

Supervisory Skills

During the Subordinate Exercise, she stated her expectations in a clear, specific fashion, and used effective strategies to impact/influence the role players' actions. During the Technical Exercise, she took charge of situations when necessary.

Analysis

Across the exercises, the candidate picked up on and used information that others often omitted. Additionally, in the In-Basket Exercise, she identified connections or patterns among the data not readily apparent to other candidates.



Candidate Photo

CANDIDATE 7
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. In the In-Basket, she displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Lastly, she considered the ramification of her decisions before taking actions (e.g., when delegating tasks).

Supervisory Skills

The candidate provided inadequate information to the role player for them to effectively accomplish tasks or objectives. Additionally, she used inappropriate or illogical arguments to attempt to influence the role player's behavior. In the Technical Exercise, she did not step in to take control of situations, even when warranted.

Analysis

Throughout the assessment center, the candidate assessed irrelevant information; in other words, did not filter out or prioritize data. Additionally, in the In-Basket, she was not able to see connections/similarities between current and past situations.



Candidate Photo

CANDIDATE 8
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. In the In-Basket Exercise, he made critical decisions when appropriate, and was able to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise. Additionally, he gained buy-in on his point of view by pointing out benefits/consequences of the desired actions. Also, in the Technical Exercise, he knew when to "step-in" when situations got out of hand.

Analysis

The candidate assessed irrelevant information in the assessment center; in other words, did not filter out or prioritize data. In the In-Basket Exercise, he also failed to identify patterns among the data, even those obvious to other candidates.



Candidate Photo

CANDIDATE 9
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate overlooked critical information when making decisions in the assessment center. In the In-Basket Exercise, he delayed taking action on critical issues, despite having all relevant information at hand. Furthermore, he could not “look down the road” when making decisions.

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise, and used effective strategies to impact/influence the role player's actions. Also, he took charge of the situation when necessary in the Technical Exercise.

Analysis

Across exercises, the candidate omitted many important sources when analyzing information. Moreover, in the In-Basket, he failed to identify patterns among the data, even those obvious to other candidates.



Candidate Photo

CANDIDATE 10
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate drew illogical decisions/recommendations based on the data available. Also, during the In-Basket Exercise, he delayed taking action on critical issues, despite having all relevant information at hand. Lastly, he could not "look down the road" when making decisions.

Supervisory Skills

The candidate provided clear, specific guidance to the role player during the Subordinate Exercise, and was able to explain complex issues/concepts in an understandable manner. Additionally, he knew when to "step-in" when situations got out of hand during the Technical Exercise.

Analysis

Across exercises, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Additionally, in the In-Basket Exercise, he had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees").



Candidate Photo

**CANDIDATE 11
ASSESSMENT CENTER FEEDBACK REPORT**

Decisiveness/Decision Making

Across exercises, the candidate drew logical decisions/recommendations based on available data. He also took immediate action in resolving critical problems in the In-Basket Exercise, and demonstrated forethought when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and did not anticipate the role player's objections/criticism when presenting his positions/ideas. He also let others control the process of events during the Technical Exercise, even in situations under his responsibility.

Analysis

Within each exercise, the candidate addressed all critical issues when dealing with a problem, and rarely overlooked important information. Additionally, in the In-Basket Exercise, he demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").



Candidate Photo

CANDIDATE 12
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the exercises. In the In-Basket Exercise, he could not decide on a particular course of action in resolving problems, and often “shot from the hip” when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, he did not communicate his objectives when assigning tasks to the role player, and had little impact on the role player’s actions. Furthermore, during the Technical Exercise, he did not step in to take control of situations, even when warranted.

Analysis

The candidate quickly identified key issues in complex situations throughout the assessment center, and was able to apply concepts and theories to understand complex situations (for example, in the In-Basket Exercise).



Candidate Photo

CANDIDATE 13
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center exercises, the candidate overlooked critical information when making decisions. While completing the In-Basket, she hesitated in making decisions, despite receiving all relevant information. Additionally, she demonstrated a tendency to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

The candidate provided clear, specific guidance to the role player in the Subordinate Exercise, and explained complex issues/concepts in an understandable manner. Additionally, during the Technical Exercise, she took charge of situations when necessary.

Analysis

The candidate omitted many important sources when analyzing information. Also, she had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest for the trees") during the In-Basket Exercise.



Candidate Photo

CANDIDATE 14
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the assessment center. She hesitated in making decisions in the In-Basket, despite receiving all relevant information, and demonstrated a tendency to "shoot from the hip" when making decisions (i.e., does not think ahead).

Supervisory Skills

The candidate provided clear, specific guidance to the role player in the Subordinate Exercise, and explained complex issues/concepts in a manner understandable to the role player. In the Technical Exercise, she took charge of situations when necessary.

Analysis

Across exercises, the candidate assessed irrelevant information; in other words, did not filter out or prioritize data. Also, in the In-Basket, she had difficulty seeing the big picture when dealing with complex issues (i.e., could not see the "forest from the trees").



Candidate Photo

CANDIDATE 15
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate weighed critical information systematically when making decisions. During the Subordinate Exercise, he displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Additionally, he demonstrated an ability to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate stated his expectations in a clear, specific fashion, and used effective strategies to impact/influence the actions of the role player. Additionally, in the Technical Exercise, he knew when to "step-in" when situations got out of hand.

Analysis

The candidate assessed irrelevant information throughout the assessment center exercises; in other words, did not filter out or prioritize data. Additionally, during the In-Basket Exercise, he failed to identify patterns among the data, even those obvious to other candidates.



Candidate Photo

CANDIDATE 16
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate did not use information logically when making decisions in the assessment center. During the In-Basket, he hesitated in making decisions, despite receiving all relevant information, and was not able to “look down” the road when making decisions.

Supervisory Skills

In the Subordinate Exercise, the candidate provided inadequate information to the role player for them to effectively accomplish tasks or objectives, and did not anticipate the role player's objections/criticism when presenting his positions/ideas. Lastly, he let others control the process of events in the Technical Exercise, even in situations under his responsibility.

Analysis

Throughout the assessment center, the candidate addressed all critical issues when dealing with a problem, and rarely overlooked important information. Also, he identified connections or patterns among the data not readily apparent to other candidates (e.g., in the In-Basket Exercise).



Candidate Photo

CANDIDATE 17
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions in the assessment center exercises. During the In-Basket, she made critical decisions when appropriate, and, when delegating, considered the ramifications of her decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, she did not communicate her objectives when assigning tasks to the role player, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. The candidate also let others control the process of events during the Technical Exercise, even in situations under her responsibility.

Analysis

All through the assessment center, she picked up on and used information that others often omitted. Additionally, when dealing with items in the In-Basket, she identified connections or patterns among the data not readily apparent to other candidates.



Candidate Photo

CANDIDATE 18
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data throughout the assessment center. During the In-Basket Exercise, he hesitated in making decisions, despite receiving all relevant information, and tended to shoot from the hip when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, he was very specific in the directions and guidance given to the role player, and gained buy-in on his point of view by pointing out benefits/consequences of the desired actions. In the Technical Exercise, he controlled the process of events throughout critical situations.

Analysis

The candidate quickly identified key issues when dealing with complex situations throughout the assessment center. Also, in the In-Basket Exercise, he demonstrated the ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").



Candidate Photo

CANDIDATE 19
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate weighed critical information systematically when making decisions in the assessment center. Additionally, in the In-Basket, he made critical decisions when appropriate, and considered the ramifications of his decisions before taking action.

Supervisory Skills

The candidate did not provide guidance to the role player in the Subordinate Exercise. Moreover, he did not anticipate the role player's objections/criticism when presenting his position/idea. Lastly, he did not step in to take control of situations in the Technical Exercise, even when warranted.

Analysis

Throughout the assessment center, the candidate picked up on and used information that others often omitted. Additionally, he was able to apply concepts and theories to understand complex situations, as demonstrated in the In-Basket Exercise.



Candidate Photo

CANDIDATE 20
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate overlooked critical information when making decisions throughout the assessment center. Moreover, in the In-Basket, she delayed taking action on critical issues, despite having all relevant information at hand, and could not "look down the road" when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. Furthermore, she relinquished control of situations in the Technical Exercise when challenged.

Analysis

The candidate omitted many important sources when analyzing information in the assessment center exercises. Additionally, she had difficulty seeing the big picture when dealing with complex issues in the In-Basket Exercise (i.e., could not see the "forest for the trees").



Candidate Photo

CANDIDATE 21
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data throughout the assessment center. Additionally, he could not decide on a particular course of action in resolving problems in the In-Basket, and tended to “shoot from the hip” when making decisions (i.e., did not think ahead).

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate his objectives when assigning tasks to the role player, and used inappropriate or illogical arguments to attempt to influence the role player's behavior. Also during the Technical Exercise, he did not step in to take control of situations, even when warranted.

Analysis

Across exercises, the candidate omitted many important sources when analyzing information, and was not able to see connections/similarities between current and past situations (e.g., in the In-Basket).



Candidate Photo

CANDIDATE 22
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew illogical decisions/recommendations based on the available data, throughout the assessment center. In the In-Basket, she hesitated in making decisions, despite receiving all relevant information, and failed to demonstrate an ability to "look down the road" when making decisions.

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate her objectives when assigning tasks to the role player. Additionally, she used inappropriate/illogical arguments to attempt to influence role players' behavior. While completing the Technical Exercise, she did not step in to take control of situations, even when warranted.

Analysis

The candidate assessed irrelevant information throughout the exercises; in other words, she did not filter out or prioritize data. Also, she failed to identify patterns among the data (e.g., in the In-Basket), even those obvious to other candidates.



Candidate Photo

CANDIDATE 23
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate did not use information logically when making decisions. Moreover, in the In-Basket, she delayed taking action on critical issues, despite having all relevant information at hand. She also tended to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

The candidate was very specific in the directions and guidance given to the role player during the Subordinate Exercise, and used effective strategies to impact/influence the role player's actions. During the Technical Exercise, she demonstrated the ability to know when to "step-in" when a situation got out of hand.

Analysis

Within each exercise, the candidate quickly identified key issues in complex situations, and rarely overlooked important information. She also was able to apply concepts and theories to understand complex situations (e.g. in the In-Basket).



Candidate Photo

CANDIDATE 24
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions throughout the assessment center. During the In-Basket Exercise, she took immediate action in resolving critical problems and demonstrated an ability to visualize the long-term affects of her decisions before taking action.

Supervisory Skills

In the Subordinate Exercise, she provided inadequate information to the role player to effectively accomplish tasks or objectives. She also used inappropriate/illogical arguments to attempt to influence the role player's behavior. She let others control the process of events during the Technical Exercise, even in situations under her responsibility.

Analysis

Across exercises, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Additionally, she failed to identify patterns among the data in the In-Basket, even those obvious to other candidates.



Candidate Photo

CANDIDATE 25
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate drew logical decisions/recommendations in each exercise, based on the data available. Moreover, in the In-Basket, she took immediate action in resolving critical problems, and considered the ramifications of her decisions before taking action.

Supervisory Skills

While completing the Subordinate Exercise, the candidate stated her expectations to the role player in a clear, specific fashion, and explained complex issues/concepts in a manner understandable to the role player. Furthermore, she controlled the process of events throughout critical situations in the Technical Exercise.

Analysis

Throughout the exercises, the candidate quickly identified key issues in complex situations, and, when handling issues in the In-Basket, was able to apply concepts and theories to understand complex situations.



Candidate Photo

CANDIDATE 26
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the assessment center, the candidate utilized information in a logical manner when making decisions. Also, he made critical decisions when appropriate, and he considered the ramifications of his decisions before taking action (e.g., in the In-Basket).

Supervisory Skills

During the Subordinate Exercise, the candidate did not communicate his objectives to the role player when assigning tasks, and had little impact on the role players' actions. Additionally, he relinquished control of situations when challenged by others in the Technical Exercise.

Analysis

The candidate overlooked/omitted many important sources when analyzing information throughout the assessment center. In the In-Basket, he was not able to see connections/similarities between current and past situations.



Candidate Photo

CANDIDATE 27
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across all exercises, the candidate drew logical decisions/recommendations based on the data available. In the In-Basket Exercise, she displayed minimal hesitancy when making critical decisions, once receiving all relevant information. Additionally, she considered the ramifications of her decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate was very specific in the directions and guidance given to the role player. Additionally, she demonstrated an ability to explain complex issues/concepts in a manner understandable to the role player. Lastly, in the Technical Exercise, she controlled the process of events throughout critical situations.

Analysis

The candidate assessed irrelevant information throughout the exercises; in other words, she did not filter out or prioritize data. Additionally, in the In-Basket Exercise, she did not see connections/similarities between current and past situations.



Candidate Photo

CANDIDATE 28
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Throughout the exercises, the candidate overlooked critical information when making decisions. Additionally, he could not decide on a particular course of action in resolving problems (e.g., in the In-Basket Exercise), and tended to think only about short-term gains when making decisions (i.e., did not consider the long-term ramifications of decisions).

Supervisory Skills

During the Subordinate Exercise, the candidate provided clear, specific guidance to the role player, and was able to explain complex issues/concepts in an understandable manner. In the Technical Exercise, he was able to take charge of situations when necessary.

Analysis

Across exercises, the candidate quickly identified key issues in complex situations. Also, in the In-Basket Exercise, he applied concepts and theories to understand complex situations.



Candidate Photo

CANDIDATE 29
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner throughout the assessment center exercises. During the In-Basket Exercise, she displayed minimal hesitancy when making critical decisions, once receiving all relevant information, and showed forethought when making decisions.

Supervisory Skills

In dealing with the role player during the Subordinate Exercise, the candidate provided clear, specific guidance. She also was able to gain buy-in from the role player on her point of view by pointing out benefits/consequences of the desired actions. In the Technical Exercise, she demonstrated an ability to know when to "step-in" when a situation got out of hand.

Analysis

Throughout the exercises, she addressed all critical issues when dealing with a problem, and rarely overlooked important information. Also, during the In-Basket Exercise, she demonstrated an ability to apply concepts and theories to understand complex situations.



Candidate Photo

CANDIDATE 30
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

The candidate utilized information in a logical manner when making decisions throughout the assessment center. He also took immediate action in resolving critical problems (e.g., in the In-Basket Exercise), and demonstrated an ability to visualize the long-term affects of his decisions before taking action.

Supervisory Skills

During the Subordinate Exercise, the candidate provided inadequate information to the subordinate role player for them to effectively accomplish tasks or objectives. Also, he did not anticipate the role player's objections/criticism when presenting his positions/ideas. Lastly, during the Technical Exercise, he relinquished control of situations when challenged.

Analysis

Throughout the assessment center, the candidate did not address the critical issues when dealing with problems, and often overlooked important information. Moreover, in the In-Basket Exercise, he failed to identify patterns among the data, even those obvious to other candidates.



Candidate Photo

CANDIDATE 31
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Within each exercise, the candidate weighed critical information systematically when making decisions. Additionally, in the In-Basket, he displayed minimal hesitancy when making critical decisions, once receiving all relevant information, and showed forethought when making decisions.

Supervisory Skills

The candidate provided clear, specific guidance to the role player, and used effective strategies to impact/influence the actions of the role player. During the Technical Exercise, he was able to control the process of events throughout critical situations.

Analysis

Throughout the assessment center, the candidate quickly identified key issues in complex situations. Also, in the In-Basket, he was able to identify connections or patterns among the data not readily apparent to other candidates.



Candidate Photo

CANDIDATE 32
ASSESSMENT CENTER FEEDBACK REPORT

Decisiveness/Decision Making

Across the exercises, the candidate weighed critical information systematically when making these decisions. In the In-Basket Exercise, she made critical decisions when appropriate, and showed forethought when making decisions.

Supervisory Skills

The candidate did not provide guidance to the role player during the Subordinate Exercise, and demonstrated little impact on the role players' actions. Also, during the Technical Exercise, she failed to step in to take control of situations, even when warranted.

Analysis

Across the exercises, she picked up on and used information that others often omitted. The candidate also demonstrated, in the In-Basket, an ability to see the big picture when dealing with complex issues (i.e., could see the "forest for the trees").

APPENDIX
J. RATER ATTITUDE SURVEY

Biographical Information (con't)

Instructions: On the following pages, you will be presented with several statements about attitudes toward managing, policing, and assessment instruments (particularly the one that was used to construct the profiles you are rating). For each of the statements, rate the extent to which you agree with the statement. Use the following five-point scale:

1 2 3 4 5
 Strongly disagree Disagree Neutral Agree Strongly agree

Please use a pencil. All crasures must be complete. Darken the ovals completely. Please make your marks as follows:

Like this: ● Not like this: ☛ ☞ ☝ ☞
 Strongly Disagree Neutral Strongly Agree

	1	2	3	4	5
1. Good managers are good because of hard work and training	<input type="radio"/>				
2. There is no way to measure the skills that are really important to the job.....	<input type="radio"/>				
3. Managing people is easy	<input type="radio"/>				
4. High scores on tools of this type correspond to superior performance on the job	<input type="radio"/>				
5. More emphasis should be placed on tools of this type	<input type="radio"/>				
6. Anyone can become a police officer, if they set their mind to it	<input type="radio"/>				
7. Assessment tools such as this are often manipulated to get the outcome management wants	<input type="radio"/>				
8. It takes a lot of hard work to be a police officer	<input type="radio"/>				
9. Tools of this type only work when carefully developed and implemented.....	<input type="radio"/>				
10. It takes a certain type of person to be a good cop	<input type="radio"/>				
11. Using tools of this type do not add value; they just add to the red tape of the organization	<input type="radio"/>				
12. Managing people is something that anyone can learn to do well.....	<input type="radio"/>				
13. Some people are born to be cops	<input type="radio"/>				
14. Some people are just not meant to manage others.....	<input type="radio"/>				
15. It is impossible to change a poor performer to a superior performer	<input type="radio"/>				
16. The amount of one's job experience has no bearing on how effective that person is on the job	<input type="radio"/>				
17. If used properly, tools such as this can provide valuable information	<input type="radio"/>				
18. With the right tools and experience, anyone can be a good manager.....	<input type="radio"/>				
19. Most people in the organization do not take tools of this type seriously	<input type="radio"/>				
20. Superior performers should be rewarded	<input type="radio"/>				
21. I can usually tell immediately if someone will be a good manager	<input type="radio"/>				
22. Assessment tools like this do not ever work the way they were intended.....	<input type="radio"/>				
23. People can excel in any career if they work hard enough	<input type="radio"/>				
24. Tools like this measure the most important aspects on the job	<input type="radio"/>				

APPENDIX

K. ASSESSEE PHYSICAL ATTRACTIVENESS MANIPULATION CHECK

<p>PART II: Follow-Up Survey</p>
--

Version: _____

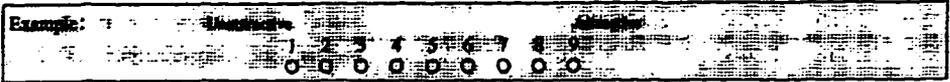
Research Conducted By:

Christopher T. Rotolo
Old Dominion University
Norfolk, Virginia

June, 1996

PART II. Physical Attractiveness Ratings

Instructions: The second part of this survey consists of rating several photographs for physical attractiveness. Specifically, you will be presented with 32 photographs of individuals. Review each photograph carefully and rate the individual's physical attractiveness using the scale below.



Be aware of the common errors that raters tend to make when judging others:

1. **Central Tendency Error:** This is the tendency to avoid giving extreme ratings and use only the middle portion of the scale.
2. **Leniency Error:** This is the tendency to give inappropriately high ratings, avoiding the low end of the scale. These people are sometimes termed "easy graders."
3. **Severity Error:** This is the tendency to give inappropriately low ratings, avoiding the high end of the scale. These people are sometimes termed "hard graders."

In order to avoid these three errors, be sure to use the full range of the scale, and use the same criteria for every photograph you rate.

Part 2: Response Sheet

Provide your responses below. Do not leave any items blank. Please use a pencil, filling in the circles completely. All erasures must be complete; do not leave any stray pencil marks. Please make your marks as follows:

Like this: ● Not like this: ○

	Unattractive	1	2	3	4	5	6	7	8	9	Attr active		Unattractive	1	2	3	4	5	6	7	8	9	Attr active
Person 1:		○	○	○	○	○	○	○	○	○		Person 17:	○	○	○	○	○	○	○	○	○	○	
Person 2:		○	○	○	○	○	○	○	○	○		Person 18:	○	○	○	○	○	○	○	○	○	○	
Person 3:		○	○	○	○	○	○	○	○	○		Person 19:	○	○	○	○	○	○	○	○	○	○	
Person 4:		○	○	○	○	○	○	○	○	○		Person 20:	○	○	○	○	○	○	○	○	○	○	
Person 5:		○	○	○	○	○	○	○	○	○		Person 21:	○	○	○	○	○	○	○	○	○	○	
Person 6:		○	○	○	○	○	○	○	○	○		Person 22:	○	○	○	○	○	○	○	○	○	○	
Person 7:		○	○	○	○	○	○	○	○	○		Person 23:	○	○	○	○	○	○	○	○	○	○	
Person 8:		○	○	○	○	○	○	○	○	○		Person 24:	○	○	○	○	○	○	○	○	○	○	
Person 9:		○	○	○	○	○	○	○	○	○		Person 25:	○	○	○	○	○	○	○	○	○	○	
Person 10:		○	○	○	○	○	○	○	○	○		Person 26:	○	○	○	○	○	○	○	○	○	○	
Person 11:		○	○	○	○	○	○	○	○	○		Person 27:	○	○	○	○	○	○	○	○	○	○	
Person 12:		○	○	○	○	○	○	○	○	○		Person 28:	○	○	○	○	○	○	○	○	○	○	
Person 13:		○	○	○	○	○	○	○	○	○		Person 29:	○	○	○	○	○	○	○	○	○	○	
Person 14:		○	○	○	○	○	○	○	○	○		Person 30:	○	○	○	○	○	○	○	○	○	○	
Person 15:		○	○	○	○	○	○	○	○	○		Person 31:	○	○	○	○	○	○	○	○	○	○	
Person 16:		○	○	○	○	○	○	○	○	○		Person 32:	○	○	○	○	○	○	○	○	○	○	

Thank you for completing the survey! When finished, place all materials in the envelope provided and seal it. Next, please read and sign the debriefing statement.

Part II: Physical Attractiveness Ratings



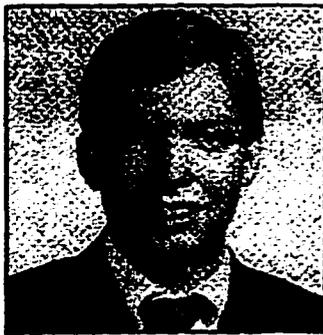
Person 1



Person 2



Person 3



Person 4



Person 5



Person 6



Person 7



Person 8



Person 9

Part II: Physical Attractiveness Ratings



Person 10



Person 11



Person 12



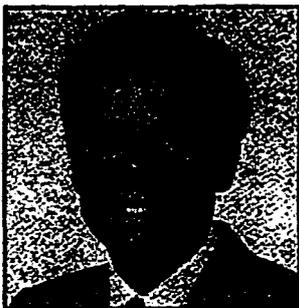
Person 13



Person 14



Person 15



Person 16



Person 17



Person 18

Part II: Physical Attractiveness Ratings



Person 19



Person 20



Person 21



Person 22



Person 23



Person 24



Person 25



Person 26



Person 27

Part II: Physical Attractiveness Ratings



Person 28



Person 29



Person 30



Person 31



Person 32

Thanks again for participating! Please place your materials in the envelope marked "PART II" and seal it. Next, please read and sign the debriefing statement.

APPENDIX

**L. MEAN RATINGS AND RATER INTERCORRELATIONS: OVERALL
PERFORMANCE RATINGS**

Supervisors	Photo Present Condition										Photo Absent Condition									
	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15	S16	S18	S19	S20	
MEAN	3.47	2.91	3.03	4.03	2.91	3.53	3.16	3.13	2.94	2.91	2.81	3.25	3.31	3.38	3.47	3.50	3.06	2.19	3.06	
STDDEV	1.80	1.73	1.49	1.33	1.38	1.78	1.44	1.96	1.83	1.53	1.28	1.50	1.82	1.86	1.70	1.83	1.64	.78	1.46	
S02	.88																			
S03	.73	.80																		
S04	.88	.79	.62																	
S05	.88	.89	.65	.85																
S06	.90	.80	.70	.84	.79															
S07	.89	.89	.73	.89	.87	.85														
S08	.75	.85	.68	.64	.74	.66	.78													
S09	.84	.94	.83	.81	.83	.77	.91	.77												
S10	.84	.86	.68	.74	.79	.77	.87	.78	.83											
S11	.88	.92	.75	.80	.92	.78	.86	.77	.85	.81										
S12	.89	.89	.76	.77	.81	.82	.92	.81	.89	.84	.81									
S13	.92	.93	.85	.83	.87	.86	.92	.79	.89	.87	.91	.90								
S14	.93	.92	.81	.89	.88	.86	.94	.76	.94	.86	.88	.90	.93							
S15	.86	.83	.76	.75	.71	.78	.81	.64	.84	.76	.71	.86	.82	.89						
S16	.93	.91	.77	.80	.84	.83	.89	.74	.89	.88	.85	.88	.91	.92	.89					
S18	.79	.83	.70	.74	.80	.75	.85	.74	.83	.82	.79	.79	.78	.86	.71	.85				
S19	.74	.80	.63	.74	.77	.67	.67	.78	.70	.66	.71	.78	.77	.79	.73	.74	.72			
S20	.90	.90	.74	.80	.84	.81	.90	.82	.87	.87	.87	.89	.90	.91	.81	.89	.83	.76		
A01	.84	.81	.78	.82	.76	.82	.86	.74	.80	.80	.79	.78	.89	.87	.72	.84	.79	.73	.87	
A02	.96	.90	.74	.86	.88	.90	.92	.79	.87	.88	.86	.94	.93	.94	.89	.94	.83	.81	.91	
A03	.90	.83	.79	.77	.76	.80	.86	.78	.84	.76	.75	.88	.86	.88	.89	.88	.76	.81	.88	
A04	.88	.89	.78	.83	.85	.80	.88	.74	.90	.78	.88	.88	.91	.92	.84	.85	.72	.82	.91	
A05	.93	.88	.75	.87	.83	.84	.92	.81	.89	.81	.85	.91	.91	.91	.94	.86	.85	.78	.90	
A06	.88	.94	.86	.76	.87	.79	.89	.82	.90	.83	.91	.88	.93	.92	.82	.90	.82	.71	.84	
A07	.84	.91	.75	.78	.83	.75	.85	.74	.86	.88	.88	.82	.89	.90	.82	.88	.78	.71	.84	
A08	.77	.80	.79	.66	.70	.74	.76	.65	.78	.68	.74	.81	.87	.80	.75	.79	.60	.62	.78	
A09	.82	.88	.73	.80	.84	.73	.86	.72	.87	.76	.84	.83	.88	.88	.77	.83	.72	.79	.84	
A10	.92	.81	.67	.75	.79	.87	.82	.66	.77	.82	.78	.85	.87	.87	.86	.88	.71	.67	.81	
A11	.96	.94	.74	.86	.89	.87	.91	.80	.90	.89	.89	.91	.93	.96	.91	.95	.83	.79	.92	
A12	.85	.82	.64	.93	.86	.81	.88	.67	.83	.76	.86	.79	.85	.88	.70	.76	.73	.75	.79	
A13	.80	.94	.83	.72	.80	.70	.86	.81	.94	.79	.86	.83	.88	.87	.75	.84	.79	.72	.85	
A14	.80	.76	.59	.82	.82	.78	.82	.61	.74	.70	.77	.75	.78	.81	.74	.77	.67	.59	.76	
A15	.88	.96	.81	.73	.84	.81	.88	.83	.91	.87	.88	.90	.91	.90	.85	.93	.82	.72	.88	
A16	.85	.83	.65	.76	.80	.72	.85	.80	.83	.82	.79	.84	.84	.84	.78	.88	.70	.74	.88	
A17	.62	.62	.61	.40	.57	.63	.61	.53	.52	.68	.59	.65	.66	.61	.66	.72	.65	.35	.63	
A18	.85	.91	.80	.78	.81	.80	.89	.79	.90	.86	.84	.89	.91	.88	.79	.86	.75	.79	.89	
A19	.91	.87	.83	.78	.82	.85	.87	.80	.86	.84	.85	.90	.94	.91	.85	.89	.76	.76	.90	
A20	.63	.63	.52	.46	.56	.66	.64	.50	.59	.63	.53	.72	.64	.62	.70	.76	.55	.45	.66	
A21	.89	.80	.67	.85	.81	.79	.89	.75	.78	.82	.76	.86	.87	.89	.85	.85	.70	.72	.84	
A22	.90	.91	.78	.79	.83	.79	.88	.85	.89	.84	.81	.92	.91	.92	.89	.91	.78	.78	.93	
A23	.90	.79	.65	.82	.81	.88	.85	.73	.74	.85	.74	.82	.86	.86	.83	.89	.76	.74	.83	
A24	.79	.69	.58	.77	.74	.83	.85	.57	.69	.73	.67	.74	.74	.80	.73	.76	.72	.63	.72	
A25	.84	.88	.78	.75	.80	.72	.86	.73	.90	.79	.80	.85	.82	.85	.81	.90	.82	.71	.80	
A26	.78	.94	.69	.74	.81	.72	.80	.80	.86	.83	.85	.82	.85	.85	.76	.84	.73	.77	.80	

Note: S=Supervisor, A=Assessor
 *S17 was dropped from the study

Assessors	Photo Present Condition														Photo Absent Condition													
	A01	A02	A03	A04	A05	A06	A07	A08	A09	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26		
MEAN	3.81	3.97	3.53	3.28	3.22	2.88	2.94	3.47	3.34	3.81	3.34	3.35	2.56	3.34	2.88	3.97	4.44	2.94	3.34	3.58	3.84	3.25	3.44	3.69	2.97	2.81		
STDDE	1.31	1.75	1.68	1.49	1.58	1.56	1.24	1.41	1.62	1.80	1.88	1.74	1.87	1.68	1.72	1.79	.88	1.70	1.58	1.41	1.48	1.57	1.52	1.84	1.75	1.51		
A01	.86																											
A02	.85	.91																										
A03	.81	.90	.87																									
A04	.83	.92	.90	.92																								
A05	.81	.90	.86	.86	.86																							
A06	.79	.87	.76	.85	.84	.88																						
A07	.80	.80	.76	.81	.76	.82	.75																					
A08	.76	.85	.77	.84	.84	.90	.81	.80																				
A09	.74	.93	.83	.83	.83	.80	.77	.73	.72																			
A10	.83	.97	.89	.91	.92	.91	.91	.79	.84	.92																		
A11	.76	.82	.70	.83	.89	.78	.81	.67	.83	.69	.83																	
A12	.77	.80	.77	.83	.84	.91	.82	.80	.87	.68	.84	.79																
A13	.71	.82	.71	.78	.80	.77	.82	.65	.73	.68	.80	.83	.68															
A14	.78	.90	.84	.84	.85	.93	.87	.81	.84	.82	.92	.78	.92	.75														
A15	.81	.89	.87	.84	.84	.83	.80	.81	.84	.76	.87	.73	.80	.72	.85													
A16	.58	.70	.60	.55	.51	.70	.71	.66	.50	.66	.67	.39	.51	.62	.70	.61												
A17	.81	.87	.82	.89	.88	.88	.87	.82	.86	.76	.89	.83	.88	.73	.89	.85	.60											
A18	.86	.93	.90	.91	.89	.90	.85	.85	.81	.88	.92	.77	.80	.75	.88	.85	.70	.91										
A19	.59	.73	.67	.62	.55	.64	.64	.70	.53	.64	.69	.42	.49	.70	.72	.72	.81	.65	.72									
A20	.82	.92	.90	.83	.88	.83	.80	.73	.79	.82	.89	.79	.72	.80	.81	.87	.60	.79	.85	.65								
A21	.81	.93	.90	.91	.90	.90	.87	.82	.83	.85	.95	.76	.86	.78	.90	.89	.67	.89	.92	.71	.88							
A22	.84	.94	.86	.78	.83	.78	.80	.70	.75	.88	.91	.74	.65	.79	.80	.84	.70	.81	.88	.73	.89	.86						
A23	.73	.83	.77	.71	.75	.73	.71	.55	.65	.76	.79	.71	.57	.76	.70	.69	.65	.69	.72	.62	.81	.70	.86					
A24	.70	.84	.80	.78	.80	.90	.81	.68	.82	.74	.86	.74	.86	.71	.89	.79	.62	.85	.79	.62	.73	.84	.76	.74				
A25	.75	.85	.72	.80	.80	.84	.89	.77	.84	.73	.88	.77	.86	.69	.90	.82	.55	.83	.78	.59	.76	.84	.74	.59	.78			

Note: S=Supervisor, A=Assessor
 *S17 was dropped from the study

APPENDIX

**M. MEAN RATINGS AND RATER INTERCORRELATIONS: FUTURE
PROMOTABILITY RATINGS**

	Supervisors																	
	Photo Present Condition							Photo Absent Condition										
	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S16	S18	S19	S20
MEAN	3.47	2.91	3.03	4.03	2.91	3.53	3.16	3.13	2.94	2.91	2.81	3.25	3.31	3.38	3.50	3.06	2.19	3.06
STDDE	1.80	1.73	1.49	1.33	1.38	1.78	1.44	1.96	1.83	1.53	1.28	1.50	1.82	1.86	1.83	1.64	.78	1.46
Supervisors																		
Photo Present Condition																		
S02	.83																	
S03	.73	.82																
S04	.71	.86	.81															
S05	.84	.85	.65	.67														
S06	.82	.75	.66	.70	.71													
S07	.92	.92	.81	.80	.88	.79												
S08	.68	.86	.68	.84	.67	.64	.77											
S09	.79	.94	.80	.81	.82	.67	.93	.79										
S10	.81	.89	.74	.84	.75	.70	.84	.81	.86									
S11	.82	.91	.77	.84	.86	.73	.87	.78	.84	.83								
S12	.84	.89	.75	.80	.78	.80	.89	.83	.82	.81	.79							
S13	.86	.92	.85	.83	.85	.85	.89	.78	.84	.84	.86	.92						
S14	.91	.87	.76	.75	.79	.78	.91	.68	.82	.83	.84	.85	.86					
S16	.93	.92	.83	.79	.83	.78	.94	.76	.88	.86	.84	.90	.91					
S18	.84	.76	.74	.67	.78	.80	.60	.60	.68	.67	.71	.79	.86	.80	.88			
S19	.61	.82	.74	.70	.69	.52	.74	.72	.81	.71	.68	.73	.76	.67	.75	.66		
S20	.88	.88	.76	.83	.76	.79	.89	.79	.84	.84	.87	.85	.84	.85	.88	.73	.65	
A01	.91	.88	.82	.76	.83	.75	.94	.73	.86	.85	.84	.86	.87	.88	.90	.77	.76	.89
A02	.87	.86	.74	.79	.85	.80	.88	.79	.80	.82	.84	.87	.89	.89	.83	.73	.86	
A03	.83	.78	.71	.66	.71	.61	.83	.70	.74	.77	.67	.83	.75	.75	.89	.75	.67	.80
A04	.80	.85	.77	.77	.75	.75	.84	.72	.79	.78	.76	.87	.88	.78	.84	.81	.73	.83
A06	.70	.91	.80	.81	.72	.65	.81	.81	.86	.81	.79	.84	.83	.75	.81	.62	.74	.77
A07	.75	.91	.74	.82	.80	.67	.83	.76	.85	.83	.83	.86	.86	.77	.82	.72	.68	.79
A08	.69	.83	.74	.64	.67	.63	.77	.72	.80	.69	.71	.79	.78	.67	.73	.56	.74	.74
A09	.63	.69	.71	.64	.68	.45	.73	.57	.70	.65	.63	.67	.66	.66	.57	.71	.54	.59
A10	.88	.67	.62	.64	.70	.81	.79	.54	.59	.64	.69	.76	.80	.79	.80	.84	.51	.76
A11	.91	.90	.78	.81	.84	.82	.89	.74	.80	.87	.80	.91	.94	.91	.92	.88	.70	.86
A12	.81	.69	.67	.54	.81	.64	.80	.49	.71	.60	.73	.66	.69	.75	.75	.70	.53	.68
A13	.82	.94	.85	.82	.74	.72	.91	.82	.94	.86	.82	.84	.84	.82	.89	.66	.78	.90
A14	.73	.67	.54	.44	.82	.63	.71	.52	.68	.58	.62	.67	.69	.61	.71	.67	.46	.69
A15	.91	.93	.83	.80	.80	.85	.92	.81	.86	.83	.85	.92	.94	.89	.93	.84	.73	.87
A16	.73	.77	.70	.77	.77	.65	.79	.75	.75	.77	.72	.80	.78	.63	.78	.72	.67	.77
A17	.61	.56	.61	.57	.35	.66	.58	.51	.50	.57	.55	.64	.62	.56	.63	.58	.33	.66
A18	.88	.90	.73	.85	.78	.75	.87	.81	.85	.89	.81	.88	.85	.83	.90	.75	.70	.90
A19	.93	.84	.78	.79	.80	.88	.91	.69	.79	.79	.85	.84	.90	.87	.90	.87	.63	.90
A20	.75	.67	.51	.49	.70	.82	.77	.53	.71	.61	.58	.74	.71	.68	.71	.60	.39	.72
A21	.93	.83	.75	.78	.79	.81	.88	.79	.77	.83	.82	.88	.89	.85	.89	.80	.68	.88
A22	.88	.92	.76	.82	.79	.75	.90	.83	.87	.88	.81	.93	.90	.87	.91	.77	.74	.88
A23	.84	.75	.71	.73	.68	.85	.77	.65	.68	.75	.71	.82	.87	.76	.86	.87	.58	.81
A24	.74	.59	.55	.54	.61	.71	.70	.44	.52	.59	.58	.62	.64	.76	.73	.39	.59	.59
A25	.76	.83	.65	.60	.75	.63	.82	.72	.83	.71	.76	.75	.76	.72	.85	.72	.72	.73
A26	.82	.90	.77	.79	.79	.79	.85	.79	.79	.80	.81	.90	.93	.80	.85	.80	.73	.80

Note: S=Supervisor, A=Assessor
 *S15, S17, and A5 were dropped from the study

Assessors	Photo Present Condition	Assessors														Photo Absent Condition									
		A01	A02	A03	A04	A06	A07	A08	A09	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25
MEAN	3.81	3.97	3.53	3.28	2.88	2.94	3.47	3.34	3.81	3.34	3.25	2.56	3.34	2.88	3.97	4.44	2.94	3.34	3.58	3.84	3.25	3.44	3.69	2.97	2.81
STDDEV	1.31	1.75	1.68	1.49	1.56	1.24	1.41	1.62	1.80	1.88	1.74	1.87	1.68	1.72	1.79	.88	1.70	1.58	1.41	1.48	1.57	1.52	1.84	1.75	1.51
A01	.85																								
A02	.83	.84																							
A03	.87	.83	.76																						
A04	.78	.77	.74	.74																					
A06	.81	.79	.74	.81	.88																				
A07	.78	.70	.66	.75	.82	.74	.62	.61																	
A08	.66	.69	.66	.62	.74	.62	.61																		
A09	.79	.80	.72	.79	.52	.61	.50	.47																	
A10	.88	.88	.80	.91	.78	.86	.71	.66	.85																
A11	.75	.72	.61	.69	.55	.61	.64	.67	.67	.76															
A12	.90	.81	.79	.84	.88	.83	.85	.69	.67	.81	.67														
A13	.68	.69	.66	.65	.56	.68	.61	.50	.58	.68	.75	.65													
A14	.88	.88	.83	.83	.84	.84	.79	.62	.81	.92	.70	.88	.69												
A15	.78	.88	.81	.81	.72	.80	.70	.71	.63	.77	.66	.78	.68	.74											
A16	.53	.62	.58	.49	.52	.55	.48	.35	.57	.60	.36	.55	.36	.71	.49										
A17	.84	.86	.82	.84	.80	.84	.71	.72	.75	.91	.70	.88	.68	.87	.82	.54									
A18	.88	.89	.77	.86	.67	.77	.66	.59	.89	.92	.76	.81	.68	.87	.82	.70	.87								
A19	.67	.66	.61	.61	.58	.60	.67	.44	.60	.67	.64	.69	.82	.78	.59	.56	.68	.74							
A20	.88	.91	.84	.82	.71	.73	.72	.61	.84	.89	.73	.81	.66	.90	.80	.62	.88	.92	.71						
A21	.88	.84	.83	.88	.79	.86	.78	.63	.75	.93	.71	.88	.70	.92	.78	.59	.91	.87	.73	.90					
A22	.75	.84	.74	.84	.63	.67	.61	.54	.85	.87	.61	.71	.64	.83	.72	.66	.82	.90	.70	.87	.83				
A23	.65	.61	.68	.56	.48	.58	.40	.37	.71	.73	.61	.54	.51	.71	.49	.51	.62	.71	.59	.67	.69	.67			
A24	.72	.79	.72	.64	.71	.67	.75	.57	.56	.72	.63	.78	.63	.82	.64	.55	.72	.72	.72	.65	.74	.74	.67	.48	
A25	.81	.88	.73	.86	.77	.84	.80	.63	.75	.91	.70	.81	.65	.92	.81	.64	.83	.85	.67	.85	.89	.79	.59	.75	
A26																									

Note: S=Supervisor, A=Assessor
 *S15, S17, and A3 were dropped from the study

APPENDIX**N. MEANS AND STANDARD DEVIATIONS OF PROFILE RATINGS**

MEAN OVERALL PERFORMANCE RATINGS

Profile	Supervisor				Assessor			
	Photo		No Photo		Photo		No Photo	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	2.10	0.57	2.00	0.00	2.43	0.65	2.25	0.97
2	3.20	0.92	3.20	0.63	3.57	0.94	4.08	0.90
3	2.20	0.42	2.20	0.42	2.71	0.73	2.58	0.79
4	2.40	0.70	2.50	0.71	2.36	0.63	3.08	1.08
5	1.10	0.32	1.10	0.32	1.21	0.43	1.17	0.58
6	1.40	0.70	1.10	0.32	1.21	0.43	1.33	0.65
7	2.20	0.92	2.10	0.32	2.50	0.76	2.67	0.78
8	2.80	1.55	2.40	0.84	2.36	0.63	2.75	0.75
9	6.40	0.70	5.60	1.58	6.43	0.51	6.25	0.62
10	4.30	0.95	4.30	1.06	4.79	0.70	4.50	1.00
11	3.60	0.97	3.60	0.84	4.00	1.30	4.25	1.22
12	5.90	0.99	5.80	1.40	6.21	0.58	5.67	1.23
13	3.90	0.99	3.90	0.74	4.07	0.92	3.83	1.19
14	2.40	0.52	2.40	0.52	2.50	0.65	2.83	0.83
15	1.20	0.42	1.30	0.67	1.21	0.43	1.50	0.90
16	6.30	0.67	5.60	1.35	6.00	0.88	6.27	0.65
17	1.30	0.67	1.40	0.70	1.36	0.50	1.33	0.89
18	2.40	0.52	2.20	0.42	2.29	0.61	2.92	0.67
19	6.50	0.71	6.00	1.15	6.50	0.65	6.42	0.67
20	2.10	0.57	2.20	0.42	2.29	0.73	2.33	0.65
21	3.80	0.92	3.60	1.26	3.50	0.85	3.67	1.07
22	3.90	0.99	4.00	0.47	4.14	0.86	3.58	0.67
23	2.50	0.71	2.60	0.52	2.71	0.61	2.33	0.78
24	2.50	0.71	2.10	0.57	2.71	0.61	2.58	1.00
25	2.00	0.47	2.60	0.70	2.43	0.76	2.67	1.15
26	3.50	0.97	3.10	0.74	3.50	1.02	4.08	0.67
27	4.00	1.33	3.50	0.85	4.00	1.24	3.67	1.07
28	4.00	1.05	3.80	0.79	4.36	0.93	4.17	1.03
29	3.70	0.82	3.50	0.97	3.93	1.07	4.17	1.03
30	3.40	0.84	3.70	1.16	3.57	1.22	4.17	1.11
31	2.30	0.95	2.40	0.70	2.50	0.65	2.67	0.89
32	3.10	0.74	3.50	1.27	3.50	1.09	4.17	1.03

MEAN FUTURE PROMOTABILITY RATINGS

Profile	Supervisor				Assessor			
	Photo		No Photo		Photo		No Photo	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	2.00	0.67	2.22	0.67	3.36	1.08	2.42	1.08
2	3.00	0.67	3.44	1.01	4.29	1.33	4.25	0.87
3	2.30	0.48	1.89	0.33	3.14	1.03	2.58	0.90
4	2.40	0.70	2.56	0.53	2.57	1.16	3.08	1.24
5	1.10	0.32	1.33	0.71	1.71	0.91	1.33	0.65
6	1.30	0.48	1.44	0.88	1.57	0.85	1.33	0.65
7	2.22	0.83	2.22	0.44	3.00	1.04	2.83	1.19
8	2.80	1.69	2.33	0.50	2.57	0.94	2.75	0.97
9	6.40	0.70	5.67	1.73	6.29	1.14	6.75	0.45
10	4.30	0.95	3.89	1.05	4.93	1.27	4.58	1.24
11	3.80	1.48	4.00	1.00	4.57	1.16	4.58	1.51
12	5.90	0.99	6.00	1.32	6.14	1.03	5.67	1.87
13	3.60	0.84	4.00	0.87	4.64	1.45	4.08	1.24
14	2.20	0.63	2.2	0.44	3.29	1.07	2.50	0.80
15	1.10	0.32	1.22	0.67	1.71	0.83	1.50	0.90
16	6.30	0.67	5.78	1.30	5.86	1.61	6.64	0.67
17	1.10	0.32	1.11	0.33	2.07	1.44	1.25	0.87
18	2.20	0.63	2.11	0.60	2.64	0.74	2.75	0.97
19	6.60	0.52	6.11	1.17	6.36	1.15	6.50	0.67
20	2.20	0.92	2.33	0.71	2.93	1.69	2.75	0.97
21	3.50	0.97	3.67	1.50	3.71	1.68	4.00	1.28
22	3.80	0.63	3.89	1.17	4.36	1.50	4.17	0.83
23	2.30	0.67	2.44	0.73	3.07	1.27	2.58	1.00
24	2.30	0.67	2.00	0.50	3.00	1.11	2.67	1.23
25	2.50	0.71	2.56	0.73	3.14	1.10	2.75	1.14
26	3.70	0.95	3.67	1.00	3.64	1.45	4.25	0.97
27	3.50	1.35	3.78	1.09	4.14	1.61	4.36	0.67
28	3.60	1.17	3.56	1.01	4.43	1.22	4.25	1.06
29	3.70	0.82	3.78	0.97	4.36	1.74	5.00	0.95
30	3.30	1.06	3.89	1.05	3.79	1.58	4.67	0.78
31	2.30	0.67	2.78	1.09	3.14	0.86	2.83	1.47
32	3.20	1.14	3.67	1.00	3.93	1.44	4.83	0.72

APPENDIX

O. CLUSTER ANALYSIS METHODOLOGY

A hierarchical cluster analysis was performed on the dimension weights to examine the number and composition of rater clusters within the data set. The hierarchical cluster analysis consisted of the average linkage procedure with the squared Euclidean distance on the dimensions relative weights (Everitt, 1993). The squared Euclidean distance measure, a commonly used distance index, was calculated as the sum of the squared differences over all of the variables. The average linkage between groups method was used to determine which cases or clusters should be combined at each step in the analysis. This method was chosen over other methods (e.g., single linkage, complete linkage) because it uses information about all pairs of distances, not just the nearest or the furthest. For this reason, it is usually preferred to the single and complete linkage for cluster analysis (Aldenderfer & Blashfield, 1984; Norusis, 1993).

A separate cluster analysis was conducted on each set of ratings (i.e., overall performance, future promotability). The plots for cluster x amalgamation coefficient for each set of ratings are shown in Figures 4-7 and 4-8. Plotting the number of clusters with the respective amalgamation coefficient is a common heuristic in determining the number of clusters in a data set. This heuristic is analogous to the "scree test" of factor analysis. The values of the amalgamation coefficients (i.e., the numerical value at which various cases merge to form cluster) are shown along the x-axis. A marked "flattening" in the graph suggests that no new information is portrayed by the following mergers of clusters, and indicates an appropriate stopping point for determining the number of clusters. Figure 4-7 shows the amalgamation coefficient plot for the dimension relative weights derived from overall performance ratings. The flattening of the curve begins at the four-

cluster solution, and is essentially flat at the three-cluster solution, thus implying that three clusters are present in the data.

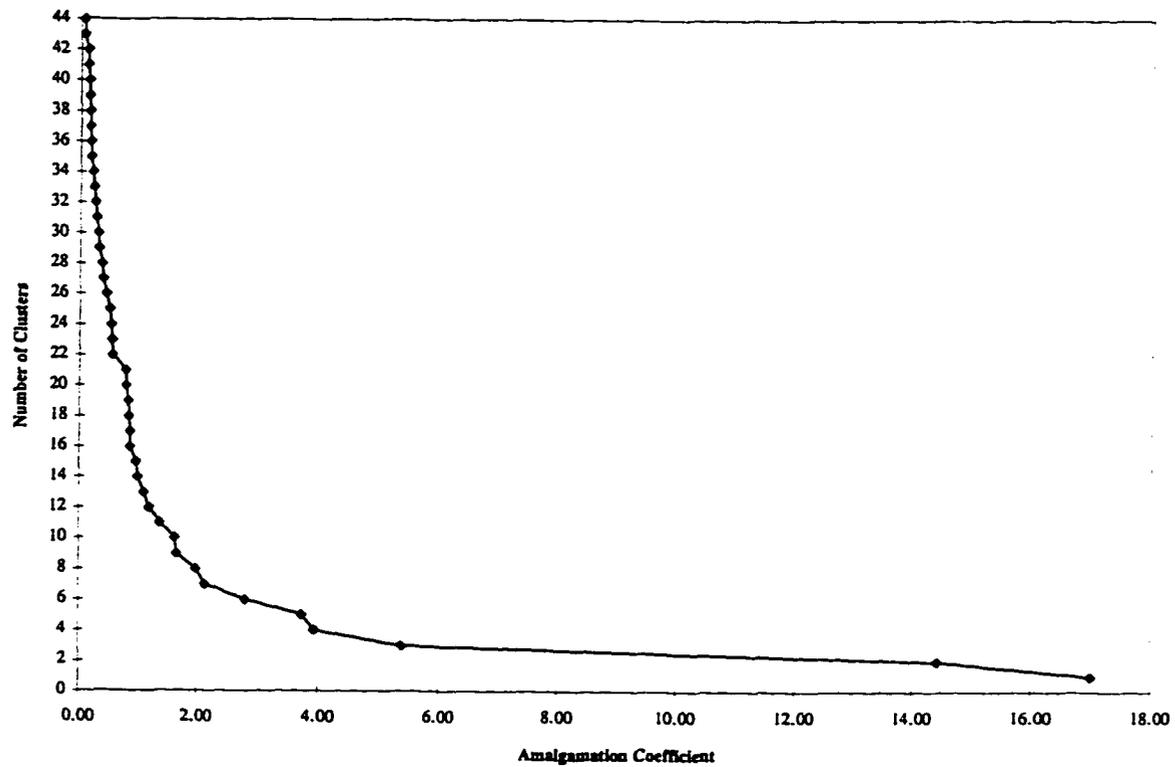


Figure 4-7. Plot of number of clusters versus amalgamation coefficient, 3 cluster solution of OAR ratings.

Figure 4-8 shows the amalgamation coefficients of future promotability relative weights plotted against the number of clusters extracted at each stage. Inspection of the graph shows a distinct flattening at the six cluster solution, indicating six clusters in the data set.

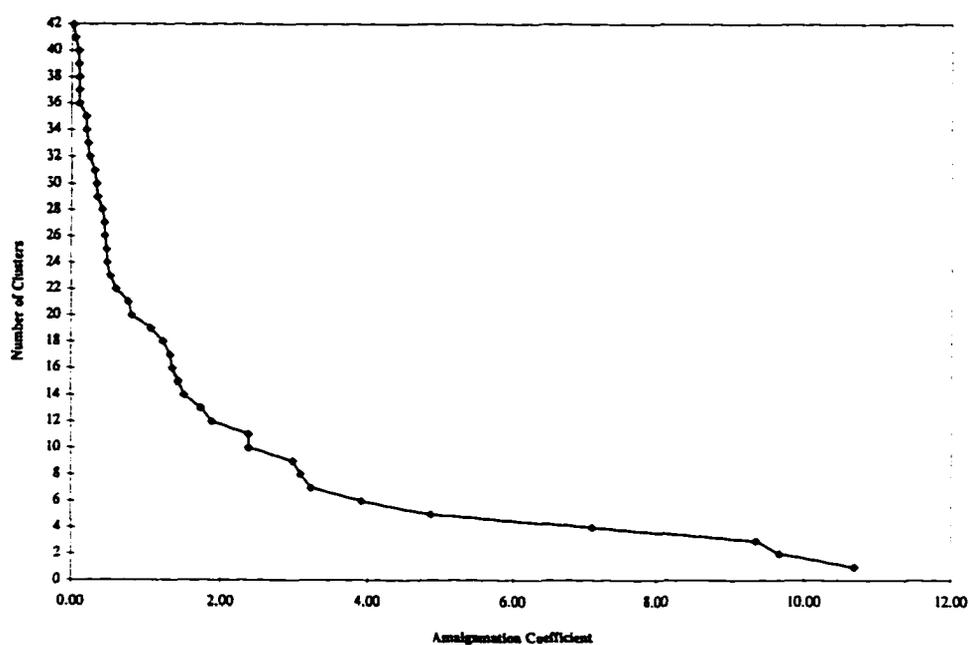


Figure 4-8. Plot of number of clusters versus amalgamation coefficient, 6 cluster solution of future promotability relative weights.

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