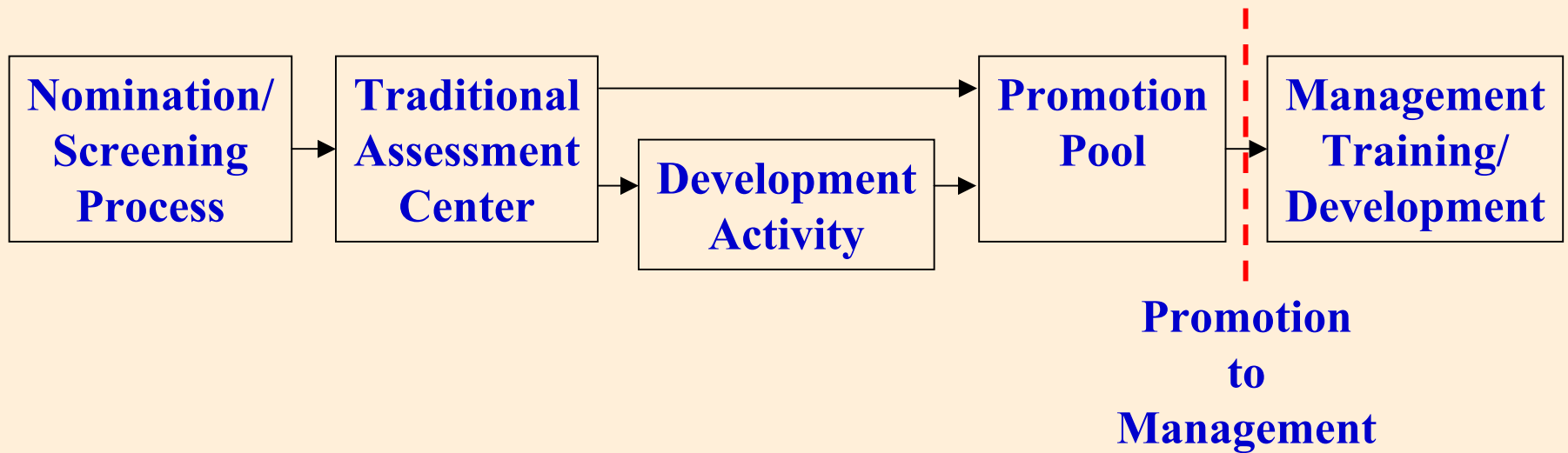
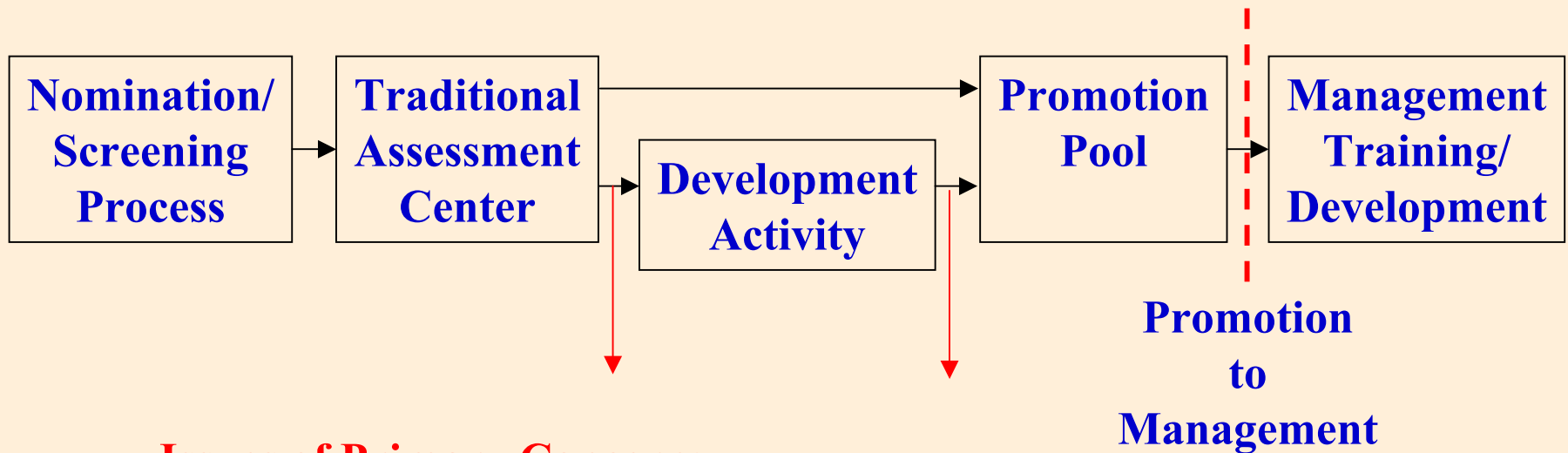


# Traditional A/C Based Management Selection/Development Model (Paradigm I)



# Traditional A/C Based Management Selection/Development Model (Paradigm I)

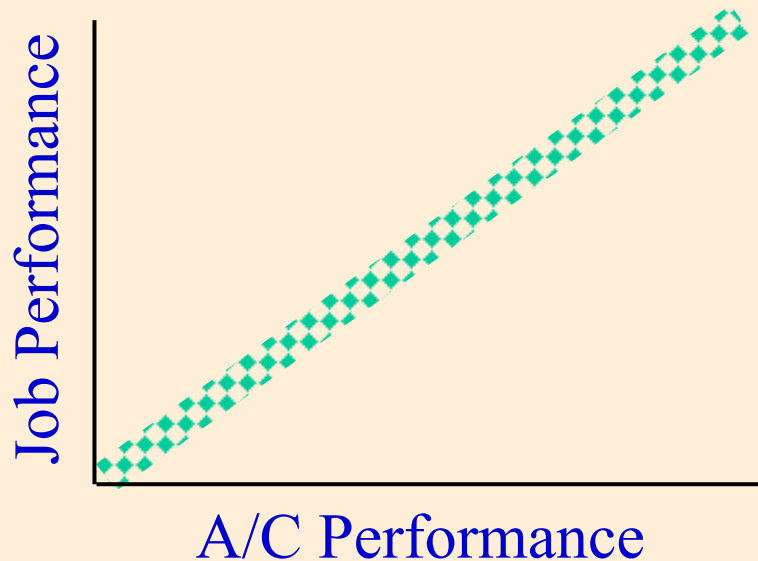


## Issues of Primary Concern:

1. **Validity < 0.40**
2. **Evaluation Process**
  - **Efficiency**
  - **Exercise Effect/Construct Validity**

# Issue 1 Validity < 0.40

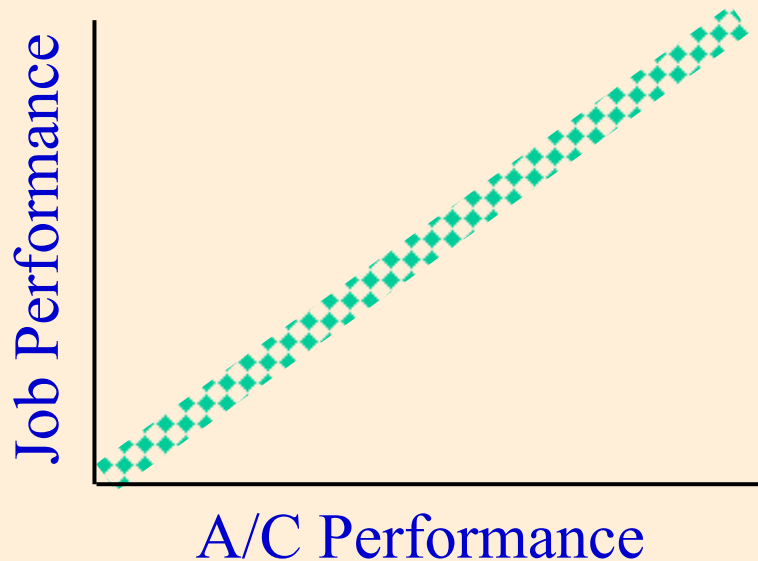
Gaugler, B.B., Rosenthal, D.B,  
Thornton, G.C., III & Bentson, C. (1987)  
Meta-Analysis of Assessment Center Validity  
*Journal of Applied Psychology*, 74, 493-511.



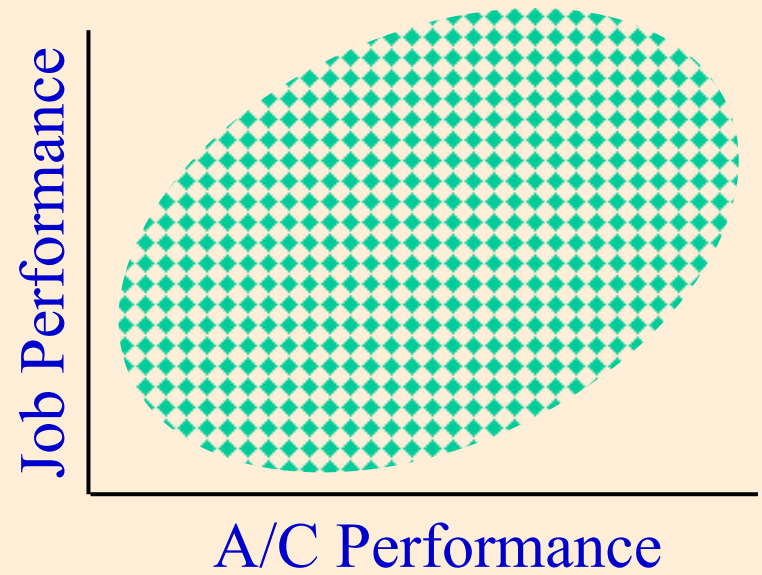
Administrative Assumption  
(Validity = 1.00)

# Issue 1 Validity < 0.40

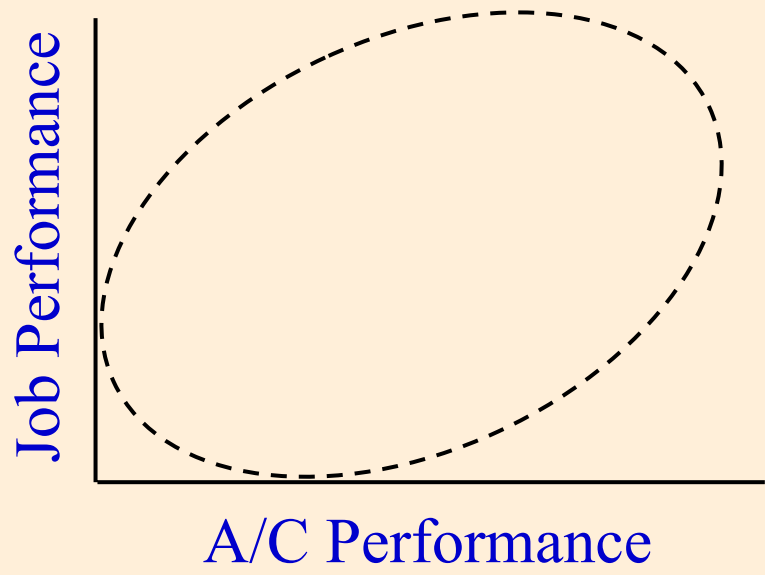
Gaugler, B.B., Rosenthal, D.B,  
Thornton, G.C., III & Bentson, C. (1987)  
Meta-Analysis of Assessment Center Validity  
*Journal of Applied Psychology*, 74, 493-511.

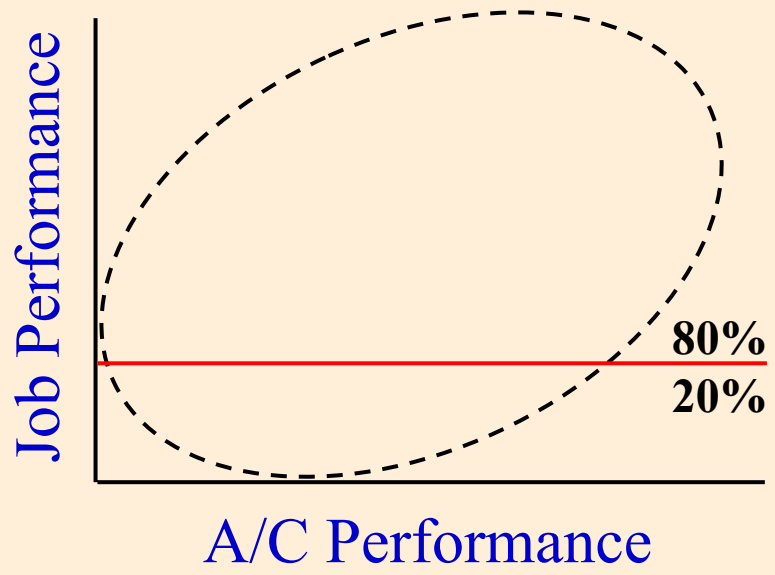


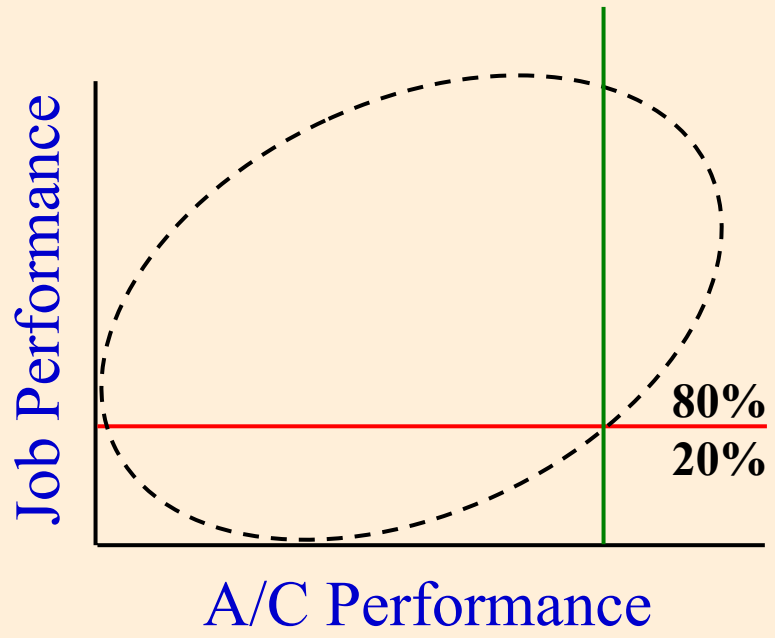
Administrative Assumption  
(Validity = 1.00)

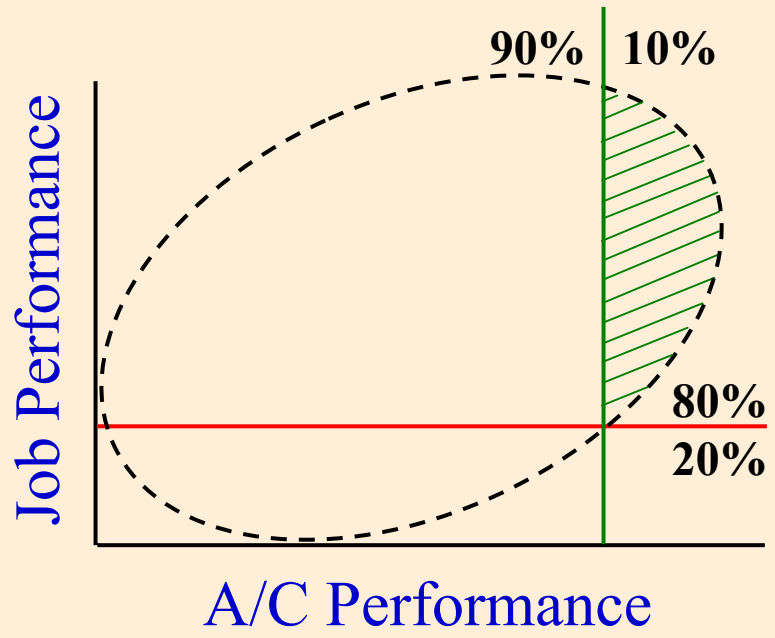


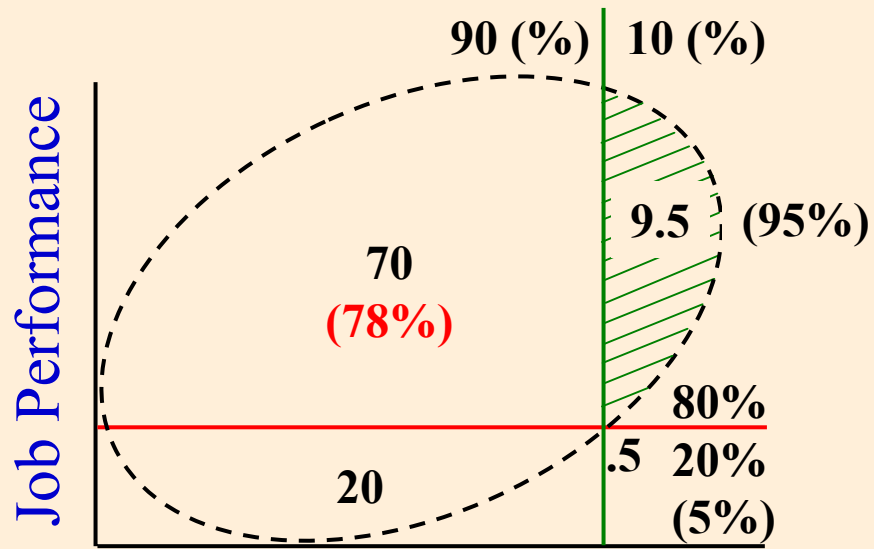
Operational Reality  
(Validity < 0.40)



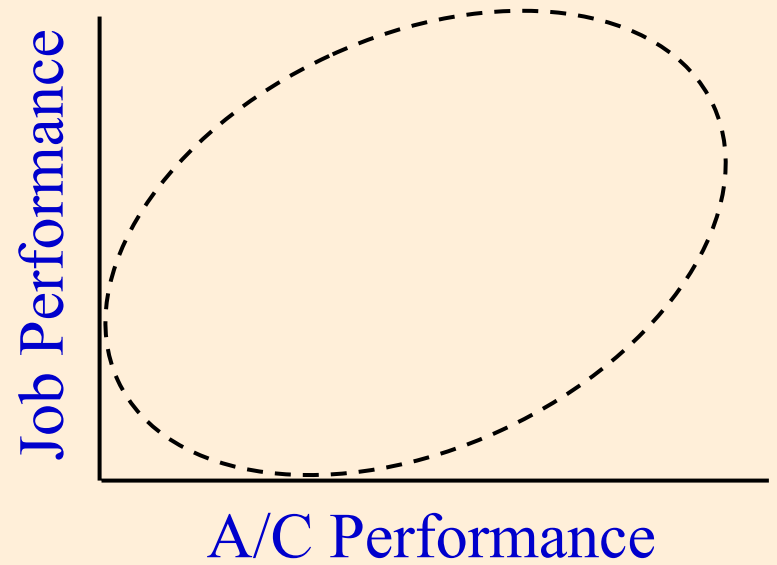
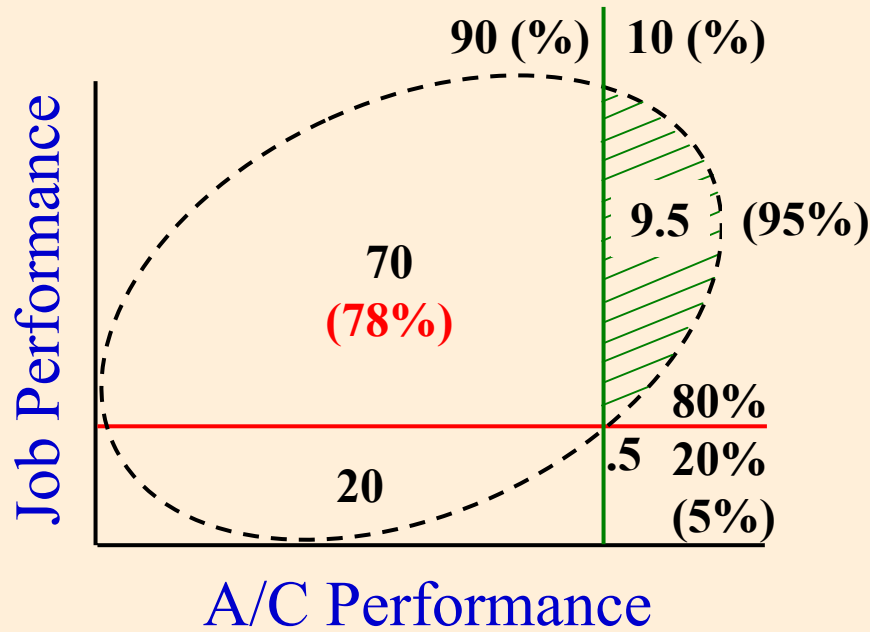


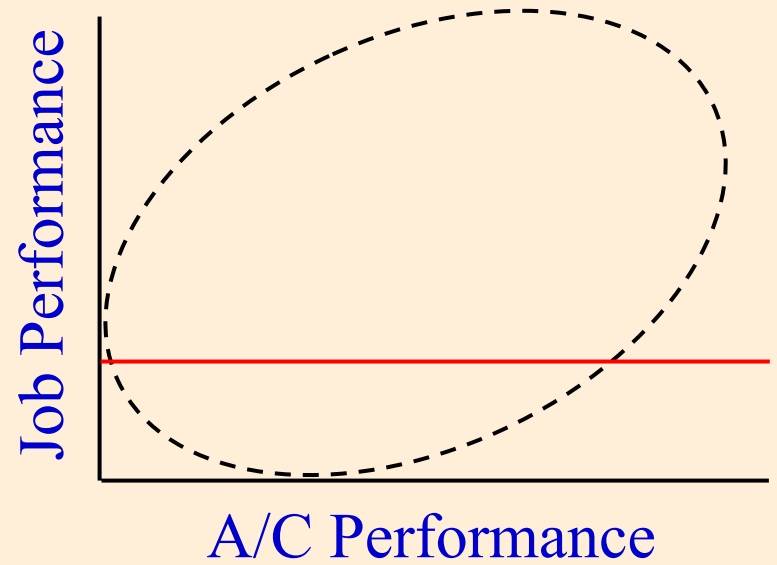
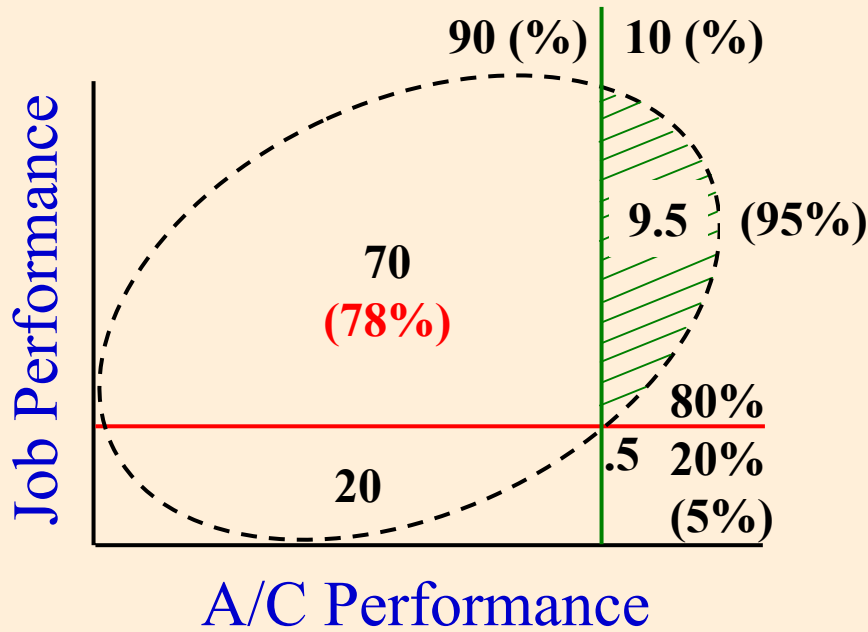


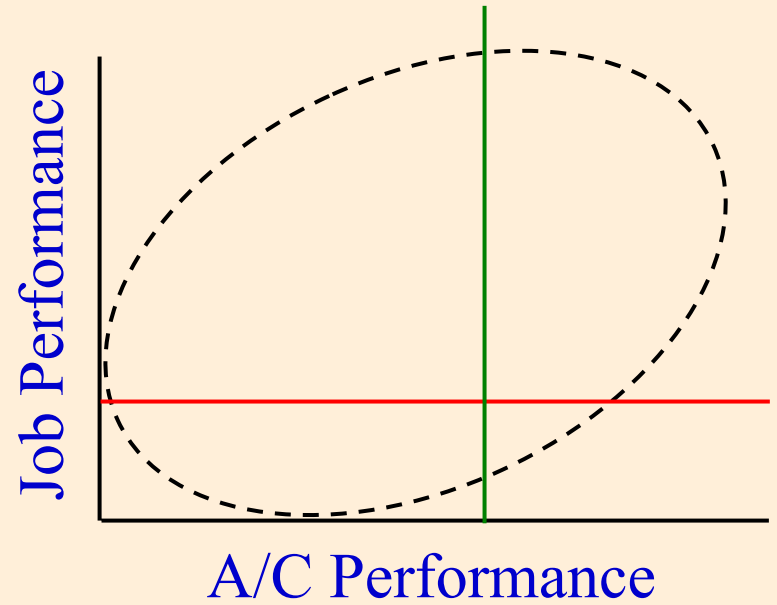
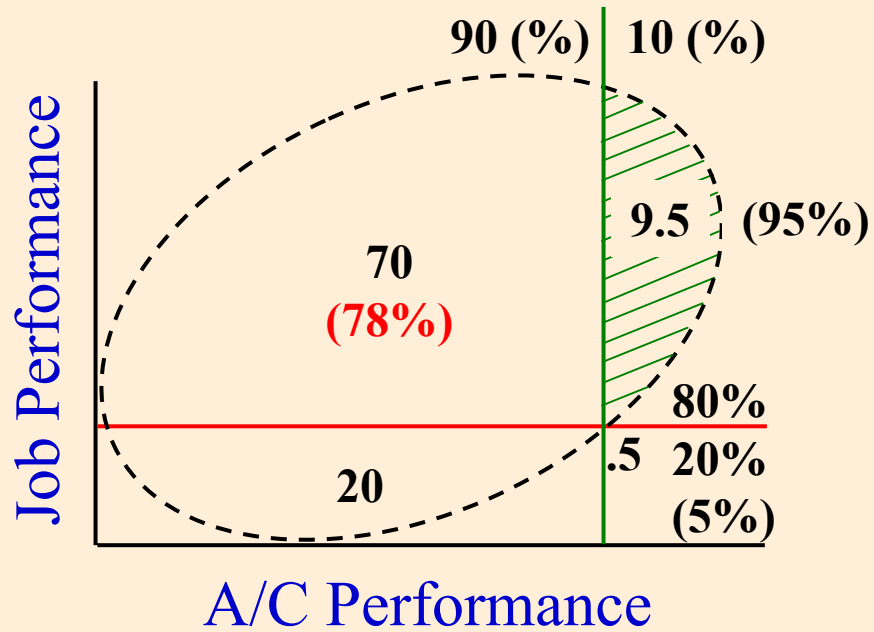


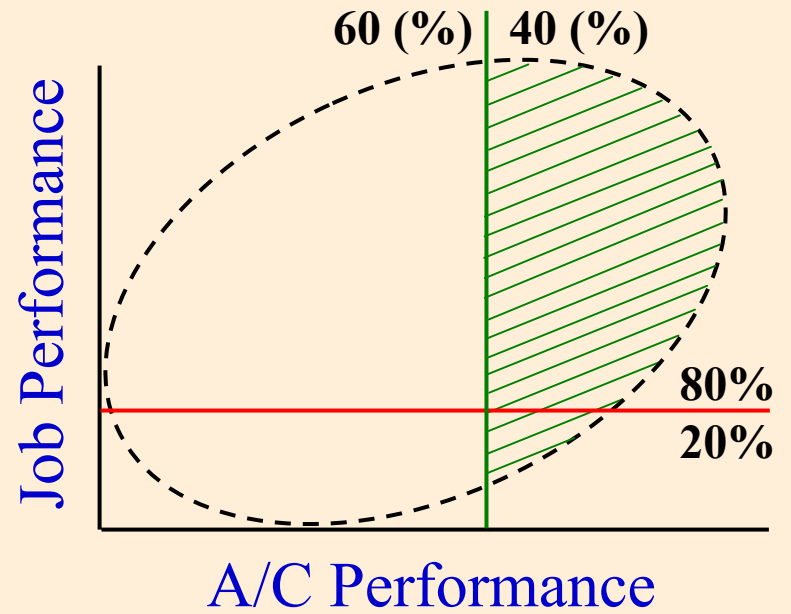
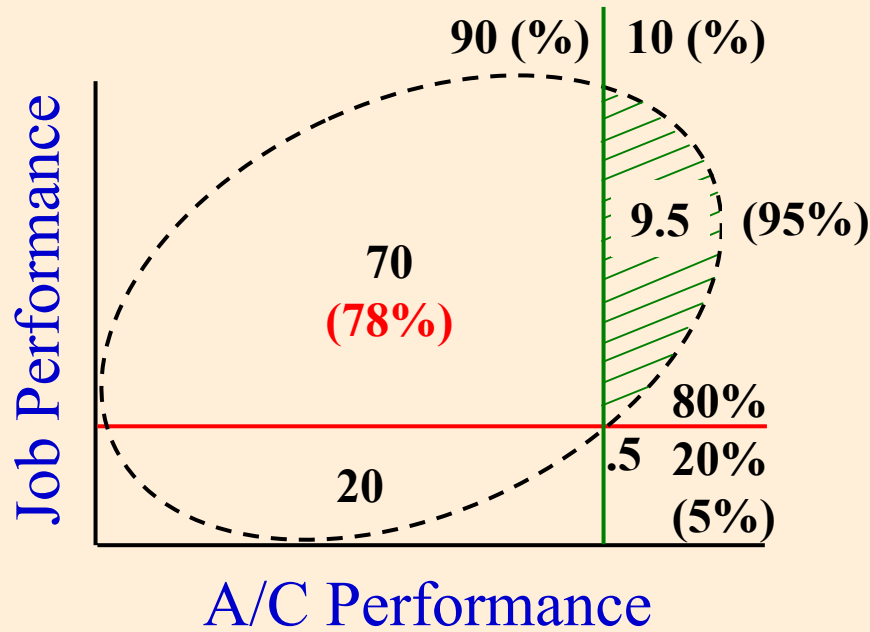


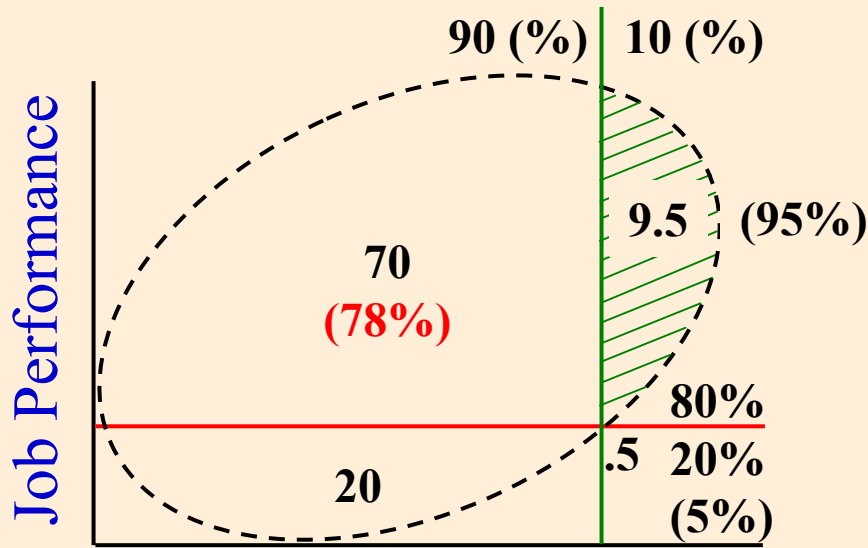
A/C Performance  
 (Assume N = 100)



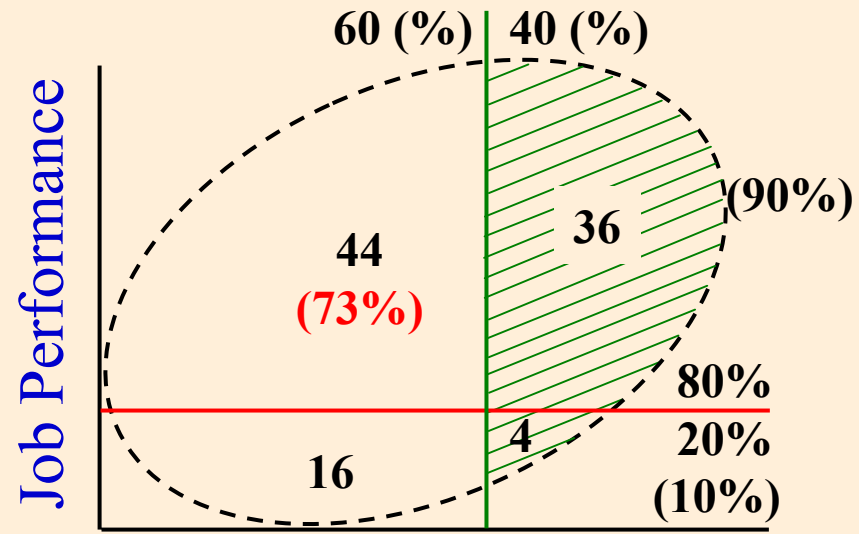




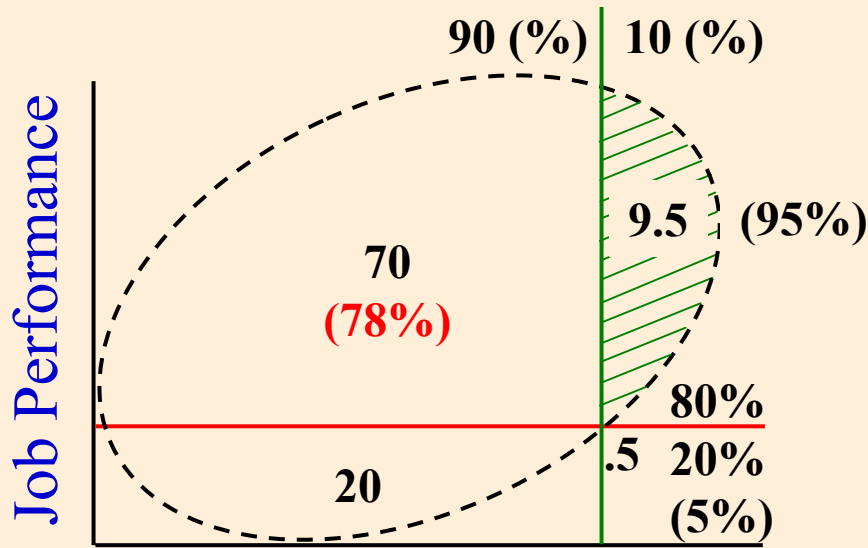




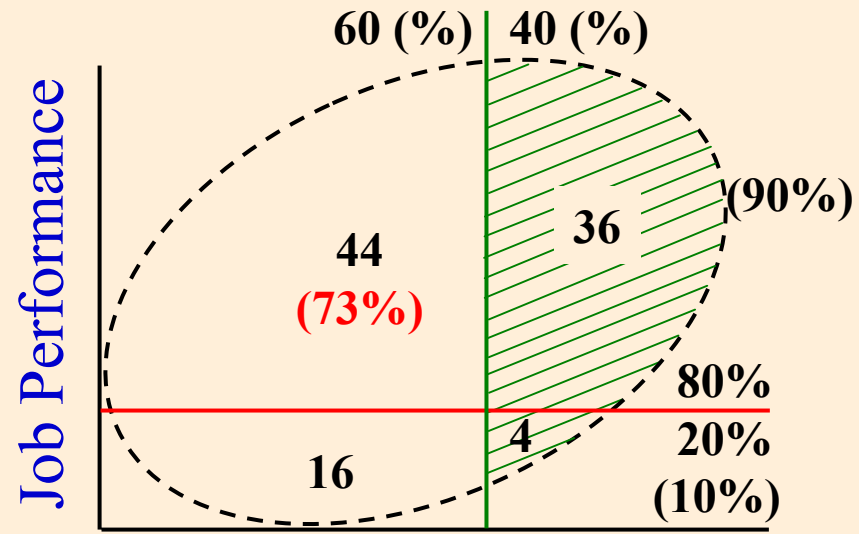
A/C Performance  
(Assume N = 100)



A/C Performance



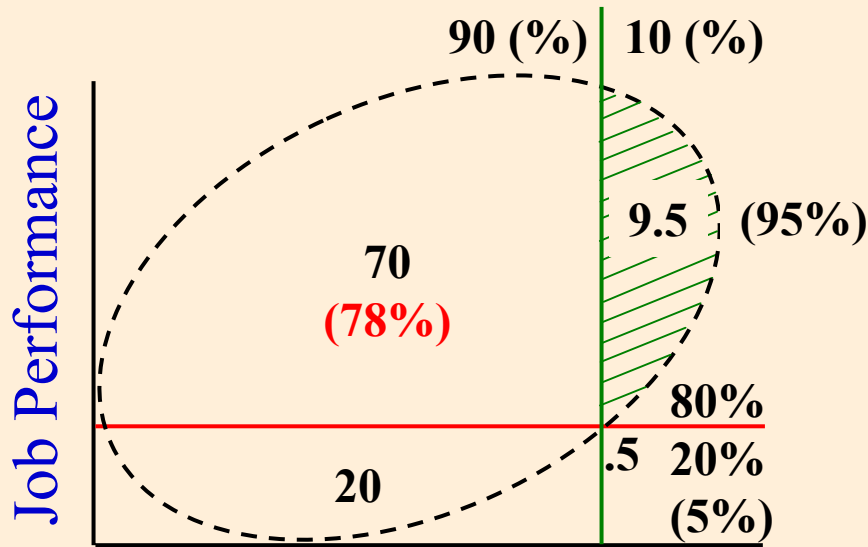
A/C Performance



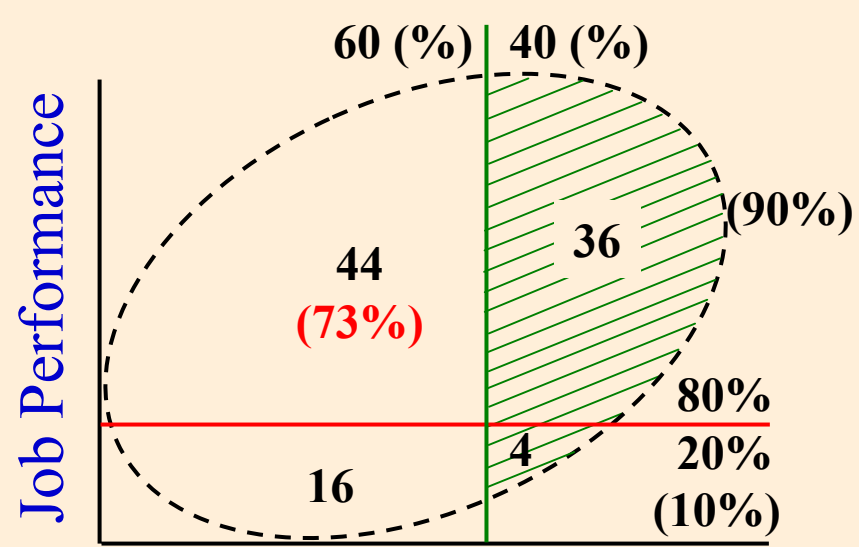
A/C Performance

Taylor Russell Table (80% Success Rate)  
Selection Ratio

$\Upsilon$	.05	.10	.20	.30	.40	.50	.60	.70	.80	.90	.95
.40	.96	.95	.93	.92	.90	.89	.88	.86	.85	.83	.82



A/C Performance

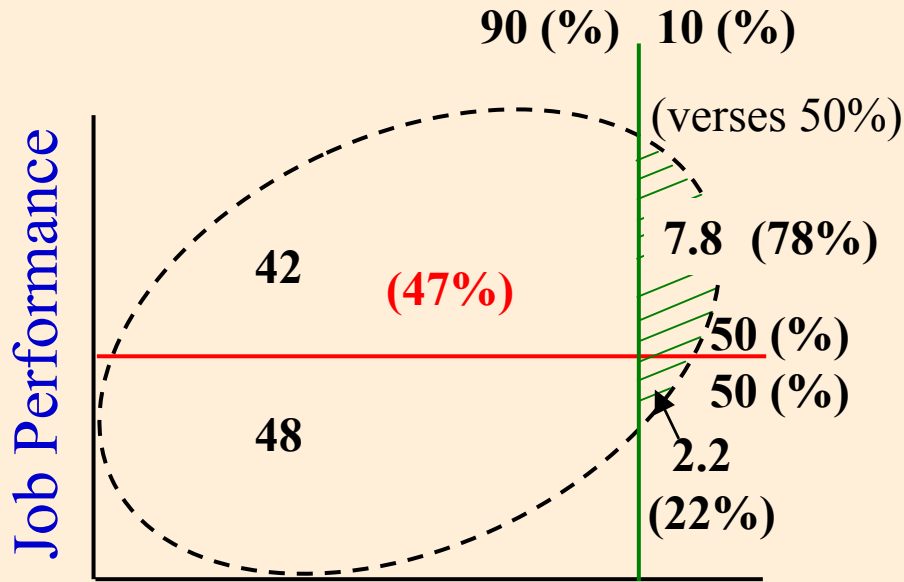


A/C Performance

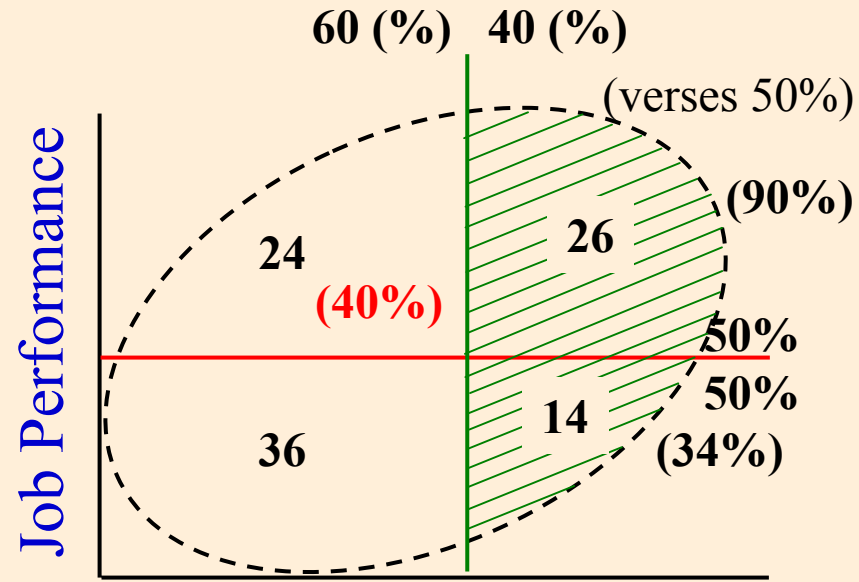
Taylor Russell Table (80% Success Rate)  
Selection Ratio

$\gamma$	.05	.10	.20	.30	.40	.50	.60	.70	.80	.90	.95
.40	.96	.95	.93	.92	.90	.89	.88	.86	.85	.83	.82

Effective use of a predictor with 0.40 validity requires a low success rate and results in a high % of false negatives. By definition.



A/C Performance

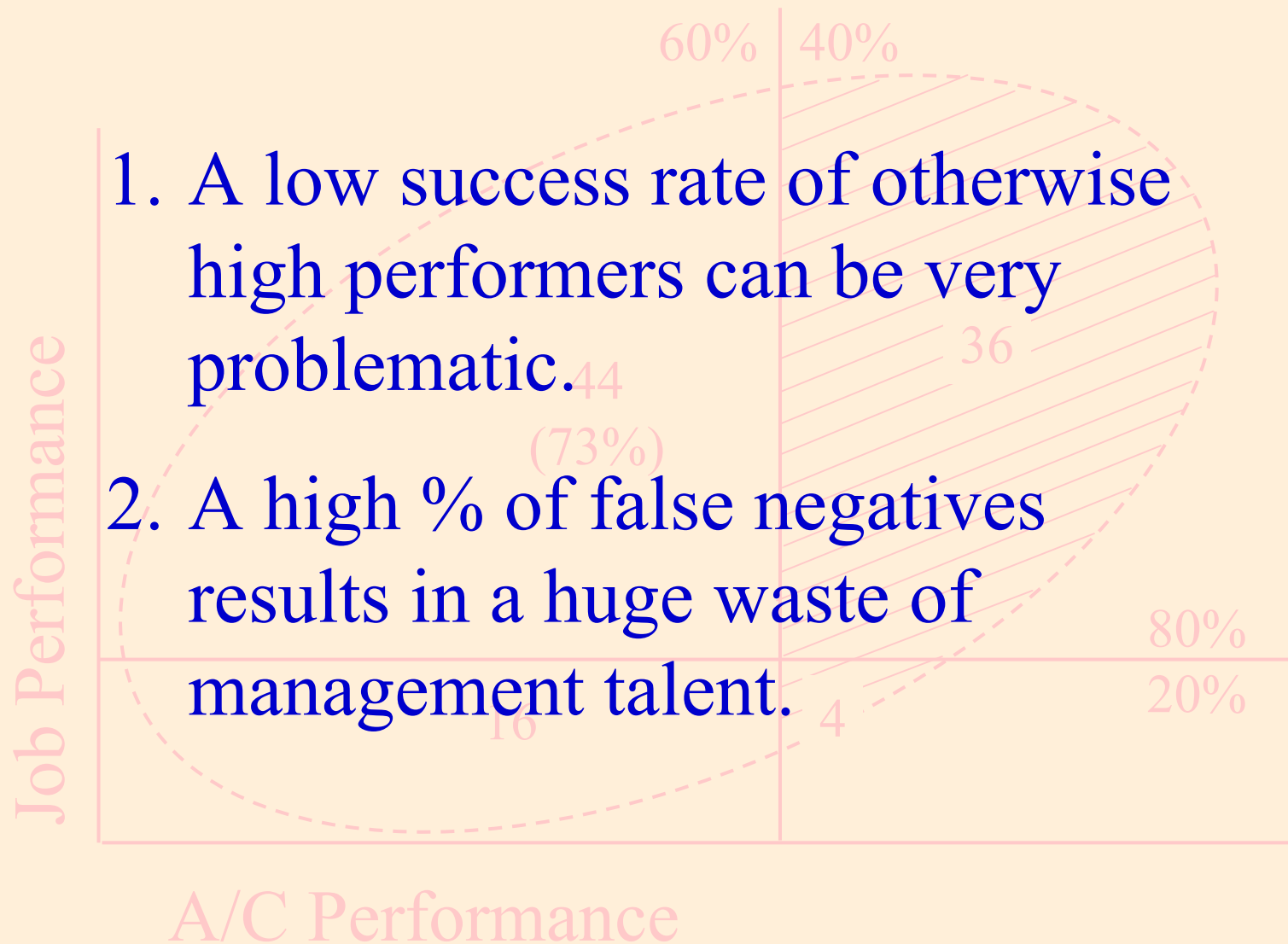


A/C Performance

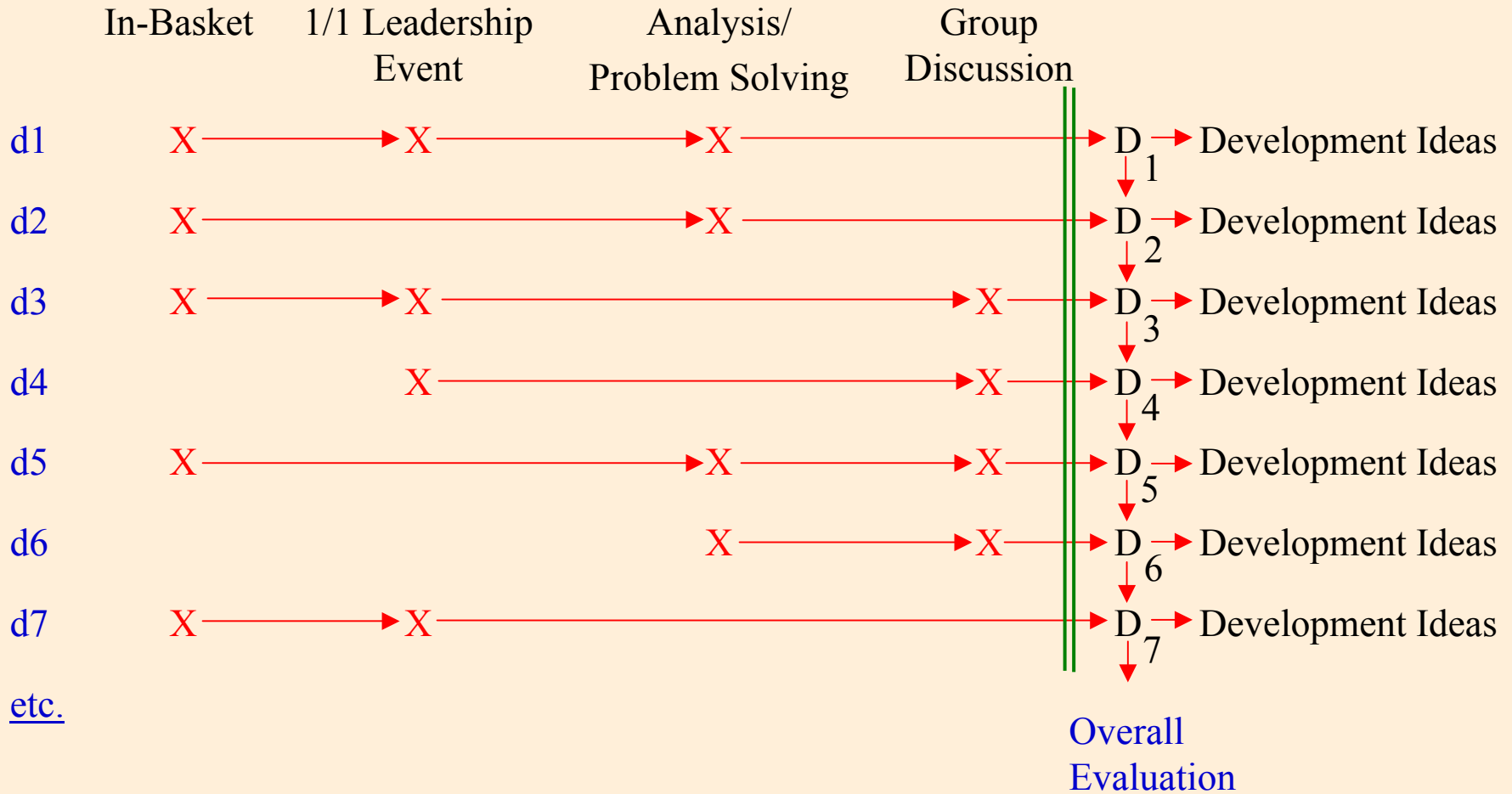
Taylor Russell Table (50% Success Rate)  
Selection Ratio

$\Upsilon$	.05	.10	.20	.30	.40	.50	.60	.70	.80	.90	.95
.40	.82	.78	.73	.69	.66	.63	.61	.58	.56	.53	.52

# When Used In *Internal* Promotion Situations:



# Issue 2 Efficiency Concerns



- 16 Individual Measurement Points
- 8 Group Consenses Points

## BIBLIOGRAPHY

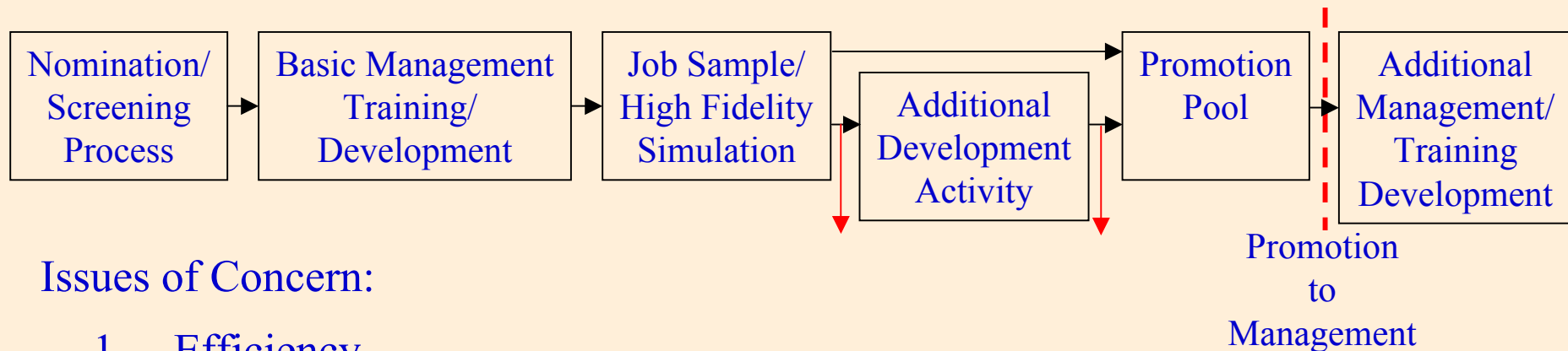
- Archambeau, D.J. (1979). Relationships among skill ratings assigned in an assessment center. *Journal of Assessment Center Technology*, 2, 7-20.
- Bycio, P., Alvares, K.M., & Hahn, J. (1987). Situational specificity in assessment center ratings: A confirmatory factor analysis. *Journal of Applied Psychology*, 72, 463- 474.
- Donahue, L.M., Truxillo, D.M., Cornwell, J.M. & Gerritt, M.J. (1997). Assessment center construct validity and behavioral checklists: Some additional findings. *Assessment Centers: Research and Applications [Special Issue]. Journal of Social Behavior and Personality*, 12(5), 85-108.
- Fleenor, J.W. (1996) Constructs and developmental assessment centers: further troubling empirical findings. *Journal of Business and Psychology*, 10, 319-335).
- Henderson, F., Anderson, N. & Rick, S. (1995). Future competency profiling: Validating and redesigning the ICL graduate assessment center. *Personnel Review*, 24,(3), 19-31.
- Joyce, L.W., Thayer, P.W., & Pond, S.B., III (1994). Managerial functions: An alternative to traditional assessment center dimensions? *Personnel Psychology*, 47(1), 109-121.
- Lance, E.C., Newbolt, W.H., Gatewood, R.D., Foster, M.R., French, N.R. & Smith, D.E. (2000). Assessment center exercise factors represent cross-situational specificity, not method bias. *Human Performance*, 13(4), 323-353.
- Robertson, I.T., Gratton, L., & Sharpley, D. (1987). The psychometric properties and design of managerial assessment centers: Dimensions into exercises won't go. *Journal of Occupational Psychology*, 60, 187-195.
- Russell, C.J. (1987). Person characteristic versus role congruency explanation of assessment center ratings. *Academy of Management Journal*, 30, 817-828.
- Sackett, P.R. & Dreher, G.F. (1982). Constructs and assessment center dimensions: Some troubling empirical findings. *Journal of Applied Psychology*, 67, 401-410.
- Sackett, P.R. & Harris, M. (1998). A further examination of the constructs underlying assessment center ratings. *Journal of Business and Psychology*, 3, 214-229.
- Schmidt, F.L. & Hunter, J.E. (1998). The validity and utility of selection methods in personnel psychology; practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262-274.
- Schneider, J.R. & Schmitt, N. (1992). An exercise design approach to understanding assessment center dimension and exercise constructs. *Journal of Applied Psychology*, 77(1), 32-41.
- Silverman, W.H., Dalessio, A., Woods, S.B., & Johnson, R.L., Jr. (1986). Influence of assessment center methods on assessors' ratings. *Personnel Psychology*, 39, 565-578.
- Turnage, J.J. & Muchinsky, P.M. (1982). Transsituational variability in human performance within assessment centers. *Organizational Behavior and Human Performance*, 30, 174-200.

- Archibald, D.J. (1979). Relationships among skill ratings assigned in an assessment center. *Journal of Assessment Center Technology*, 20, 1-10.
- Bycio, P., Alvares, K.M., & Hahn, J. (1987). Situational specificity in assessment center ratings: A confirmatory factor analysis. *Journal of Applied Psychology*, 72, 463-474.
- Donahue, L.M., Truxillo, D.M., Cornwell, J.M. & Gerrin, M.S. (1997). Assessment center construct validity and behavioral checklists: Some additional findings. *Assessment: Advances in Knowledge, Structures, and Applications*, 12(5), 85-100.
- Fleenor, M.W. (1998). Construct validity of assessment centers: further troubling empirical findings. *Journal of Business and Psychology*, 10, 319-335).
- Henderson, F., Anderson, N. & Rick, S. (1995). Future competency profiling: Validating and redesigning the ICL graduate assessment center. *Personnel Psychology*, 48, 149-169.
- Joyce, L.W., Thayer, P.W., & Pond, S.B., III (1994). Managerial functions: An alternative to traditional assessment center dimensions? *Personnel Psychology*, 47, 21-32.
- Lance, E.C., Newbolt, W.H., Gatewood, R.D., Foster, M.R., French, N.R. & Smith, D.F. (2000). Assessment center exercise factors represent distinct constructs. *Human Performance*, 13(4), 293-307.
- Robertson, I.T., Gritton, L., & Shapley, D. (1987). The psychometric properties and design of managerial assessment centers: Dimensional structure. *International Journal of Selection*, 12(1), 1-12.
- Russell, C. (1987). Personality characteristic versus role congruency explanation of assessment center ratings. *Academy of Management Journal*, 30, 103-113.
- Sackett, P.R. & Dreher, G.F. (1990). Constructs and assessment center validity: Some troubling empirical findings. *Journal of Applied Psychology*, 75, 107-116.
- Sackett, P.R. & Harris, M. (1998). A further examination of the constructs underlying assessment center ratings. *Journal of Business and Psychology*, 9, 114-229.
- Schmidt, F.L. & Hunter, J.E. (1998). The validity and utility of selection methods in personnel psychology; practical and theoretical implications of 80 years of research findings. *Psychological Bulletin*, 124, 62-271.
- Schneider, J.R. & Schmitt, N. (1992). An exercise design approach to understanding assessment center dimension and exercise construct validity. *Journal of Applied Psychology*, 77(4), 32-44.
- Silverman, W.H., Dalessio, A., Woods, S.B., & Johnson, R.L., Jr. (1986). Influence of assessment center methods on assessors' ratings. *Personnel Psychology*, 39, 71-87.
- Turnage, J.J. & Muchinsky, P.M. (1982). Transsituational variability in human performance within assessment centers. *Organizational Behavior and Human Performance*, 30, 174-200.

# Take Aways:

- The construct validity (exercise effect) problem probably reduces the validity potential of the assessment center method.
- If developmental diagnosis is based on dimension performance across different exercises, the accuracy of the resulting diagnosis is suspect. (Klimoski, R; & Brickner, Mary (1987) Why Do Assessment Centers Work? The Puzzle of Assessment Center Validity. *Personnel Psychology*, 40, 243-259.)
- If developmental diagnosis is based on dimensional performance within traditional a/c exercises, the inferences required to relate exercise activity to future job activity reduce accuracy potential.

# Alternate Management Selection/Development Model (Paradigm II)



## Issues of Concern:

### 1. Efficiency

- At least some (perhaps a significant amount) of management development effort will be directed to people who will not become managers.
- Achievement measures (job sample simulations) can be more complex to design than “exercises” and are perceived to be less flexible than assessment centers.

### 2. Commitment

- If participants do not take development seriously, success rate could be very low.

# Potential Advantages:

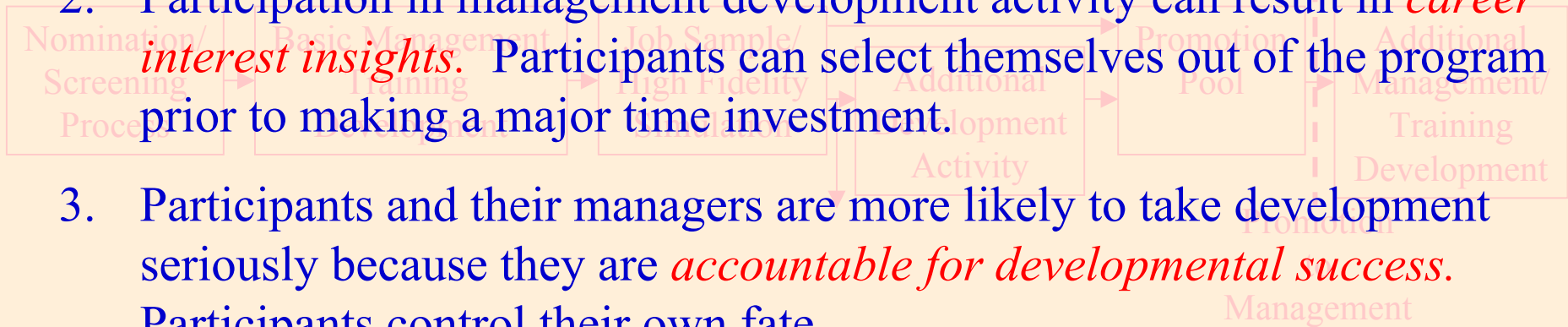
## -Achievement Measure vs. Aptitude Measure-

1. Work samples have the *potential to exceed assessment center validity* (Hunter, J.E. & Hunter, R.F. (1984). Validity and Utility of Alternate Predictors of Job Performance. *Psychological Bulletin*, 96, 72-98. Schmidt, F.L. & Hunter, J.E. (1998). The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 85 Years of Research Findings. *Psychological Bulletin*, 124, 262-274.)
2. The use of work samples or high fidelity simulations is *compatible with the “exercise effect” research*. (i.e. it is logical to evaluate overall performance in a simulation element that closely parallels job content.)
3. Positioned after development as *achievement measures* the programs can function almost as management *licensing exams*.

4. Use of a *content related validation strategy* is not inappropriate. (*Principles for the validation and use of personnel selection procedures*: Third Edition (1987). Society for Industrial and Organizational Psychology, Inc.; Standards for Education and Psychological Testing (1999). American Psychological Association, et.al; Uniform Guidelines on Employee Selection Procedures (1978) [Revised July 1, 2000] Code of Federal Regulations.
5. Developmental recommendations/strategies can be more *meaningful and operational*. (Joyce, L.W., Thayer, D.W. & Pond, S.B. III. (1994) "Managerial Functions: An Alternative to Traditional Assessment Center Dimensions?" Personnel Psychology (47), 109-121.)
6. When managers are first promoted they have proficiency in basic skills and become *effective sooner*. (Promotion decisions are based on the demonstration of skills – not the aptitude to develop skills.)
7. The use of an achievement measure that is not structured around dimensions should result in major *increases in program efficiency* because of simplified:
  - Assessor Training
  - Evaluation Methodology
  - Data Integration Process

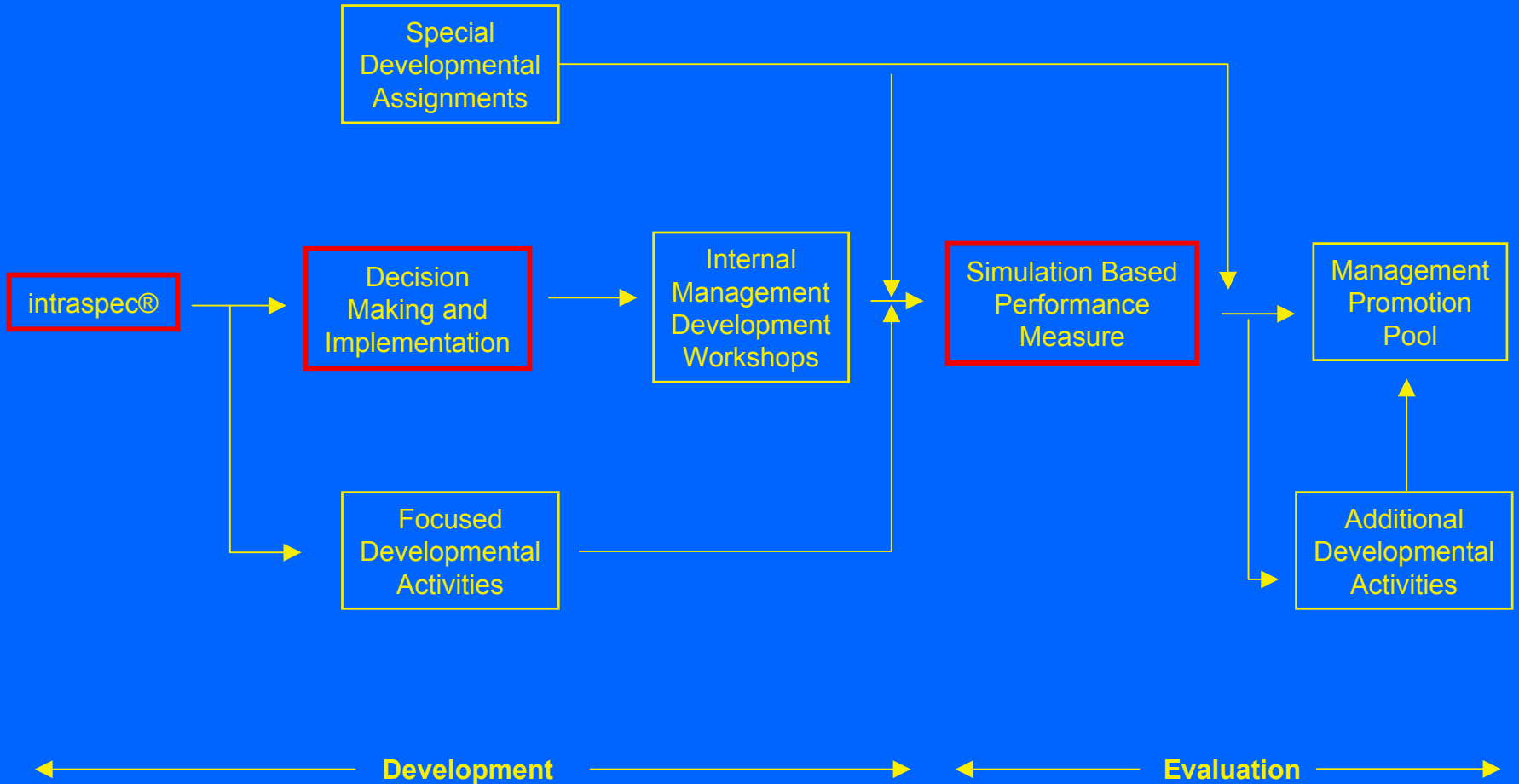
## -Development Prior to Evaluation-

1. The development process can provide a very *thorough orientation* to the use of simulations.
2. Participation in management development activity can result in *career interest insights*. Participants can select themselves out of the program prior to making a major time investment.
3. Participants and their managers are more likely to take development seriously because they are *accountable for developmental success*. Participants control their own fate.
4. Success in the development/training program becomes an integrated *selection system component*.



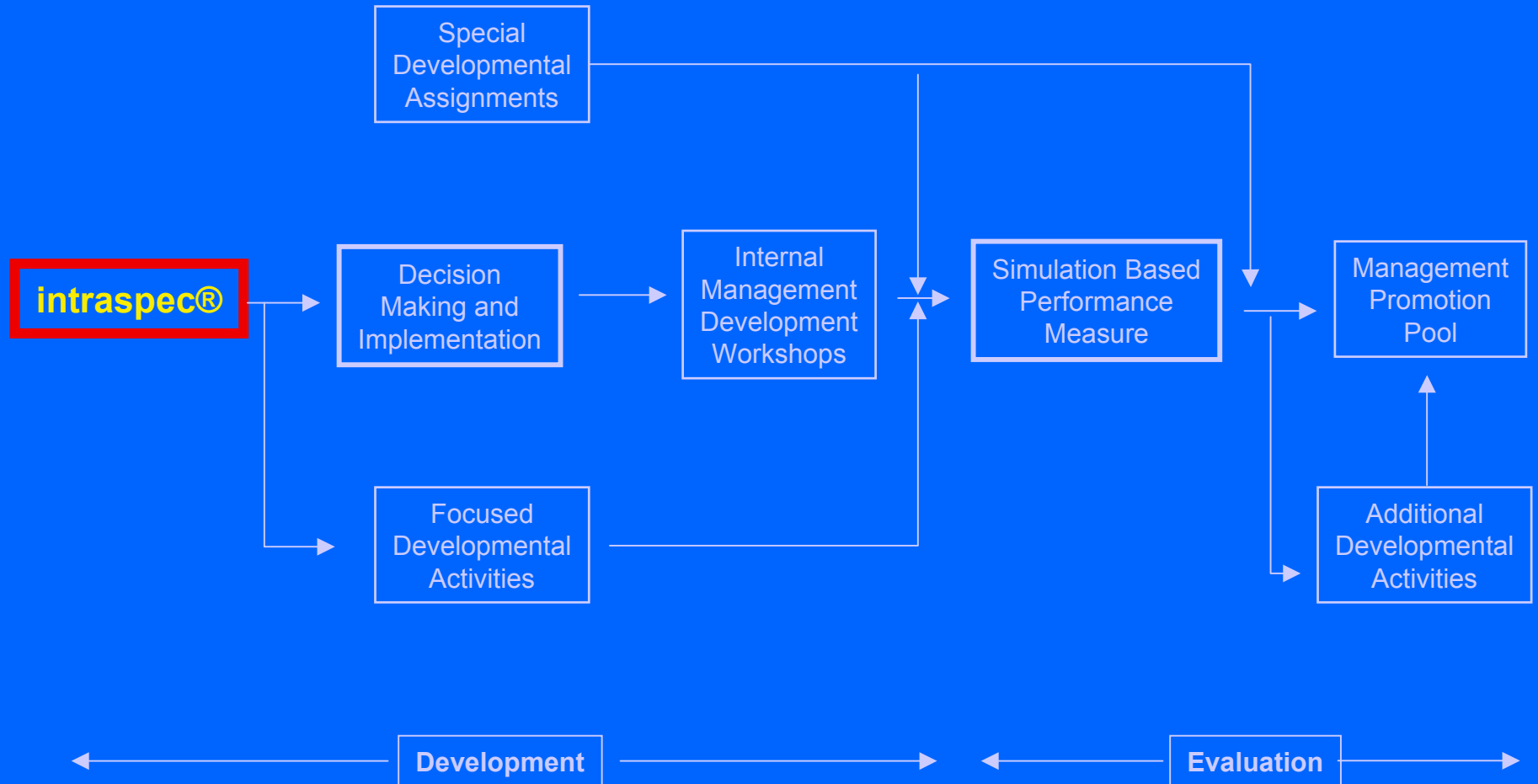


# System





# System



## Self Evaluation Process

- In-Basket
  - Take simulation
  - Discuss responses to items
    - In groups of 6-12
    - In presence of coaches
  - Evaluate own effectiveness and **satisfaction** with performance.
- One/One Leadership Event
  - Prepare for meeting
  - Conduct session with role player (videotape)
  - Review evaluation material
  - Observe video tape with coach
  - Evaluate own effectiveness and **satisfaction** with performance.

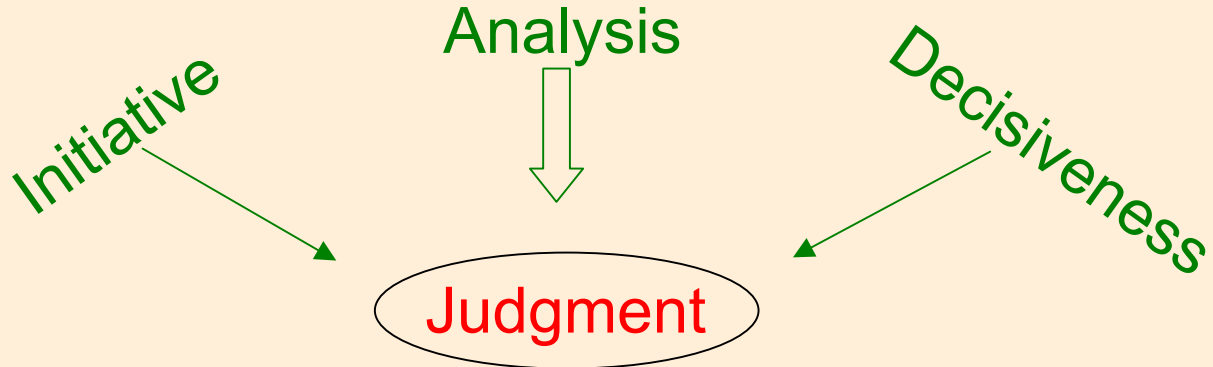
## Developmental Planning

- Identify Priorities (3-5 Dimensional areas within exercises)
- Identify Performance Profiles Within Dimensions
- Use Developmental Resource Guide to create tentative development plans (Reviewed by coach)
  - Resources for learning
  - Skill practice strategies
  - Sources of feedback
  - Implementation barriers
  - Strategies to overcome barriers



# Decision Making and Implementation

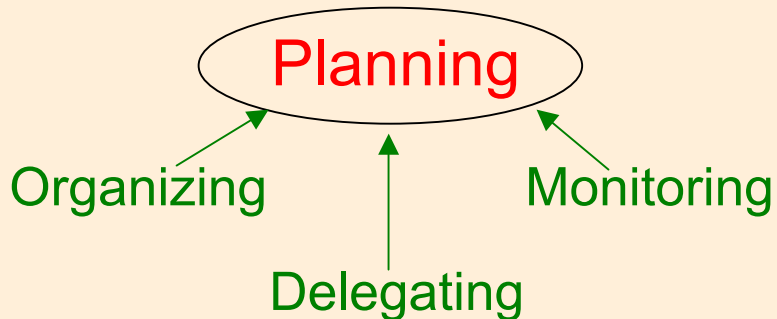
## Module I



Make Decisions

Implement Decisions

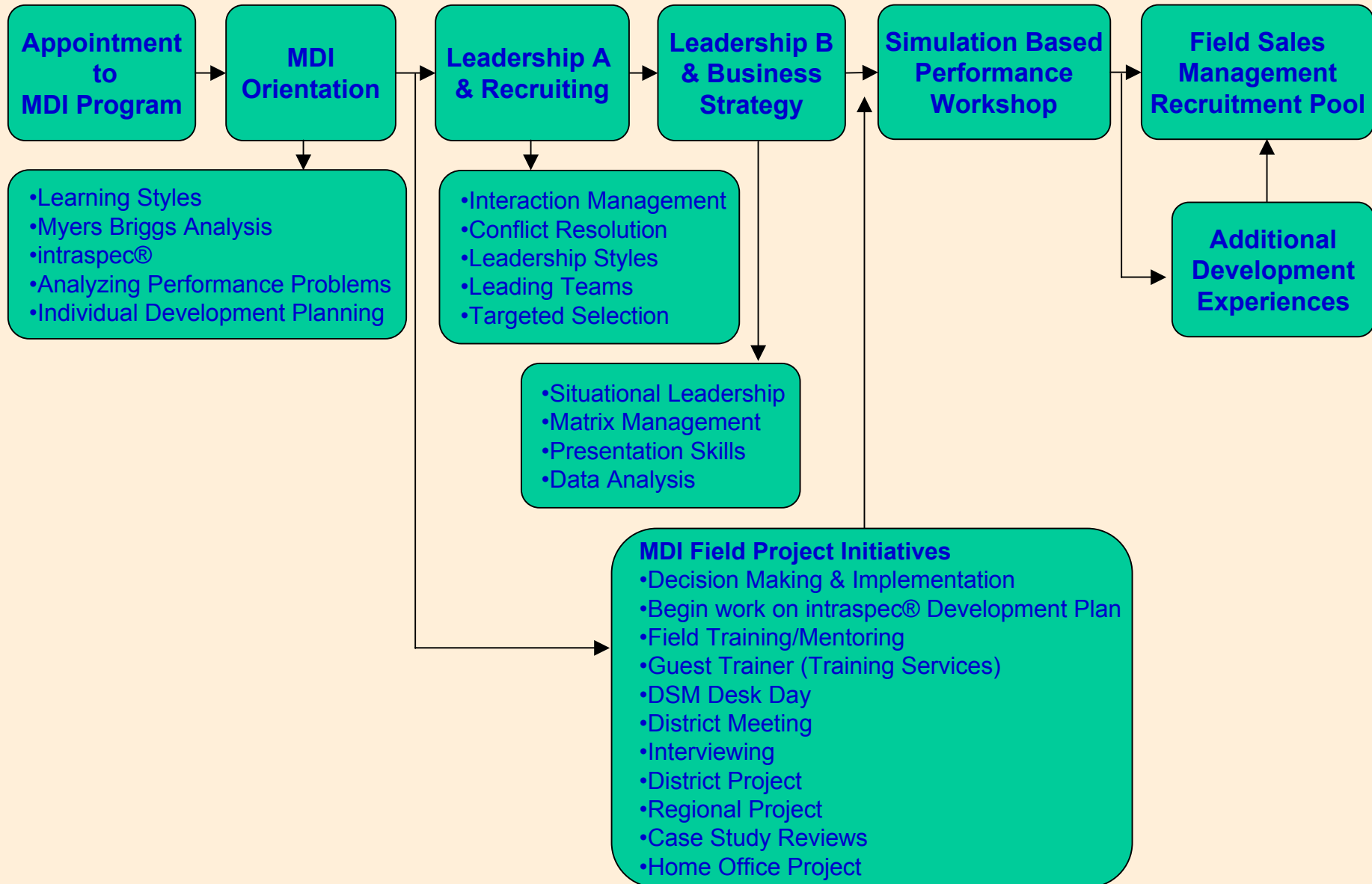
## Module II



## Module III



# Management Development Initiative





# System



# Steps in Simulation Development

- Review job descriptions.
- Interview
  - Job incumbents
  - Managers of incumbents
- Convert interview results into questionnaire content.
  - a. Job tasks/responsibilities (Handout #1)
  - b. Activity rankings (Handout #2)
  - c. Evaluation standards (Handout #3)
  - d. Documentation example (Handout #4)
- Organize relevant activities by simulation content.
- Involve job content experts in simulation design.
- Organize simulation element delivery.
- Have job content experts critique/fine tune simulation content and evaluation issues.

**Managers Schedule**  
 Manager \_\_\_\_\_(A)

**Day 1**

- Review Simulation
- Hand out/discuss schedules

Time	Activity	Location
5:30 – 6:00	Role play Robin Lowden with <u>1</u> .	A
<b>Day 2</b>		
8:00 – 9:00	As RSD, Discuss Sales Data with <u>6</u> .	A
9:00 – 11:00	Begin report writing.	
11:00 – 11:20	Make Dr. Gossett call to <u>3</u> .	
11:20 – 11:30	Give tape to <u>F</u> . Get tape from <u>B</u> .	
11:30 – 12:30	Lunch	
12:30 – 1:15	Pick up Office Day (4), Continue report writing.	
1:15 – 1:30	Review Dale Kane role.	
1:30 – 2:00	Role play Dale Kane with <u>5</u> .	A
2:00 – 4:00	Continue report writing	
4:00 – 4:20	Make Lee Holdorf call to <u>4</u> .	
4:20 – 5:30	Continue report writing	
5:30	Pick up rest of Office Day. Continue report writing	

**Day 3**

8:00 – 9:15	Role play only with 1 in District Meeting	(x)
9:15 – 10:30	Role play only with 4 in District Meeting	(x)
10:30 – 11:45	Evaluate and role play with 3 in District Meeting	(x)

Participants

Name	Room	Name	Room
1 _____	_____	4 _____	_____
2 _____	_____	5 _____	_____
3 _____	_____	6 _____	_____
X=_____	_____	Y=_____	_____

**Participant Schedule**  
 Participant \_\_\_\_\_(1)

**Day 1**

- Introductions/Program Orientation
- Begin Simulation
- Review/Study Sales Data

Time	Activity	Location
5:00 – 5:30	Prepare for meeting with rep.	Main Meeting Room
5:30 – 6:00	Conduct meeting with rep.	<u>A</u>
6:00 – 6:30	Write follow-up report.	Main Meeting Room
<b>Day 2</b>		
8:00 – 9:00	Review Sales Data with RSD	<u>B</u>
9:00 – 12:00	Begin Office Day.	Main Meeting Room (move to sleeping room)
12:00 – 1:00	Lunch	
1:00 – 1:30	Prep for meeting with rep.	Main Meeting Room
1:30 – 2:00	Conduct meeting with rep.	<u>C</u>
2:00 – 2:30	Write rep follow-up letter.	Main Meeting Room
2:30 – 5:00	Continue Office Day	Main Meeting Room (move to sleeping room)
5:00 – Evening	Return to District. Begin prep for District Meeting	Main Meeting Room

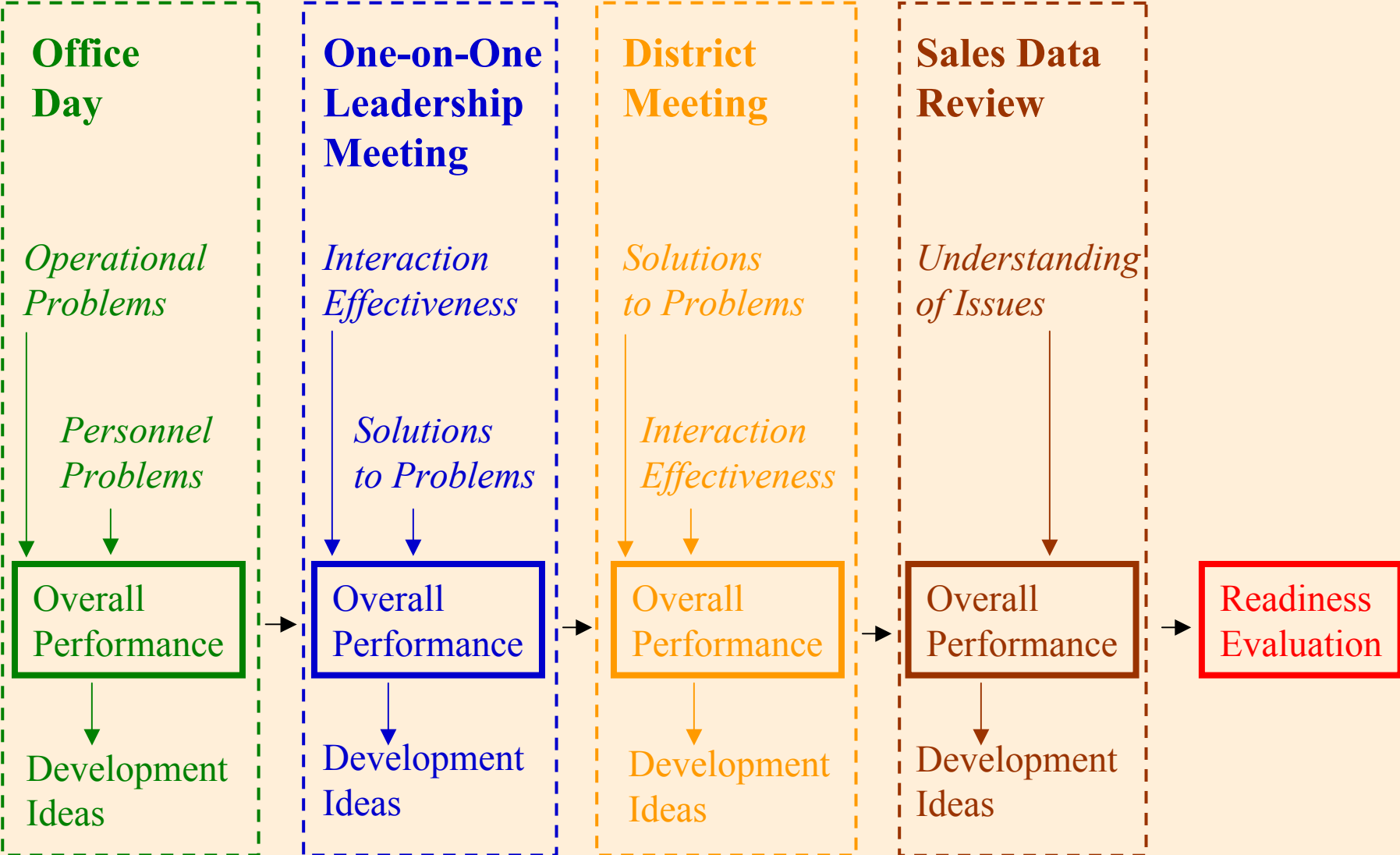
**Day 3**

8:00 – 8:45	Conduct District Meeting	(X) Meeting Room
-------------	--------------------------	------------------

Managers

Name	Room	Name	Room
A _____	_____	D _____	_____
B _____	_____	E _____	_____
C _____	_____	F _____	_____
X=_____	_____	Y=_____	_____

# General Evaluation Structure



# Observer Discussion Guide

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

	5	4	3	2	1
	Exceeds New DM Requirements (More than Satisfactory)	Meets New DM Requirements (Satisfactory)	Meets New DM Requirements (Satisfactory)	Short of New DM Requirements	Short of New DM Requirements (Less than Satisfactory)
<b>Sales Data</b>					
Information Interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>One-on-One Performance</b>					
<b>Robin</b>					
Information Gathering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Robin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solutions to the Problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dale</b>					
Information Gathering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Robin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solutions to the Problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>One-on-One Summary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Meeting</b>					
Message Delivery Technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with the Reps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solutions to Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Office Day</b>					
Operational Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Evaluation Structure:

## -1/1 Leadership Event-

### II. Interaction with Dale

#### A. Attempts to impact and influence Dale's actions and activities.

1. Took advantage of  
 Almost all    Most    Few    Very Few  
available opportunities to impact the situation and  
 Frequently    Usually    Seldom    Almost never  
made independent attempts to control and direct the interaction.
2. Dale's excuses, rationalizations and arguments seemed to have  
 No    Very little    Significant    Very significant  
impact on attempts to control the content and direction of the meeting.

#### B. Impacting Dale's future actions.

1. The participant made an attempt to seek  
 Very significant    Significant    Marginally significant  
 Insignificant  
changes in Dale's activities.  
Change was sought in:  
 Poor closing techniques  
 Product knowledge problem  
 Lack of effort to identify individual doctor needs  
 Lack of knowledge of specialists who drive business  
 No attention to Xtrakate (not covered in the incentive plan)  
 Little effort to sell Lipabate (difficult to sell)  
 No operational plans for each doctor  
 Avoidance of technical discussions  
 No effort to establish rapport with support staffs
2. The participant eventually accepted  
 What was originally required  
 Less than what was required

### C. Techniques used in an effort to cause a change in Dale's performance

1. General description of how the meeting was conducted  
 Very collaborative (encouraged discussion and involvement)  
 Primarily collaborative  
 Mix of collaborative and domineering  
 Primarily domineering  
 Very domineering (controlled the interaction and stifled involvement)  
Given the situation and circumstances, this seemed  
 Appropriate    Marginally appropriate    Not appropriate
2. Dale's situation was addressed primarily as a  
 Training    Performance Problem
3. Was the **existence** and **importance** of the problem established before attempting to solve it?  
 Yes    No    Partially (with Dale, this requires confirmation)  
If "No" or Partially, " was the **existence** and **importance** of the problem  
**ever** clearly established?    Yes    No  
If the **existence** and **importance** of the situation was not clearly established before an attempt to resolve the problem, did the participant **ever** use the power of his/her position to stimulate a performance change?    Yes    No
4. Problem Resolution
  - Was an effort made to assume responsibility for causing a change in Dale's performance?    Yes    No (this could involve the use of an authoritarian approach.)
  - Was Dale asked to contribute ideas or suggestions to help solve the problem?    Yes    No
  - Was Dale given direction about what to do to improve performance?  
 Yes    No

•The participant's approach to the meeting was primarily

- Very task oriented – only interested in solving the problem
- Task oriented – primarily interested in solving the problem
- Equal mix of task and employee orientation
- Employee oriented – obviously interested in keeping the rep happy
- Very employee oriented – only interested in keeping the rep happy

Given the circumstances, this seemed

- Appropriate
- Marginally appropriate
- Not appropriate

#### 5. Direction and guidance

Quantified sales goals  were  were not provided.

Expected actions and activities  were  were not carefully clarified.

Sufficient direction and guidance to support goal achievement (sales goals and/or activities)  were  were not provided.

#### 6. Dale seemed

- likely
- unlikely

to make a serious effort to do as required.

#### ***D. Actions that encourage open communications and interaction efficiency***

NOTE: If the participant only dealt with Dale as a training problem or did not require a significant performance change, ignore this section.

#### 1. Self-esteem

Was a reasonable and appropriate effort made to maintain or boost Dale's ego?  Yes  No

Did Dale have reason to be personally insulted by the way the problem was handled?  Yes  No

#### 2. Future communications

The logic behind the required changes in performance was:

- Fully described and explained
- Reasonably described and explained
- Imposed arbitrarily
- Not applicable (little change required)

If Dale has difficulty achieving what was required, does it seem likely he/she will seek help by initiating another meeting with the manager?

- Yes
- No
- Uncertain

If an unrelated work problem should develop, is it likely that Dale will go to the manager for help or guidance?  Yes  No  Uncertain

#### **-Overall Evaluation of Interaction with Dale –**

**5                      4                      3                      2                      1**

**Exceeds New  
DM Requirements**  
(More than  
Satisfactory)

**Meets New  
Requirements**  
(Satisfactory)

**Short of New  
DM Requirements**  
(Less than  
Satisfactory)

Actions that would please the RSD:

Actions necessary to make the RSD satisfied with performance:

# -Office Day-

## Item A5

The RD's requirement that each district create a plan that will decrease promotion expenditures by at least 20%. It must be completed one week after returning to the district.

Action Taken:

Importance	Urgency			
		A	B	C
	1		X	
	2			
3				

Minimum Objective to be Achieved:

•Involve reps for input (available upon return) about current situation (amount allocated, spent to date, committed to, etc.) and for ideas about how to reduce expenditures.

Was an effort made to make use of the time away from the district to initiate the development of the plan?

Yes                       No

Were reps used to provide information and ideas that could be used in the development of a plan?

Yes                       No

If yes...

Was a specific rep given special responsibility for the coordination or compiling or input?

Yes                       No

If yes..

- Was a reasonable rep selected to do this?
- Were sufficient directions provided?

Yes                       No

Was the RD informed of action taken?

Yes                       No

### -Item Performance-

Excellent New Manager Performance 5	Satisfactory New Manager Performance 3	Unsatisfactory New Manager Performance 1
4	2	
Exceeded Basic Requirements of the Situation	Met Basic Requirements of the Situation	Did Not Satisfy Basic Requirements of the Situation

Rationale: \_\_\_\_\_

\_\_\_\_\_

## Item A6

The RD's request for a tentative projection of how the coming year's district salary increase would be distributed across the reps.

Action Taken:

Importance	Urgency			
		A	B	C
	1	X		
	2			
3				

Minimum Objective to be Achieved:

- Develop decision/plan to address inequities in salary distribution.
- Complete form and send to RD.

Was there an effort to associate salary increases with performance?

Yes                       No

Was there an effort to deal with some of the rather obvious inequities (Dale is high, Mary is low)?

Yes                       No

Was there an intent to make decisions that would be unpopular with some reps?

Yes                       No

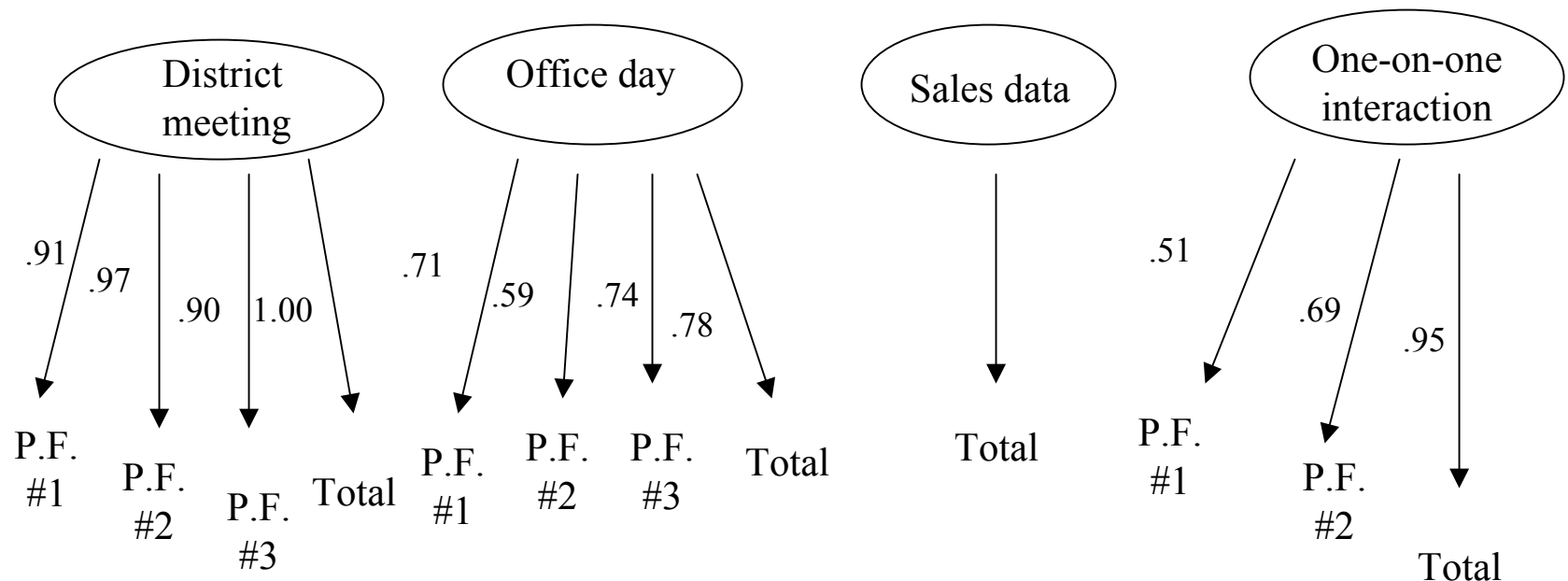
### -Item Performance-

Excellent New Manager Performance 5	Satisfactory New Manager Performance 3	Unsatisfactory New Manager Performance 1
4	2	
Exceeded Basic Requirements of the Situation	Met Basic Requirements of the Situation	Did Not Satisfy Basic Requirements of the Situation

Rationale: \_\_\_\_\_

\_\_\_\_\_

# Measurement Model Involving Simulation Factors and Simulation Components



P.F. = Performance Factor

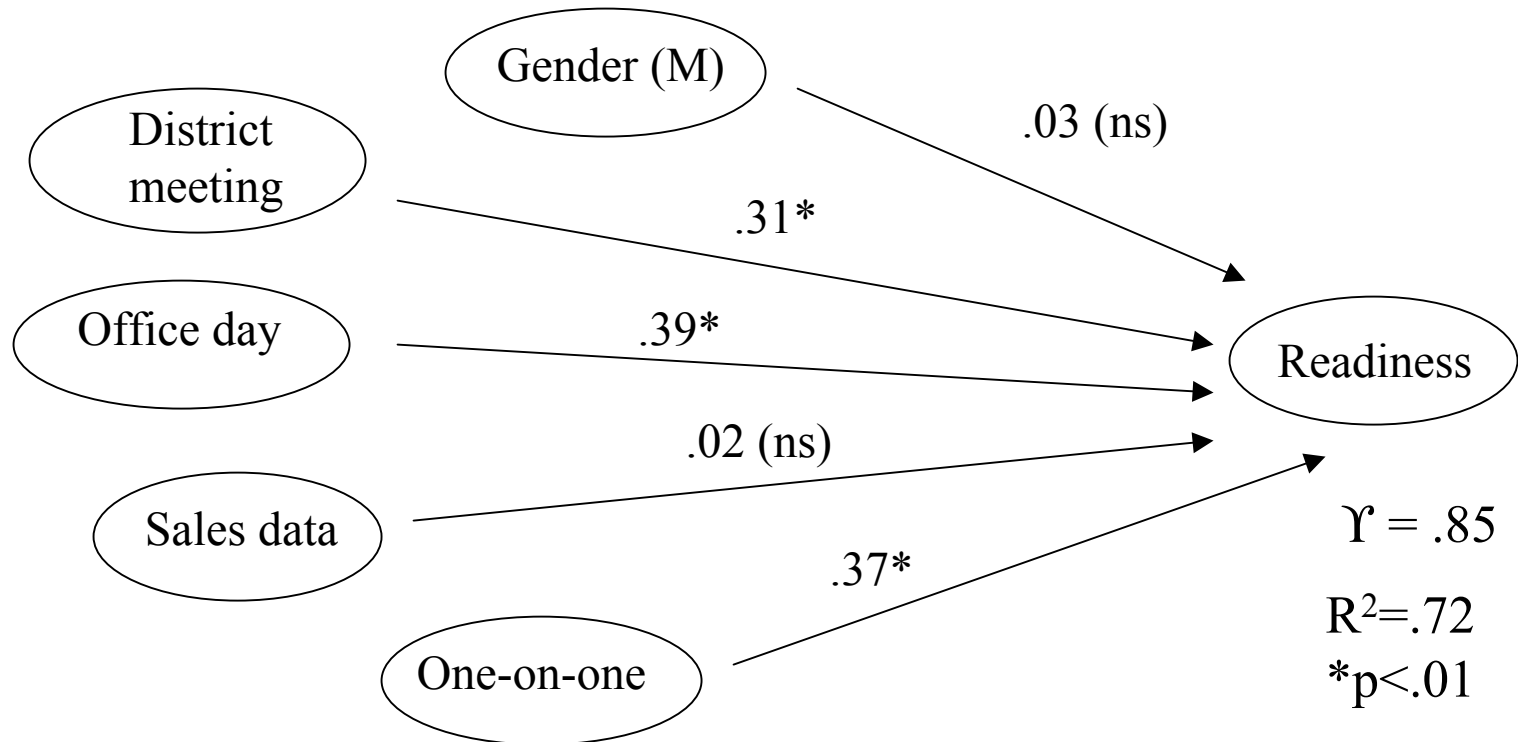
N=138 across 2 organizations

Correlations between Latent  
Simulation Factors  
(GFI=.94; CFI=1.00; SDRMR=.07)

	1	2	3	4
1. District meeting	-			
2. Office day	.38	-		
3. Sales data	.40	.27	-	
4. One-on-one	.39	.22	.18	-

N=138 across 2 organizations

# Latent Variable Regression Analysis Predicting Overall Readiness Rating (GFI=.91; CFI=.98; SDRMR=.04)



N=138 across 2 organizations