

COMPETENCY-BASED JOB INFORMATION & JOB PERFORMANCE

by

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ABSTRACT

Organizations often identify a core set of competencies that encompass a collection of knowledge, skills, abilities, and other characteristics (KSAOs) needed for effective performance within the organization (Campion, Fink, Ruggeberg, Carr, Phillips, & Odman, 2011). Campion et al., (2011) suggests a direct link can be made between the incorporation of competencies into human resource processes and subsequent job performance and bottom-line returns. This study empirically examined the premise made by Campion et al. (2011) that competency-based job information will impact job performance. Using experimental methods, the present study researched if the type of job information provided (competency-based or task-based) to people will cause them to perform better or worse on a work sample (in-basket). Results of this study indicated that type of job information did not result in measurable performance differences for participants engaged in job related tasks.

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CHAPTER I: INTRODUCTION

Job performance consists of the behaviors – determined by an employee’s knowledge, skills, abilities, and motivation – employees engage in while at work that contribute to organizational goals (Campbell, 1990). These knowledge, skills, and abilities may be referred to as ‘competencies’ within an organizational context (Schippmann et al., 2000). Organizations often identify a “core set” of competencies that encompass a collection of knowledge, skills, abilities, and other characteristics (KSAOs) needed for effective performance within that organization (Campion, Fink, Ruggeberg, Carr, Phillips, & Odman, 2011). The core set of competencies are represented in a competency model, which is a collection of competencies that are relevant to performance in a particular job, job family or functional area (Campion et al., 2011). Often the competency model is graphically represented, includes five to twelve competencies, operationally defines the competencies, and provides performance dimensions (Campion et al., 2011). The competency model allows an organization to promote performance dimensions that can be linked to the organization’s broader strategies and foster the organization’s competitive advantage (Athey & Orth, 1999). Within a competency model, the performance dimensions are observable, measureable, and distinguish superior from average performance (Catano, 1998; Soderquist, Papalexandris, Ioannou, & Prastacos, 2010). To create a competitive advantage, organizations may utilize competency models to leverage universal KSAOs within the organization alongside the organization’s long-term goals, vision, and strategy (Schippmann et al., 2000). Competency models are generally integrated into a variety of human resource (HR) functions, such as selection, training and development,

performance management, succession planning, and organizational development to create a common language and system for employees' behaviors to be evaluated and developed (Stevens, 2013). Campion et al., (2011) suggests a direct link can be made between the incorporation of competencies into HR processes and subsequent job performance and bottom-line returns; however, little research has been done to support the premise that competencies influence job performance.

Competency-based job information is typically generated from worker-oriented job analysis techniques (Stevens, 2013). An alternative to the competency-based job information is task-based information. Task-based job information derives from a work-oriented job analysis approach. Task-based job information details the necessary behaviors an incumbent must perform to be successful within a specific job (e.g., answer phone calls from clients; respond to client e-mails), whereas competency-based job information describes behaviors, knowledge, skills, abilities, and other characteristics of an ideal incumbent within a specific job and the organization (e.g, Relationship Management: develops and maintains interpersonal relationships by effectively and efficiently responding concerns and inquiries from key stakeholders; Sanchez & Levine, 2008).

The present study empirically examined the premise made by Campion et al. (2011) that competency information will impact job performance. Using experimental methods, the present study sought to determine if the type of job information provided (competency-based or task-based) to people will cause them to perform better or worse on a work sample. To provide support for the premise of linking competency-based job information and job performance, the history of competency modeling, as well as

definitions, and typologies will be reviewed. Best practices in creating and implementing competency-based job information will be examined. Comparisons between competency-based job information and of task-based job information will be discussed as will the relative benefits and challenges of competency-based job information. Competencies will then be considered in terms of creating a competitive advantage for organizations by positively enhancing job performance. Job performance will then be operationally defined and the methods of measurements which will be used in the present study will be presented.

CHAPTER II: REVIEW OF LITERATURE

History and Definition of Competency-Based Job Information

Early origins. Despite widespread conceptual confusion over competencies, many researchers have come to consensus regarding the history, general premise, best practices, and benefits of competency modeling (Stevens, 2013). Competencies are not a new concept, in fact, the idea of a ‘competency’ can be found in the literature dating back to early 1900s. Assessment centers during World War I and II incorporated aspects of competencies; assessment center dimensions, such as drive, planning, creativity and flexibility served as labels for the attributes, characteristics and qualities used within evaluation tools (Schippmann et al., 2000). Years later, the development of the critical incident technique (Flanagan, 1954) and the related behavior event interview (Boyatzis, 1982) focused on capturing managerial specific competencies (Stevens, 2013). In 1966, competencies relevant for training directors were described by Blake Root and Ray Roberts, and in 1972, five key managerial competencies were outlined by J.M. Dornan (Schmieder & Frame, 2007). In 1973, David McClelland suggested a competency based testing approach to predict and capture performance as an alternative to the traditional intelligent test (Stevens, 2013).

Recent history. In 1990, Prahalad and Hamel developed a framework for core competencies (i.e., competencies that exist at the organizational level of analysis and are characteristics that allow an organization to rapidly adapt and innovate). Lawler, in 1994, suggested that an emphasis on organizational capabilities and the competencies of the workforce will facilitate a competitive advantage and organizational success. Since the 1990s, a myriad of additional typologies, definitions, and approaches to competencies

appeared (Soderquist et al., 2010). The lack of clarity on the topic prompted the Society of Industrial Organizational Psychology (SIOP) to form the Job Analysis and Competency Modeling Task Force (Schippmann et al., 2000) to examine: 1) what is a competency, 2) what is the difference between competency modeling and job analysis, 3) why are competencies so appealing to organizations, and 4) what is the future of competency modeling (Schippmann et al., 2000). The JACMTF produced inconsistent, but positive findings regarding the practice of competency modeling. More recently, Sanchez and Levine (2009) differentiated between competency modeling and job analysis and Campion et al., (2011) identified best practices in competency modeling. Stevens's (2013) critical review of competency modeling suggests that the science and practice of competency modeling has made great strides since World War I and II; however, much room exists to further align and develop research and organizational practices.

Definition. Although the precise definition of a competency can vary from researcher to researcher (and practitioner to practitioner), it is generally agreed upon in the literature that competencies represent knowledge, skills, abilities, as well as other characteristics such as motivations, beliefs, values, interests, and traits that measure behaviors to distinguish performance (Stevens, 2013). Athley and Orth (1999) suggest that a competency is a “set of observable performance dimensions, including individual knowledge skills, attitudes, and behaviors as well as collective team, process, and organizational capabilities, that are linked to high performance, and provide the organization with sustainable competitive advantage” (p. 216). Another definition suggests that a competency is “the knowledge, skills, and abilities that underlie effective or successful job performance, which are observable, measureable, and distinguish

superior from average performance” (Soderquist et al., 2009, p. 326). Campion et al. (2011) contend that competencies are “collections of knowledge, skills, and abilities and other characteristics that are needed for effective performance in the jobs in question” (p. 226). A competency is not the behavior or performance, but rather a collection of the underlying characteristics that allow for expectations to be achieved more effectively by some (Kurz & Bartram, 2002, p. 230). These underlying characteristics generalize “across a wide range of situations and endure for long periods of time” (Vazirani, 2010, p. 124).

Typologies. Competencies can further be categorized as generic versus organization specific, managerial versus functional, or behavior versus skills (Soderquist et al., 2010). Generic competencies include common language that can be applied across various organizations and positions, while organization specific competencies incorporate the organization’s language, culture, and strategic vision (Soderquist et al., 2010). Organization specific competencies may also be narrowed to include the core competencies of an organization. Core competencies focus on the technological and production skills valued in an organization and that contribute to an organization’s competitive advantage (Lawler & Ledford, 1992). Managerial competencies represent the managerial responsibilities such as planning, organizing, controlling, motivating, and coordinating, while operational competencies relate to a specific job with little managerial responsibilities (Soderquist et al., 2010). A competency as a skill refers to the ability to perform a specific task, whereas a competency as a behavior emphasizes the executed actions taken while completing a task (Soderquist et al., 2010). Campion et al., (2011) recommends organization specific, core competencies funnel into job family

competency models, which include technical (technical knowledge, technical experience, technical skills) and/or leadership competencies (knowledge, skills, abilities, personal characteristics) which are then expressed as behavioral indicators. While, there seems to be general agreement regarding what competencies are (and aren't) there are no set of universal competency names and definitions.

What is in a name? The variability in competency names (e.g., ethics and integrity) and competency definitions (e.g., “degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action”) is very large (California Department of Human Resources, 2012). It seems that there are no “one size fits all” competencies. The 3M Corporation, for example, identifies “ethics and integrity” as a fundamental competency within their leadership competency model and define it as “exhibits uncompromising integrity and commitment to 3M’s corporate values, human resource principles, and business conduct policies. Builds trust and instills self-confidence through mutually respectful, ongoing communication” (Allredge & Nilan, 2000, p. 139). While similar in meaning, the Society for Human Resource Management identifies “ethical practice” as an element for HR success in their competency model and define it as “the integration of core values, integrity, and accountability throughout all organizational and business practices” (SHRM, 2012). These three examples highlight the degree to which similar constructs are categorized differently in different organizational competencies. While the content may vary, the method for developing and implementing competencies has become a more systematic process.

Creating and Implementing Competency-Based Job Information

Partly because the science of competency modeling has lagged behind the practice, empirically based methods for creating and implementing competencies have not been completely identified or agreed upon in the literature. One attempt to remedy the lack of consensus on competency modeling practices, by identifying twenty best practices, was made in 2011 by Campion et al. They suggest that competency modeling occurs in three stages: 1) analyzing competency information or identifying competencies, 2) organizing and presenting competency information, and 3) using competency information. Campion et al. (2011) also defines the following relevant terms for creating and implementing a competency model: *competency framework*: “broad framework for integrating, organizing, and aligning various competency models reflective of the organization’s strategy and vision”; *competency model*: “collection of competencies that are relevant to performance in a particular job, job family or functional area”; *competency dimension/competency*: “cluster of related knowledge, skills, abilities and characteristics that affects a major part of one’s job; that correlates with performance on the job; that can be measured against well-accepted standards”; *behavioral indicator*: “highly specific, observable action that may be demonstrated on the job which indicates the skill or performance level needed for a job that a particular person possesses” (Campion et al., 2011, p. 241).

Analyzing competency information (identifying competencies). Competency models should be developed by considering the organizational context. The organizational context includes things such as corporate strategy, competitive advantage, organizational culture, market, customers, and life stage (Campion et al., 2011).

Competencies should also be linked to organizational goals and objectives. Competencies represent the knowledge, skills, abilities, and other characteristics (KSAOs) relevant to achieving the goals and directly tie the goals into behaviors (Campion et al., 2011).

Because competency models are linked with business objectives, the development of a model starts at the top. The buy-in of executives is also important for organization-wide support and incorporating correct organizational language. Next, competencies should be developed using rigorous job analysis methods. Methods such as observations, SME interviews, focus groups, surveys, and assessing reliability and validity of the model are all appropriate methods for developing a methodologically rigorous competency model (Campion et al., 2011). Competency models should also take into consideration future job requirements. This approach to the competencies allows for the model to be adapted and grow as the business changes over time. The competencies can complement the strategies in place to reach long term, strategic business goals. Additional methods such as the “behavioral event interview” developed by McClelland (1998), employee surveys, or importance ratings may be employed when creating a competency model (Campion et al., 2011).

Organizing and presenting competency information. Once the competencies have been selected, they must be defined. A competency includes 1) a descriptive label or title; 2) a definition; and 3) a description of the levels of proficiency for the competency (Campion et al., 2011). The definition, defined as KSAOs, may also include behavioral indicators or observable actions on the job as a result of the competencies (Campion et al., 2011). The proficiency levels indicate and differentiate between levels of performance, progressive development, job grade, or others typically on a five-point scale with one,

three, and five levels described (e.g., novice, master, expert; Campion et al., 2011).

Levels of proficiency allow for the competency model to be well suited for development, performance appraisals, structured interviews, and compensable factors (Campion et al., 2011). Organizational language, including common expressions, acronyms, technology, titles, and products, should be integrated into the competency model to increase the likelihood the model is accepted and integrated into business practices (Campion et al., 2011). Incorporating organizational language may take more time and effort, could prevent universal use of the model within other business units and recruiting, and may lead to the model becoming out of date quickly; however, it is still advisable to use organizational wide language in the model (Campion et al., 2011). Competencies relevant to many jobs within an organization (foundational competencies) and competencies that are job specific (technical competencies) should also be included and grouped appropriately in the model. A competency library or dictionary may also be utilized during the development process. A competency library, sometimes available from consulting firms, may ensure the language is consistent across the organization and that all relevant competencies have been considered (Campion et al., 2011). A competency dictionary can also be developed at an organizational level as a resource for competency definitions and proficiency levels. The number of competencies and the amount of detail for each competency should also be addressed. Typically, a competency model may include two levels (e.g., foundational and technical) with five to twelve competencies that have up to a page in detail (Campion et al., 2011). Diagrams and pictures are also key in the display of competency model information. It may be helpful to include visuals that are simple parsimonious, and central to the core idea of the model (Campion et al., 2011).

Using competency information. Organizational development techniques should be used during the stages of planning, collecting data, developing, and implementing the competency model to ensure acceptance and continued use (Campion et al., 2011).

Competencies should be used to develop and align human resource systems, such as hiring, performance appraisals, training, succession planning, and compensation. In this sense, organizations are “hiring, training, appraising, developing, promoting, and paying in terms of the same KSAOs” (Campion et al., 2011, p. 255). Information technology systems can act as useful tools for storing and disseminating competency information. A plan should also be developed to keep the competency model current over time.

Competency-Based Job Information versus Task-Based Job Information

The long standing alternative approach to competency-based job information is task-based job information. Where competency-based job information includes KSAOs necessary for effective performance that is related to organizational strategy within a given job, task-based job information describes work activities at a typical performance level within a given job. Task-based job information is derived from job analysis. Job analysis consists of the systematic process of breaking down a job into specific tasks/elements (work oriented) and identifying the knowledge, skills, and abilities (worker oriented) that are needed by an incumbent to perform the job (Brannick, Levine, & Morgeson, 2007). In fact, some have described competency modeling as a variation of the worker-oriented approach to job analysis (Stevens, 2013). Although many researchers and practitioners have taken an “either-or” approach to job analysis and competency modeling, they are better conceptualized as variations of work analysis techniques (Stevens, 2013). In addition, it has been noted that rigorous competency modeling

techniques involve job analysis methods (Schippmann et al., 2000).

Several key distinctions exist between job analysis (and the resulting task-based job information) and competency-based job information (Sanchez & Levine, 2009; Campion et al., 2011; Soderquist, et al., 2010). Sanchez and Levine (2009) suggest that job analysis describes a job as an object in the past tense with an emphasis on typical latent traits and behaviors of incumbents performing the job, while competency modeling is a more strategic approach to describing jobs with a focus on aligning the tasks and behaviors of that job to match the vision of the organization and attempts to align the roles through influential, strategic methods to maximize performance. Thus task-based and competency-based job information are collected for different purposes (Sanchez & Levine, 2009).

Traditional job analysis identifies the components of a job in a straightforward manner that can be taken at face value by incumbents (i.e., an incumbent can read a job description and agree that those are the tasks of his/her job and no further judgments are made). Competency modeling attempts to have employees understand the organization's norms and how the norms incorporate into the day-to-day behavior of the employee in a visually appealing fashion. Job analysis documents, while concrete, are often cumbersome to read and interpret; however, the slightly more abstract competency model attempts to describe behaviors in terms of the organization's values, degrees of knowledge, or levels of skill proficiencies that are easily understood across the organization.

Sanchez and Levine (2009) also describe differences how the job itself is viewed in the two methods. Job analysis examines the job as an object to be described by subject

matter experts with the attempt to separate the job from the person in the job.

Competency modeling depicts the job as a role that is adaptable and contingent on the person in the role. In competency modeling, a role can be molded based upon the organization's strategy; however, with job analysis the job is assumed to be the same from person to person and organization to organization. Job analysis examines the job as a separate entity from the organization and does not attempt to include organization specific jargon and contextual information; in fact, the organization is hardly examined at all.

Furthermore, Sanchez and Levine (2009) suggest the time orientation differs in task-based and competency-based job information. Job analysis attempts to discover how incumbents are currently performing the tasks of the job to create guidelines of how the job should be performed. The process is a bottom- up approach with incumbents revealing to management how the job is performed. Because jobs are continually evolving, it can be difficult to maintain job analysis information based upon the detailed past-based approach of the method. Competency modeling attempts to define how the organization's vision can be portrayed in specific behaviors of employees in the present and future of with the collaboration from executives.

Last, Sanchez and Levine (2009) compare the use of performance levels in task-based and competency-based job information. A focus on the "average" incumbent exists for traditional job analysis, while competency modeling looks to strengthen incumbents and achieve maximum performance. Job analysis identifies the minimum requirements for a position, basic qualifications needed by an incumbent, and typical incumbent that may be found in the role. Competency modeling attempts to describe behavioral themes

that can be fulfilled in different ways amongst employees, which allows for incumbents to perform on a more contextual level.

Job descriptions. The information gathered from job analysis and competency models may be displayed in job descriptions to be used within an organization for training, recruitment, selection, succession planning, compensation, and legal support (Brannick, Levine, & Morgeson, 2007). Job descriptions include information about an individual's activities, purpose, duties and responsibilities for a specified job and are used to aid the structuring of organizations into units (Lawler, 1994). The job description facilitates effective performance by providing clear guidelines about what is expected of the individual in the position; however, the task-based job description is not linked to organization strategy (Bodnarchuk, 2012). Lawler (1994) suggests organizations make use of skill and person job descriptions, in which the skills needed to be effective in an area of the organization are described, rather than a listing of task statements. Vazirani (2010) states that a "competency model is a behavioral job description that must be defined by each occupational function and each job" (p. 125). Schuster and Zingheim (1996) discuss the benefits of 20 large organizations that replaced traditional job descriptions with competency-based job information. The organizations reported improvement in engagement, communication, providing career growth, and rewarding the workforce (Focus on Competencies, Not Job Descriptions, Webinar Told, 2011). Figure 1 distinguishes between other key differences in task-based and competency-based job descriptions.

Table 1.

Competency vs Task Job Descriptions

Task-based job descriptions	Competency-based job descriptions
<ul style="list-style-type: none"> • Focus on tasks and duties, knowledge, skills, abilities, education, required certifications • Account for observable skills • Describe responsibilities • Focus on individual performance • Work is not described consistently • Identify Essential and Non-Essential Functions • With the traditional task-based job descriptions, employees are not able to align their skills and competencies with their job, identify performance expectations, nor see how they contribute to strategic goals. 	<ul style="list-style-type: none"> • Focus on tasks and duties, knowledge, skills, abilities, education, required certification, and on-the job behaviors. • Account for observable skills and on-the job behaviors • Describe responsibilities and how they are tied to competencies • Link individual performance to organizational performance • Work is described consistently using a common vocabulary • Identify Essential and Non-Essential Functions • With competency-based job descriptions employees are better able to identify how their technical and general competencies align with their jobs, understand performance expectations, and see how they contribute to strategic goals

Adapted from California Department of Human Resources, 2010, p. 36.

Benefits and Uses of Competency-Based Job Information

Competency-based job information is versatile and appears to have numerous benefits. Organizations may use competency-based job information in assessment centers, training and development, selection, performance management, career development, succession planning, and compensation (Soderquist, et al., 2010; Vazirani, 2010). Unlike traditional task-based job information, competency-based job information includes proficiency levels and anchored rating scales (i.e., standardized development criteria) that can be directly transferred to performance management, development and training, as

well as assessment centers and selection (Chen & Naquin, 2006; Lucia & Lepsinger, 1999; Vazirani, 2010). The proficiency levels inherent in competency models make it easy to distinguish average from to top performing employees (Campion, et al., 2011). Training efforts focused around developing specific competencies in executive development programs, coaching programs, and 360 surveys promote a unified approach to development in the organization (Campion, et al., 2011). Some competency-based job information includes job grade or pay levels which can be especially useful to establish promotion or compensation criteria (Lawler, 1994; Morgeson, Campion, & Levashina, 2009). Competency-based job information is also useful to align organizational strategy, values, business process and performance outcomes (Soderquist, et al., 2010). The capability of competency-based job information to align human resource systems with a common language is a unique characteristic of the approach (Campion et al., 2011). Soderquist et al. (2010) suggest competency-based systems are able to provide organizations with a flexible and dynamic base for generating competitive advantage. A realistic job preview for incoming employees may also be easily shared and created with competency-based job information (Lawler, 1994). In addition, incoming employees are more likely to be placed in opportunities that fit their skill set (Vazirani, 2010). Due to the future oriented nature of competency-based job information, organizations may be more sure they are selecting, retaining, and developing employees that will be future assets (Campion, et al., 2011). Ey (2006) summarizes that the purpose for competency-based job information is to improve job performance, (Blancero, Boroski, & Dyer, 1996; Brophy & Kiely, 2002), enable future organizational success (Sandberg, 2000), and form a competitive advantage (Lado & Wilson, 1994).

Issues with Competency-Based Job Information

Although competency-based job information is prevalent in many organizations and there are numerous proposed benefits, some competency-based job information should be approached with caution. Often, competency-based job information is developed with a lack of methodological rigor (Schippman et al., 2000). Competency-based job information yields more rigor in aligning business goals and strategies, while task-based job information from job analysis methods tends to yield more complete and detailed information, as well as more valid and reliable information (Schippman, et al., 2000). Morgeson et al. (2004) found competency ratings are also subject to the same biases as global judgments in task ratings.

Results from validity studies involving competency-based job information are promising. Lievens and Sanchez (2007) discovered that interrater reliability ratings ($\alpha = .70$) and the ability to distinguish between competencies of importance could be obtained with only four expert ratings. This was especially true when task information was also provided. Inexperienced raters had low interrater reliability and struggled to differentiate between essential and nonessential competencies (Lievens et al., 2004; Lievens & Sanchez, 2007). When rigorous job analysis methods are used, competency models may be as valid as task information (Stevens, 2013). Ryan, Spencer, and Bernhard (2012) suggest competency models can be validated with concurrent validation, cross-validation, and experimental validation studies. Some abstract competency-based job information may not demonstrate “job-relatedness” or “business necessity” as required in the *Uniform Guidelines on Employee Selection Procedures*; however, when competencies are clearly linked to strategic planning, business strategy, and goals, the information may be just as

justifiable as task-based information (Campion et al., 2011; Equal Employment Opportunity Commission, Civil Service Commission, Department of Justice, & Department of Labor, 1978; Singh, 2008).

Competency-Based Job Information & Competitive Advantage

At the core of competency-based job information is the alignment of human resource processes with the organization's strategy and in fostering the organization's competitive advantage. Sanchez and Levine (2011) propose the primary purpose of competencies is to emphasize strategic, behavioral themes within every job and assignment. Using the competency-based job information in human resource practices could create a competitive advantage and ultimately lead to the organization performing better (Lawler, 1994). To stay competitive in a dynamic workforce, organizations must "deliver value to the customer through superior performance based on dynamic competence" (Ey, 2006, p. 24; Wang & Lo, 2003). It has been argued that if an organization's competencies are correctly identified, then time and effort will be devoted to the aspects of individual's skills and organizational capabilities that will make the most difference in business success (Lawler & Ledford, 1992). "Organizational effectiveness today depends largely on the ability to activate, share, and transform the intellectual capital of the company into sustainable and difficult-to-imitate competitive advantage" (Soderquist et al., 2010, p. 325). In task-based job information, the flexible and dynamic development of employees is not at the forefront (Soderquist et al., 2010). In competency-based systems, the capabilities of individuals that support the organization's strategic direction become a primary focus. These capabilities then can be developed in a way to facilitate the competitive advantage (Lawler, 1994). The combination of

developing and aligning individual competencies and organizational capabilities with parallel human resource systems generates a competitive advantage (Ulrich & Smallwood, 2004).

Competency-Based Job Information & Job Performance

Mediating the relationship between competency-based job information and competitive advantage is job performance. Researchers suggest that a competency represents a collection of KSAOs of a person that result in effective performance and are therefore a prerequisite for job performance (Heinsman, De Hoogh, Koopman, & Van Muijen, 2007). Ryan, Spencer, and Bernhard (2012) suggest competencies are only meaningful if they predict performance variables relevant to actual business outcomes. When organizations promote the importance of specific competencies and clearly define proficiency levels, incumbents are more clear as to what is valued and expected within the organization (Klein, 1996; Rowe, 1995). Incumbents will strive to meet the standards presented and also will be developed by the organization to best embody the competencies, thus in turn increasing job performance that is linked to the organization's competitive advantage (Schippman et al., 2000; Vazirani, 2010). In fact, a 2012 study (Ryan, Spencer, & Bernhard, 2012) found that 17 percent of the variance in financial performance of an organization was explained by the competencies of team leadership, developing others, achievement orientation, and impact and influence.

Definition of Job Performance

Job performance consists of behaviors that employees engage in while at work which contribute to organizational goals (Campbell, 1990). Campbell's Model of Job Performance (1990, 1994) makes a distinction between in-role and extra-role behaviors

that contribute to performance. In-role behaviors include the actual duties of the job (job specific tasks) and tasks performed in the organization by multiple individuals (non-job specific tasks; Campbell, 1990, 1994). Extra-role behaviors include written and oral communication, going above the minimum requirements, exerting personal discipline, working as an effective team member, and maintaining organizational skills (Campbell, 1990, 1994). In addition, Campbell (1990, 1994) cites effective leadership as an important extra-role behavior. Murphy (1994) provides a model of job performance with the addition of interpersonal interactions, down-time behaviors, and counterproductive behaviors. Harrison, Newman, and Roth (2006) suggest in-role and extra-role behaviors aggregate to create contextual performance or the “total set of work-related behaviors” (p. 307). Murphy’s (1994), Campbell’s (1990, 1994), and Harrison’s (2006) interpretations of job performance can be adapted to fit each organization’s idea of ideal job performance.

Measuring Job Performance

Job performance is measured in a variety of ways. Organizations utilize performance appraisals, performance evaluations, performance ratings, and performance management systems to categorize, access, and manage job performance among employees. Performance management is a dynamic, continuous process to improve organizational effectiveness and meet strategic goals (Mondy, 2008). Pulakos (2009) suggests that effective performance management systems should be designed to make administrative purposes or for employee development. The performance management system should align with organizational goals, allow for ongoing performance, feedback sessions, allow for employees to provide input on their performance, and allow for managers and other sources to provide feedback, and integrate formal feedback sessions

(Pulakos, 2009). A performance management system is important to ensure effective administrative decisions can be made, that employees receive development and feedback opportunities, and to determine effectiveness of organizational practices and purposes (Cascio & Herman, 2005; Motowildo, 2003). Within the performance management system typically have at least one performance appraisal component. Performance appraisal is the formal procedures that an organization uses to assess job performance of employees (Cascio & Herman, 2005; Motowildo, 2003). Within the appraisal and evaluation, actual performance ratings exist. These ratings can be objective or subjective. Examples of objective ratings include number of accidents, lateness, productivity or revenue (Cascio & Herman, 2005; Motowildo, 2003). Subjective rating tools include graphic rating forms, behaviorally anchored rating scales, and behavior observation scales (Cascio & Herman, 2005; Motowildo, 2003). All of these tools can be built with task-based and competency-based job information. The integration of the task or competency information will delineate how the tools are used and perceived by those within the organization and directly lead into how performance expectations are delivered to employees and translated into job performance.

Work samples. Work samples also exist as common means to measure performance of an individual. Work Samples, defined by Smith (1991, p. 28) are “a measure of performance on a structured task that is directly reflective of the type of behaviors required in the job situation.” Work samples have been found to be valid predictors of job performance and are used by many organizations as a way to determine if applicants will be a good fit into the organization (Lance, Johnson, Douthitt, Bennett, & Harville, 2000). A work sample evaluates an applicant’s performance on tasks that are

psychologically and physically similar to tasks on the job (Howard, 1983). Furthermore, a work sample ascertains if an applicant has the necessary competencies and knowledge, skills, and abilities to be successful in a position (Lance et al., 2000). Work samples have been described by some researchers the best indicator of performance and the highest fidelity method of measurement available (Wigdor & Green, 1986). Examples of work samples vary from job simulation tests, in-basket exercises, role plays, and motor tests (Howard, 1983). In this study, an in-basket exercise was used as a work sample to simulate “a day in the life” of a new employee at a hypothetical organization.

In-baskets. An in-basket exercise simulates a portion of a workday of an employee in a hypothetical organization. In the in-basket, participants are provided company and position information (i.e., a calendar, organizational chart, job description, and company information which is deemed as “background information”) as well as notes, memos, letters, and messages to respond to within the specified time limit (Thornton & Mueller-Hanson, 2004). It is the goal of the participant to respond to the messages in their “in-basket” in the most comprehensive and effective manner. Some items are of high priority, while others may not need an immediate response; however, it is under the discretion of the participant to decide how to respond to the items. In-baskets are typically rated by an assessor on predetermined anchors that capture the knowledge, skills, and abilities or competencies portrayed in each of the items. After the in-basket is scored, a prediction can be made regarding how the participant might perform on a job that requires similar knowledge, skills, and abilities or competencies.

Present Study

This research will attempt to expand upon the literature on competency modeling and examine if employees perform better when provided with competency-based job information or task-based based job information. This study examined the degree to which participants completing a work sample (in-basket) who had competency-based job information performed differently when they were provided with task-based job information. Results from this study seek to yield information on the connection between competency-based information and potential job performance.

Hypothesis one. Participants will score higher on the in-basket with a competency-based job description than with a task-based job description.

CHAPTER III: METHODS

Participants

Middle Tennessee State University undergraduate students participated in the study. Students were recruited to participate through the university research website (SONA) and received course credit for their involvement in the study. Participants were also obtained from undergraduate industrial/organizational psychology courses and received extra credit for their involvement. Participants volunteered for the study by signing up for the session most convenient for them on SONA or through the direct communication with the researcher. Each session lasted approximately two hours. Participants completed the study in groups up to seven people. The size of each group depended on how many participants signed up for each particular session and how many participants arrived on time. A total of 164 students participated in the study; however, 32 responses were removed from the analyses due to incomplete responses, a demonstrated lack of effort, and one participated who reported being less than 18 years of age after completing the study. The final sample size (N) was 132. Table 2 provides demographic characteristics of the sample such as age, sex, ethnicity, and academic status. Psychology and healthcare related majors were among the most common areas of study of participants. The majority of the participants with fulltime work experience were employed in customer service related fields. All data was collected over a six week time period.

Table 2.

Sample Characteristics

Variable	%
Age	
18-24	90
25-34	8
34+	2
Gender	
Male	32
Female	68
Ethnicity	
White	59
Hispanic or Latino	7
Black or African American	30
Native American or American Indian	0
Asian/Pacific Islander	2
Other	2
English as Native Language	
Yes	91
No	9
Student Status	
Freshman	48.9
Sophomore	20.6
Junior	19.8
Senior	10.7
Graduate	0
Full Time Work Experience	
Less than 1 year	56.9
1-3 years	27.6
3-5 years	9.8
6-10 years	5.7

Materials

Two hypothetical manufacturing companies (Kraftestlé and Nisyota) were created and used as the fictional organizations on which the in-baskets were based. The Society for Human Resource (SHRM) competency model was utilized in development of the job descriptions and in-basket items. Each organization showcased three of the SHRM competencies in the job description. The competencies were also listed as the organization's "core competencies" in the company information. Kraftestlé competencies were ethical practice, business acumen, and communication. Nisyota competencies were relationship management, critical evaluation, and global & cultural awareness. All materials used in the study were developed in conjunction with feedback from undergraduate and graduate level industrial/organizational psychology classes

Job descriptions. Two versions of the job descriptions were created; one was crafted to reflect a traditional job description with tasks and duties listed, while the other job description was created to resemble a competency job description. The competency job description had tasks and duties listed under the corresponding competency and the competency's definition. The tasks were derived from the entry level behaviors for each competency in the SHRM model. The behaviors were transformed into tasks and duties that represented the positions within the in-baskets (i.e., Hiring Specialist and Training Specialist). Four behaviors were chosen to be paired with each competency. For example, a task on the Nisyota Training Specialist task job description read "Demonstrates effective interpersonal skills when coordinating and facilitating training programs". The Nisyota Training Specialist competency job description includes the above task under the

competency of “Relationship Management - *The ability to manage interactions with and between others with the specific goal of providing service and organizational success.*”

In-basket items. Seven items were written for each of the in-baskets. The first item was a welcome email, while the other six items included issues relevant to each position and organization. Each item included two issues to be addressed by the participants. Each issue directly corresponded with one of the entry level behaviors from the SHRM competency model. Participants had the opportunity to respond to a total of 12 issues within 6 items on each in-basket. Flesch reading level of all materials was 9.3.

Manipulation checks. Two types of manipulation checks were used in the study. First, after participants received the company information and the job descriptions, they were asked to answer which competency/task would be the least challenging, most challenging, and most important to the position. This “engagement check” was implemented to ensure that the job description was a main component of the background material and that participants took the time to read and process the job description. Second, after the completion of the two in-baskets and the demographic questions, participants were asked to identify which what type of job information (task or competency) was used in the Kraftestlé and Nisyota in-baskets. This “memory check” was created to examine if participants could correctly identify job information type for the in-baskets in the study.

Experimental Conditions

In all, four versions of the in-baskets were created and uploaded onto Qualtrics survey software: Kraftestlé task (Appendix B); Kraftestlé competency (Appendix C), Nisyota task (Appendix D), Nisyota competency (Appendix E). The four in-baskets were

identical with the exception of information that referenced tasks or competencies (i.e., job description, onboarding questions, item one), background company information, and the issues within the items. The Qualtrics survey included the following sections: informed consent, welcome page, job description, company information with engagement check questions, in-basket instructions, in-basket items, demographic survey, and memory check questions. Participants were randomly assigned to one of four conditions. Table 3 displays the experimental conditions.

Table 3.

Experimental Conditions

Condition	In-Basket One	In-Basket Two
A – NT, KC	Nisyota Task	Kraftestlé Competency
B – NC, KT	Nisyota Competency	Kraftestlé Task
C – KT, NC	Kraftestlé Task	Nisyota Competency
D – KC, NT	Kraftestlé Competency	Nisyota Task

Procedure

Participants arrived at the designated location at the assigned experiment time and were told that they were about to participate in a work sample exercise. Participants were informed that as part of this work sample, they should pretend that it was their first day on the job as a human resource specialist at a manufacturing facility and that they needed to attend to items in their in-basket before leaving for a previously scheduled conference. The participants were then told they would be given five minutes to read the position's job description and then would be given five minutes to review company information and answer questions about the job description. Next, the participants were told they would

be given five minutes to read further instructions about the in-basket and forty-five minutes to respond to seven items. At the end of the first in-basket, participants were told they would need to enter in an access code given by the simulation administrator and could take a short break. Participants were then instructed they would complete the second in-basket in the same process as the first in-basket. Last, participants were told they would complete demographic information and receive debriefing information.

Participants were instructed to not move forward on each section of the survey (i.e., informed consent, welcome page, job description, company information with process check questions, in-basket instructions, in-basket items, demographic survey, manipulation check questions) until the allotted time, which appeared on a timer on the Qualtrics page, had elapsed. However, participants were actually not restricted from moving forward to new sections due to barriers with the software. Participants were encouraged to move backwards to review previous sections if necessary. Lab administrators monitored the time in which participants began completing the in-basket items and prompted the participants when thirty-five out of the forty-five minutes allotted had elapsed. At the end of forty-five minutes, participants were asked to move on from completing the in-basket items.

Performance Ratings

A five point behaviorally anchored rating scale (BARS) was created to assess the performance of participants on the in-baskets by a team of trained graduate students; a “1” represented very ineffective performance, a “5” represented very effective performance, and “0” represented no action. The BARSs were designed to capture the most effective to least effective responses a participant may provide to each issue within

the items. The anchors for each issue were created using the corresponding entry level behavior from the SHRM competency model and specific case materials. For example, one of the two issues in Item 07 within the Nisyota in-basket addressed the competency of relationship management. The SHRM competency model indicated that an appropriate entry level relationship management behavior is “seeks opportunities to build relationships with employees.” In context of the in-basket, the behavior expanded to read, “seeks opportunities to build relationships with employees during the onboarding processes by reaching out to Hmong.” Very effective through very ineffective anchors were then created to capture how a participant may respond in correspondence with that behavior. Participants received up to 5 points per issue in the in-basket. Each in-basket contained 12 issues. The rating forms are provided in Appendix F and Appendix G.

Frame of reference training. A team of six graduate students scored the participant’s in-baskets. One of the six graduate students included the primary researcher. The raters were blind to the job information and conditions as they scored the in-baskets. The raters were trained on how to score in-baskets using the frame of reference (FOR) training method. FOR involves calibrating responses between raters to align individual perspectives and to ensure that all raters are using the rating scale the same way (Schleicher, Day, Mayes, & Riggio, 2002). A sample of twenty in-baskets were used as examples of exemplary, moderate, and poor performance during FOR training. Each rater scored the twenty in-baskets individually evaluating each action taken by the participant. All six raters came together as a group to calibrate their ratings for the in-baskets. Adjustments to the scoring rating forms were made after the FOR training. The raters then divided into two teams of three (Group A and Group B) to score the remaining in-

baskets. The primary researcher participated as a rater in both groups. Group A was randomly assigned half of the in-baskets to score, while Group B was randomly assigned the other in-baskets. Inter-rater reliability estimates were calculated for each group. Coefficient alpha values ranged from .67 to .99 for Group A with an average of .92 and .61 to .98 for Group B with an average of .90. Appendix H displays the coefficient alpha values for Group A and Group B among all in-basket issues.

CHAPTER IV: RESULTS

The percentage of participants that correctly responded to all components within the manipulation checks was examined. Engagement check results are displayed in Table 4. The results indicated that the majority of participants were engaged in the in-basket material and responded the questions with appropriate job information; however, the results were not consistent across all conditions. Memory check results are displayed in Table 5. Results indicated that half of the participants correctly recalled the job information type for the in-baskets after completing the study in its entirety.

Table 4.

Engagement Check Success Rates

Condition	% Correct
Condition A – NT, KC	
Nisyota Task	59
Kraftestlé Competency	15
Condition B – NC, KT	
Nisyota Competency	69
Kraftestlé Task	49
Condition C – KT, NC	
Kraftestlé Task	84
Nisyota Competency	25
Condition D – KC,NT	
Kraftestlé Competency	71
Nisyota Task	77

Table 5.

Memory Check Success Rates

Condition	% Correct
Condition A – NT, KC	
Nisyota Task	41
Kraftestlé Competency	56
Condition B – NC, KT	
Nisyota Competency	43
Kraftestlé Task	63
Condition C – KT, NC	
Kraftestlé Task	53
Nisyota Competency	34
Condition D – KC, NT	
Kraftestlé Competency	42
Nisyota Task	48

To determine if an order effect (differences based upon which in-basket was presented first) was present in the study, the in-basket scores for all four conditions were compared using an ANOVA. No difference in the presentation of in-baskets was demonstrated in the data collected. Sample sizes, mean performance scores, and standard deviations for overall performance by condition are reported in Table 6. Means performance scores and standard deviations by job information type and condition are reported in Table 7.

Table 6.

Mean Performance Scores by Condition

Condition	N	Mean	Standard Deviation
Condition A – NT, KC			
Nisyota Task	34	1.75	.60
Kraftestlé Competency	34	2.01	.59
Condition B – NC, KT			
Nisyota Competency	35	1.86	.60
Kraftestlé Task	35	1.88	.66
Condition C – KT, NC			
Kraftestlé Task	32	1.93	.77
Nisyota Competency	32	1.67	.59
Condition D – KC,NT			
Kraftestlé Competency	31	1.99	.66
Nisyota Task	31	1.75	.60

Table 7.

Mean Performance Scores by Job Information Type and Condition

Variables	Task		Competency	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Condition				
NT-KC	1.75	.60	2.01	.59
NC-KT	1.88	.66	1.86	.60
KT-NC	1.93	.77	1.67	.59
KC-NT	1.75	.60	1.99	.66

The four in-basket conditions were collapsed into two groups (Nisyota Task, Kraftestlé Competency and Nisyota Competency, Kraftestlé Task) because no order effect was found. To test for differences in overall performance differences on the in-baskets, a 2 (Organization) by 2 (Job Information Type) within-subjects MANOVA was conducted on the overall performance scores for four dependent variables: Kraftestlé, Nisyota, Competency Job Information, and Task Job Information. Kraftestlé, Nisyota, Competency Job Information, and Task Job information were entered as dependent variables, while the collapsed experimental conditions, Nisyota Task, Kraftestlé Competency and Nisyota Competency, Kraftestlé Task were entered as the independent variables. Mean performance scores and standard deviations for the collapsed conditions are reported in Table 8.

Table 8.

Mean Performance Scores by Collapsed Conditions

Collapsed Conditions	N	Mean	Standard Deviation
Nisyota Task, Kraftestlé Competency			
Nisyota Task	65	1.75	.59
Kraftestlé Competency	65	2.00	.62
Nisyota Competency, Kraftestlé Task			
Nisyota Competency	67	1.77	.60
Kraftestlé Task	67	1.90	.71

The omnibus test indicated a significant effect on performance by organization and job information type, Wilkes' $\Lambda = (.895)$, $F(3, 128) = 5.02$, $p = .003$. A statistically significant difference in performance scores was found between Kraftestlé competency and Nisyota competency, $F(1, 131) = 1.86$, $p = .031$. No significant differences in

performance scores were found between Kraftestlé task and Kraftestlé competency, Nisyota task and Nisyota competency, or Kraftestlé task and Nisyota task. Full results of the MANOVA are displayed in Table 9. Results suggest that an organization effect for competency-based job information; however, the lack of a significant performance difference between Kraftestlé task and Nisyota task suggests the organization effect was not consistent across all conditions. Therefore, the hypothesis suggesting that participants will score higher on the in-basket with a competency-based job description than with a task-based job description was not supported.

Table 9.

Results for Repeated Measures MANOVA

Source	Dependent Variable	Wilks' Lambda	F	df	Effect Size
Condition		.895	5.02	3, 128	.105
	Kraftestlé		.69	1, 131	.01
	Nisyota		.04	1, 131	.00
	Competency Job Information		4.76	1, 131	.01
	Task Job Information		1.86	1, 131	.04

CHAPTER V: DISCUSSION

Many organizations currently use competencies in a variety of human resource functions. Campion et al., (2011) suggested a direct link could be made between the incorporation of competencies into HR processes and subsequent job performance and bottom-line returns; however, previous research has not examined the effect of competency-based job information on job performance. Because competencies are often used in practice and can be costly to organizations to develop and maintain, it was important to examine if competency-based job information can cause an increase in job performance.

Overall performance differences between competency-based and task-based versions of the in-baskets were examined. It was expected that participants would score higher on the in-basket with a competency-based job description than on the in-basket with the task-based job description. Performance on the in-basket was expected to be higher with the competency-based job description because participants would be more aware of how to respond to the in-basket items in a manner that aligned with the organization's values. For example, on the Kraftestlé in-baskets, participants who viewed the competency-based job description would be inclined to respond thoroughly to the in-basket items regarding ethical issues because the job description indicated that Ethical Practice was a core competency of the organization. It was also expected that there would be no presentation effect, meaning that performance on the in-baskets would not differ based on which in-basket was presented first or second. Lastly, no organization effect was expected; performance differences would not exist between the Kraftestlé and Nisyota in-baskets.

Overall Findings

The results of this study did not support the research question because there were no significant differences across conditions on overall performance for job information type. Participants did not score higher on the in-basket with a competency-based job description than on the in-basket with the task-based job description (nor did they score lower). A statistically significant difference in performance scores was found between Kraftestlé competency and Nisyota competency in-baskets; however, a lack of performance differences for Kraftestlé task and Nisyota task suggests equivalence of the in-baskets because the organization effect was not consistent across conditions.

Implications

The current research addresses the relationship between competency-based and task-based job information and job performance. Currently, competency-based job information is integrated into a variety of human resource functions, such as selection, training and development, performance management, succession planning, and organizational development. The competency-based job information is used create a common language and system for employees' behaviors to be evaluated and developed used within organization (Stevens, 2013). Task-based job information, derived from traditional job analysis, is also at the foundation of most human resource functions (Sanchez & Levine, 2009). It is important for businesses to know empirically if competency-based job information can influence job performance above and beyond task-based information. The results of this study suggest no differences in competency-based and task-based performance. The link, as suggested by Campion et al., 2011, between the incorporation between competencies in human resource processes and job

performance cannot be supported by the findings of this study.

Future Research

The present study was an initial investigation into the potential for performance differences that might exist between persons exposed to task-based versus competency-based job information. Although this initial study did not yield the anticipated results, future researchers are encouraged to expand on the current study. Conducting similar studies using working participants would further support or refute the conclusion that no differences in competency-based and task-based performance. A study that could compare the use of competency-based job information in an organization to actual job performance would be ideal. Additional research could expand upon the data collected in this study to examine if competency-based and task-based performance differences exist among the items with variability in performance scores and among the competencies.

Limitations

The content presented in the in-baskets in this study may have been unfamiliar to the sample of college students. A future study could implement in-baskets with positions more familiar to the average college student (e.g., retail, customer service). Students may have lacked the motivation to perform to the best of their abilities on the in-basket. Although participants received course credit for completing the in-baskets, they did not have an incentive to perform well on the tasks. Students may not have been prone to pay attention to the details of the job description, as would individuals with work experience may know to do. Because the job descriptions were the main manipulation of task and competency job information, the potential for participants to overlook the importance of the document may have occurred. Overall, participants scored low on the in-baskets,

mean scores ranged from 1.67 to 2.01 out of 5, which suggests the in-basket was too difficult for the participants.

Conclusion

The use of competencies within organizations is a practice that is becoming more common. The merit of competency-based job information is questioned by some, while others believe it can add value to an organization. This study sought out to determine if the incorporation of competency-based job information into a job description could influence job performance and, therefore, be considered a useful and meaningful method to present job information.

Results of the study indicated that participants did not score higher on the in-basket with a competency-based job description than with a task-based job description. Further research is necessary to provide support for linkage between competencies and organizational returns. This study suggests that competency-based and task-based job information produce equivalent performance results.

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APPENDICES

Appendix A: IRB Approval



July 18, 2013

Amber Fritsch, Mark Frame
 Department of Industrial and Organizational Psychology
af3i@mtmail.mtsu.edu, Mark.Frame@mtsu.edu

Protocol Title: "Computer-Based Job Information & Job Performance"

Protocol Number: 13-374

Dear Investigator(s),

The exemption is pursuant to 45 CFR 46.101(b) (2). This is because the research being conducted involves the use of educational tests, survey procedures, interview procedures or observation of public behavior.

You will need to submit an end-of-project report to the Compliance Office upon completion of your research. Complete research means that you have finished collecting data and you are ready to submit your thesis and/or publish your findings. Should you not finish your research within the three (3) year period, you must submit a Progress Report and request a continuation prior to the expiration date. Please allow time for review and requested revisions. Your study expires on **July 18, 2016**.

Any change to the protocol must be submitted to the IRB before implementing this change.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. **If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance before they begin to work on the project. Once your research is completed, please send us a copy of the final report questionnaire to the Office of Compliance.** This form can be located at www.mtsu.edu/irb on the forms page.

Also, all research materials must be retained by the PI or **faculty advisor (if the PI is a student)** for at least three (3) years after study completion. Should you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Andrew W. Jones

Compliance Office
 615-494-8918
Compliance@mtsu.edu

Appendix B: Kraftestlé Task In-Basket



Taylor Jackson
Hiring Specialist

Participant Materials:
Background
Information



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Welcome to Kraftestlé!

In this study, you are Taylor Jackson, the recently hired Hiring Specialist for Kraftestlé - Murfreesboro. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request.

Before you attend to these matters and leave for the conference, you will partake in a brief Kraftestlé orientation session. First, you will read through the Hiring Specialist job description. ***It is very important you read the job description carefully, as you will be using this information throughout the entire simulation.*** After the job description, you will be presented with company information and other materials that will be useful to you as the Hiring Specialist. After the orientation session, you will be presented with further instructions and seven items needing attention before you leave for the conference.

Each of the sections in this simulation is timed and you will not be able to move onto other sections until the time has expired on your current section. You will be able to move freely to past sections to reference previously provided information and are encouraged to do so.

- Job Description – 5 minutes
- Company Information – 5 minutes
- Instructions – 5 minutes
- Items – 45 minutes

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Job Description for Kraftestlé Hiring Specialist

Job Summary

Strengthens, develops, and implements selection tools in accordance with ethical and business best practices and facilitates the hiring process of new talent within Kraftestlé – Murfreesboro.

Essential Tasks, Duties, and Functions:

The essential tasks, duties, and functions of the Hiring Specialist are displayed below. The Hiring Specialist is expected to demonstrate all the essential tasks, duties and functions within this job description upon his/her first day on the job.

1. Demonstrates accountability for selection decisions
2. Designs and implements selection procedures in accordance with ethical laws, standards and policies
3. Maintains confidentiality throughout the hiring processes
4. Resolves any potential unethical situations during the hiring process
5. Delivers information about Kraftestlé's products and services throughout the hiring processes
6. Gathers and reports metrics and key performance indicators within selection processes (e.g., number of applicants, time to fill positions, and turnover rates)
7. Identifies inefficiencies within the selection process and provides process improvement recommendations
8. Develops, modifies, and implements selection procedures to be cost effective
9. Responds to stakeholders (e.g., applicants and hiring managers) via written, verbal, or electronic communication in a timely manner
10. Produces accurate and error free selection materials (e.g., interview guides and job descriptions)
11. Communicates policies, procedures, and culture within Kraftestlé to applicants during the hiring process
12. Supports selection initiatives by communicating objectives and procedures in a clear and concise manner to stakeholders

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Company Information

Kraftestlé is the nation's leader in food manufacturing, management, marketing, and research and development. Kraftestlé combines recognized industry leadership and management expertise with more than 85 years of experience in successful food development and processing. The company continues to grow and build upon its innovative spirit of the past to continue to provide the finest food products across the United States.

Kraftestlé develops, produces, and distributes food products throughout the United States. The company provides quality and nutritious food products to a wide range of consumer preferences. Kraftestlé has a vast array of products that benefit from the company's unique combination of industry experience, national presence, and extensive resources. The company's product line includes frozen pizza, crackers, candy, coffee, dairy products, health bars, and frozen dinners.

Kraftestlé employees are expected to uphold the mission and embody the core competencies of the organization in all aspects of their positions.

Kraftestlé's Mission & Core Competencies

"Leading the way in industry and business knowledge through ethical practices and superb communication."

Ethical Practice

Business Acumen

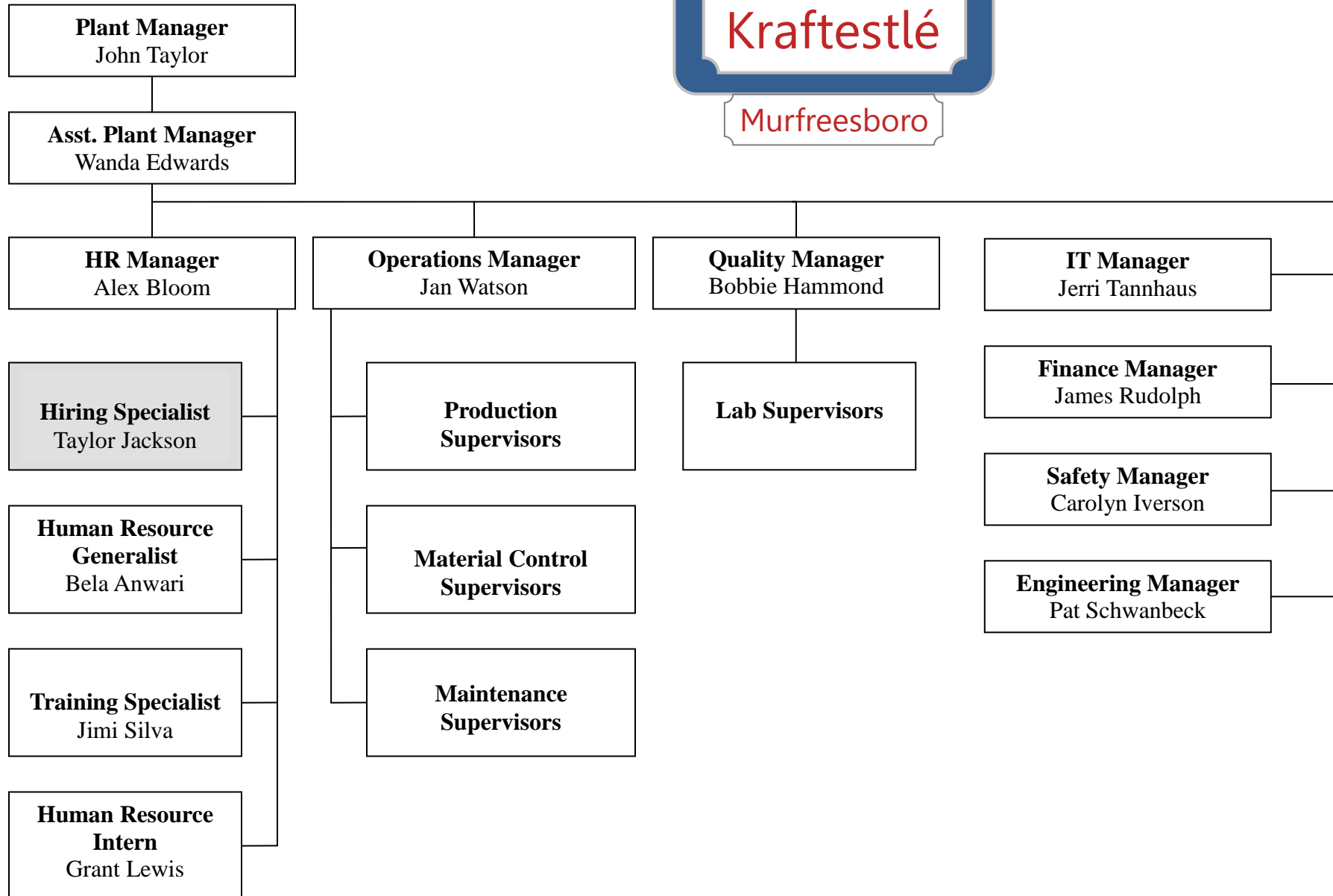
Communication

History:

Kraftestlé was founded in 1923, and originally manufactured ice cream products. The first manufacturing facility was located in Eau Claire, WI, which is now the location of the corporate headquarters. As the company expanded its product line to include a full range of dairy products and packaged food products, locations opened up in San Diego, CA and Houston, TX. With the continued success of the Kraftestlé product lines and the acquisition of a frozen pizza line, another facility opened in Murfreesboro, TN and a distribution center opened in Newark, NJ. A unique combination of resources, relationships, and expertise has allowed Kraftestlé to redefine the food manufacturing industry throughout its history.

Kraftestlé Locations:

Murfreesboro, TN – Manufacturing Facility (Frozen pizza, crackers, and coffee)
San Diego, CA – Manufacturing Facility (Candy, dairy products, and health bars)
Houston, TX – Manufacturing Facility (Frozen dinners)
Eau Claire, WI – Corporate Headquarters
Newark, NJ – Distribution Center



Kraftestlé 2013 Calendar

January	February	March
<p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>1 New Year's Day 18 Martin Luther King Jr. Day</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28</p> <p>2 Groundhog Day 12 Lincoln's Birthday 14 St. Valentine's Day 15 President's Day 17 Ash Wednesday 22 Washington's Birthday</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p> <p>17 St. Patrick's Day 28 Palm Sunday</p>
April	May	June
<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p> <p>1 April Fool's Day 2 Good Friday 4 Easter 4 Daylight Saving Time Begins</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>9 Mother's Day 31 Memorial Day</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>14 Flag Day 20 Father's Day 21 Summer Solstice</p>
July	August	September
<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>4 Independence Day</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p> <p>6 Labor Day 12 Grandparent's Day</p>
October	November	December
<p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>31 Halloween 31 Daylight Saving Time Ends</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> <p>2 Election Day 11 Veteran's Day 25 Thanksgiving</p>	<p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>21 Winter Solstice 25 Christmas 31 New Year's Eve</p>

Kraftestlé

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14-Flag Day	15	16 <u>TODAY</u>	17	18	19
20-Father's Day	21-	22	23	24 <u>return to office</u>	25	26
27	28	29	30			

Alex Bloom, your immediate supervisor, would like you to reflect upon your new role at Kraftestlé and answer the following questions. Please refer to the Hiring Specialist job description (provided below) as you answer the questions.

Which of the Hiring Specialist tasks, duties, and functions might be the most critical for the job?

Which of the Hiring Specialist tasks, duties, and functions might be the most challenging?

Which of the Hiring Specialist tasks, duties, and functions might be the least challenging?

Congratulations you've completed the Kraftestlé orientation!

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Job Description for Kraftestlé Hiring Specialist

Job Summary

Strengthens, develops, and implements selection tools in accordance with ethical and business best practices and facilitates the hiring process of new talent within Kraftestlé – Murfreesboro.

Essential Tasks, Duties, and Functions:

The essential tasks, duties, and functions of the Hiring Specialist are displayed below. The Hiring Specialist is expected to demonstrate all the essential tasks, duties and functions within this job description upon his/her first day on the job.

1. Demonstrates accountability for selection decisions
2. Designs and implements selection procedures in accordance with ethical laws, standards and policies
3. Maintains confidentiality throughout the hiring processes
4. Resolves any potential unethical situations during the hiring process
5. Delivers information about Kraftestlé's products and services throughout the hiring processes
6. Gathers and reports metrics and key performance indicators within selection processes (e.g., number of applicants, time to fill positions, and turnover rates)
7. Identifies inefficiencies within the selection process and provides process improvement recommendations
8. Develops, modifies, and implements selection procedures to be cost effective
9. Responds to stakeholders (e.g., applicants and hiring managers) via written, verbal, or electronic communication in a timely manner
10. Produces accurate and error free selection materials (e.g., interview guides and job descriptions)
11. Communicates policies, procedures, and culture within Kraftestlé to applicants during the hiring process
12. Supports selection initiatives by communicating objectives and procedures in a clear and concise manner to stakeholders



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Minimum Qualifications:

- Bachelor's degree in human resources, psychology, or other related field
- 2-3 years of experience in a human resource department

Last updated May 1st, 2013.

In-Basket Instructions

Please read the following instructions very carefully before you proceed to the remainder of the simulation.

In this simulation, you are Taylor Jackson, the recently hired Hiring Specialist for Kraftestlé - Murfreesboro. Your immediate supervisor is Alex Bloom, Human Resource

Manager. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request. You will be presenting in his place at the conference. You must leave your office in exactly **45 minutes** to catch a plane. You cannot reschedule your flight, and you will be away from the office for seven days. You will be unable to work on any of these materials while you are away. Therefore, any decisions that you consider important must be handled in an appropriate manner.

During the last few weeks, your team was without a Hiring Specialist and thus unable to handle all of the responsibilities that would normally fall to Bill Burnbaum (the previous Hiring Specialist). Consequently, a number of issues need to be handled immediately. Please read through all of the information before you begin responding to the items. Prioritize and handle issues as you would on the job. Try to handle as many things as you can before you go to the conference; some tasks may need to be delegated to other members of your team. Keep in mind that you may not be able to take action on all tasks. Pay close attention to items that have pressing time and priority issues. Dates may help determine your priorities since time is an important factor.

Your responses must be typed on the blank response forms provided below each item. We must ask you to limit your communication with others to typed voice-mails, typed messages, typed e-mails, typed memos, typed notes, and typed letters. You cannot call meetings other than those that are on your schedule for today, but you can set up meetings for later. If you do this, be sure to write out agendas for these meetings so that it is clear what you intend to accomplish in these meetings.

As you continue with your new role, remember that Kraftestlé is the nation's leading food manufacturing company and that their mission is "*Leading the way in industry and business knowledge through ethical practices and superb communication.*" You are responsible for making sure that all of the hiring duties within Kraftestlé – Murfreesboro are appropriately completed and communicated, as well as ensuring that all selection practices comply with business standards and ethical practices. You will be communicating with several Kraftestlé – Murfreesboro staff members, managers, employees, and others. Clear and frequent communication with these people is a key component of your job and is essential to the success of your team. Use this information to guide you in your responses. Reference the job description and company information as you complete the items to ensure that you best attend to the issues.

In-Basket Instructions (Continued)

As you respond to the items, be specific about what you want to accomplish. Be sure to provide enough information so the assessors will understand what it is you plan to do and accomplish.

****For example**, if an item were about a new company policy on applicant referral forms:

To: Bill Burnbaum

From: John Taylor

Date: June 8th

Subject: Policy Update

Message: Effective immediately, all applicant referral forms for Kraftestlé – Murfreesboro positions will need to be submitted electronically. Paper referral forms will not be accepted.

One response might be...

Forward.

A more complete response would be...

Forward to others and Cc John Taylor.

An even more complete response might be...

Reply to John Taylor and offer to create and post a notification sheet where the paper referral forms were locate to ensure sure that all employees are informed of the policy change.

Notice that although the first response, ***“Forward”*** may be an appropriate action, it is not a complete response. This type of response does not provide detailed information about how you intend to deal with the memo. The questions arise: Forward to who? Why are you forwarding it? What should others do when they read it? As you can see, the other responses provide a more complete picture of what will be done to handle this issue.

At the close of the 45 minute time period, the administrator will remind you that you must leave the office and your materials will need to be submitted.

Summation:

- You have 45 minutes to complete this simulation.
- Read through all of the materials before you take action.
- Pay close attention to the items that are most pressing in time and priority.
- Take action on items *in writing*. Be very specific about what you plan to

do.

- Type on the blank response forms provided.
- Reference the job description and company information as needed.

Please read and respond to the materials on the following page.



Taylor Jackson
Hiring Specialist

Participant Materials:
In-Basket Items



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MEMO

TO: Taylor Jackson
FROM: Alex Bloom
DATE: June 16th
SUBJECT: **Welcome**

tem 01

Taylor,

Welcome to Kraftestlé! Although I haven't had the pleasure of working with you before, I have heard wonderful things about your previous training.

I am sorry I can't be there to greet you in person. I hope you are as happy to be here as we are to have you. I also want you to feel comfortable asking for clarification and/or assistance while adjusting to your new position.

There are a number of memos and messages which require your immediate attention and response. Please attend to all of these matters within a 45 minute period because you have to catch a plane this afternoon to get to the Kraftestlé conference. Thank you in advance for presenting in my place at this weekend's conference. The presentation and my personal notes are to be delivered to your hotel room this afternoon. You don't need to prepare for the presentation until you get to the hotel.

We recently updated the essential tasks, duties, and functions of the Kraftestlé Hiring Specialist, so I want to ensure that you have received the most recent version of the job description. Could you please let me know the date on the job description that was given to you during your orientation? Remember to practice the expected essential tasks, duties, and functions listed in the job description as you take on this role!

I know this is a great deal to ask of you on your first week; there is much to do and not much time to do it, but I have full confidence in your abilities to tend to these matters efficiently and effectively. I also know it will take time to get to know your fellow employees and colleagues and that it may be difficult to meet for the first time under these stressful circumstances.

Once again, thank you for your efforts at the conference. And again, welcome to Kraftestlé – Murfreesboro. I am looking forward to working with you. I know you will do a great job.

Sincerely,
Alex Bloom, Human Resource Manager



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EMAIL

TO:	Taylor Jackson
FROM:	Jan Watson
DATE:	June 16 th
SUBJECT:	Production Supervisor Selection Procedures Item 02

Taylor,

Welcome to Kraftestlé - I look forward to working with you!

I am really concerned with our new production supervisor, Mitchell. He seems to be more concerned with chit-chatting, rather than completing his daily paperwork. I also think he is struggling with acting as a leader among the front line employees. We just really need someone in this position that can help us get this new product line running efficiently and I don't think Mitchell is cutting it. Because he was just hired, I was wondering if we could remove him from the position and say he was only here on temporary terms. I'm sure Bill thought Mitchell would be a good fit when he hired him, but I'd rather not keep Mitchell around. You wouldn't mind taking action on this termination would you? I'm sure you aren't even invested in Mitchell because you weren't the one who actually hired him...

Actually, this whole situation is making me question our whole selection procedure. What's the purpose of having such an intense selection process if we can't even get someone in here who can get the job done? I think you should try and get rid of all of the interviews and testing as one of your first projects. Just a thought...

I know you'll be a great help with these issues.

Thanks so much!

Jan Watson
Operations Manager



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EMAIL

TO:	Taylor Jackson
FROM:	Wanda Edwards
DATE:	June 16 th
SUBJECT:	Selection Tracking Item 03

Taylor,

I'm excited to work with you!

I'd really like to start tracking how long it takes to get our applicants through the hiring process and the numbers on how many applicants we have for each position. Do you think we should start tracking these metrics? If so, could you send a brief plan my way for how we might obtain and present these numbers?

If we find that we have more than an average of 25 applicants for each position, I think we should only offer interviews to males and females between the ages of 30-45 to cut down on the costs of interviewing all of those old and young folks.

Let me know what you think!

Sincerely,

Wanda Edwards
Asst. Plant Manager



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NOTE

From The Desk of Grant Lewis, Human Resource Intern

Item 04

Taylor!

I need to let 3 applicants know that they are being offered production positions before 5pm today. Our normal protocol is to mail offer letters, but the mail has already been picked up this afternoon. What should I do??

It sure is always a pain to always have to mail out these offers – there must be a more efficient way...

-Grant



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MEMO

TO: Taylor Jackson
FROM: Terry Kimball
DATE: June 16th
SUBJECT: **Maintenance Interview Guide**

Item 05

Taylor,

Could you review the questions that I've put together for the maintenance position interview guide? Interviews begin next week, so it would be great to have your approval as soon as possible!

Maintenance Interview Questions:

- 1. What prior MX experience do you have?*
- 2. Tell us about a time you successfully solved a complex problem.*
- 3. What church does you attend?*
- 4. Why did you leave your last position?*
- 5. Are you married? Do you have children?*
- 6. What are your strengths and weaknesses?*

Regards,

Terry Kimball
Maintenance Supervisor



*Leading the way in industry and business
knowledge through ethical practices and
superb communication.*

VOICEMAIL

DATE: June 5th

SUBJECT: **Voicemail from Bobbie Hammond**

Item 06

Hi Bill.

My cousin, Hal, interviewed for a maintenance position. Could you be sure to copy your notes from his interview and send them to me?

Also, I'd like to bring in about 30 people for interviews and tours of the lab. I know we only can hire two technicians, but I want to make sure we have a wide range of applicants so we hire the best people for the job. I think we should have enough money in the budget for the tour and interviews, right?

Thanks man!



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knowledge through ethical practices and
superb communication.*

EMAIL

TO:	Taylor Jackson
FROM:	Bela Anwari
DATE:	June 16 th
SUBJECT:	Company Information in Interviews Item 07

Taylor-

Happy to have you on the HR team!

I received a complaint from one of our production applicants about our selection process. She felt she wasn't provided enough information about the organization. I don't know what that statement quite means, but I think we should try and learn from her comment. Could you draft something about our organization that we can share with the maintenance applicants during the interviews next week? Include information about company culture, products, and structure.

Best,

Bela Anwari
Human Resource Generalist



Leading the way in industry and business knowledge through ethical practices and superb communication.

☐ Memo ☐ Note ☐ Voicemail ☐ E-mail

☐ Letter ☐ Schedule Meeting Item(s) _____

TO:
FROM:
CC:
BCC:
DATE:
SUBJECT:

[illegible]

Appendix C: Kraftestlé Competency In-Basket



Taylor Jackson
Hiring Specialist

Participant Materials:
Background
Information



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knowledge through ethical practices and
superb communication.*

Welcome to Kraftestlé!

In this study, you are Taylor Jackson, the recently hired Hiring Specialist for Kraftestlé - Murfreesboro. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request.

Before you attend to these matters and leave for the conference, you will partake in a brief Kraftestlé orientation session. First, you will read through the Hiring Specialist job description. ***It is very important you read the job description carefully, as you will be using this information throughout the entire simulation.*** After the job description, you will be presented with company information and other materials that will be useful to you as the Hiring Specialist. After the orientation session, you will be presented with further instructions and seven items needing attention before you leave for the conference.

Each of the sections in this simulation is timed and you will not be able to move onto other sections until the time has expired on your current section. You will be able to move freely to past sections to reference previously provided information and are encouraged to do so.

- Job Description – 5 minutes
- Company Information – 5 minutes
- Instructions – 5 minutes
- Items – 45 minutes



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superb communication.*

Job Description for Kraftestlé Hiring Specialist

Job Summary

Strengthens, develops, and implements selection tools in accordance with ethical and business best practices and facilitates the hiring process of new talent within Kraftestlé – Murfreesboro.

Essential Competencies:

The essential competencies of the Hiring Specialist are displayed below within the core competencies of Kraftestlé – ethical practice, business acumen, and communication. The Hiring Specialist is expected to demonstrate these competencies and the subsequent job relevant behaviors.

-Ethical Practice-

The integration of core values, integrity, and accountability throughout all organizational and business practices.

1. Demonstrates accountability for selection decisions
2. Designs and implements selection procedures in accordance with ethical laws, standards and policies
3. Maintains confidentiality throughout hiring processes
4. Resolves any potential unethical situations during the hiring process

- Business Acumen-

Interpreting information (e.g., data, metrics, literature) to determine return on investment (ROI) and organizational impact in making business decisions and/or recommendations.

1. Delivers information about Kraftestlé's products and services throughout the hiring processes
2. Gathers and reports metrics and key performance indicators within selection (e.g., number of applicants, time to fill positions, and turnover rates)
3. Identifies inefficiencies within the selection process and provides process improvement recommendations
4. Develops, modifies, and implements selection procedures to be cost effective

- Communication-

The ability to effectively exchange and create a free flow of information with and among various stakeholders at all levels of the organization to produce impactful outcomes.

1. Responds to stakeholders (e.g., applicants and hiring managers) via written, verbal, or electronic communication in a timely manner
2. Produces accurate and error free selection materials (e.g., interview guides and job descriptions)
3. Communicates policies, procedures, and culture within Kraftestlé to applicants during the hiring process
4. Supports selection initiatives by communicating objectives and procedures in a clear and concise manner to stakeholders

Minimum Qualifications:

- Bachelor's degree in human resources, psychology, or other related field
- 2-3 years of experience in a human resource department

Last updated May 1st, 2013.

Kraftestlé

Leading the way in industry and business knowledge through ethical practices and superb communication.

Company Information

Kraftestlé is the nation's leader in food manufacturing, management, marketing, and research and development. Kraftestlé combines recognized industry leadership and management expertise with more than 85 years of experience in successful food development and processing. The company continues to grow and build upon its innovative spirit of the past to continue to provide the finest food products across the United States.

Kraftestlé develops, produces, and distributes food products throughout the United States. The company provides quality and nutritious food products to a wide range of consumer preferences. Kraftestlé has a vast array of products that benefit from the company's unique combination of industry experience, national presence, and extensive resources. The company's product line includes frozen pizza, crackers, candy, coffee, dairy products, health bars, and frozen dinners.

Kraftestlé employees are expected to uphold the mission and embody the core competencies of the organization in all aspects of their positions.

Kraftestlé's Mission & Core Competencies

"Leading the way in industry and business knowledge through ethical practices and superb communication."

Ethical Practice

Business Acumen

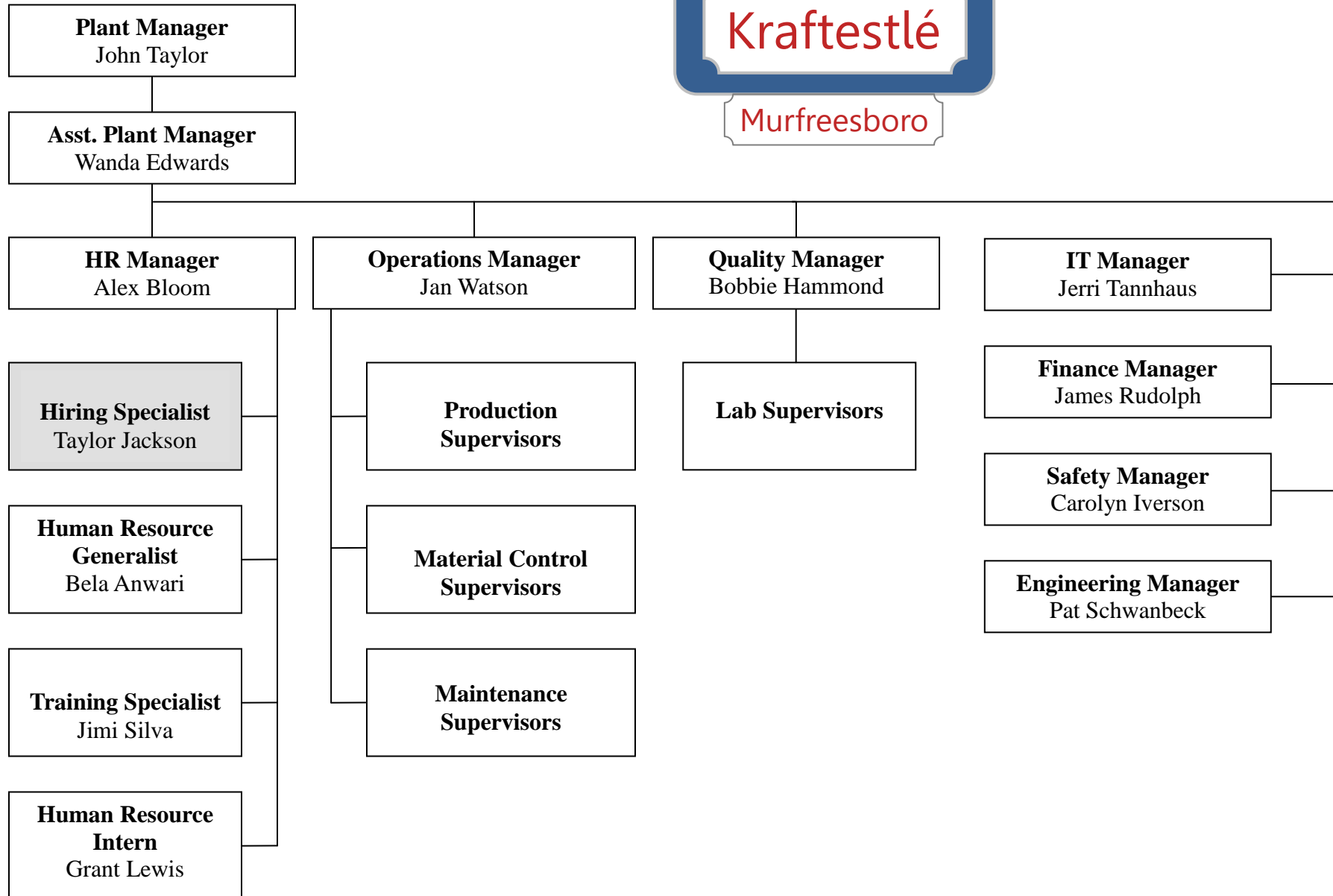
Communication

History:

Kraftestlé was founded in 1923, and originally manufactured ice cream products. The first manufacturing facility was located in Eau Claire, WI, which is now the location of the corporate headquarters. As the company expanded its product line to include a full range of dairy products and packaged food products, locations opened up in San Diego, CA and Houston, TX. With the continued success of the Kraftestlé product lines and the acquisition of a frozen pizza line, another facility opened in Murfreesboro, TN and a distribution center opened in Newark, NJ. A unique combination of resources, relationships, and expertise has allowed Kraftestlé to redefine the food manufacturing industry throughout its history.

Kraftestlé Locations:

Murfreesboro, TN – Manufacturing Facility (Frozen pizza, crackers, and coffee)
San Diego, CA – Manufacturing Facility (Candy, dairy products, and health bars)
Houston, TX – Manufacturing Facility (Frozen dinners)
Eau Claire, WI – Corporate Headquarters
Newark, NJ – Distribution Center



Kraftestlé 2013 Calendar

January

Su Mo Tu We Th Fr Sa
1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 **18** 19 20 21 22 23
 24 25 26 27 28 29 30
 31

1 New Year's Day
 18 Martin Luther King
 Jr. Day

February

Su Mo Tu We Th Fr Sa
 1 **2** 3 4 5 6
 7 8 9 10 11 **12** 13
14 **15** 16 **17** 18 19 20
 21 **22** 23 24 25 26 27
 28

2 Groundhog Day
 12 Lincoln's Birthday
 14 St. Valentine's Day
 15 President's Day
 17 Ash Wednesday
 22 Washington's Birthday

March

Su Mo Tu We Th Fr Sa
 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 **17** 18 19 20
 21 22 23 24 25 26 27
28 29 30 31

17 St. Patrick's Day
 28 Palm Sunday

April

Su Mo Tu We Th Fr Sa
1 **2** 3
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

1 April Fool's Day
 2 Good Friday
 4 Easter
 4 Daylight Saving
 Time Begins

May

Su Mo Tu We Th Fr Sa
 1
 2 3 4 5 6 7 8
9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 **31**

9 Mother's Day
 31 Memorial Day

June

Su Mo Tu We Th Fr Sa
 1 2 3 4 5
 6 7 8 9 10 11 12
 13 **14** 15 16 17 18 19
20 **21** 22 23 24 25 26
 27 28 29 30

14 Flag Day
 20 Father's Day
 21 Summer Solstice

July

Su Mo Tu We Th Fr Sa
 1 2 3
4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30 31

4 Independence Day

August

Su Mo Tu We Th Fr Sa
 1 2 3 4 5 6 7
 8 9 10 11 12 13 14
 15 16 17 18 19 20 21
 22 23 24 25 26 27 28
 29 30 31

September

Su Mo Tu We Th Fr Sa
 1 2 3 4
 5 **6** 7 8 9 10 11
12 13 14 15 16 17 18
 19 20 21 22 23 24 25
 26 27 28 29 30

6 Labor Day
 12 Grandparent's Day

October

Su Mo Tu We Th Fr Sa
 1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
31

31 Halloween
 31 Daylight Saving
 Time Ends

November

Su Mo Tu We Th Fr Sa
 1 **2** 3 4 5 6
 7 8 9 10 **11** 12 13
 14 15 16 17 18 19 20
 21 22 23 24 **25** 26 27
 28 29 30

2 Election Day
 11 Veteran's Day
 25 Thanksgiving

December

Su Mo Tu We Th Fr Sa
 1 2 3 4
 5 6 7 8 9 10 11
 12 13 14 15 16 17 18
 19 20 **21** 22 23 24 **25**
 26 27 28 29 30 **31**

21 Winter Solstice
 25 Christmas
 31 New Year's Eve

Kraftestlé

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14-Flag Day	15	16 <u>TODAY</u>	17	18	19
20-Father's Day	21-	22	23	24 <u>return to office</u>	25	26
27	28	29	30			

Alex Bloom, your immediate supervisor, would like you to reflect upon your new role at Kraftestlé and answer the following questions. Please refer to the Hiring Specialist job description (provided below) as you answer the questions.

Which of the Hiring Specialist competencies might be the most critical for the job?

Which of the Hiring Specialist competencies might be the most challenging?

Which of the Hiring Specialist competencies might be the least challenging?

Congratulations you've completed the Kraftestlé orientation!

Job Description for Kraftestlé Hiring Specialist

Job Summary

Strengthens, develops, and implements selection tools in accordance with ethical and business best practices and facilitates the hiring process of new talent within Kraftestlé – Murfreesboro.

Essential Competencies:

The essential competencies of the Hiring Specialist are displayed below within the core competencies of Kraftestlé – ethical practice, business acumen, and communication. The Hiring Specialist is expected to demonstrate these competencies and the subsequent job relevant behaviors.

-Ethical Practice-

The integration of core values, integrity, and accountability throughout all organizational and business practices.

1. Demonstrates accountability for selection decisions
2. Designs and implements selection procedures in accordance with ethical laws, standards and policies
3. Maintains confidentiality throughout hiring processes
4. Resolves any potential unethical situations during the hiring process

- Business Acumen-

Interpreting information (e.g., data, metrics, literature) to determine return on investment (ROI) and organizational impact in making business decisions and/or recommendations.

1. Delivers information about Kraftestlé's products and services throughout the hiring processes
2. Gathers and reports metrics and key performance indicators within selection (e.g., number of applicants, time to fill positions, and turnover rates)
3. Identifies inefficiencies within the selection process and provides process improvement recommendations
4. Develops, modifies, and implements selection procedures to be cost effective

- Communication-

The ability to effectively exchange and create a free flow of information with and among various stakeholders at all levels of the organization to produce impactful outcomes.

1. Responds to stakeholders (e.g., applicants and hiring managers) via written, verbal, or electronic communication in a timely manner
2. Produces accurate and error free selection materials (e.g., interview guides and job descriptions)
3. Communicates policies, procedures, and culture within Kraftestlé to applicants during the hiring process
4. Supports selection initiatives by communicating objectives and procedures in a clear and concise manner to stakeholders

Minimum Qualifications:

- Bachelor's degree in human resources, psychology, or other related field
- 2-3 years of experience in a human resource department

Last updated May 1st, 2013.

In-Basket Instructions

Please read the following instructions very carefully before you proceed to the remainder of the simulation.

In this simulation, you are Taylor Jackson, the recently hired Hiring Specialist for Kraftestlé - Murfreesboro. Your immediate supervisor is Alex Bloom, Human Resource Manager. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request. You will be presenting in his place at the conference. You must leave your office in exactly **45 minutes** to catch a plane. You cannot reschedule your flight, and you will be away from the office for seven days. You will be unable to work on any of these materials while you are away. Therefore, any decisions that you consider important must be handled in an appropriate manner.

During the last few weeks, your team was without a Hiring Specialist and thus unable to handle all of the responsibilities that would normally fall to Bill Burnbaum (the previous Hiring Specialist). Consequently, a number of issues need to be handled immediately. Please read through all of the information before you begin responding to the items. Prioritize and handle issues as you would on the job. Try to handle as many things as you can before you go to the conference; some tasks may need to be delegated to other members of your team. Keep in mind that you may not be able to take action on all tasks. Pay close attention to items that have pressing time and priority issues. Dates may help determine your priorities since time is an important factor.

Your responses must be typed on the blank response forms provided below each item. We must ask you to limit your communication with others to typed voice-mails, typed messages, typed e-mails, typed memos, typed notes, and typed letters. You cannot call meetings other than those that are on your schedule for today, but you can set up meetings for later. If you do this, be sure to write out agendas for these meetings so that it is clear what you intend to accomplish in these meetings.

As you continue with your new role, remember that Kraftestlé is the nation's leading food manufacturing company and that their mission is "*Leading the way in industry and business knowledge through ethical practices and superb communication.*" You are responsible for making sure that all of the hiring duties within Kraftestlé – Murfreesboro are appropriately completed and communicated, as well as ensuring that all selection practices comply with business standards and ethical practices. You will be communicating with several Kraftestlé – Murfreesboro staff members, managers, employees, and others. Clear and frequent communication with these people is a key component of your job and is essential to the success of your team. Use this information to guide you in your responses. Reference the job description and company information as you complete the items to ensure that you best attend to the issues.

In-Basket Instructions (Continued)

As you respond to the items, be specific about what you want to accomplish. Be sure to provide enough information so the assessors will understand what it is you plan to do and accomplish.

****For example**, if an item were about a new company policy on applicant referral forms:

To: Bill Burnbaum

From: John Taylor

Date: June 8th

Subject: Policy Update

Message: Effective immediately, all applicant referral forms for Kraftestlé – Murfreesboro positions will need to be submitted electronically. Paper referral forms will not be accepted.

One response might be...

Forward.

A more complete response would be...

Forward to others and Cc John Taylor.

An even more complete response might be...

Reply to John Taylor and offer to create and post a notification sheet where the paper referral forms were locate to ensure sure that all employees are informed of the policy change.

Notice that although the first response, ***“Forward”*** may be an appropriate action, it is not a complete response. This type of response does not provide detailed information about how you intend to deal with the memo. The questions arise: Forward to who? Why are you forwarding it? What should others do when they read it? As you can see, the other responses provide a more complete picture of what will be done to handle this issue.

At the close of the 45 minute time period, the administrator will remind you that you must leave the office and your materials will need to be submitted.

Summation:

- You have 45 minutes to complete this simulation.
- Read through all of the materials before you take action.
- Pay close attention to the items that are most pressing in time and priority.
- Take action on items *in writing*. Be very specific about what you plan to

do.

- Type on the blank response forms provided.
- Reference the job description and company information as needed.

Please read and respond to the materials on the following page.



Taylor Jackson
Hiring Specialist

Participant Materials:
In-Basket Items



*Leading the way in industry and business
knowledge through ethical practices and
superb communication.*

MEMO

TO: Taylor Jackson
FROM: Alex Bloom
DATE: June 16th
SUBJECT: **Welcome**

Item 01

Taylor,

Welcome to Kraftestlé! Although I haven't had the pleasure of working with you before, I have heard wonderful things about your previous training.

I am sorry I can't be there to greet you in person. I hope you are as happy to be here as we are to have you. I also want you to feel comfortable asking for clarification and/or assistance while adjusting to your new position.

There are a number of memos and messages which require your immediate attention and response. Please attend to all of these matters within a 45 minute period because you have to catch a plane this afternoon to get to the Kraftestlé conference. Thank you in advance for presenting in my place at this weekend's conference. The presentation and my personal notes are to be delivered to your hotel room this afternoon. You don't need to prepare for the presentation until you get to the hotel.

We recently updated the core competencies for the Kraftestlé Hiring Specialist, so I want to ensure that you have received the most recent version of the job description. Could you please let me know the date on the job description that was given to you during your orientation? Remember to practice the expected competencies listed in the job description as you take on this role!

I know this is a great deal to ask of you on your first week; there is much to do and not much time to do it, but I have full confidence in your abilities to tend to these matters efficiently and effectively. I also know it will take time to get to know your fellow employees and colleagues and that it may be difficult to meet for the first time under these stressful circumstances.

Once again, thank you for your efforts at the conference. And again, welcome to Kraftestlé – Murfreesboro. I am looking forward to working with you. I know you will do a great job.

Sincerely,
Alex Bloom, Human Resource Manager



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knowledge through ethical practices and
superb communication.*

EMAIL

TO:	Taylor Jackson
FROM:	Jan Watson
DATE:	June 16 th
SUBJECT:	Production Supervisor Selection Procedures Item 02

Taylor,

Welcome to Kraftestlé - I look forward to working with you!

I am really concerned with our new production supervisor, Mitchell. He seems to be more concerned with chit-chatting, rather than completing his daily paperwork. I also think he is struggling with acting as a leader among the front line employees. We just really need someone in this position that can help us get this new product line running efficiently and I don't think Mitchell is cutting it. Because he was just hired, I was wondering if we could remove him from the position and say he was only here on temporary terms. I'm sure Bill thought Mitchell would be a good fit when he hired him, but I'd rather not keep Mitchell around. You wouldn't mind taking action on this termination would you? I'm sure you aren't even invested in Mitchell because you weren't the one who actually hired him...

Actually, this whole situation is making me question our whole selection procedure. What's the purpose of having such an intense selection process if we can't even get someone in here who can get the job done? I think you should try and get rid of all of the interviews and testing as one of your first projects. Just a thought...

I know you'll be a great help with these issues.

Thanks so much!

Jan Watson
Operations Manager



*Leading the way in industry and business
knowledge through ethical practices and
superb communication.*

EMAIL

TO:	Taylor Jackson
FROM:	Wanda Edwards
DATE:	June 16 th
SUBJECT:	Selection Tracking Item 03

Taylor,

I'm excited to work with you!

I'd really like to start tracking how long it takes to get our applicants through the hiring process and the numbers on how many applicants we have for each position. Do you think we should start tracking these metrics? If so, could you send a brief plan my way for how we might obtain and present these numbers?

If we find that we have more than an average of 25 applicants for each position, I think we should only offer interviews to males and females between the ages of 30-45 to cut down on the costs of interviewing all of those old and young folks.

Let me know what you think!

Sincerely,

Wanda Edwards
Asst. Plant Manager



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knowledge through ethical practices and
superb communication.*

NOTE

From The Desk of Grant Lewis, Human Resource Intern

Item 04

Taylor!

I need to let 3 applicants know that they are being offered production positions before 5pm today. Our normal protocol is to mail offer letters, but the mail has already been picked up this afternoon. What should I do??

It sure is always a pain to always have to mail out these offers – there must be a more efficient way...

-Grant



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knowledge through ethical practices and
superb communication.*

MEMO

TO: Taylor Jackson
FROM: Terry Kimball
DATE: June 16th
SUBJECT: **Maintenance Interview Guide**

Item 05

Taylor,

Could you review the questions that I've put together for the maintenance position interview guide? Interviews begin next week, so it would be great to have your approval as soon as possible!

Maintenance Interview Questions:

- 1. What prior MX experience do you have?*
- 2. Tell us about a time you successfully solved a complex problem.*
- 3. What church does you attend?*
- 4. Why did you leave your last position?*
- 5. Are you married? Do you have children?*
- 6. What are your strengths and weaknesses?*

Regards,

Terry Kimball
Maintenance Supervisor



*Leading the way in industry and business
knowledge through ethical practices and
superb communication.*

VOICEMAIL

DATE: June 5th

SUBJECT: **Voicemail from Bobbie Hammond**

Item 06

Hi Bill.

My cousin, Hal, interviewed for a maintenance position. Could you be sure to copy your notes from his interview and send them to me?

Also, I'd like to bring in about 30 people for interviews and tours of the lab. I know we only can hire two technicians, but I want to make sure we have a wide range of applicants so we hire the best people for the job. I think we should have enough money in the budget for the tour and interviews, right?

Thanks man!



*Leading the way in industry and business
knowledge through ethical practices and
superb communication.*

EMAIL

TO:	Taylor Jackson
FROM:	Bela Anwari
DATE:	June 16 th
SUBJECT:	Company Information in Interviews Item 07

Taylor-

Happy to have you on the HR team!

I received a complaint from one of our production applicants about our selection process. She felt she wasn't provided enough information about the organization. I don't know what that statement quite means, but I think we should try and learn from her comment. Could you draft something about our organization that we can share with the maintenance applicants during the interviews next week? Include information about company culture, products, and structure.

Best,

Bela Anwari
Human Resource Generalist



Leading the way in industry and business knowledge through ethical practices and superb communication.

☐ Memo ☐ Note ☐ Voicemail ☐ E-mail

☐ Letter ☐ Schedule Meeting Item(s) _____

TO:
FROM:
CC:
BCC:
DATE:
SUBJECT:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix D: Nisyota Task In-Basket



Chris Thompson
Training Specialist

Participant Materials:
Background
Information



*Critically evaluating our business
practices, maintaining a global
presence, and fostering relationships
to lead the way in the automotive industry.*

Welcome to Nisyota!

In this study, you are Chris Thompson, the recently hired Training Specialist for Nisyota - Franklin. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request.

Before attend to these matters and leave for the conference, you will partake in a brief Nisyota orientation session. First, you will read through the Training Specialist job description. ***It is very important you read the job description carefully, as you will be using this information throughout the entire simulation.*** After the job description, you will be presented with company information and other materials that will be useful to you as the Training Specialist. After the orientation session, you will be presented with further instructions and seven items needing attention before you leave for the conference.

Each of the sections in this simulation is timed and you will not be able to move onto other sections until the time has expired on your current section. You will be able to move freely to past sections to reference previously provided information and are encouraged to do so.

- Job Description – 5 minutes
- Company Information – 5 minutes
- Instructions – 5 minutes
- Items – 45 minutes



Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry.

Job Description for Nisyota Training Specialist

Job Summary:

Strengthens, develops, implements, reports, and evaluates training programs to accommodate the developmental needs of employees within Nisyota – Franklin.

Essential Tasks, Duties, and Functions:

The essential tasks, duties, and functions of the Training Specialist are displayed below. The Training Specialist is expected to demonstrate all the essential tasks, duties, and functions within this job description upon his/her first day on the job.

1. Demonstrates effective interpersonal skills when coordinating and facilitating training programs
2. Facilitates the resolution of individual, departmental, and organization wide training issues
3. Seeks opportunities to build relationships with employees during the onboarding process
4. Serves as a liaison between training vendors and the organization
5. Evaluates the effectiveness of training programs by gathering and analyzing data using systematic methods (e.g., surveys, focus groups, etc)
6. Develops training programs based upon data, evidence-based research, benchmarks, HR and business metrics to facilitate decision-making
7. Identifies and assesses organizational gaps and creates relevant training solutions through surveys, focus groups, research, and other methods
8. Reports training progress of employees to key stakeholders
9. Develops and implements training that encompass the global and diverse perspectives of Nisyota's line of business
10. Accommodates employees of diverse background by tailoring training programs to fit employees' needs
11. Seeks to align training programs with the global counterparts of Nisyota
12. Conveys the organization's policy and philosophy towards diversity and inclusiveness through training programs

Minimum Qualifications:

- Bachelor's degree in human resources, psychology, or other related field
- 2-3 years of experience in a human resource department

Last updated May 1st, 2013.



Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry.

Company Information

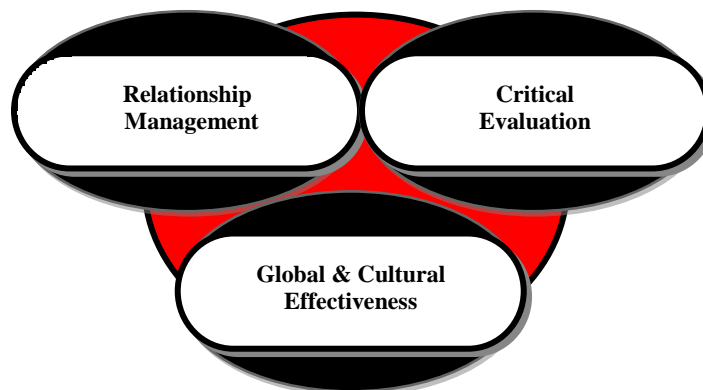
Nisyota is a global leader in automotive manufacturing, sales, design, and research and development. The company combines recognized industry expertise with more than 150 years of experience in successful automotive manufacturing to be the world's most recognized automotive brand. Nisyota consumers embrace the quality, dependability and reliability of Nisyota vehicles to make it the most respected brand in automobile manufacturing.

The company develops, produces, and distributes automotive products across all of North America, Europe, and Asia. Nisyota is committed to continuous improvement in everything they do, along with developing breakthrough products for the future. The company's vast array of trucks, sedans, and luxury cars benefit from the company's innovative spirit. Nisyota's product line includes the Tavalon, Pamry, Sorolla, Branch, Leastima, and the Tetragonal.

Nisyota employees are expected to uphold the mission and embody the core competencies of the organization in all aspects of their positions.

Nisyota's Mission & Core Competencies

"Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry."



History:

Nisyota was founded in Hong Kong, China with the production of TAD trucks in 1911. As Nisyota expanded its production to automobiles and luxury vehicles, facilities expanded to France and the Philippines. In 1950, Nisyota entered the US market out of Franklin, TN. Due to the success of the organization's wide range of quality vehicles, a design center opened in London, England to stay on top of the competitive automobile market. An innovative culture and drive for continuous improvement has allowed for Nisyota to define and redefine the automotive industry throughout its history.

Nisyota Locations:

Franklin, TN – Manufacturing Facility (Sorolla & Leastima)

Nice, France – Manufacturing Facility (Branch & Pamry)

Manila, Philippines – Manufacturing Facility (Tavalon & Tetragonal)

Hong Kong, China – Corporate Headquarters

London, England – Design Center

Plant Manager
Jude Gilmore

Asst. Plant Manager
Bo Wrightson



HR Manager
Jan Lima

Training Specialist
Chris Thompson

Human Resource Generalist
Melvin Cook

Hiring Specialist
Carey Overberg

Human Resource Intern
Gene Koslowski

Operations Manager
Warren Klopek

Production Supervisors

Material Control Supervisors

Maintenance Supervisors

Quality Manager
Cynthia Dane

IT Manager
Hans Bueller

Finance Manager
Lowell Martin

Safety Manager
Randy O'Dell

Engineering Manager
Hanna Shepard

Nisyota 2013 Calendar

January Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 New Year's Day 18 Martin Luther King Jr. Day	February Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 2 Groundhog Day 12 Lincoln's Birthday 14 St. Valentine's Day 15 President's Day 17 Ash Wednesday 22 Washington's Birthday	March Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 17 St. Patrick's Day 28 Palm Sunday
April Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 April Fool's Day 2 Good Friday 4 Easter 4 Daylight Saving Time Begins	May Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 9 Mother's Day 31 Memorial Day	June Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 14 Flag Day 20 Father's Day 21 Summer Solstice
July Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 4 Independence Day	August Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	September Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 6 Labor Day 12 Grandparent's Day
October Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 31 Halloween 31 Daylight Saving Time Ends	November Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 2 Election Day 11 Veteran's Day 25 Thanksgiving	December Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 21 Winter Solstice 25 Christmas 31 New Year's Eve

Nisyota

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14-Flag Day	15	16 <u>TODAY</u>	17	18	19
20-Father's Day	21-	22	23	24 <u>return to office</u>	25	26
27	28	29	30			

Jan Lima, your immediate supervisor, would like you to reflect upon your new role at Nisyota and answer the following questions. Please refer to the Training Specialist job description (provided below) as you answer the questions.

Which of the Training Specialist tasks, duties, and functions might be the most critical for the job?

Which of the Training Specialist tasks, duties, and functions might be the most challenging?

Which of the Training Specialist tasks, duties, and functions might be the least challenging?

Congratulations you've completed the Nisyota orientation!

In-Basket Instructions

Please read the following instructions very carefully before you proceed to the remainder of the simulation.

As a reminder, in this study, you are Chris Thompson, the recently hired Training Specialist for Nisyota - Franklin. Your immediate supervisor is Jan Lima, Human Resource Manager. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request. You must leave your office in exactly **45 minutes** to catch a plane. You cannot reschedule your flight, and you will be away from the office for seven days. You will be unable to work on any of these materials while you are away. Therefore, any decisions that you consider important must be handled in an appropriate manner.

During the last few weeks, your team was without a Training Specialist and thus unable to handle all of the responsibilities that would normally fall to Jamie Lighthouse (the previous Training Specialist). Consequently, a number of issues need to be handled immediately. Please read through all of the information before you begin responding to the items. Prioritize and handle issues as you would on the job. Try to handle as many things as you can before you go to the conference; some tasks may need to be delegated to other members of your team. Keep in mind that you may not be able to take action on all tasks. Pay close attention to items that have pressing time and priority issues. Dates may help determine your priorities since time is an important factor.

Your responses must be typed on the blank response forms provided below each item. We must ask you to limit your communication with others to typed voice-mails, typed messages, typed e-mails, typed memos, typed notes, and typed letters. You cannot call meetings other than those that are on your schedule for today, but you can set up meetings for later. If you do this, be sure to write out agendas for these meetings so that it is clear what you intend to accomplish in these meetings.

As you continue with your new role, remember that Nisyota is the nation's leading automotive manufacturing company and that their mission is, "*Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry.*" You are responsible for making sure that all of the training duties within Nisyota - Franklin are appropriately completed and evaluated, as well as ensuring that all training practices encompass Nisyota's global presence, as well as maintaining relationships with all stakeholders. You will be communicating with several Nisyota - Franklin staff members, managers, employees, and others. Clear and frequent communication with these people is a key component of your job and is essential to the success of your team. Reference the job description and company information as you complete the items to ensure that you best attend to the issues.

In-Basket Instructions (Continued)

As you respond to the items, be specific about what you want to accomplish. Be sure to provide enough information so the assessors will understand what it is you plan to do and accomplish.

****For example**, if an item were on a new company policy about safety training:

To: Jamie Lighthouse

From: Randy O'Dell

Date: June 8th

Subject: Policy Update

Message: The new hire handbook states that new employees are allotted 30 days to complete safety training; however, effective immediately, all safety training must be completed within 10 days of an employee's hire date.

(One response might be...)

Forward.

(A more complete response would be...)

Forward to others and Cc Randy O'Dell.

(An even more complete response might be...)

Reply to Randy O'Dell and offer to change the information listed in the new hire handbook.

Notice that although the first response, ***"Forward"*** may be an appropriate action, it is not a complete response. This type of response does not provide detailed information about how you intend to deal with the memo. The questions arise: Forward to who? Why are you forwarding it? What should others do when they read it? As you can see, the other responses provide a more complete picture of what will be done to handle this issue.

At the close of the 45 minute time period, the administrator will remind you that you must leave the office and your materials will need to be submitted.

Summation:

- You have 45 minutes to complete this simulation.
- Read through all of the materials before you take action.
- Pay close attention to the items that are most pressing in time and priority.
- Take action on items *in writing*. Be very specific about what you plan to do.
- Type on the blank response forms provided.
- Reference the job description and company information as needed.

Please read and respond to the materials on the following page.



Chris Thompson
Training Specialist

Participant Materials:
In-Basket Items



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MEMO

TO: Chris Thompson
FROM: Jan Lima
DATE: June 16th
SUBJECT: **Welcome**

Item 01

Chris,

Welcome to Nisyota! Although I haven't had the pleasure of working with you before, I have heard wonderful things about your previous training.

I am sorry I can't be there to greet you in person. I hope you are as happy to be here as we are to have you. I also want you to feel comfortable asking for clarification and/or assistance while adjusting to your new position.

There are a number of memos and messages which require your immediate attention and response. Please attend to all of these matters within a 45 minute period because you have to catch a plane this afternoon to get to the Nisyota conference. Thank you in advance for presenting in my place at this weekend's conference. The presentation and my personal notes are to be delivered to your hotel room this afternoon. You don't need to prepare for the presentation until you get to the hotel.

We recently updated the essential tasks, duties, and functions of the Nisyota Training Specialist, so I want to ensure that you have received the most recent version of the job description. Could you please let me know the date on the job description that was given to you during your orientation? Remember to practice the expected essential tasks, duties, and functions listed in the job description as you take on this role!

I know this is a great deal to ask of you on your first week; there is much to do and not much time to do it, but I have full confidence in your abilities to tend to these matters efficiently and effectively. I also know it will take time to get to know your fellow employees and colleagues. It may be difficult to meet for the first time under these stressful circumstances.

Once again, thank you for your efforts at the conference. And again, welcome to Nisyota - Franklin. I am looking forward to working with you. I know you will do a great job.

Sincerely,

Jan Lima
Human Resource Manager



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EMAIL

TO:	Jamie Lighthouse
FROM:	Hans Bueller
DATE:	June 5 th
SUBJECT:	IT Training Item 02

Jamie,

We really need to get the goal setting training for the IT department started. We've been talking about this for months and I don't have the patience to wait any longer. I think you should stop searching through "data" and the "literature" and just create something. If you don't think you can get this training done, I just might have to contact Jan.

We need this training completed ASAP!

Hans Bueller
IT Department Manager



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VOICEMAIL

DATE: June 16th

SUBJECT: Packaging Machine

Item 03

Hi Chris. This is Joey Finch from the packing department.

The packaging department has been struggling with the new machine we just got in from France. I believe the Nisyota plant in Nice, France has been running the same machine without any problems for a few months now. Do you think you can help me out with this situation? Some training may help...



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EMAIL

TO:	Chris Thompson
FROM:	Hanna Shepard
DATE:	June 16 th
SUBJECT:	Engineering Team Conflicts Item 04

Chris,

Our new engineer from Italy, George, is struggling to get along with the other members of the engineering team. I've spoken to him about his perceptions of the situation and he doesn't seem to think anything is wrong; however, I've had several other members of the team approach me with concerns. I'm not sure how to resolve the situation. Maybe George is custom to a different work environment in Italy and that is where the problem is stemming from. I look forward to hearing your suggestions.

Sincerely,

Hanna Shepard
Engineering Manager



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MEMO

TO: Chris Thompson
FROM: Bo Wrightson
DATE: June 16th
SUBJECT: **New Hire Tracking**

Item 05

Chris,

The training progress of new hires on the production floor needs to be reported. New hires are required to complete their training checklist within six months, but throughout the six months, the right people are not getting updated on new hire training progress.

I think we might have some extra money in the budget to purchase a tracking tool from one of our vendors to help with this issue. Could you contact Mosha Fines at Music City Training Inc. (mosha.fine@mct.org) or Casey Olig at Performance Improvement Trainers and Associates (carey.overberg@pita.org) to see what they have to offer?

Also, draft a list of the key people that need to be included in updates regarding new hire training progress.

Thanks!

Bo Wrightson
Asst. Plant Manager



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EMAIL

TO:	Chris Thompson
FROM:	Melvin Cook
DATE:	June 16 th
SUBJECT:	Products Training Item 06

Chris,

Before Jamie left as Training Specialist, he had just finished developing an online training about our products for the sales team. I briefly looked at the training and noticed it only included products from our North American plants. Do you think we should make adjustments to the training so that includes our entire line of products? Also, I'm a little worried about the effectiveness of the training. I guess we might as well just train everyone and hope for the best!

Looking forward to collaborating with you.

Melvin



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NOTE

From Hong Miux, Packing Employee

Item 07

Chris,

My name is Hong and I am a new employee who works in the packing department. I've been feeling like an outsider within the department. I am not suggesting harassment or anything, but I just don't think many people understand my culture. Could you help me out? I'll be checking my email tomorrow, so please get back to me if you have a chance.

Sincerely,

Hong Miux



Critically evaluating our business practices, maintaining a global

☐ Memo ☐ Note ☐ Voicemail ☐ E-mail

☐ Letter ☐ Schedule Meeting Item(s) _____

TO:
FROM:
CC:
BCC:
DATE:
SUBJECT:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix E: Nisyota Competency In-Basket



Chris Thompson
Training Specialist

Participant Materials:
Background
Information



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Welcome to Nisyota!

In this study, you are Chris Thompson, the recently hired Training Specialist for Nisyota - Franklin. Today is Wednesday, June 16th, and it is your first day on the job. You have come to the office to take care of matters requiring your attention before you leave for a previously scheduled conference which you will be attending per your boss's request.

Before you begin to attend to the matters and leave for the conference, you will partake in a brief Nisyota orientation session. First, you will read through the Training Specialist job description. ***It is very important you read the job description carefully, as you will be using this information throughout the entire simulation.*** After the job description, you will be presented with company information and other materials that you will be useful to you as Training Specialist. After the orientation session, you be presented with further instructions and seven items needing attention before you leave for the conference.

Each of the sections in this simulation are timed and you will not be able to move onto other sections until the time has expired on your current section. You will be able to move freely to past sections to reference previously provided information and are encouraged to do so.

- Job Description – 5 minutes
- Company Information – 5 minutes
- Instructions – 5 minutes
- Items – 45 minutes



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Job Description for Nisyota Training Specialist

Job Summary:

Strengthens, develops, implements, reports, and evaluates training programs to accommodate the developmental needs of employees within Nisyota – Franklin.

Essential Competencies:

The essential competencies of the Training Specialist are displayed below within the core competencies of Nisyota – relationship management, critical evaluation, global and cultural effectiveness. The Training Specialist is expected to demonstrate these competencies and the subsequent job relevant behaviors.

Knowledge, Skills, & Abilities:

- Measurement and assessment skills
- Critical thinking skills
- Knowledge of research methodology
- Global perspective
- Adaptability
- Cultural awareness and respect
- Negotiation and conflict management skills

Nisyota's Training Specialist Core Competencies

Relationship Management

The ability to manage interactions with and between others with the specific goal of providing service and organizational success.

1. Demonstrates effective interpersonal skills when coordinating and facilitating training programs
2. Facilitates the resolution of individual, departmental, and organization wide training issues
3. Seeks opportunities to build relationships with employees during the onboarding process
4. Serves as a liaison between training vendors and the organization

Critical Evaluation

Skill in interpreting information (e.g., data, metrics, literature) to determine return on investment (ROI) and organizational impact in making business decisions and/or recommendations.

1. Evaluates the effectiveness of training programs by gathering and analyzing data using systematic methods (e.g., surveys, focus groups, etc)
2. Develops training programs based upon data, evidence-based research, benchmarks, HR and business metrics to facilitate decision-making
3. Identifies and assesses organizational gaps and creates relevant training solutions through surveys, focus groups, research, and other methods
4. Reports training progress of employees to key stakeholders

Global & Cultural Effectiveness

The art of managing human resources both within and across borders and cultures

1. Develops and implements training that encompass the global and diverse perspectives of Nisyota's line of business
2. Accommodates employees of diverse background by tailoring training programs to fit employees' needs
3. Seeks to align training programs with the global counterparts of Nisyota
4. Conveys the organization's policy and philosophy towards diversity and inclusiveness through training programs



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Minimum Qualifications:

- Bachelor's degree in human resources, psychology, or other related field
- 2-3 years of experience in a human resource department

Last updated May 1st, 2013.



Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry.

Company Information

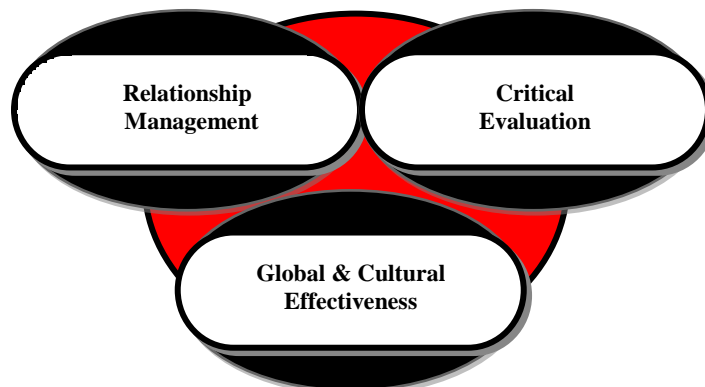
Nisyota is a global leader in automotive manufacturing, sales, design, and research and development. Nisyota combines recognized industry expertise with more than 150 years of experience in successful automotive manufacturing to be the world's most recognized automotive brand. Nisyota consumers embrace the quality, dependability and reliability of Nisyota vehicles to make it the most respected brand in automobile manufacturing.

Nisyota develops, produces, and distributes automotive products across all of North America, Europe, and Asia. Nisyota is committed to continuous improvement in everything they do, along with developing breakthrough products for the future. Nisyota's vast array of trucks, sedans, and luxury cars benefit from the company's innovative spirit. Nisyota's product line includes the Tavalon, Pamry, Sorolla, Branch, Leastima, and the Tetragonal.

Nisyota employees are expected to uphold the mission and embody the core competencies of the organization in all aspects of their position.

Nisyota's Mission & Core Competencies

"Critically evaluating our business practices, maintaining a global presence, and fostering relationships to lead the way in the automotive industry."





*Critically evaluating our business
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History:

Nisyota was founded in Hong Kong, China with the production of TAD trucks in 1911. As Nisyota expand its production to automobiles and luxury vehicles, facilities expanded to France and the Philippines. In 1950, Nisyota entered the US market out of Franklin, TN. Due to the success of the organization's wide range of quality vehicles, a design center opened in London, England to stay on top of the competitive automobile market. An innovate culture and drive for continuous improvement has allowed for Nisyota to define and redefine the automotive industry throughout its history.

Nisyota Locations:

Franklin, TN – Manufacturing Facility (Sorolla & Leastima)

Nice, France – Manufacturing Facility (Branch & Pamry)

Manila, Philippines – Manufacturing Facility (Tavalon & Tetragonal)

Hong Kong, China – Corporate Headquarters

London, England – Design Center

Plant Manager
Jude Gilmore

Asst. Plant Manager
Bo Wrightson



HR Manager
Jan Lima

Training Specialist
Chris Thompson

Human Resource Generalist
Melvin Cook

Hiring Specialist
Carey Overberg

Human Resource Intern
Gene Koslowski

Operations Manager
Warren Klopek

Production Supervisors

Material Control Supervisors

Maintenance Supervisors

Quality Manager
Cynthia Dane

IT Manager
Hans Bueller

Finance Manager
Lowell Martin

Safety Manager
Randy O'Dell

Engineering Manager
Hanna Shepard

Nisyota 2013 Calendar

January

Su Mo Tu We Th Fr Sa
1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 **18** 19 20 21 22 23
 24 25 26 27 28 29 30
 31

1 New Year's Day
 18 Martin Luther King
 Jr. Day

February

Su Mo Tu We Th Fr Sa
 1 2 3 4 5 6
 7 8 9 10 11 **12** 13
14 **15** 16 **17** 18 19 20
 21 **22** 23 24 25 26 27
 28

2 Groundhog Day
 12 Lincoln's Birthday
 14 St. Valentine's Day
 15 President's Day
 17 Ash Wednesday
 22 Washington's Birthday

March

Su Mo Tu We Th Fr Sa
 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 **17** 18 19 20
 21 22 23 24 25 26 27
28 29 30 31

17 St. Patrick's Day
 28 Palm Sunday

April

Su Mo Tu We Th Fr Sa
1 2 3
4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

1 April Fool's Day
 2 Good Friday
 4 Easter
 4 Daylight Saving
 Time Begins

May

Su Mo Tu We Th Fr Sa
 1
 2 3 4 5 6 7 8
9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 **31**

9 Mother's Day
 31 Memorial Day

June

Su Mo Tu We Th Fr Sa
 1 2 3 4 5
 6 7 8 9 10 11 12
 13 **14** 15 16 17 18 19
20 **21** 22 23 24 25 26
 27 28 29 30

14 Flag Day
 20 Father's Day
 21 Summer Solstice

July

Su Mo Tu We Th Fr Sa
 1 2 3
4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30 31

4 Independence Day

August

Su Mo Tu We Th Fr Sa
 1 2 3 4 5 6 7
 8 9 10 11 12 13 14
 15 16 17 18 19 20 21
 22 23 24 25 26 27 28
 29 30 31

September

Su Mo Tu We Th Fr Sa
 1 2 3 4
 5 **6** 7 8 9 10 11
12 13 14 15 16 17 18
 19 20 21 22 23 24 25
 26 27 28 29 30

6 Labor Day
 12 Grandparent's Day

October

Su Mo Tu We Th Fr Sa
 1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
31

31 Halloween
 31 Daylight Saving
 Time Ends

November

Su Mo Tu We Th Fr Sa
 1 **2** 3 4 5 6
 7 8 9 10 **11** 12 13
 14 15 16 17 18 19 20
 21 22 23 24 **25** 26 27
 28 29 30

2 Election Day
 11 Veteran's Day
 25 Thanksgiving

December

Su Mo Tu We Th Fr Sa
 1 2 3 4
 5 6 7 8 9 10 11
 12 13 14 15 16 17 18
 19 20 **21** 22 23 24 **25**
 26 27 28 29 30 **31**

21 Winter Solstice
 25 Christmas
 31 New Year's Eve

Nisyota

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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In-Basket Instructions (Continued)

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Please read and respond to the materials on the following page.



Chris Thompson
Training Specialist

Participant Materials:
In-Basket Items



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MEMO

TO: Chris Thompson
FROM: Jan Lima
DATE: June 16th
SUBJECT: **Welcome**

Item 01

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Sincerely,

Jan Lima
Human Resource Manager



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EMAIL

TO:	Jamie Lighthouse
FROM:	Hans Bueller
DATE:	June 5 th
SUBJECT:	IT Training Item 02

Jamie,

We really need to get the goal setting training for the IT department started. We've been talking about this for months and I don't have the patience to wait any longer. I think you should stop searching through "data" and the "literature" and just create something. If you don't think you can get this training done, I just might have to contact Jan.

We need this training completed ASAP!

Hans Bueller
IT Department Manager



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practices, maintaining a global
presence, and fostering relationships
to lead the way in the automotive industry.*

VOICEMAIL

DATE: June 16th

SUBJECT: **Packaging Machine**

Item 03

Hi Chris. This is Joey Finch from the packing department.

The packaging department has been struggling with the new machine we just got in from France. I believe the Nisyota plant in Nice, France has been running the same machine without any problems for a few months now. Do you think you can help me out with this situation? Some training may help...



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EMAIL

TO:	Chris Thompson
FROM:	Hanna Shepard
DATE:	June 16 th
SUBJECT:	Engineering Team Conflicts Item 04

Chris,

Our new engineer from Italy, George, is struggling to get along with the other members of the engineering team. I've spoken to him about his perceptions of the situation and he doesn't seem to think anything is wrong; however, I've had several other members of the team approach me with concerns. I'm not sure how to resolve the situation. Maybe George is custom to a different work environment in Italy and that is where the problem is stemming from. I look forward to hearing your suggestions.

Sincerely,

Hanna Shepard
Engineering Manager



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MEMO

TO: Chris Thompson
FROM: Bo Wrightson
DATE: June 16th
SUBJECT: **New Hire Tracking**

Item 05

Chris,

The training progress of new hires on the production floor needs to be reported. New hires are required to complete their training checklist within six months, but throughout the six months, the right people are not getting updated on new hire training progress.

I think we might have some extra money in the budget to purchase a tracking tool from one of our vendors to help with this issue. Could you contact Mosha Fines at Music City Training Inc. (mosha.fine@mct.org) or Casey Olig at Performance Improvement Trainers and Associates (carey.overberg@pita.org) to see what they have to offer?

Also, draft a list of the key people that need to be included in updates regarding new hire training progress.

Thanks!

Bo Wrightson
Asst. Plant Manager



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EMAIL

TO:	Chris Thompson
FROM:	Melvin Cook
DATE:	June 16 th
SUBJECT:	Products Training Item 06

Chris,

Before Jamie left as Training Specialist, he had just finished developing an online training about our products for the sales team. I briefly looked at the training and noticed it only included products from our North American plants. Do you think we should make adjustments to the training so that includes our entire line of products? Also, I'm a little worried about the effectiveness of the training. I guess we might as well just train everyone and hope for the best!

Looking forward to collaborating with you.

Melvin



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NOTE

From Hong Miux, Packing Employee

Item 07

Chris,

My name is Hong and I am a new employee who works in the packing department. I've been feeling like an outsider within the department. I am not suggesting harassment or anything, but I just don't think many people understand my culture. Could you help me out? I'll be checking my email tomorrow, so please get back to me if you have a chance.

Sincerely,

Hong Miux



Critically evaluating our business practices, maintaining a global

☐ Memo ☐ Note ☐ Voicemail ☐ E-mail

☐ Letter ☐ Schedule Meeting Item(s) _____

TO:
FROM:
CC:
BCC:
DATE:
SUBJECT:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present. The paper appears to be a standard piece of stationery used for writing or drawing.

Appendix E: Kraftestlé BARS

Kraftestlé

Taylor Jackson

SCORING FORM

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Item 02 Issue: Demonstrates accountability for selection decisions when Jan questions the hiring of Mitchell and suggests terminating him. Competency: Ethical Practice	<input type="checkbox"/> Replied to Jan stating that Mitchell cannot be terminated because it would be unethical to lie about the terms of hiring <i>and</i> states that he/she trusts the decision of Bill to hire Mitchell.	<input type="checkbox"/> Replied to Jan stating that Mitchell cannot be terminated because it would be unethical to lie about terms of the hiring <i>or</i> states he/she trusts the decision of Bill to hire Mitchell.	<input type="checkbox"/> Replied to Jan stating that he/she cannot terminate Mitchell, but does not provide an explanation.	<input type="checkbox"/> Replied to Jan offering to investigate the situation and possibly terminate Mitchell.	<input type="checkbox"/> Replied to Jan agreeing terminate Mitchell.	<input type="checkbox"/> Did not send Jan a message regarding the issue or address the issue.
Item 02 Issue: Communicates the objectives and purpose of selection procedures when Jan questions the selection procedures and suggests eliminating them. Competency: Communication	<input type="checkbox"/> Replied to Jan communicating the objectives and purpose of formal selection procedures <i>and</i> expressed the benefits of formal selection procedures. Stated the procedures cannot be eliminated.	<input type="checkbox"/> Replied to Jan communicating the objectives and purpose of formal selection procedures <i>or</i> expressed the benefits of formal selection procedures. Stated the procedures cannot be eliminated.	<input type="checkbox"/> Replied to Jan stating that the selection procedures cannot be eliminated, but does not provide an explanation.	<input type="checkbox"/> Replied to Jan offering to investigate the selection procedures and possibly eliminate them.	<input type="checkbox"/> Replied to Jan agreeing that the selection procedures should be eliminated.	<input type="checkbox"/> Did not send Jan a message regarding the issue or address the issue.
Item 03 Issue: Recommends gathering and reporting metrics and key performance indicators when Wanda suggests	<input type="checkbox"/> Replied to Wanda agreeing to track how long it takes to get applicants through the hiring process <i>and</i> track the number of applicants	<input type="checkbox"/> Replied to Wanda agreeing to track how long it takes to get applicants through the hiring process <i>and</i> track the number of	<input type="checkbox"/> Replied to Wanda agreeing that they should start tracking how long it takes to get applicants through the hiring process	<input type="checkbox"/> Replied to Wanda stating that they do not need to track how long it takes to get applicants through the hiring process or the	<input type="checkbox"/> Replied to Wanda stating that they do not need to track how long it takes to get applicants through the hiring process and the	<input type="checkbox"/> Did not send Wanda a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
tracking how long it takes to get applicants through the hiring process and the number of applicants there are for each position. Competency: Business Acumen	there are for each position <i>and</i> developed a plan of how to obtain and record the numbers.	applicants there are for each position <i>or</i> developed a plan of how to obtain and record the numbers.	<i>or</i> the number of applicants there are for each position.	number of applicants there are for each position.	number of applicants there are for each position.	
Item 03 Issue: Designs and implements selection procedures in accordance with ethical laws, standards and policies when Wanda suggests making an unlawful change in selection procedures. Competency: Ethical Practice	<input type="checkbox"/> Replied to Wanda explaining why changing the selection procedure to only interview males and females between the ages of 30-45 would be unlawful/unethical and states that the change cannot be made.	<input type="checkbox"/> Replied to Wanda stating that the selection procedure cannot be changed <i>and</i> provides a brief explanation (states it is unethical).	<input type="checkbox"/> Replied to Wanda stating that the selection procedure cannot be changed, but does not provide an explanation (or provides an incomplete or incorrect explanation).	<input type="checkbox"/> Replied to Wanda stating that selection procedures could possibly be changed to only interview males and females between the ages of 30-45.	<input type="checkbox"/> Replied to Wanda agreeing to make change in the selection procedure and only interview males and females between the ages of 30-45.	<input type="checkbox"/> Did not send Wanda a message regarding the issue or address the issue.
Item 04 Issue: Responds to stakeholders in a timely manner by replying to Grant's urgent note. Competency: Communication	<input type="checkbox"/> Replied to Grant acknowledging the urgency of the issue <i>and</i> describing the importance of communicating the applicant offers in a timely manner.	<input type="checkbox"/> Replied to Grant acknowledging the urgency of the issue.	<input type="checkbox"/> Replied to Grant, but does not acknowledge the not urgency of the issue	<input type="checkbox"/> Replied to Grant stating that the offer letters are not a priority issue.	<input type="checkbox"/> Replied to Grant stating that Grant will have to mail the offer letters tomorrow.	<input type="checkbox"/> Did not send Grant a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Item 04 Issue: Identifies inefficiencies and provides process improvement recommendations by offering a solution to mailing applicant offer letters. Competency: Business Acumen	<input type="checkbox"/> Replied to Grant identifying the inefficiency of mailing offer letters <i>and</i> provided alternative methods for the future <i>and</i> provided an explanation of how the alternatives will be more efficient than mailing letters.	<input type="checkbox"/> Replied to Grant identifying the inefficiency of mailing offer letters <i>or</i> provided alternative methods for the future <i>and</i> provided an explanation of how the alternatives will be more efficient than mailing letters.	<input type="checkbox"/> Replied to Grant suggesting alternative methods to mailing offer letters, but did not express why the methods would be more efficient than mailing letters.	<input type="checkbox"/> Replied to Grant stating that mailing the offer letters it the most efficient way to communicate offers to applicants.	<input type="checkbox"/> Replied to Grant stating that mailing offer letters is the only appropriate mode of communication for offering positions.	<input type="checkbox"/> Did not send Grant a message regarding the issue or address the issue.
Item 05 Issue: Resolves any potential unethical situations during the hiring process by removing the unlawful questions from the interview guide Competency: Ethical Practice	<input type="checkbox"/> Replied to Terry explaining the legal/ethical problems with questions three <i>and</i> five on the interview guide <i>and</i> provided alternative, lawful questions.	<input type="checkbox"/> Replied to Terry accurately explaining the legal/ethical problems with questions three <i>and</i> five on the interview guide.	<input type="checkbox"/> Replied to Terry stating that questions three <i>or</i> five need to be removed from the interview guide, but does not provide reasoning.	<input type="checkbox"/> Replied to Terry approving the interview questions/guide without any changes.	<input type="checkbox"/> Replied to Terry adding additional unlawful questions to the interview guide.	<input type="checkbox"/> Did not send Terry a message regarding the issue or address the issue.
Item 05 Issue: Produces accurate and error free selection materials by correcting the	<input type="checkbox"/> Replied to Terry addressing that questions one, three, five, <i>and</i> six have grammatical and	<input type="checkbox"/> Replied to Terry addressing that questions one, three, five, <i>and</i> six have grammatical	<input type="checkbox"/> Replied to Terry briefly addressing the grammatical and spelling errors in the questions,	<input type="checkbox"/> Replied to Terry approving the interview questions without any changes.	<input type="checkbox"/> Replied to Terry adding additional questions to the interview guide with spelling and	<input type="checkbox"/> Did not send Terry a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
errors in the interview guide. Competency: Communication	spelling errors in the interview questions <i>and</i> provided the questions rewritten without any errors.	and spelling errors in the interview questions <i>or</i> provided the questions rewritten without any errors.	but did not fix or identify all of the errors.		grammar mistakes.	
Item 06 Issue: Develops, modifies, and implements selection procedures to be cost effective by suggesting that providing a lab tour and interview for 30 people is not cost effective. Competency: Business Acumen	<input type="checkbox"/> Replied to Bobbie stating that it would not be cost effective to bring 30 people in for tours and interviews <i>and</i> suggested a more cost effective alternative.	<input type="checkbox"/> Replied to Bobbie stating that it would not be cost effective to bring 30 people in for tours and interviews <i>or</i> suggested a more cost effective alternative.	<input type="checkbox"/> Replied to Bobbie stating that he/she will examine the budget and see if is reasonable to accommodate 30 people for a tour and interviews.	<input type="checkbox"/> Replied to Bobbie approving the lab tour or interviews for the 30 applicants <i>or</i> denied tours with no rationale.	<input type="checkbox"/> Replied to Bobbie approving the lab tour and interviews for the 30 applicants <i>or</i> states that he/she does not have knowledge of the budget and disregards the issue.	<input type="checkbox"/> Did not send Bobbie a message regarding the issue or address the issue.
Item 06 Issue: Maintains confidentiality throughout hiring processes by not agreeing to send Bobbie Hal's interview notes. Competency: Ethical Practice	<input type="checkbox"/> Replied to Bobbie stating in <i>great detail</i> that he/she cannot send the interview notes because it would be breaking terms of confidentiality.	<input type="checkbox"/> Replied to Bobbie stating in a <i>little detail</i> to Bobbie that he/she cannot send the interview notes because it would be breaking terms of confidentiality.	<input type="checkbox"/> Replied to Bobbie stating that he/she cannot send the interview notes, but does not provide an explanation.	<input type="checkbox"/> Replied to Bobbie stating that he/she cannot send the interview notes, but will provide her with details about Hal's performance.	<input type="checkbox"/> Replied to Bobbie agreeing to send Hal's interview notes <i>or</i> provides inaccurate information regarding ethical guidelines.	<input type="checkbox"/> Did not send Bobbie a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Item 07 Issue: Communicates <i>policies, procedures, and culture</i> within Kraftestlé to applicants during the hiring process by including information about Kraftestlé in an information paragraph to be used in the maintenance interviews. Competency: Communication	<input type="checkbox"/> Replied to Bela submitting a detailed paragraph that included information about Kraftestlé to be used in the maintenance interviews. Directly related the company information to the maintenance position.	<input type="checkbox"/> Replied to Bela submitting a <i>detailed</i> paragraph that included information about Kraftestlé to be used in the maintenance interviews.	<input type="checkbox"/> Replied to Bela submitting a <i>brief</i> paragraph that included information about Kraftestlé to be used in the maintenance interviews.	<input type="checkbox"/> Replied to Bela stating that company information does not to be provided in the interviews.	<input type="checkbox"/> Replied to Bela providing inaccurate information to be used in the interviews or delegates tasks to Bela.	<input type="checkbox"/> Did not send Bela a message regarding the issue or address the issue.
Item 07 Issue: Delivers information about Kraftestlé's <i>products and services</i> throughout the hiring processes by including information about Kraftestlé's product line in an information paragraph to be used in the maintenance interviews. Competency: Business Acumen	<input type="checkbox"/> Replied to Bela submitting a detailed paragraph that included product information to be used in the maintenance interviews. Directly related the information to the maintenance position.	<input type="checkbox"/> Replied to Bela submitting a <i>detailed</i> paragraph that included product information to be used in the maintenance interviews.	<input type="checkbox"/> Replied to Bela submitting a <i>brief</i> paragraph with product information to be used in the maintenance interviews.	<input type="checkbox"/> Replied to Bela stating that product information does not to be provided in the interviews.	<input type="checkbox"/> Replied to Bela providing inaccurate product information or delegates tasks to Bela.	<input type="checkbox"/> Did not send Bela a message regarding the issue or address the issue.

Appendix F: Nisyota BARS

Nisyota

Chris Thompson

SCORING FORM

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Item 02 Issue: Develops training programs based upon data, evidence-based research, benchmarks, HR and business metrics to facilitate decision-making by denying Hans' request to develop the goal setting training without any research Competency: Critical Evaluation	<input type="checkbox"/> Replied to Hans explaining the importance of conducting research before developing training <i>and</i> stated that he/she will need to do a thorough search of the data/literature before creating the goal setting training.	<input type="checkbox"/> Replied to Hans explaining the importance of conducting research before developing training <i>or</i> stated that he/she will need to do a thorough search of the data/literature before creating the goal setting training.	<input type="checkbox"/> Responded to Hans stating that he/she will do a brief search of the data/literature and then create the training on goal setting or provided general acknowledgement of doing a search of the data/literature.	<input type="checkbox"/> Responded to Hans stating that he/she will develop the training without looking to data <i>or</i> the literature because of the time constraint.	<input type="checkbox"/> Responded to Hans stating that developing training from data or the literature is pointless.	<input type="checkbox"/> Did not send Hans a message regarding the issue or address the issue.
Item 02 Issue: Demonstrates effective interpersonal skills when coordinating and facilitating training by responding politely to Han's rude email about the goal setting training. Competency: Relationship Management	<input type="checkbox"/> Sent Hans a very friendly message, apologized for the delay in the training, <i>and</i> expressed an understanding for the urgency of developing the training.	<input type="checkbox"/> Sent Hans a polite message. Apologized for the delay in the training <i>or</i> expressed an understanding for the urgency of developing the training.	<input type="checkbox"/> Sent Hans a polite message about developing the goal setting training.	<input type="checkbox"/> Sent Hans a rude message about developing the goal setting training. Did not apologize for the delay in the training <i>or</i> express an understanding for the urgency of developing the training.	<input type="checkbox"/> Sent Hans a very rude message about developing the goal setting training. Did not apologize for the delay in the training <i>and</i> express an understanding for the urgency of developing the training.	<input type="checkbox"/> Did not send Hans a message regarding the issue or address the issue.
Item 03 Issue: Seeks to align training programs with the global counterparts of Nisyota by seeking to create a training program for the	<input type="checkbox"/> Replied to Joey stating that he would contact the unit in France to gather information on their experience	<input type="checkbox"/> Replied to Joey stating that he would contact the unit in France to gather information on their experience	<input type="checkbox"/> Replied to Joey stating that the plant France may have valuable information to offer on the machine, but does	<input type="checkbox"/> Replied to Joey stating that the fact that the machine is from France probably has nothing to do with	<input type="checkbox"/> Replied to Joey stating that the unit in France would not have any valuable information to	<input type="checkbox"/> Did not send Joey a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
troublesome packaging machine based upon training in Nice, France. Competency: Global and Cultural Effectiveness	with the machine <i>and</i> expressed the benefits of aligning protocols here with the plant in France.	with the machine <i>or</i> expressed the benefits of aligning protocols here with the plant in France.	not go into detail.	the issue.	offer on the running the machine or acknowledged that the machine is from France but does not do anything regarding it	
Item 03 Issue: Identifies and assesses organizational gaps and creates relevant training solutions through surveys, focus groups, research, and other methods by requesting further information on the problem with the packaging machine. Competency: Critical Evaluation	<input type="checkbox"/> Replied to Joey inquiring about previous training associated with the machine <i>and</i> explained that training or an intervention may help with the issue. Asks a sufficient amount of questions to gain more information on the problem.	<input type="checkbox"/> Replied to Joey inquiring about previous training associated with the machine <i>or</i> explained that training or an intervention may help with the issue. Asks a few questions to gain more information on the problem.	<input type="checkbox"/> Replied to Joey suggesting that a training issue might be causing the problems with the machine within the department.	<input type="checkbox"/> Replied to Joey stating that the department should try and use the machine for a few more weeks to see if operations improve or delegates the issue to another person.	<input type="checkbox"/> Replied to Joey stating that he/she does not have any suggestions on how to help with the machine.	<input type="checkbox"/> Did not send Joey a message regarding the issue or address the issue.
Item 04 Issue: Facilitates the resolution of individual, departmental, and organization wide training issues by attempting to resolve the situation between new transfer and engineering department. Competency: Relationship	<input type="checkbox"/> Replied to Hanna providing suggestions <i>and</i> outlining future actions to resolve the situation with George at an individual and departmental level. Explained that	<input type="checkbox"/> Replied to Hanna providing suggestions <i>or</i> outlining future actions to resolve the situation with George at an individual and departmental level. Explained that	<input type="checkbox"/> Replied to Hanna attempting to resolve the situation with George at an individual level and departmental level.	<input type="checkbox"/> Replied to Hanna stating that the department should wait a few more weeks to see if the situation with George improves.	<input type="checkbox"/> Replied to Hanna stating that he/she does not have any suggestions on how to help with the situation with George.	<input type="checkbox"/> Did not send Hanna a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Management	training or an intervention may help mediate the situation.	training or an intervention may help mediate the situation.				
Item 04 Issue: Accommodates employees of diverse background by tailoring training programs to fit employees' needs by suggesting to create a training to resolve the cultural differences between George and Engineering team. Competency: Global and Cultural Effectiveness	<input type="checkbox"/> Replied to Hanna suggesting the creation of a teamwork training session to acknowledge the differences in cultural backgrounds of the team. Explained how the training would benefit the team in detail.	<input type="checkbox"/> Replied to Hanna suggesting the creation of a teamwork training session to acknowledge the differences in cultural backgrounds of the team.	<input type="checkbox"/> Replied to Hanna suggesting that George and the team may benefit from training on their culture or suggests another type of intervention.	<input type="checkbox"/> Replied to Hanna suggesting training George on US customs, but does not acknowledge that team may benefit from training on culture.	<input type="checkbox"/> Replied to Hanna stating that training will not help with the cultural differences within the team or acknowledged the cultural aspect, but did nothing to resolve the issue.	<input type="checkbox"/> Did not send Hanna a message regarding the issue or address the issue.
Item 05 Issue: Reports training progress of employees to key stakeholders by suggesting names of people who	<input type="checkbox"/> Sent Bo a list with 5 of the following people who should receive new hire training progress	<input type="checkbox"/> Sent Bo a list with 4 of the following people who should receive new hire training progress	<input type="checkbox"/> Sent Bo a list with 3 of the following people who should receive new hire training progress	<input type="checkbox"/> Sent Bo a list with 2 of the following people who should receive new hire training progress	<input type="checkbox"/> Sent Bo a list with 1 of the following people who should receive new hire training progress	<input type="checkbox"/> Did not send Bo a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
<p>need to receive new hire training progress updates.</p> <p>Competency: Critical Evaluation</p>	<p>updates: -Ass. Plant Manager -Operations Manager -Production Supervisors -Training Specialist -Human Resource Manager</p>	<p>updates: -Ass. Plant Manager -Operations Manager -Production Supervisors -Training Specialist -Human Resource Manager</p>	<p>updates: -Ass. Plant Manager -Operations Manager -Production Supervisors -Training Specialist -Human Resource Manager</p>	<p>updates: -Ass. Plant Manager -Operations Manager -Production Supervisors -Training Specialist -Human Resource Manager</p>	<p>updates: -Ass. Plant Manager -Operations Manager -Production Supervisors -Training Specialist -Human Resource Manager</p>	
<p>Item 05</p> <p>Issue: Serves as a liaison between training vendors and the organization by contacting the vendors about a training progress tracking tool.</p> <p>Competency: Relationship Management</p>	<p><input type="checkbox"/></p> <p>Replied to Bo agreeing to contact the vendors. Contacted <i>both</i> of the vendors, explained the situation, and asked for information on their progress tools.</p>	<p><input type="checkbox"/></p> <p>Replied to Bo <i>and/or</i> agreeing to contact the vendors. Contacted <i>one</i> of the vendors, explained the situation, and asked for information on their progress tools.</p>	<p><input type="checkbox"/></p> <p>Replied to Bo agreeing to contact the vendors, tells Bo to contact the vendors, or CC's the vendors in a response to Bo about the issue.</p>	<p><input type="checkbox"/></p> <p>Replied to Bo tentatively agreeing to contact the vendors.</p>	<p><input type="checkbox"/></p> <p>Replied to Bo and did not agree to contact the vendors.</p>	<p><input type="checkbox"/></p> <p>Did not send Bo a message regarding the issues or address the issue.</p>
<p>Item 06</p> <p>Issue: Develops and implements training that encompasses the global and diverse perspectives of Nisyota's line of business by including all of a Nisyota's products in the sales training.</p> <p>Competency: Global and Cultural Effectiveness</p>	<p><input type="checkbox"/></p> <p>Replied to Melvin <i>thoroughly</i> explaining why the entire product line should be included in the training.</p>	<p><input type="checkbox"/></p> <p>Replied to Melvin <i>briefly</i> explaining why the entire product line should be included in the training.</p>	<p><input type="checkbox"/></p> <p>Replied to Melvin stating that the training should be modified to include the entire line of products, but does not provide any further explanation.</p>	<p><input type="checkbox"/></p> <p>Replied to Melvin stating that the training should possibly include the entire product line.</p>	<p><input type="checkbox"/></p> <p>Replied to Melvin stating that the training does not need to include the entire product line.</p>	<p><input type="checkbox"/></p> <p>Did not send Melvin a message regarding the issue or address the issue.</p>

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
Item 06 Issue: Evaluates the effectiveness of training programs by gathering and analyzing data using systematic methods by suggesting an evaluation method for the product training. Competency: Critical Evaluation	<input type="checkbox"/> Replied to Melvin suggesting a <i>thorough</i> evaluation plan. Stated that the training should be administered to small group of employees before assigning it to everyone.	<input type="checkbox"/> Replied to Melvin suggesting a <i>brief</i> evaluation plan <i>or</i> stated that the training should be administered to small group of employees before assigning it to everyone.	<input type="checkbox"/> Replied to Melvin recognizing the need for an evaluation of the training.	<input type="checkbox"/> Replied to Melvin stating that he/she does not have any suggestions on how to evaluate the effectiveness of the training.	<input type="checkbox"/> Replied to Melvin stating/agreeing that the effectiveness of the training will need to be measured by administering it to everyone or states that no evaluation is necessary.	<input type="checkbox"/> Did not send Melvin a message regarding the issue or address the issue.
Item 07 Issue: Seeks opportunities to build relationships with employees during the onboarding process by reaching out to Hmong. Competency: Relationship Management	<input type="checkbox"/> Replied to Hong with <i>three</i> of the following responses: -Sympathizes with him about the situation -Offers to set up a meeting -Suggests ways to support him.	<input type="checkbox"/> Replied to Hong with <i>two</i> of the following responses: -Sympathizes with him about the situation -Offers to set up a meeting - Suggests ways to support him.	<input type="checkbox"/> Replied to Hong with <i>one</i> of the following responses: -Sympathizes with him about the situation -Offers to set up a meeting - Suggests ways to support him.	<input type="checkbox"/> Replied to Hong stating that he/she does not have any suggestions on how the help him.	<input type="checkbox"/> Replied to Hong rudely and did not address the situation.	<input type="checkbox"/> Did not send Hong a message regarding the issue or address the issue.
Item 07 Issue: Conveys the organization's policy and philosophy towards diversity and inclusiveness through	<input type="checkbox"/> Replied to Hong stating that culturally bias behavior is unacceptable and	<input type="checkbox"/> Replied to Hong stating that culturally bias behavior is unacceptable and	<input type="checkbox"/> Replied to Hong suggesting that a training program/intervention on his culture may	<input type="checkbox"/> Replied to Hong stating that culture is not a topic to be discussed at work <i>or</i> provides an	<input type="checkbox"/> Replied to Hong stating that he should try and conform to the mainstream culture	<input type="checkbox"/> Did not send Hong a message regarding the issue or address the issue.

Item, Issue & Competency	(5) Very Effective Response	(4) Effective Response	(3) Acceptable Response	(2) Ineffective Response	(1) Very Ineffective Response	(0) No Action
<p>training programs by suggesting a training to resolve the cultural barrier issue in the packing department.</p> <p>Competency: Global and Cultural Effectiveness</p>	<i>takes action</i> on creating a training program on his culture to help the situation.	<i>suggests</i> creating a training program on his culture to help the situation.	help the situation.	ineffective solution.	to avoid any future problems.	

Appendix G: Alpha Values

Cronbach's Alpha Values

In-Basket Item	Group A	Group B
Kraftestle Competency Item 02 - Ethical Practice	.96	.98
Kraftestle Competency Item 02 - Communication Score	.96	.81
Kraftestle Competency Item 03 - Business Acumen	.97	.93
Kraftestle Competency Item 03 - Ethical Practice Score	.99	.95
Kraftestle Competency Item 04 - Communication Score	.89	.87
Kraftestle Competency Item 04 - Business Acumen	.79	.86
Kraftestle Competency Item 05 - Ethical Practice Score	.96	.86
Kraftestle Competency Item 05 - Communication Score	.83	.94
Kraftestle Competency Item 06 - Business Acumen	.96	.90
Kraftestle Competency Item 06 - Ethical Practice Score	.97	.96
Kraftestle Competency Item 07 - Communication Score	.89	.79
Kraftestle Competency Item 07 - Business Acumen	.95	.84
Nisyota Task Item 02 - Critical Evaluation Score	.90	.84
Nisyota Task Item 02 - Relationship Management Score	.81	.94
Nisyota Task Item 03 - Global Effectiveness Score	.97	.96
Nisyota Task Item 03 - Critical Evaluation Score	.79	.86
Nisyota Task Item 04 - Relationship Management Score	.86	.87

In-Basket Item	Group A	Group B
Nisyota Task Item 04 - Global Effectiveness Score	.83	.95
Nisyota Task Item 05 - Critical Evaluation Score	.92	.61
Nisyota Task Item 05 - Relationship Management Score	.93	.94
Nisyota Task Item 06 - Global Effectiveness Score	.96	.88
Nisyota Task Item 06 - Critical Evaluation Score	.85	.94
Nisyota Task Item 07 - Relationship Management Score	.85	.95
Nisyota Task Item 07 - Global Effectiveness Score	.95	.94
Kraftestle Task Item 02 - Ethical Practice Score	.98	.95
Kraftestle Task Item 02 - Communication Score	.97	.91
Kraftestle Task Item 03 - Business Acumen Score	.98	.92
Kraftestle Task Item 03 - Ethical Practice Score	.99	.94
Kraftestle Task Item 04 - Communication Score	.84	.88
Kraftestle Task Item 04 - Business Acumen Score	.83	.89
Kraftestle Task Item 05 - Ethical Practice Score	.95	.96
Kraftestle Task Item 05 - Communication Score	.95	.96
Kraftestle Task Item 06 - Business Acumen Score	.96	.96
Kraftestle Task Item 06 - Ethical Practice Score	.99	.94
Kraftestle Task Item 07 - Communication Score	.94	.82
Kraftestle Task Item 07 - Business Acumen Score	.94	.69

In-Basket Item	Group A	Group B
Nisyota Competency Item 02 - Critical Evaluation Score	.98	.88
Nisyota Competency Item 02 - Relationship Management Score	.95	.92
Nisyota Competency Item 03 - Global Effectiveness Score	.98	.96
Nisyota Competency Item 03 - Critical Evaluation Score	.94	.94
Nisyota Competency Item 04 - Relationship Management Score	.97	.91
Nisyota Competency Item 04 - Global Effectiveness Score	.87	.92
Nisyota Competency Item 05 - Critical Evaluation Score	.67	.84
Nisyota Competency Item 05 - Relationship Management Score	.99	.92
Nisyota Competency Item 06 - Global Effectiveness Score	.96	.97
Nisyota Competency Item 06 - Critical Evaluation Score	.82	.91
Nisyota Competency Item 07 - Relationship Management Score	.97	.93
Nisyota Competency Item 07 - Global Effectiveness Score	.84	.91