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THE EFFECTS OF RATER TRAINING AND PRACTICE AND FEEDBACK ON THE ACCURACY OF BEHAVIORAL OBSERVATION AND PERFORMANCE RATINGS

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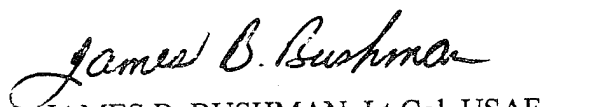
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The purpose of this research was to investigate the effects of training method and amount of training and feedback on the accuracy of performance rating and behavioral observation. Results indicated that frame-of-reference training produced the most accurate performance rating, cognitive modeling training was the most effective training strategy in reducing the raters 1-hit rates, and practice-and-feedback failed to improve either observation or rating accuracy. Interpretation and suggestions for future research are discussed.

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PREFACE

During the 1980s, the Air Force Human Resources Laboratory (now the Armstrong Laboratory Human Resources Directorate) conducted a Job Performance Measurement (JPM) project to develop criteria for use in selection, classification and training applications. A complementary effort was undertaken to develop a measurement test bed to investigate key rater training issues (AFHRL-TP-88-36). This report documents subsequent rater training under in-house Work Unit No. 1121-12-00.

THE EFFECTS OF RATER TRAINING AND PRACTICE AND FEEDBACK ON THE ACCURACY OF BEHAVIORAL OBSERVATION AND PERFORMANCE RATINGS

SUMMARY

The purpose of this research was to investigate the effects of training method and amount of training-and-feedback on the accuracy of performance ratings and behavioral observation. Results indicated that frame-of-reference training produced the most accurate performance ratings, cognitive modeling training was the most effective training strategy in reducing the raters 1-hit rates, and practice-and-feedback failed to improve either observation or rating accuracy. Interpretation and suggestions for future research are discussed.

I. INTRODUCTION

Rater Training

Reviews of the literature have consistently identified active training principles (e.g., group discussion, practice-and-feedback) as being necessary for improving the accuracy of performance judgments (Smith, 1986; Spool, 1978). These principles are incorporated within the frame-of-reference and cognitive modeling methods of rater training. Given the theoretical similarities between frame-of-reference training and cognitive modeling, one purpose of this experiment was to compare the effectiveness of each method for improving the accuracy of performance ratings and behavioral observation.

Frame-of-Reference Training. The primary intent of frame-of-reference training is to replace raters' idiosyncratic performance standards with a more consistent knowledge of the relevant rating dimensions and appropriate performance standards, both of which are necessary for accurate behavioral observation and performance evaluation ((DeNisi, Cafferty, & Meglino, 1984; Wherry & Bartlett, 1982). Research studies citing the effectiveness of frame-of-reference training in improving the accuracy of performance ratings are evident (Athey & McIntyre, 1987; McIntyre & Athey, 1985; McIntyre, Smith, & Hassett, 1984; Pulakos, 1984; Silverhart & Dickinson, 1985a; Smith, 1984) albeit not consistent (Dickinson & Silverhart, 1986; Hassett, 1989; Silverhart, 1987; Silverhart & Dickinson, 1985b).

Cognitive Modeling Training. While the success of modeling training has been well documented (Luthans & Kreitner, 1985) its application is typically limited to specific tasks (Harmon & Evans, 1984). In specific, behavioral modeling has been shown to be effective for overt tasks and cognitive modeling for tasks which are more covert in scope (Sarason, 1973). Cognitive modeling attempts to make the model's cognitive processes more salient to participants, thereby allowing them to understand and replicate those processes accurately in order to improve task performance. Much of the available research on the use of cognitive modeling has been concentrated in the area of clinically-oriented tasks (Meichenbaum, 1971; Ridberg, Parke, & Hetherington, 1971). However, cognitive modeling has recently been shown to improve the accuracy of behavioral observation (McIntyre & Bentson, 1984) and performance ratings (Dickinson, Hedge, Johnson, & Silverhart, 1990).

McIntyre and Bentson (1984) identified the "thinking aloud" component of cognitive modeling as being central to its success. "Thinking aloud" is characterized by having a model verbally describe his/her mental processes (e.g., focus of attention, differentiation between signal and noise cues, and data synthesis) to the trainees, as they occur. McIntyre and Bentson stated that this mode of training is vital to the proper understanding of behavioral observation and performance evaluation.

The relative success of frame-of-reference training and cognitive modeling is evident in that they share a common foundation (a) behavioral justifications for effective and ineffective performance, (b) practice ratings, and (c) target score feedback (Smith, 1986; Spool, 1978). However, cognitive modeling represents an advancement over frame-of-reference training in that the "thinking aloud" component actually provides raters with the cognitive sequence necessary for making accurate behavioral observations and performance ratings.

Practice-and-Feedback

The second purpose of this experiment focused on the relationship between practice-and-feedback and the accuracy of performance measurement. The positive effects of practice-and-feedback and rating accuracy are well known (Athey & McIntyre, 1987; Johnson, 1987; McIntyre & Athey, 1985; McIntyre et al., 1984; Pulakos, 1984, 1986; Silverhart & Dickinson, 1985a; Smith, 1984). However, several rater training studies using the practice-and-feedback component have been unable to increase rating accuracy significantly (Dickinson & Silverhart, 1986; Hassett, 1989; Silverhart, 1987; Silverhart & Dickinson, 1985b). Moreover, no research to date has examined the effects of

differential amounts of practice-and-feedback on performance rating accuracy, and only one study has examined the effects of multiple practice-and-feedback trials on the accuracy of behavioral observation (McIntyre, 1986).

McIntyre (1986) conducted a study that assessed the effects of training method (cognitive modeling vs. lecture) and amount of practice-and-feedback (none vs. one trial vs. two trials) on the accuracy of behavioral observation. The results of that study indicated a significant effect for practice-and-feedback. Post-hoc analysis revealed that the one and two trial practice-and-feedback conditions produced significantly more accurate behavioral observations than the no practice-and-feedback condition. There was no significant difference between one and two trials of practice-and-feedback.

This second focus of this experiment compared the effects of differential amounts of practice-and-feedback on the accuracy of behavioral observations and performance ratings. It was hypothesized that a positive relationship between amount of practice-and-feedback and observation/rating accuracy would result.

II. METHOD

Raters

The participants were 99 students at Old Dominion University (38 male and 61 female). The median age of the participants was 22. Participants chose to receive either $20.00 or 2 course credits for their involvement.

Design

This research employed a 3 x 3 factorial design with training method (frame-of-reference, cognitive modeling, no-training control) and amount of practice-and-feedback (0, 1, 3 trials) as independent variables. The participants were randomly assigned to one of the nine experimental cells. There were 11 participants in each cell.

Each condition was administered to a group of four to six raters. Every group rated the videotaped performance of seven videotaped ratees (see Appendix A), in an employee role play, on the dimensions of problem analysis, problem solution, and sensitivity. The development of the role plays, rating scales (see Appendices B and C), dimensions, and target scores (see Appendices D and E) are summarized in an earlier report (Dickinson & Hedge, 1988).

The experiment was conducted in two sessions. During session 1, the training conditions and practice-and-feedback trials were administered to the raters. Raters received either frame-of-reference, cognitive modeling, or no training and 0, 1, or 3 practice-and-feedback trials. The amount of time spent in session 1 was contingent upon training method and amount of practice-and-feedback received. Time of training for the

no practice-and-feedback conditions was: 30 minutes for no-training control, three hours and 30 minutes for frame-of-reference, and approximately four hours for cognitive modeling. Additional practice-and-feedback trials increased training time by 30 to 45 minutes per trial. The procedures for each rater training method are summarized in Table 1. Session 2 was held on the next day; the raters viewed and evaluated seven videotaped role-play interviews. Session 2 lasted approximately two hours.

Procedures

Day 1. Certain consistencies were present for all experimental conditions. First, each participant was instructed to complete a pre-training questionnaire (see Appendix F) that required (a) matching behavioral statements to one of the three performance dimensions and (b) rating the quality of the statements on a 5-point scale. These behavioral statements were selected from the checklist developed by Dickinson and Hedge (1988). Second, a videotaped demonstration of the role-play interview was shown to familiarize the raters with the exercise to be evaluated. Third, at the end of this session, the raters were required to complete a post-training questionnaire (see Appendix G) similar to the pre-training questionnaire given at the beginning of the session.

No-Training Control. Participants in the no-training control method received only basic instructions concerning the proper use of the behaviorally anchored rating scale (BARS) and the behavioral checklists. These participants did not receive training regarding the dimension definitions. Instead, they were only given time to familiarize themselves with the dimensions.

Table 1. Overview of Training Procedures.

No Training	Frame-of-Reference	Cognitive Modeling
Pre-Training Questionnaire	Pre-Training Questionnaire	Pre-Training Questionnaire
Orientation	Orientation	Orientation
Basic BARS Training	Basic BARS Training	Basic BARS Training
--------	Performance Dimension Training	Performance Dimension Training
--------	Performance Standards Training	Performance Standards Training
Basic Checklist Training	Extensive Checklist Training	Extensive Checklist Training
Demonstration Videotape	Demonstration Videotape	Demonstration Videotape
--------	--------	Thinking Aloud
--------	Target Score Feedback	Target Score Feedback
--------	Behavioral Rationale	Behavioral Rationale
--------	Group Discussion	Group Discussion
Practice Videotape (s)	Practice Videotape (s)	Practice Videotape (s)
Videotape (s)	Videotape (s)	Videotape (s)
--------	--------	Public Rehearsal
--------	Target Score Feedback	Target Score Feedback
--------	--------	Thinking Aloud
--------	Behavioral Rationale	Behavioral Rationale
--------	Group Discussion	Group Discussion
Post-Training Questionnaire	Post-Training Questionnaire	Post-Training Questionnaire

Once participants indicated familiarity with the dimensions, the experimenter

pointed out that each behavioral statement on the BARS represented a different level of

performance. A "5" on the BARS represented the highest level of ratee performance,

while a "1" signified the lowest level. The experimenter then emphasized the

interpretation of the phrase "could be expected to" which is included in every behavioral

anchor on the BARS. Participants were instructed to watch the entire videotape, and for

each dimension, decide which one of the five behavioral anchors they felt the ratee could

be expected to perform on a consistent basis. The participants were reminded that their

ratings were to be based on all and not a sample of the behaviors demonstrated by the

ratee. At this point, the experimenter mentioned the possibility that a ratee could

exhibit a behavior that also appeared as an anchor on the BARS. The participants were

cautioned not to base their rating on the existence of a single behavior, but on how they

would expect the ratee to perform consistently. This explanation was also presented for

the frame-of-reference and cognitive modeling methods. However, participants in the

no-training control method did not receive performance standards training.

The checklist training was also basic in scope. The experimenter informed the

participants that if they felt the ratee demonstrated one of the checklist behaviors, they

should circle the number that corresponded to that specific checklist behavior. These

instructions were also presented in the frame-of-reference and cognitive modeling

methods.

Finally, no-training control participants were given 0, 1, or 3 trials of practice

ratings. However, the participants who were given the opportunity to practice (i.e., 1 or

3 trials) did not receive target score feedback on their BARS ratings or their checklist observations.

Frame-of-Reference. In addition to the information presented in the no-training control method, the frame-of-reference method also received extensive performance dimension, performance standards, and checklist training. Operational descriptions for the three dimensions were provided, and the experimenter generated a group discussion of the dimensions. Once the participants had an understanding of the dimensions, the experimenter read aloud each behavioral statement on the checklist and generated a discussion focusing on the inclusion of the behaviors and their interpretation. After the checklist training was completed, performance standards training was introduced.

The experimenter read aloud each behavioral anchor and its rationale for the appropriate rating dimension. This allowed the experimenter to identify behavioral examples of outstanding, average, and poor performance for the dimension. In order to clarify potential ambiguity, the experimenter encouraged the participants to ask questions and discuss the behaviors or their placement within the dimensions. Following this training, the demonstration videotape was shown to the participants.

Similar to the no-training control method, the frame-of-reference condition also received 0, 1, or 3 trials of practice ratings. Participants who made practice ratings were instructed to watch each videotape carefully and to take notes on the ratee's performance. Unlike the participants in the no-training control method, however, the participants in the frame-of-reference method received target score feedback for each dimension rating and behavioral checklist. Moreover, the experimenter provided

videotaped checklist behaviors as the behavioral rationales for each dimension target score. A group discussion of the target ratings and target behaviors was included as part of the feedback. This discussion attempted to develop a consensus understanding of the behaviors that determined the dimension target scores for the BARS and the checklists.

Cognitive Modeling. The participants in the cognitive modeling method were given the same performance dimension, performance standards, and checklist training, provided in the frame-of-reference method. Following this training, the demonstration videotape was shown to the participants.

The cognitive modeling training differed from frame-of-reference training in several ways. First, the role of the experimenter was presented differently in the cognitive modeling method. The experimenter was presented as an expert in the area of performance measurement. Research (Bandura, 1977; Goldstein & Sorcher, 1974) has found that the effectiveness of modeling training can be facilitated if the model is perceived to be high in professional status and an expert relative to the behavior being displayed. This expert power (French & Raven, 1960) increases the likelihood that the participants will emulate those behaviors demonstrated by the model (McIntyre & Bentson, 1984). Therefore, for the cognitive modeling method, the experimenter conducted the training sessions as an expert in the area of performance measurement.

A second difference between the two training methods was that once the demonstration videotape was shown, the expert in the cognitive modeling method verbalized the behavioral observations that he made of the ratee's performance. This "thinking aloud" provided the participants with the correct strategy required to observe

and evaluate the ratee's performance accurately. Next, a group discussion of the expert's cognitive strategy was initiated in order to clarify the participants' understanding of the cognitive steps necessary for accurate performance measurement.

Participants in the cognitive modeling method also received 0, 1, or 3 trials of practice rating. Following a practice videotape, each participant's dimension ratings were put on a flip chart. The participants were then instructed to state how they reached each dimension rating. This verbalization was required only from the participants in the cognitive modeling method. After all participants verbalized their cognitive strategies for their ratings, they were given target score feedback on their dimension ratings.

Following the target score feedback, the participants were shown the checklist target behaviors as videotaped behavioral rationales for the dimension ratings. The expert then generated a group discussion which identified similarities and differences between the observation and rating strategies employed by the participants and those that were modeled by the expert. This allowed the participants to receive feedback on their observation processes as well as their rating strategy and to rehearse that strategy mentally, prior to the viewing of subsequent videotapes (Bandura, 1977; Luthans & Kreitner, 1985). Thus, the participants in the cognitive modeling method received practice-and-feedback on their behavioral observations, BARS ratings, and on the cognitive sequence necessary for observing and rating performance accurately.

Day 2. The procedure for the second session was constant for each of the nine experimental conditions. The experimenter administered a pre-rating questionnaire (see Appendix H) to assess the amount of information retained from the training held on the

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previous day. The content of this questionnaire was similar to that of the pre-training

questionnaire administered the previous day. Once they had completed the pre-rating

questionnaire, the participants were then given a review of the dimension definitions and

proper use of the behavioral checklists and the BARS. Next, the participants were

instructed to view and rate the dimension performance of the ratee in seven videotaped

role plays using the checklists and the BARS. After the last videotape, the participants

were asked to complete a post-experimental questionnaire (see Appendix I) to assess

their reactions to the research.

III. RESULTS

<u>Training Checks</u>

An analysis of variance was conducted on the pre-training, post-training, and pre-rating questionnaires to assess the number of behavioral statements correctly matched by raters to performance dimensions. The results of this analysis are presented in Table 2. The means for the conditions are shown in Table 3.

The training methods were not significantly different from each other on the pre-training questionnaire ($p > .05$). A significant Questionnaires main effect ($F(2,180) = 111.45$, $p < .01$) illustrates that the raters improved in their ability to match behavioral statements with the correct performance dimensions. A Newman-Keuls post hoc test indicated that the raters performed significantly better immediately following training, and maintained that improvement prior to viewing the videotapes on Day 2 (i.e., pre-rating questionnaire).

The results also indicated a significant Questionnaires x Training interaction ($F(4,180) = 3.74$, $p < .01$). A Newman-Keuls test revealed that Questionnaires were significantly different for each of the training methods. Prior to training, the no-training control method had the greatest mean score, while the cognitive modeling method had the smallest mean. However, after the training, both the frame-of-reference and the cognitive modeling methods had greater mean scores than the no-training control method. A Scheffe's test for multiple comparisons was calculated to assess the differences between the levels of improvement for each training method. The results showed that the cognitive modeling method improved significantly more than the

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Table 2. Summary of the Analysis of Variance Results for the Pre-Training, Post-Training, and Pre-Rating Questionnaires.

Source	df	MS	F-Ratio	VC	ICC
Between Raters					
Training (T)	2	13.15	1.04	.0037	.0003
Practice (P)	2	49.79	3.95 *	.2505	.0250
T x P	4	6.38	.51	-.0836	----
Raters (R/TxP)	90	12.59		2.92	.2914
Within Raters					
Questionnaires (Q)	2	427.97	111.45 **	2.85	.2853
Q x T	4	14.35	3.74 **	.1415	.0141
Q x P	4	2.03	.53	-.0244	----
Q x T x P	8	2.86	.74	-.0264	----
Q x R/TxP	180	3.84		3.84	.3836

Note. If a source's variance component was negative, that value was set equal to zero and then used in the denominator to compute the intraclass correlation coefficients. Questionnaires = Sequence of the three questionnaires (i.e., pre-training, post-training, and pre-rating); VC = Variance component; ICC = Intraclass correlation coefficient.

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

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Table 3. Means of the Pre-Training, Post-Training, and Pre-Rating Questionnaires by Training Method and Amount of Practice.

Questionnaires	CM	FOR	NTC	3P	1P	0P
			Conditions			
Pre-Training	15.21	15.88	16.09	16.18	14.85	16.15
	(3.26)	(2.99)	(3.16)	(3.09)	(3.18)	(3.02)
Post-Training	19.97	19.79	18.76	19.61	18.64	20.27
	(2.54)	(2.46)	(2.25)	(2.07)	(3.16)	(1.66)
Pre-Rating	19.79	19.33	18.24	19.58	18.42	19.36
	(2.06)	(2.51)	(2.05)	(2.03)	(2.72)	(1.93)

Note. Standard deviations appear in parentheses. CM = Cognitive Modeling; FOR = Frame-of-Reference; NTC = No-Training Control; 3P = 3 Practice Trials; 1P = 1 Practice Trial; 0P = 0 Practice Trials. Maximum possible score for each questionnaire was 23.

no-training control method from pre-training to pre-rating ($p < .05$). Apparently, the training principles demonstrated in the cognitive modeling method facilitated the learning of the training content, as well as its retention.

The results also demonstrated a significant Practice main effect ($F(2,90) = 3.95$, $p < .05$). A Newman-Keuls test showed that the 0 practice-and-feedback condition had a significantly greater mean value than the 1 practice-and-feedback condition ($p < .05$), while the difference between the 3 practice-and-feedback condition and 1 practice-and-feedback condition approached statistical significance ($p < .06$). Apparently, receiving a single practice-and-feedback trial had a detrimental effect on the

accurate matching of behavioral statements to the dimensions, while receiving either 0 or 3 practice-and-feedback trials improved performance.

Rating Accuracy

Basic Accuracy Design. The accuracy of the performance ratings was evaluated with the extended accuracy design (Dickinson, 1987). The factors from the basic accuracy design (i.e., Rating Sources, Dimensions, and Ratees) were included as repeated measures. Orthonormal contrasts were formed to test the difference between the ratings given by the raters and the target scores generated by the expert raters (Dickinson & Hedge, 1988). These 21 contrasts described variation due to the discrepancies between the ratings and the target scores for the seven ratees on the three dimensions. The extended accuracy design utilizes ANOVA to indicate accuracy through a lack of statistical significance for a given effect (i.e., small discrepancies between the ratings and the target scores). A summary of the results of the analysis is included in Table 4.

Significant findings were found for three sources of variation in basic accuracy: Rating Sources, Ratees, and the Dimensions x Ratees interaction. The significant Rating Sources effect ($F(1,90) = 80.06$, $p < .01$) indicates that the raters tended to give more lenient ratings ($M = 2.89$) than did the experts ($M = 2.50$).

T-tests were performed on the mean discrepancies for each effect to detect significance from zero (i.e., perfect accuracy). Each t-test was evaluated against a p-level of $p < .0018$. This conservative p-level maintained a family error rate of $p < .05$ for the set of t-tests conducted for the basic accuracy effects of Ratees and Dimensions x Ratees.

Table 4. Summary of the Analysis of Variance Results for the Extended Accuracy Design.

Source	df	MS	F-Ratio	VC	ICC
Between Raters					
Rating Sources (S)[a]	1	151.31	80.06 **	.0718	.0813
Training (T)[b]	2	13.16	3.99 *	.0047	.0053
Practice (P)[b]	2	3.01	1.26	.0003	.0003
T x P[b]	4	1.82	1.11	.0002	.0002
Raters (R/TxP)	90	1.89	2.33 **	.0514	.0582
Within Raters					
Dimensions (D)[b]	2	11.26	.65	-.0028	------
D x T[b]	4	.45	.32	-.0009	------
D x P[b]	4	1.43	2.80 *	.0009	.0010
D x T x P[b]	8	1.18	2.07	.0012	.0013
D x R/TxP	180	.57	1.16	.0114	.0129
Ratees (E)	6	23.88	29.48 **	.0388	.0439
E x T	12	2.22	2.74 **	.0071	.0080
E x P	12	1.31	1.62	.0025	.0028
E x T x P	24	.56	.69	-.3787	------
E x R/TxP	540	.81		.1066	.1207
D x E	12	17.12	34.94 **	.0839	.0949
D x E x T	24	1.31	2.67 **	.0124	.0140
D x E x P	24	.43	.88	-.0009	------
D x E x T x P	48	.49	1.00	.0000	.0000
D x E x R/TxP	1080	.49		.4900	.5548

If a source's variance component was negative, that value was set equal to zero and then used in the denominator to compute the intraclass correlation coefficients. VC = Variance component; ICC = Intraclass correlation coefficient. (a) Each of the remaining effects represents an interaction with Rating Sources. (b) Quasi F-Ratio.

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

The significant Ratees effect ($F(6,540) = 29.48$, $p < .01$) accounted for 4% of the rating variance. This significant effect illustrates that the raters evaluated the videotaped interviewers differently than did the expert raters. The Newman-Keuls post-hoc test revealed that the discrepancies for (a) ratee 1 ($M = .667$) was significantly greater than those for all ratees, except ratee 3 ($M = .575$), (b) ratee 3 was significantly greater than those of ratees 2 ($M = .203$), 5 ($M = -.031$), 6 ($M = -.084$), and 7 ($M = .205$), and (c) ratee 4 ($M = .353$) was significantly greater than those for ratees 5 and 6.

The Dimensions x Ratees interaction was significant ($F(12,1080) = 34.94$, $p < .01$) and accounted for 9% of the rating variance. The mean discrepancies for this effect are shown in Table 5. Post-hoc analyses revealed that the raters rated the dimension of sensitivity more accurately than the other dimensions and rated at least one dimension accurately for each ratee, excluding ratee 3.

Training. The interactions of the basic accuracy factors with the training conditions were of particular concern in this experiment. These interactions reflected the ability of training to moderate rating inaccuracies.

T-tests were performed on the mean discrepancies for each effect to detect significance from zero (i.e., perfect accuracy). Each t-test was evaluated against a p-level of $p < .00057$. This conservative p-level maintained a family error rate of $p < .05$ for

Table 5. Mean Discrepancies Between Ratings and Target Scores for the Dimensions by Ratees Interaction.

Ratee	Dimension		
	Problem Analysis	Problem Solution	Sensitivity
Ratee 1	1.079 * (.847)	1.114 * (.750)	-.193 (.888)
Ratee 2	.400 * (.864)	.393 * (.782)	-.184 (.786)
Ratee 3	.872 * (1.06)	.478 * (.865)	.375 * (.972)
Ratee 4	.574 * (.854)	.104 (.792)	.379 * (.941)
Ratee 5	-.602 * (.766)	.301 * (.693)	.207 (.876)
Ratee 6	.012 (.798)	-.275 * (.712)	.010 (.861)
Ratee 7	-.115 (.726)	.448 * (.774)	.282 * (.705)

Note. Standard deviations appear in parentheses. T-tests were based on 98 degrees of freedom. Mean discrepancies near zero reflect greater accuracy.

* denotes a significant t-value with p < .0018.

the set of t-tests conducted on the conditions of Training, Ratees x Training, and

Dimensions x Ratees x Training.

The Training main effect was significant (F(2,24) = 3.99, p < .05) and accounted for less than 1% of the total rating variance. Post-hoc analyses revealed that only the no-training control method produced ratings (M = .428) that were significantly different from the target scores. The ratings given by the raters in the frame-of-reference (M = .183) and cognitive modeling (M = .196) methods were similar to the target scores generated by the expert raters. Thus, the raters who received training rated performance more accurately than did the untrained raters.

A Ratees x Training interaction was statistically significant (F(12,540) = 2.74, p < .01) and accounted for less than 1% of the total rating variance. The mean discrepancies for the ratees for each training method are presented in Table 6. The Newman-Keuls procedure showed that: the frame-of-reference method was accurate for 6 ratees, while the cognitive modeling method was accurate for 5 ratees, and the no-training control method was accurate for 4 ratees. Ratees 2, 5, 6, and 7 were rated accurately in all methods. It is interesting to note that raters in the no-training control method rated the final three ratees similarly to the experts.

The interaction of Dimensions x Ratees x Training was significant (F(24,1080) = 2.67, p < .01) and accounted for approximately 1% of the rating variance. The results of the Newman-Keuls post-hoc procedure indicated that (a) the frame-of-reference method produced the greatest number of accurate ratings, (b) ratee 1 was rated inaccurately the most number of times, and (c) the raters were most accurate when rating the dimension of sensitivity and least accurate when rating problem analysis.

Table 6. Mean Discrepancies Between Ratings and Target Scores for the Ratees by Training Interaction.

Ratee Modeling	Training Method		
	No-Training Control	Frame-of-Reference	Cognitive
Ratee 1	.732 * (.613)	.697 * (.574)	.570 * (.608)
Ratee 2	.398 (.610)	.062 (.473)	.142 (.462)
Ratee 3	.914 * (.776)	.357 (.679)	.455 * (.536)
Ratee 4	.727 * (.736)	.127 (.471)	.205 (.616)
Ratee 5	.164 (.544)	-.157 (.535)	-.100 (.471)
Ratee 6	-.067 (.489)	-.067 (.537)	-.117 (.578)
Ratee 7	.131 (.343)	.267 (.532)	.217 (.570)

Note. Standard deviations appear in parentheses. T-tests were based on 32 degrees of freedom. Mean discrepancies near zero reflect greater accuracy.

* denotes a significant t-value with $p < .00057$.

Practice-and-Feedback. The interactions of basic accuracy factors with the research conditions of practice-and-feedback reflected the ability of this condition to

moderate rating inaccuracy. T-tests were performed on the mean discrepancies for each effect to detect significance from zero (i.e., perfect accuracy). Each t-test was evaluated against a p-level of $p < .00416$. This conservative p-level maintained a family error rate of $p < .05$ for the set of t-tests conducted on the conditions of Practice and Dimensions x Practice.

The Practice main effect was found to be nonsignificant ($F(2,31) = 1.26$, $p > .05$) and accounted for less than 1% of the variance. As such, the results show that the amount of practice-and-feedback received by the raters did not improve their ability to rate performance accurately.

The Dimensions x Practice interaction was statistically significant ($F(4,27) = 2.80$, $p < .05$) and accounted for less than 1% of the total rating variance. The mean discrepancies for each condition are shown in Table 7. The Newman-Keuls test showed that each of the three practice-and-feedback conditions were inaccurate when evaluating the problem analysis and problem solution dimensions. Furthermore, sensitivity was rated accurately in each of the practice-and-feedback conditions.

Observation Accuracy

Observation accuracy was determined by comparing the raters' observations on the behavioral checklists to the target behaviors identified by the expert raters. Two indices of observation accuracy were calculated, d' and Beta.

d' statistic. This dependent variable was analyzed with a 3 x 3 (Training x Practice) ANOVA. A summary of the analysis is shown in Table 8. The results of the ANOVA reveal a significant effect for Training ($F(2,90) = 6.01$, $p < .01$) which

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Table 7. Mean Discrepancies Between Ratings and Target Scores for the Dimensions by Practice Interaction.

Dimension	Practice Condition		
	0 Practice Trials	1 Practice Trials	3 Practice Trials
Ratee 1	.239 * (.321)	.308 * (.434)	.406 * (.370)
Ratee 2	.249 * (.370)	.504 * (.427)	.345 * (.291)
Ratee 3	.092 (.404)	.109 (.485)	.173 (.428)

Note. Standard deviations appear in parentheses. T-tests were based on 32 degrees of freedom. Mean discrepancies near zero reflect greater accuracy.

* denotes a significant t-value with p < .00416.

accounted for 8% of the rating variance. A Newman-Keuls post-hoc test indicated that raters who received cognitive modeling training were able to distinguish between target and non-target behaviors more accurately (M = 1.37) than raters who received either frame-of-reference training (M = 1.18) or no training (M = 1.17). These results indicate that raters who received training consisting of the experimenter verbalizing his cognitive strategy for behavioral observation were more accurate in identifying checklist behaviors than those raters who received either reference training or no training.

Table 8. Summary of the Analysis of Variance Results for d'

Source	df	MS	F-Ratio	VC	ICC
Training (T)	2	.445	6.01 **	.0075	.0812
Practice (P)	2	.398	5.37 **	.0065	.0703
T x P	4	.183	2.47 *	.0044	.0476
Error	90	.074		.0740	.8009

Note. VC = Variance component; ICC = Intraclass correlation coefficient.

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

The results of the ANOVA also revealed a significant effect for Practice ($F(2,90)$ = 5.37, $p < .01$) which accounted for 7% of the rating variance. A Newman-Keuls post-hoc test indicated that raters who received 3 practice-and-feedback trials were able to distinguish between target and non-target behaviors more accurately ($M = 1.36$) than raters who received a single practice-and-feedback trial ($M = 1.14$).

A significant Training x Practice interaction was also found ($F(4,90) = 2.47$, $p < .05$). This effect accounted for almost 5% of the rating variance. A Newman-Keuls post-hoc test indicated that this interaction illustrated that frame-of-reference training containing a single practice-and-feedback trial has a decremental effect on observation accuracy. However, observation accuracy is enhanced when frame-of-reference training includes 3 practice-and-feedback trials. Apparently, the content of frame-of-reference training requires additional amounts of practice-and-feedback in order to clarify the

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differences between target and non-target behaviors.

Beta. This dependent variable was analyzed with a 3 x 3 (Training x Practice) ANOVA. A summary of the analysis is shown in Table 9. The results indicate nonsignificant effects (p > .05) for Training and Practice as well as their interaction. Thus, Training and Practice were ineffective in altering the raters' decision criteria. The raters were equally conservative in reporting the occurrence of a checklist behavior.

Post-Rating Questionnaire

Analyses were conducted on the post-rating questionnaire items to assess raters' perceptions of rating accuracy and the trainer. The results showed that raters who received frame-of-reference (M = 4.42) or cognitive modeling training (M = 4.58) perceived the trainer to be significantly more knowledgeable than did the raters who received no training (M = 3.93). Likewise, raters who received either frame-of-reference (M = 4.21) or cognitive modeling training (M = 4.48) perceived the trainer to be significantly more knowledgeable than did the raters who received no training (M = 3.69).

Table 9. Summary of the Analysis of Variance Results for Beta.

Source	df	MS	F-Ratio	VC	ICC
Training (T)	2	.048	.27	-.0026	----
Practice (P)	2	.421	2.39	.0049	.0265
T x P	4	.274	1.56	.0039	.0211
Error	90	.176		.1760	.9523

Note. If a source's variance component was negative, that value was set equal to zero and then used in the denominator to compute the intraclass correlation coefficients. VC = Variance component; ICC = Intraclass correlation coefficient.

IV. DISCUSSION

Overview

Across a majority of the rating accuracy measures, the results demonstrate that training improved accuracy while practice-and-feedback did not. The positive results due to training are consistent with previous research findings (McIntyre et al., 1984; Pulakos, 1984). However, the cognitive modeling and frame-of-reference methods did not differ appreciably in their levels of accuracy. The hypotheses regarding the positive relationship between practice-and-feedback and rating accuracy were not supported. The raters who received 3 practice-and-feedback trials were not more accurate than those raters who received either 1 or 0 practice-and-feedback trials.

The results indicate partial support for the hypotheses concerning observation accuracy. For the d' measure, cognitive modeling improved observation accuracy. Similarly, 3 practice-and-feedback trials produced the most accurate behavioral observations. For the Beta measure, neither training nor practice-and-feedback had a significant effect.

Rating Accuracy

Training Effects. Frame-of-reference training consistently produced the most accurate ratings with the no-training condition being the least accurate. The hypothesis that cognitive modeling training would lead to the most accurate ratings was not supported.

One possible explanation for this finding centers on the added cognitive demand put on the raters who received cognitive modeling training. The added responsibility of

having to "think like an expert" may have been either too much information to process correctly (quantitative overload; McIntyre et al., 1984; Pulakos, 1984) or too difficult to understand (qualitative overload; DeNisi, Cafferty, & Meglino, 1984).

Both McIntyre et al. (1984) and Pulakos (1984) have shown that "combination training" methods are no better at improving rating accuracy, than simple frame-of-reference training. Essentially, the cognitive modeling method was a combination training method that incorporated the principles of frame-of-reference training with the cognitive element of having the expert verbalize his rating strategy to the raters by "thinking aloud." Given the similar contents of the training methods and the results, it appears that the cognitive aspect of training was not incrementally effective in improving rating accuracy. Perhaps the raters who received cognitive modeling training were presented with too much information, discarded the expert's "thinking aloud," and focused their attention only on the more basic learning principles of training that were also part of frame-of-reference training (e.g., performance dimension training, performance standards training, practice-and-feedback).

Another explanation concerning the inability of cognitive modeling to produce more accurate ratings than frame-of-reference training is related to the presentation of the checklist behaviors to the raters. These behaviors were presented after a role play was shown to the raters. Presenting the behaviors after the role play allowed the experimenter to verbalize his cognitive sequence and provide behavioral rationales for each dimension (Johnson, 1987). However, this method of presentation may have increased the ambiguity of the rating task. This would have biased the encoding of

information as well as subsequent information processing (e.g., synthesis, retrieval), and resulted in less accurate performance ratings.

The cognitive modeling approach employed by McIntyre and Bentson (1984) is more straightforward than the procedure used by Johnson (1987) or this research. In McIntyre and Bentson's (1984) version of cognitive modeling, the expert identified the critical behaviors demonstrated by the ratee as the interview progressed naturally, using a "stop-action" procedure. Stated simply, once a critical behavior was demonstrated, the videotape was stopped and the expert began "thinking aloud." This process continued for the entire interview. Obviously, the "stop-action" technique interrupts the flow of the interview, but it maintains the context within which the "thinking aloud" occurs. This "stop-action" technique may facilitate the raters' comprehension of the expert's cognitive processes necessary for making accurate performance ratings. In specific, the importance of minimizing stimulus ambiguity in order for cognitive modeling to be effective is underscored by the fact that the raters' information processing, like the expert's cognitive strategy, is an interrelated and sequential process. Thus, information that is presented logically should facilitate accurate information processing.

The effectiveness of frame-of-reference training relative to cognitive modeling was surprising. Research has shown that frame-of-reference does improve rater accuracy (Athey & McIntyre, 1987; McIntyre & Athey, 1985; McIntyre et al., 1984; Pulakos, 1984; 1986), although not consistently (Dickinson & Silverhart, 1986; Silverhart, 1987; Silverhart & Dickinson, 1985b).

One primary difference for these inconsistent results is the various stimulus methods used in frame-of-reference training. McIntyre and his associates (Athey & McIntyre, 1987; McIntyre & Athey, 1985; McIntyre et al., 1984; Smith, 1984) have consistently used the set of videotapes developed by Murphy, Garcia, Kerkar, Martin, and Balzer (1982). These videotapes involve an instructor making a lecture presentation to an audience. Pulakos (1984, 1986) has used the videotapes developed by Borman (1977) which consist of a manager talking with a problem employee. The present research employed videotapes developed by Dickinson and Hedge (1988) which involve a store manager providing performance appraisal feedback to a new department manager.

The videotapes used in this project as well as those used by Pulakos represent a more dynamic stimulus than those used by McIntyre and his colleagues. In specific, the interaction between the role players makes it difficult for the raters to take accurate notes, follow the progression of the interview, and complete the behavioral checklists accurately. In contrast, the Murphy videotapes are more unidimensional and place fewer demands on the rater (Silverhart & Dickinson, 1985b). For example, the lack of interaction in these videotapes minimizes much of the "noise" that may bias a rater's performance evaluation. This noise is present in the interactive stimuli and thus requires the rater to attend more closely to the ratee's performance.

Another structural variation is the group discussion process. This research and that done by Pulakos emphasize the importance of discussing the behavioral basis for each BARS rating and the appropriate target score, and the need for a thorough group discussion. These two methods stress the importance of having the raters actively

participate in the performance standards phase of training as well as during the target score feedback process. For instance, the performance standards phase is characterized by an active discussion for each of the BARS anchors and the types of behaviors that represent each specific level of performance. The group discussion is "active" in that it is dominated by the raters; accurate raters present and discuss their observation and rating techniques with other raters. This lateral training by a rater's peers may be perceived differently than the vertical training offered by an experimenter. A group discussion should be focused on the lateral transfer of knowledge, not the vertical transfer.

Despite the similarities between the frame-of-reference methods used by Pulakos and this research, there are structural differences between the two research efforts that deserve consideration.

First, the specificity of feedback given by Pulakos approximates that given by the cognitive modeling training used in this research. For example, Pulakos provides individualized feedback to the raters by allowing the raters to verbalize the exact process they used in making a performance rating. This cognitive orientation may partially account for why her version of frame-of-reference training improves rating accuracy.

Secondly, Pulakos does not show the actual videotaped behaviors to the raters as support for the behavioral rationales. This differs from the procedure that was used in the present research, which relied on the dimension checklists as the basis for the behavioral rationales. In specific, the experimenter presented each target behavior to the raters, then provided the behavioral rationale, and finally replayed the videotaped occurrence of that behavior. This was done for each target behavior on the checklists.

And lastly, this research used a behavioral checklist as additional component of performance dimension training. Pulakos' version of frame-of-reference does not utilize a checklist. It is believed that the checklist indicates the behavioral parameters for each dimension by defining which behaviors are representative or unrepresentative of that dimension (Murphy et al., 1982).

Practice-and-Feedback. Whereas rater training improved the accuracy of performance ratings, practice-and-feedback did not. The hypotheses regarding practice-and-feedback were not supported. The results demonstrate a trend that indicates practice-and-feedback were counterproductive; the raters who did not receive practice-and-feedback were more accurate than those raters who did receive practice-and-feedback. One possible explanation is that the raters who did receive practice-and-feedback may have been presented with too much information for them to process appropriately. Moreover, the results imply that they processed the information inappropriately. Given the complexity of the rating task and the specificity of the feedback, this "overload" interpretation is plausible.

Annett (1969) has postulated that the relationship between feedback specificity and skill learning is non-linear; it has the shape of an inverted U. This curve suggests that the specificity of feedback is facilitative at a certain level of precision. Once the feedback becomes increasingly more specific, a performance decrement results. The nature of the feedback given in the present research was extremely specific. For example, raters received precise feedback on the performance standards, expert target scores, checklist behaviors, and behavioral rationales, as well as the justifications for each

of those factors. Clearly, the specificity of feedback could have overwhelmed the raters, complicated their understanding of the rating task, and resulted in inaccurate ratings.

The significant Dimensions x Practice interaction signifies that amount of practice-and-feedback had a differential effect on accuracy. This interaction occurred due to the raters' ability to rate the dimension of sensitivity more accurately than either problem analysis or problem solution. One explanation for this finding is that the raters may have had a common understanding of "sensitivity," while "problem analysis" and "problem solution" were more novel to them (Wherry & Bartlett, 1982). The potential consequences of conducting research involving dimensions that are familiar to the raters may yield different results from research that uses unfamiliar dimensions.

Observation Accuracy

The results for observation accuracy indicate partial support for the hypotheses. The significant effects for Training and Practice-and-Feedback on the d' measure are consistent with previous literature that has cited their effectiveness in improving the accuracy of behavioral observation (McIntyre, 1986; McIntyre & Bentson, 1984). However, the lack of significant findings for Beta suggest that additional research be applied to the factors which affect the decision criteria used by observers of performance.

With reference to the effects for d', the cognitive modeling method used in this research consisted of the same training principles as frame-of-reference, plus two cognitive factors: The expert's "thinking aloud" and the individualized feedback which focused on the rater's mental rehearsal of his/her cognitive strategy for observation. It

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appears that these cognitive components are responsible for minimizing those situations when a rater reports that a behavior did not occur when in fact it did occur. McIntyre and Bentson (1984) offered several explanations regarding the effectiveness of cognitive modeling training. First, they noted that cognitive modeling provides the raters with the opportunity to identify with an expert, emulate him, and then receive reinforcement from him. Second, cognitive modeling informs the raters "how" to observe performance accurately, instead of just identifying "what" to observe or not observe. Thus, cognitive modeling emphasizes a process-oriented approach to training while other training programs (e.g., error-reduction) are more content-focused. Furthermore, cognitive modeling requires that raters use deeper levels of mental processing (Craik & Lockhart, 1972) in order to facilitate the comprehension and recall of the training content. Third, McIntyre and Bentson claim that cognitive modeling sets specific goals for the raters to achieve. These goals clarify the raters' attention onto the relevant behaviors demonstrated by the ratee and increase the raters' motivation to observe performance accurately.

Beyond the effects due to training, the results also indicated a significant Practice-and-Feedback effect. Raters who received 3 practice-and-feedback trials produced significantly more accurate observations than those raters who received either 0 or 1 practice-and-feedback trials. This finding extends the results found by McIntyre (1986) which showed that raters who received either 1 practice-and-feedback trial or 2 practice-and-feedback trials made more accurate behavioral observations than a 0 practice-and-feedback control condition.

The positive results for training on observation accuracy (i.e., d') contradict the findings for rating accuracy. Cognitive modeling was effective at improving observation accuracy yet it was relatively ineffective at increasing rating accuracy. Therefore, the results of this research illustrate clearly that the training method required to improve accuracy is moderated by the evaluation task: observation or rating.

Similar to the results for Training on observation accuracy, the results for Practice-and-Feedback are also in contradiction with those found for rating accuracy. Additional practice-and-feedback improved observation accuracy (i.e., d') but did not have a significant effect on rating accuracy. This raises the question concerning the differential effects of additional practice-and-feedback for different evaluation tasks. Perhaps additional practice-and-feedback is necessary for the more complex task of rating accuracy, while 3 practice-and-feedback trials appear to be sufficient at improving observation accuracy.

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APPENDIX A:

Scripts of Interview Role Play Interviews

<u>Script for Demonstration Videotape Simulation</u>[1]

Problem Analysis	Problem Solution	Sensitivity
5.0	5.0	5.0

C: Hello Pat. How are things going?

P: Not bad. I have been pretty busy, but I think things are going pretty well.

C: How do you like being here at this store?

P: It's OK. It's taking a little time to get comfortable with all the changes, but basically I really like it here.

C: What kind of changes are you referring to?

P: Well, there are a lot more customers with the higher volume, and I have a lot more staffers here than at my other store.

C: Yes. I realize it is difficult to get used to things when you move to a bigger store. But based on your past performance, I'm sure you'll do fine here. Looking at the recommendations you had, I can see why you were promoted to this store.

P: I really like this company and would like to move up.

C: OK. Well that's really what I wanted to talk you about. I can see that you're really putting in a lot of time effort and that tells me a lot about how serious you are about your job. What we want to do here is to take a look at your performance and see how we can improve upon it because I consider it my job to help you move up. It's important for you to let me know what I can do to help you resolve any problems you may have.

P: I appreciate that.

C: There are some things that have been brought to my attention that I would like to discuss with you. You mentioned earlier that it was taking you some time to get comfortable with the changes here. Are you having any problems with that?

P: No, I don't think so.

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[1]Script responses for Pat Winchell are designated with a "P" label, and those of Chris Harmon (i.e., the assessee) with a "C" label.

C: OK. Before we get started, is there anything that you would like to discuss?

P: Well there have been a couple of things, but I don't think anything that more time here won't resolve.

C: One of the things that concerns me is that you've made some questionable decisions?

P: I'm not sure I know what you mean.

C: Let me give you an example. Whenever you place an order for merchandise, it is important that you go back and check previous inventory records to give you some idea of how much to order.

P: Are you talking about the picnic tables?

C: Yes. You under ordered on those because you didn't check the inventory; that cost us.

P: I don't consider that my fault.

C: Whose fault was it?

P: We had such a crowd rush that no one could have guessed how many we needed. I thought I ordered the right amount.

C: OK. But in the future, I think it's important that you check the inventory records because we lost a lot of customers by not having the tables. You've got to pay attention to little details like that. Another area that I think we need to talk about is scheduling. I assume that you were responsible for the scheduling at the other store.

P: Right.

C: Did you have any problems with that?

P: None that I was aware of.

C: Well it has come to my attention that some of your subordinates are not happy with the way you have been writing the schedule. Has anyone voiced any concerns about this to you?

P: They have complained to you? No, no one has said anything to me about this.

C: It seems that you have been scheduling your full-time employees to work weekend nights.

P: At my other store that was what my full-timers wanted. They could make their most money in commission.

C: Have you talked to your employees to see if that were true here?

P: No.

C: OK. I think you need to sit down and talk with your employees and see if they have particular preferences as to when they would want to work, especially the full-timers. It's not safe to assume that people here will prefer the same schedule as those at your other store. It's important that you consider these preferences because it shows that you are concerned about them.

P: That's fine. I just wish that if these people had problems they would talk to me first. I told these people when I came here that I had an open door policy but no one has approached me with any problems.

C: Let's talk about that. There may be a reason why your people are not coming to you. I have noticed that you seem to be a little impatient when responding to your employees.

P: I'm not sure I know what you mean.

C: Well I know of one incident where you snapped at a staffer who had asked you about the inventory. Can you tell me about that?

P: I think you are referring to the incident with John. He had been slacking off all day and he saw this as another opportunity for me to do his work.

C: Have you had other problems with John?

P: No, not really.

C: Have you had problems with any of the others in your department?

P: There have been a few.

C: Can you explain?

P: I may tell some individuals to do something, but, I don't know, they don't seem to do it very well or sometimes they don't do it at all.

C: Can you give me an example?

P: Well, for example, I told someone to set up a display in the front of the store. Later, I went up there to check it and it was a mess. I had to redo it myself which took an hour that I didn't have.

C: Do you have any thoughts on why these people are not performing their jobs?

P: I just think there are some people here that don't want to work. I think we need to get rid of some of these people and replace them with people who want to work. Either that or give them more money. I feel like that you get what you pay for. We pay these people minimum wage and that is the type of help we get.

C: OK. Let's think about that. First of all, to simply fire everyone and replace them is not very cost effective. We would have to go through the whole process of selection and retraining if we did. It's also difficult to pay them much more than minimum wage because the profit margin of the store is so small. Let me ask you, do you think more training would help those people?

P: I'm not sure.

C: Do you think they know what you expect of them and how you like the work to get done?

P: They should know. These people have been here a lot longer than I have.

A: Yes, but you have to remember that these people may be much different than people you worked with at your other store. Because you're new here, people may not know what you expect of them so it's important that you make this clear up front. How do you feel about this?

P: I agree. But I have high standards and I expect people to give me their best work.

C: And you should expect that. But I think it's also important to try to look at this from the employee's perspective. Some have complained that they don't feel you are giving them enough responsibility. I have noticed the number of hours that you are working and I appreciate your dedication. But it seems you do a lot of the work that your employees should do.

P: Well, I'm ultimately responsible for how well this department is run. If they don't get it done, then I have to do it. That's why I'm working 60-hour weeks.

C: Are you saying then that you work so many hours because your employees aren't doing the work you delegate to them?

P: That's exactly what I'm saying. I never had this problem at my other store.

C: Well I think you are ultimately responsible for this department, and you have the authority to take the appropriate action when needed. You have to let them know that you are in charge of the department. It seems your working so many hours may account for some of the other problems you've had like losing your patience. Do you have any suggestions, other than firing them or giving them raise, that would improve how you work with your employees and how they work with you?

P: No. I wish I did.

C: OK, let me suggest something. Perhaps you could sit down with your employees and get a feel for some of the things that concern them. For example, the scheduling. Find out if they understand what you expect of them, and give them more responsibility. Perhaps you could have shown John how you wanted the display to be set up for example. You have to remember that these people may want to move up in the company just like you. If that's the case, you need to use your expertise so that they understand the importance of doing their jobs properly for themselves and for the business.

P: I have tried to delegate on more than one occasion.

C: And what happened when it wasn't done?

P: I did it myself.

C: Do you know what we expect of you?

P: Yes I think so.

C: Then you know that your primary responsibility is to manage and not just be another employee, and it is as a manager that we can best use you. You can't always do their work and get the things done that you need to as department manager. Probably in your other store you could do those things more often because it was a smaller store. But the size of this store makes it almost impossible to operate that way and I'm sure it is difficult to get used to that. But you can't do their work for them.

P: Things would be much easier if they completed what I delegated to them.

C: Let's do this. Meet with your employees just as I am doing with you. It doesn't
      have to be a formal meeting. It is probably better that you do it informally.
      Discuss their concerns, let them know what you expect, and how you will evaluate
      their performance, and reinforce them when they do the job correctly. But it's
      important that you give them more responsibility so that you can spend more time
      with your responsibilities. You need to do it now so that the problem gets no
      larger and you don't burn yourself out working so many hours. What do you
      think about this?

P: I will certainly try.

C: If this doesn't work then you have the responsibility to take the appropriate steps
      even if that means cutting their hours back or letting them go. But show them
      first what you expect and let them do it. That way if they know what you expect
      and that they will be held accountable you won't have to be concerned when
      you're doing what you need to do or when you're not there. In fact, you may
      want to train someone to step into your role so that you can move up.

P: I understand.

C: I'd like to see you reduce the number of hours that you're working to maybe
      about 45 or so in the next three weeks but it all starts with you communicating
      with your employees. Let's try this for a couple of weeks and see what happens.
      Then we can get back together to evaluate how this is working out.

P: Fine.

C: Ok. Thanks for coming in and if there is anything I can help you with in the
      meantime, just let me know.

Script for Practice Videotape Simulation #1

Problem Analysis	Problem Solution	Sensitivity
2.0	4.2	4.2

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

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

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

P: It's good. Again, it is a lot more crowded, but it's, it's fine.

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

P: Well, I try to do that.

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

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

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

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P: I will try.

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

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

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

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

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

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

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

P: Then I do it.

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

P: Ok.

C: Does that sound reasonable?

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

C: Ok. Now the other thing, um, how are you handling scheduling at your department?

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

C: Ok, and how was that?

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

C: Ok. The way we try to do things around here is we try to rotate the weekend schedule, that way it gives everyone a chance to have the weekends off, as well as giving everyone a chance to work with everyone else on the weekends. That way everyone has a weekend off, and that's good because everyone likes to have a weekend off, as I'm sure you do, to spend with their children.

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

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

P: Well, I think I'll be all right, it's the people I have.

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

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I know it does because that is one of my major problems, so I can sympathize with you. Now, if you need any help or advice in the future don't hesitate to come to me because I know it is frustrating, and I can empathize with you because I've been through it all myself.

P: Ok.

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

P: Ok.

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

Script for Practice Videotape Simulation #2

Problem Analysis	Problem Solution	Sensitivity
3.0	2.2	4.4

C: How are things going?

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

C: How's the family?

P: Fine.

C: Kids doing all right?

P: Yeah, they're doing okay.

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

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

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

P: Yeah.

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

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

C: Any problems?

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

C: Like what kind of problems?

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

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

P: That's it for the most part.

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

P: That's it.

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

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

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

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

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

P: I have tried to give them responsibility.

C: Yes, okay.

P: I have tried to do that.

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

P: That will be fine with me.

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

P: They said that to you?

C: Yes.

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

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

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

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

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

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

P: Probably not every single time because I don't have time to baby sit these people. I mean, they have been here a lot longer than I have and they should know how to do the job. Now, do you agree with me or not?

C: Oh, sure.

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

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

P: You can get me some more help.

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

P: I thought I was.

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

P: I can try, I guess.

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

P: That's fine with me.

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

Script for Practice Videotape Simulation #3

Problem Analysis	Problem Solution	Sensitivity
3.0	2.8	5.0

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

P: Fine.

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

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

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

P: My employees?

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

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

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

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

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

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

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

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

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

P: Well, I try to delegate.

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

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

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

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

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

P: Same reason. Same reason.

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

P: Do you think that'll work?

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

P: These people have been here a lot longer than I have. They should know what their jobs are.

C: OK. Well it seems that they could be in need of some direction and they could want some more direction I feel. I think it is good that you are willing to do the work, but a lot of mundane tasks that I've seen you doing and I just really feel like one of them could be doing and you could be using your time more wisely doing the things that requires your experience. Mr. Randolph from your other store has told me about your expertise, things that require skills that these workers don't have. But to go back to assigning the tasks, you can pitch in occasionally and let them know that you are not afraid to work, that you have delegated these tasks to them. "I can do anything that I assign you to do." But I don't want you doing other people's jobs. I don't care how bad they moan and groan...

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

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

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

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

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

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C: OK, what was the problem?

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

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

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

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

P: No. Those people there wanted to work.

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

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

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

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

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

P: I feel that way too.

C: I know you're frustrated too. I appreciate it. Maybe delegating these tasks and making sure the employees agree with what they are going to have to do, like I

say even giving them a note card with what they're going to do...uh...pitch in just occasionally to show them that you're not afraid to get your hands dirty and listen for feedback. And is there something I can do to improve your job or your working condition?

P: No. I don't think so.

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

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

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

P: Well, I will try.

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

P: I will.

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

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

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

P: Well, 7 is top of the scale.

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

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

C: I feel like the employee problems as far as...I know the fact that you are overworked is probably why you yelled at the staffer across the store that day which sort of embarrassed me...and the 2 people who asked you about the inventory...something you're in a position of respect and you have to constantly realize that you are looked up to. I feel like if you improve on that you could

easily get a 6 or maybe even a 7 next time. How about if we just put you in for a 5 today and hope for some improvement?

P: OK.

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

P: OK.

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

P: No, I don't think so.

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

P: Thanks.

Script for Experimental Simulation #1

Problem Analysis	Problem Solution	Sensitivity
1.0	1.0	3.8

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

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

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

P: Ok.

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

P: Well I feel like it's my department and I want to make sure that it runs well.

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

P: They're ok.

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

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

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

P: Why's that?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C: Um hum.

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

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

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

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

P: Yes, it takes time to adjust.

Script for Experimental Simulation #2

Problem Analysis	Problem Solution	Sensitivity
2.0	2.4	4.0

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

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

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

P: Yes, we just have more customer traffic so I'm here a lot more.

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

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

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

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

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

P: I have about 16.

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

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

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

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

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

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

C: But you're not too sure?

P: Apparently not. I mean I...

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

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

C: Can you give me an example?

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

C: (interrupts) To your expectations?

P: So I had to do it myself.

C: Could you have had John redo it? Would he have made improvements...next time
      you're going to have that same go round with him next time you ask him to do a
      display. Either you're going to have to do it yourself or you're going to have to
      get John...or you're going to redo what John did. And that's...in essence that's
      going to make it harder on you, number one because you're going to have to go
      behind him all the time, and number two, I think it's going to make him feel bad
      about himself because he can see what you're doing, that you're following behind
      him and doing that so it's going to demoralize him and it's going to wear you out.
      Um...it's a hard...I think it's hard telling...keeping other people in line is a hard
      job but from your own work load you don't have the time to be redoing any work
      for him.

P: No.

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

P: Yeah, I'll try.

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

on now, and find some objectives to reach before we have our next performance evaluation?

P: No, not really.

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

P: (nods his head)

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

Problem Analysis	Problem Solution	Sensitivity
1.0	1.8	1.2

C: Okay, it is performance evaluation time.

P: Yes.

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

P: Why do you say that?

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

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

C: Whose fault would it be?

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

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

P: I thought I ordered the right amount.

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

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

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

that way. I think maybe you need to talk to them.

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

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

P: Scared of me?

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

P: Well, I have high standards.

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

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

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

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

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

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

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

P: I can tell you that.

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

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

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

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

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

P: I will try.

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

P: Well, see I agree with both of those. There are people here that don't want to work. I think we should either get rid of those people or get some people in that want to work, or give them more money. We pay these people minimum wage and that's the type of help we get.

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

P: I'll try.

C: Okay.

Script for Experimental Simulation #4

Problem Analysis	Problem Solution	Sensitivity
1.0	2.0	1.4

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

P: Problems?

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

P: Who told you that?

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

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

C: And this resulted in under ordering of merchandise that was needed.

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

C: Crowd rush that we weren't expecting?

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

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

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

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

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

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

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

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

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

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

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

C: What, what exactly happened?

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

C: Uh huh.

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

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

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

C: Um, maybe, a mixed review.

P: See I think I'm taking the blame for a lot of things that are my people's fault.

C: Um, I didn't consider that. I'll talk to uh, I'll talk to some people.

P: OK, I appreciate it.

C: OK.

P:	Is that all?

C:	Yes.

P:	OK, thanks.

Script for Experimental Simulation #5

Problem Analysis	Problem Solution	Sensitivity
3.0	2.0	3.0

C: How are you doing today?

P: Pretty good.

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

P: OK.

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

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

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

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

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

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

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

P: Yeah.

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

P: Yeah, I tried all that.

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

P: Yeah, I tried to do that.

C:	Is there a problem with your workers?

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

C:	Can you give me an example?

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

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

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

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

P:	Not him specifically, no.

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

P:	Ah, they're average.

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

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

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

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

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

P:	I can try.

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

P:	OK.

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

P: Yeah.

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

P: What problems?

C: Well, like the ordering.

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

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

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

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

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

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

P: OK.

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

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

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

P: OK.

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

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

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

P: OK, I can try.

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

P: OK, fine.

C: OK. Well, thank you.

Problem Analysis	Problem Solution	Sensitivity
2.8	4.0	4.0

C: How are you doing Pat?

P: Pretty good.

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

P: Good.

C: That's good.

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

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

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

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

P: A couple of areas, but...

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

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

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

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

C: Well, ok. But if you had checked the schedule, then, if you had checked the past orders, you'd notice that we always stack heavy for that season because there's a big order for it. And it's going to be getting used to the job, I'm sure, but you have to, you know, you have to think in those terms. And look at our old records, our past performances, and because that'll tell you a lot of insights to things like that. Because ahh, we've got to be prepared, and we did lose quite a few customers on that thing. OK?

P: Ok.

C: All right, another area, is the full-time workers. You know. I've had some complaints.

P: My workers?

C: Yes.

P: They've complained to you?

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

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

C: OK.

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

C: No one has approached you about it?

P: No!

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

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

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

P: Right.

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

P: Well, I've tried to delegate.

C: You have tried?

P: I've tried.

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

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

C: Uh, Um.

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

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

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

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

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

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

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

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

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

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

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

C: Um Um...

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

C: OK, all right, that's good, that's good. I'd recommend that you ask them, you know that you sit down and talk, especially if you've got one or two that seem to be slacking off, and slacking off the responsibilities that you're giving them. Sit down with them and discuss it. You'll find that most of them, you know, that they're pretty open-minded. You know, they'll listen to you. And, and if that doesn't work, then come to me and we'll sit down again, and we'll work it out.

OK? I mean if we got to fire them, then that's the way it is. I mean that's something that, that's ultimately your decision as, you know it's your decision as well. I mean it's your department. Let's see, the only other thing I can really think of, that I've had problems with, or that other people you know have been working with you, is that you gotta watch all of these people as far as demanding too much. OK, now keep them working. You know, you gotta be patient with them though. Because if you're not patient with them, they take an attitude.

P: Well, I have high standards.

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

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

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

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

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

P: Ok.

C: And, you know there's no sense in changing that. You should be able to change instead of them, because we've pushed for that over a period of time. Oh, and they've come to expect that. Ok, well that's something to watch for, you know. Give them a little time. And, and give them a little rein. If they're not doing their job, then you got to sit down and talk to them, you know. Like, you don't, should, be there. You know, you shouldn't be down doing the staffer's job. You put in a lot of hours, and it's just that, you know, you're following up behind your employees, and you're really not accomplishing anything. Because they should you know, because they should be doing this. They should be getting the work done. And it shouldn't be in your lap. And, if they're not getting the work done then you gotta talk to them. And if that still didn't, doesn't work, then the three of us will come up here and we'll sit down together, you, me and the employee. And if that still doesn't work out, then you know, there's something wrong and he's going to have to go, or she's going to have to go. But give them a chance, because they really, well, in the past, they've been able to do the work. OK? And like I said, it's a rough period and right now, so give them the chance and have a little patience with them.

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

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

P: Ok.

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

Problem Analysis	Problem Solution	Sensitivity
4.0	3.2	4.0

C: Hello Pat, and how are you doing?

P: Fine, thanks.

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

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

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

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

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

P: No, not really.

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

P: They complained to you?

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

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

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

P: No.

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

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

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

P: No.

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

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

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

P: Sometimes I do.

C: Is that frustrating?

P: Sure it is.

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

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

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

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

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

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

C: True.

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

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

P: Right.

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

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

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

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

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

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

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

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

C: You can set high standards, but you've got to help these people live up to those high standards. You can't say, "I'm not going to give you any more training. I don't care what kind of person you are, you don't meet up to my standards, you're fired." That's not good personal relationships. I'm sure you understand the value of good personal relationships because it directly affects the performance of a person. Maybe we need to talk about communication. How well do you communicate with these people? Do you have any specific personal problems with any of the employees?

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

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

P: Well I think I come across ok.

C: Do you see what I am saying?

P: I see what your point is.

C: I know you put in a lot of hours, and there are some things in your job description that are not being done, and I realize again that you're new and it's hard adjusting to new things sometimes when you're new, but I think that you should try to work on your relations and how you communicate with them. You've got to play a

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game with them, you've got to get them to want to do a good job, and if you can communicate that to them, and have them start doing their own responsibilities and you don't always have to go in and always clean up behind them, then pretty soon, maybe you can turn your attention to your own job description. Do you understand? These things do tend to slack off if you're always going in and doing other people's work and you can't do your own. Do you understand?

P: Yeah, I understand.

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

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

C: Do you think that they deserve more money?

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

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

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

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

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

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

P: I think so.

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

P: Okay.

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

P: Okay, fine.

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

P: I hope so.

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

P: No.

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

P: OK. Thank you.

APPENDIX B:

The Bars Rating Forms

Problem Analysis

Problem Analysis: The assessee asks questions to uncover unknown aspects of the problem or states how different parts of the problem are related.

Assessee could be expected to relate the employee's lack
of patience in his dealings with his subordinates to his long hours.   5

Assessee could be expected to ask the employee
whether he told his subordinates about his standards.   4

Assessee could be expected to ask the employee what he
thinks could be done to improve his relations with his subordinates.   3

Assessee could be expected to ask whether the
employee has any questions about his responsibilities.   2

Assessee could be expected to inquire
whether the employee had ever received any complaints
from his subordinates or fails to engage in problem analysis.   1

Problem Solution

Problem Solution: The assessee suggests, recommends, or outlines one or more specific ways to resolve the problems.

Assessee could be expected to outline what the
employee should have done when discussing problem areas.   5

Assessee could be expected to suggest that the employee show
his subordinates what he wants them to do rather than doing it himself.   4

Assessee could be expected to suggest that the employee sit down
with his subordinates and attempt to develop a better working relationship. 3

Assessee could be expected to recommend that the
employee try delegating more responsibility to his subordinates.   2

Assessee could be expected to suggest that a goal
could be obtained without specifying the manner in which
it could be accomplished or fails to propose solutions to the problems.   1

Sensitivity

Sensitivity: The assessee shows concern for the individual and the individual's problems.

Assessee could be expected to
express the desire to work with the employee to remedy the problems.   5

Assessee could be expected to compliment the
employee on the responsibility he feels for his position.   4

Assessee could be expected to acknowledge that
the employee's past performance appraisals were good.   3

Assessee could be expected to acknowledge that
a lot of employees are apprehensive about the appraisal process.   2

In asking questions, the assessee could be expected to convey
the impression that the employee was guilty until proven innocent.   1

APPENDIX C:

Behavioral Checklists

Problem Analysis Checklist

Problem Analysis: The assessee asks questions to uncover unknown aspects of the problem or states how different parts of the problem are related.

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist

Problem Solution: The assessee suggests, recommends, or outlines one or more specific ways to resolve the problems.

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out notecards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist

Sensitivity: The assessee shows concern for the individual and the individual's problems.

1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

9) Assessee expresses the desire to work with the employee to remedy the problems.

10) Assessee conveys the impression that the employee is guilty until proven innocent.

11) Assessee listens intently to what the employee has to say.

12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

APPENDIX D:

Target Scores for the Interview Simulations

Target Scores

	Dimension		
Interview Simulation	Problem Analysis	Problem Solution	Sensitivity
Demonstration Tape	5.0 (0.0)	5.0 (0.0)	5.0 (0.0)
Practice Simulation 1	2.0 (0.0)	4.0 (0.0)	4.2 (0.45)
Practice Simulation 2	3.0 (0.0)	2.2 (0.45)	4.4 (0.55)
Practice Simulation 3	3.0 (0.0)	2.8 (0.45)	5.0 (0.0)
Experimental Simulation 1	1.0 (0.0)	1.0 (0.0)	3.8 (0.84)
Experimental Simulation 2	2.0 (0.0)	2.4 (0.55)	4.0 (0.0)
Experimental Simulation 3	1.0 (0.0)	1.8 (0.45)	1.2 (0.45)
Experimental Simulation 4	1.0 (0.0)	2.0 (0.0)	1.4 (0.55)
Experimental Simulation 5	3.0 (0.0)	2.0 (0.0)	3.0 (0.0)
Experimental Simulation 6	2.8 (0.45)	4.0 (0.0)	4.0 (0.0)
Experimental Simulation 7	4.0 (0.0)	3.2 (0.45)	4.0 (0.0)

Note. Standard deviations appear in parentheses.

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APPENDIX E:

Checklist Target Scores for the Interview Simulations

Problem Analysis Checklist: Demonstration Videotape (5.0)[2]

*1)   Assessee inquires whether the employee has had any problems adjusting to the store.

*2)   Assessee asks the employee whether there is anything that he would like to bring up.

3)   Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

*4)   Assessee inquires whether the employee had ever received any complaints from his subordinates.

*5)   Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

*6)   Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

*7)   Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

*8)   Assessee inquires whether the employee's subordinates needed more training.

*9)   Assessee inquires what the employee has to say about a complaint.

*10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

*11) Assessee inquires as to the reason the employee works so many hours.

*12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

*13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

*15) Assessee inquires whether the employee has any questions about his responsibilities.

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[2]BARS target score is shown in parenthesis, and checklist target behaviors are designated by asterisk.

Problem Solution Checklist: Demonstration Videotape (5.0)

*1)   Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2)   Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3)   Assessee suggests that the employee explain to the staffers how the inventory system works.

*4)   Assessee recommends that the employee exert more authority and let the staffers know who is boss.

*5)   Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

*6)   Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

*7)   Assessee outlines what the employee should have done when describing errors.

*8)   Assessee recommends that the employee try delegating more responsibility to his subordinates.

*9)   Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

*10)   Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11)   Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

*12)   Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13)   Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14)   Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15)   Assessee outlines action plans for employee development.

Sensitivity Checklist: Demonstration Videotape (5.0)

*1)   Assessee puts the employee at ease by asking him how he likes being at the new store.

2)   Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3)   Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

*4)   Assessee acknowledges the difficulty of adjusting to a larger store.

*5)   Assessee states that s/he has confidence in the employee.

*6)   Assessee indicates that s/he is impressed by all of the hours the employee has been working.

*7)   Assessee compliments the employee on the responsibility he feels for his position.

*8)   Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9)   Assessee expresses the desire to work with the employee to remedy the problems.

*10)   Assessee conveys the impression that the employee is guilty until proven innocent.

*11)   Assessee listens intently to what the employee has to say.

*12)   Assessee asks the employee about his feelings of the issues that had been discussed.

13)   Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

*14)   Assessee acknowledges that it is difficult to turn over responsibility.

15)   Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Practice Videotape #1 (2.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

*10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Practice Videotape #1 (4.0)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

*2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

*6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

*10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

*11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Practice Videotape #1 (4.2)

*1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

*4) Assessee acknowledges the difficulty of adjusting to a larger store.

*5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

*8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9) Assessee expresses the desire to work with the employee to remedy the problems.

10) Assessee conveys the impression that the employee is guilty until proven innocent.

*11) Assessee listens intently to what the employee has to say.

*12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Practice Videotape #2 (3.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Practice Videotape #2 (2.2)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

*11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Practice Videotape #2 (4.4)

1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

*4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9) Assessee expresses the desire to work with the employee to remedy the problems.

10) Assessee conveys the impression that the employee is guilty until proven innocent.

*11) Assessee listens intently to what the employee has to say.

*12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

*15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Practice Videotape #3 (3.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

*12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Practice Videotape #3 (2.8)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

*5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

*11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

*13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Practice Videotape #3 (5.0)

*1)   Assessee puts the employee at ease by asking him how he likes being at the new store.

2)   Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3)   Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4)   Assessee acknowledges the difficulty of adjusting to a larger store.

5)   Assessee states that s/he has confidence in the employee.

*6)   Assessee indicates that s/he is impressed by all of the hours the employee has been working.

*7)   Assessee compliments the employee on the responsibility he feels for his position.

8)   Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9)   Assessee expresses the desire to work with the employee to remedy the problems.

10)   Assessee conveys the impression that the employee is guilty until proven innocent.

*11)   Assessee listens intently to what the employee has to say.

*12)   Assessee asks the employee about his feelings of the issues that had been discussed.

13)   Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14)   Assessee acknowledges that it is difficult to turn over responsibility.

15)   Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #1 (1.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

*7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #1 (1.0)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

*8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Experimental Videotape #1 (3.8)

*1)   Assessee puts the employee at ease by asking him how he likes being at the new store.

2)   Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

3)   Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4)   Assessee acknowledges the difficulty of adjusting to a larger store.

5)   Assessee states that s/he has confidence in the employee.

*6)   Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7)   Assessee compliments the employee on the responsibility he feels for his position.

8)   Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9)   Assessee expresses the desire to work with the employee to remedy the problems.

10)   Assessee conveys the impression that the employee is guilty until proven innocent.

*11)   Assessee listens intently to what the employee has to say.

12)   Assessee asks the employee about his feelings of the issues that had been discussed.

13)   Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

*14)   Assessee acknowledges that it is difficult to turn over responsibility.

*15)   Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #2 (2.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

*10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

*15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #2 (2.4)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

*6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

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12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Experimental Videotape #2 (4.0)

*1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

*4) Assessee acknowledges the difficulty of adjusting to a larger store.

*5) Assessee states that s/he has confidence in the employee.

*6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

*7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

9) Assessee expresses the desire to work with the employee to remedy the problems.

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12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

*14) Assessee acknowledges that it is difficult to turn over responsibility.

*15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #3 (1.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

*5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

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Problem Solution Checklist: Experimental Videotape #3 (1.8)

*1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

*5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

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*12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

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Sensitivity Checklist: Experimental Videotape #3 (1.2)

1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

9) Assessee expresses the desire to work with the employee to remedy the problems.

*10) Assessee conveys the impression that the employee is guilty until proven innocent.

*11) Assessee listens intently to what the employee has to say.

12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

*15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #4 (1.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #4 (2.0)

*1)   Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

*2)   Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3)   Assessee suggests that the employee explain to the staffers how the inventory system works.

4)   Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5)   Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6)   Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7)   Assessee outlines what the employee should have done when describing errors.

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9)   Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

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11)   Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12)   Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13)   Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14)   Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15)   Assessee outlines action plans for employee development.

Sensitivity Checklist: Experimental Videotape #4 (1.4)

1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

9) Assessee expresses the desire to work with the employee to remedy the problems.

*10) Assessee conveys the impression that the employee is guilty until proven innocent.

11) Assessee listens intently to what the employee has to say.

12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

*15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #5 (3.0)

1) Assessee inquires whether the employee has had any problems adjusting to the store.

2) Assessee asks the employee whether there is anything that he would like to bring up.

3) Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4) Assessee inquires whether the employee had ever received any complaints from his subordinates.

5) Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6) Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7) Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8) Assessee inquires whether the employee's subordinates needed more training.

9) Assessee inquires what the employee has to say about a complaint.

*10) Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11) Assessee inquires as to the reason the employee works so many hours.

12) Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13) Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14) Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15) Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #5 (2.0)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

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9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

*14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Experimental Videotape #5 (3.0)

1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

*6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

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8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

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*11) Assessee listens intently to what the employee has to say.

12) Assessee asks the employee about his feelings of the issues that had been discussed.

13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #6 (2.8)

*1)   Assessee inquires whether the employee has had any problems adjusting to the store.

*2)   Assessee asks the employee whether there is anything that he would like to bring up.

3)   Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4)   Assessee inquires whether the employee had ever received any complaints from his subordinates.

5)   Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6)   Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7)   Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

8)   Assessee inquires whether the employee's subordinates needed more training.

9)   Assessee inquires what the employee has to say about a complaint.

*10)   Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11)   Assessee inquires as to the reason the employee works so many hours.

12)   Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

13)   Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

*14)   Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15)   Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #6 (4.0)

1) Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2) Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3) Assessee suggests that the employee explain to the staffers how the inventory system works.

4) Assessee recommends that the employee exert more authority and let the staffers know who is boss.

*5) Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6) Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

*7) Assessee outlines what the employee should have done when describing errors.

8) Assessee recommends that the employee try delegating more responsibility to his subordinates.

9) Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

*10) Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11) Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12) Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13) Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14) Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15) Assessee outlines action plans for employee development.

Sensitivity Checklist: Experimental Videotape #6 (4.0)

*1) Assessee puts the employee at ease by asking him how he likes being at the new store.

2) Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

*3) Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

*4) Assessee acknowledges the difficulty of adjusting to a larger store.

5) Assessee states that s/he has confidence in the employee.

6) Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7) Assessee compliments the employee on the responsibility he feels for his position.

8) Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9) Assessee expresses the desire to work with the employee to remedy the problems.

10) Assessee conveys the impression that the employee is guilty until proven innocent.

*11) Assessee listens intently to what the employee has to say.

12) Assessee asks the employee about his feelings of the issues that had been discussed.

*13) Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14) Assessee acknowledges that it is difficult to turn over responsibility.

15) Assessee doesn't thank the employee for his time at the conclusion of the interview.

Problem Analysis Checklist: Experimental Videotape #7 (4.0)

*1)   Assessee inquires whether the employee has had any problems adjusting to the store.

2)   Assessee asks the employee whether there is anything that he would like to bring up.

3)   Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

4)   Assessee inquires whether the employee had ever received any complaints from his subordinates.

*5)   Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

6)   Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

7)   Assessee asks what the employee believes is the reason that his subordinates are not doing their work.

*8)   Assessee inquires whether the employee's subordinates needed more training.

9)   Assessee inquires what the employee has to say about a complaint.

*10)   Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

11)   Assessee inquires as to the reason the employee works so many hours.

*12)   Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

*13)   Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

14)   Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

15)   Assessee inquires whether the employee has any questions about his responsibilities.

Problem Solution Checklist: Experimental Videotape #7 (3.2)

*1)   Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

2)   Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

3)   Assessee suggests that the employee explain to the staffers how the inventory system works.

4)   Assessee recommends that the employee exert more authority and let the staffers know who is boss.

*5)   Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

6)   Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

7)   Assessee outlines what the employee should have done when describing errors.

8)   Assessee recommends that the employee try delegating more responsibility to his subordinates.

9)   Assessee suggests to the employee that he could threaten to reduce the hours of the staffers if they did not do their jobs.

10)   Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

11)   Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

12)   Assessee suggests that the employee is going to have to develop better communications with his subordinates.

13)   Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

14)   Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

15)   Assessee outlines action plans for employee development.

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Sensitivity Checklist: Experimental Videotape #7 (4.0)

*1)   Assessee puts the employee at ease by asking him how he likes being at the new store.

2)   Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

3)   Assessee puts the employee at ease by acknowledging that his past performance appraisals were good.

4)   Assessee acknowledges the difficulty of adjusting to a larger store.

5)   Assessee states that s/he has confidence in the employee.

*6)   Assessee indicates that s/he is impressed by all of the hours the employee has been working.

7)   Assessee compliments the employee on the responsibility he feels for his position.

8)   Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

*9)   Assessee expresses the desire to work with the employee to remedy the problems.

10)   Assessee conveys the impression that the employee is guilty until proven innocent.

*11)   Assessee listens intently to what the employee has to say.

12)   Assessee asks the employee about his feelings of the issues that had been discussed.

13)   Assessee tells the employee that he is ultimately responsible for ensuring that all of the work is done properly.

14)   Assessee acknowledges that it is difficult to turn over responsibility.

15)   Assessee doesn't thank the employee for his time at the conclusion of the interview.

APPENDIX F:

Pre-training Questionnaire

<u>Pre-training Questionnaire</u>[3]

Rater # _____

Before you begin training, we would like to gather some preliminary information. In collecting this information, you will become familiar with the dimensions and the behaviors involved in the research. Your responses will not be used to evaluate your individual performance in this research. It is simply one way we can establish the effectiveness of training. The questions should take approximately 15 minutes to complete. We ask that you give careful consideration to your responses. Please answer all of the questions.

You are asked to match each behavioral item with a performance dimension that you think best represents that behavior and write the letter in the space to the left of the /. Then rate the quality of that behavioral item using the 5-point scale provided below and write the number in the space to the right of the /.

<div align="center">Performance Dimensions</div>

A. Problem Analysis   B. Problem Solution   C. Sensitivity

Hardly Any	To Some Degree	Adequate	Quite A Bit	An Extreme Amount Of
1	---2---	---3---	---4---	---5

<div align="center">Behavioral Items</div>

<u>B</u>/<u>5</u>   Assessee outlines what the employee should have done when describing errors.

<u>A</u>/<u>5</u>   Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

<u>A</u>/<u>1</u>   Assessee inquires whether the employee had ever received any complaints from his subordinates.

<u>C</u>/<u>4</u>   Assessee compliments the employee on the responsibility he feels for his position.

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[3]The letter/number entries preceding each behavioral item are target dimension and target score values.

C/2   Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

A/3   Assessee asks the employee what he thinks could be done to improve his relations with his subordinates.

B/1   Assessee recommends that the employee exert more authority and let the staffers know who is boss.

A/2   Assessee inquires what the employee has to say about a complaint.

A/5   Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

C/5   Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

A/1   Assessee inquires whether the employee has had any problems adjusting to the store.

C/5   Assessee states that s/he has confidence in the employee.

A/2   Assessee inquires whether the employee has any questions about his responsibilities.

B/1   Assessee suggests to the employee that he could threaten to reduce the hours of staffers if they did not do their jobs.

B/4   Assessee suggests that the employee show his subordinates what he wants them to do rather than doing it himself.

B/1   Assessee recommends that the employee try delegating more responsibility to his subordinates.

C/5   Assessee expresses the desire to work with the employee to remedy the problems.

A/3   Assessee inquires whether the employee's subordinates needed more training.

A/4   Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

A/1   Assessee inquires as to the reason the employee works so many hours.

B/5   Assessee outlines action plans for employee development.

B/2   Assessee suggests that the employee needs to take time to do a better job on his scheduling and ordering.

C/1   Assessee listens intently to what the employee has to say.

APPENDIX G:

Post-training Questionnaire

Post-training Questionnaire

Rater # _____

We have completed the training component of this research. We are now interested in determining how effective this training has been in enabling you to distinguish between performance dimensions and performance standards. Therefore, we would like you to complete this questionnaire. Once again, your answers will not be used to evaluate your performance in this study. It is simply a means by which we can establish what you have learned from this training experience. The questions should take approximately 15 minutes to complete. We ask that you give careful consideration to your responses. Please answer all of the questions.

You are asked to match each behavioral item with a performance dimension that you think best represents that behavior and write the letter in the space to the left of the /. Then rate the quality of that behavioral item using the 5-point scale provided below and write the number in the space to the right of the /.

Performance Dimensions

A. Problem Analysis   B. Problem Solution   C. Sensitivity

Hardly Any	To Some Degree	Adequate	Quite A Bit	An Extreme Amount Of
1	2	3	4	5

Behavioral Items

B/3   Assessee suggests that the employee sit down with his subordinates and attempt to develop a better working relationship.

A/4   Assessee inquires whether the employee consulted his subordinates regarding their scheduling preferences.

C/3   Assessee acknowledges that the employee's past performance appraisals were good.

B/5   Assessee suggests that the employee explain to the staffers how the inventory system works.

C/4   Assessee acknowledges that it is difficult to turn over responsibility.

<u>C</u>/1   Assessee states that the employee is ultimately responsible for insuring that all of the work is done properly.

<u>C</u>/4   Assessee acknowledges the difficulty of adjusting to a larger store.

<u>C</u>/2   Assessee asks the employee about his feelings of the issues that had been discussed.

<u>C</u>/3   Assessee puts the employee at ease by asking him how he likes being at the new store.

<u>A</u>/5   Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

<u>C</u>/1   Assessee doesn't thank the employee for his time at the conclusion of the interview.

<u>B</u>/3   Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

<u>B</u>/4   Assessee suggests the employee talk with his subordinates and find out how they feel about working nights and weekends.

<u>A</u>/3   Assessee inquires about what the employee believes is the reason that his subordinates are not doing their work.

<u>B</u>/1   Assessee suggests that a goal could be obtained without specifying the manner in which it could be accomplished.

<u>B</u>/5   Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

<u>C</u>/1   The assessee conveys the impression that the employee is guilty until proven innocent.

<u>A</u>/5   Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

<u>C</u>/4   Assessee indicates that s/he is impressed by all of the hours the employee has been working.

<u>B</u>/3   Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

<u>B</u>/2   Assessee suggests that the employee is going to have to develop better communications with his subordinates.

<u>A</u>/1   Assessee asks the employee whether there is anything that he would like to bring up.

<u>A</u>/2   Assessee inquires about what the employee has to say about a complaint.

APPENDIX H:

Pre-rating Questionnaire

<u>Pre-rating Questionnaire</u>

Rater # _____

Before you begin the rating task, we would again like to assess the effectiveness of training and to re-acquaint you with the dimensions and behaviors. As in the two previous questionnaires, your answers will not be used to evaluate your individual performance in this research. The questions should take approximately 10 minutes to complete. We ask that you give careful consideration to your responses. Please answer all of the questions.

You are asked to match each behavioral item with a performance dimension that you think best represents that behavior and write the letter in the space to the left of the /. Then rate the quality of that behavioral item using the 5-point scale provided below and write the number in the space to the right of the /.

Performance Dimensions

A. Problem Analysis   B. Problem Solution   C. Sensitivity

Hardly Any	To Some Degree	Adequate	Quite A Bit	An Extreme Amount Of
1	2	3	4	5

Behavioral Items

<u>A</u>/<u>2</u>   Assessee inquires whether the employee has any questions about his responsibilities.

<u>C</u>/<u>1</u>   Assessee states that the employee is ultimately responsible for insuring that all of the work is done properly.

<u>A</u>/<u>5</u>   Assessee relates the employee's lack of patience in his dealings with his subordinates to his long hours.

<u>C</u>/<u>1</u>   Assessee listens intently to what the employee has to say.

<u>B</u>/<u>5</u>   Assessee suggests that if the staffers did not want to work nights and weekends that he should rotate them.

<u>B</u>/<u>4</u>   Assessee suggests that the employee talk with his subordinates and find out how they feel about working nights and weekends.

<u>C</u>/<u>4</u>   Assessee acknowledges the difficulty of adjusting to a larger store.

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B/3 Assessee suggests that the employee hand out note cards with responsibilities listed on them to his subordinates as a solution to the delegation problem.

C/2 Assessee acknowledges that a lot of employees are apprehensive about the appraisal process.

A/4 Assessee inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights.

A/1 Assessee inquires whether the employee had ever received any complaints from his subordinates.

A/5 Assessee investigates how the employee took care of the problem when his subordinates didn't do the work or didn't do it well.

C/5 Assessee supports the employee by telling him that s/he wants to see how they can make his performance even better.

B/1 Assessee recommends that the employee try delegating more responsibility to his subordinates.

B/3 Assessee suggests that the employee might want to share his knowledge so that his subordinates would have a better understanding of how the company works.

C/5 Assessee expresses the desire to work with the employee to remedy the problems.

C/1 Assessee doesn't thank the employee for his time at the conclusion of the interview.

A/1 Assessee inquires as to the reason the employee works so many hours.

A/1 Assessee inquires whether the employee has had any problems adjusting to the store.

B/1 Assessee suggests that the employee could threaten to reduce the hours of the staffers if they did not do their jobs.

A/5 Assessee relates the employee's adjustment to the new store to the problems that he is experiencing.

A/5 Assessee inquires whether the employee checked last year's inventory before ordering the picnic tables.

B/5 Assessee suggests that the employee explain to the staffers how the inventory system works.

APPENDIX I:

Post-experimental Questionnaire

Part 1

1. RATER #: _____

2. Sex: Male   Female   (Circle one)

3. Age: _____

4. Race: White   Black   Hispanic   Asian   Other   (Circle one)

5. Class: Soph   Junior   Senior   Graduate student (Circle one)

6. To what extent did the training help you evaluate the ratee accurately?

Not at all	Somewhat	Quite a bit	To a great extent	Completely
1----------	----2-----	-----3-------	--------4----------	---------5

7. To what extent did you perceive the experimenter as knowledgeable in observation and performance rating?

Not at all	Somewhat	Quite a bit	To a great extent	Completely
1----------	----2-----	-----3-------	--------4----------	---------5

8. To what extent was the experiment a learning experience for you?

Not at all	Somewhat	Quite a bit	To a great extent	Completely
1----------	----2-----	-----3-------	--------4----------	---------5

9. How confident are you that your ratings are accurate measures of the individual's performance?

Not at all	Somewhat	Quite a bit	To a great extent	Completely
1----------	----2-----	-----3-------	--------4----------	---------5