

Understanding Performance Differences Based on Computer Experience in Technology
Enhanced Assessments

Kali Thompson

A Thesis Submitted to the Graduate Faculty in partial fulfillment of the requirements for
the degree of Masters of Arts in Psychology.

May, 2018

Middle Tennessee State University

Dr. Mark Frame, Advisor

Dr. Alexander Jackson, Member

Dr. Patrick McCarthy, Critical Reader

ACKNOWLEDGEMENTS

This thesis becoming a reality would not have been possible without the support of many individuals. I would like to extend my sincere thanks to all.

First, I would like to thank my advisor, Dr. Mark Frame. Your time, effort, and dedication to this project was greatly appreciated. The intellectual guidance through research as well as life advice made this project truly a positive learning experience. I cannot thank you enough for your patience and positive outlook for my thesis, along with many other aspects of graduate school. Grad Dad truly is a fitting title.

Thank you to my committee members, Dr. Jackson and Dr. McCarthy. Your valuable input into both the evolution and completion of this project. I would also like to thank the research assistants, fellow students like myself, who volunteered their time to score in-baskets. This project could not have been completed without your commitment to help.

Last but certainly not least, I want to thank my Mom and Dad for the constant words of encouragement throughout this process. They have stayed by my side throughout my education and have always generously offered an ear to listen and encouraging advice. A special thanks to Clay for his support and patience along the way.

ABSTRACT

Assessment centers can provide valuable insight into predicted job performance. In-basket assessments are utilized to simulate a day in the job for candidates. Through increased technological abilities, organizations have shifted to using in-baskets in a computerized manner. Practice is moving more rapidly than the research to support the transition. Multiple studies have concluded there are performance differences between paper-and-pencil assessments and computerized assessments. Due to the conflicting findings, the current study examines whether prior computer experience moderates the relationship between method of assessment and performance. Participants were recruited from introductory computer classes at a local public library, a university, and a rural community. Participants completed both a computerized and paper-and-pencil in-basket; the order was randomized. The results demonstrated that there was no significant difference in performance between the in-basket on the computer or paper-and-pencil.

TABLE OF CONTENTS

LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER I: INTRODUCTION AND LITERATURE REVIEW	1
Rating Performance.....	3
In-Basket Simulations.....	4
Influence of Technology	6
Absence of Performance Differences Based on Administration Method	8
Performance Differences Based on Administration Method	9
Prior Experience with Computer Familiarity	12
<i>In-Baskets and Computer Familiarity</i>	<i>14</i>
Present Study.....	15
<i>Hypothesis 1</i>	<i>16</i>
<i>Hypothesis 2.....</i>	<i>16</i>
<i>Hypothesis 3.....</i>	<i>17</i>
CHAPTER II: METHOD	18
Participants.....	18
<i>Library Participants.....</i>	<i>18</i>
<i>Illinois Participants</i>	<i>18</i>
<i>College Participants</i>	<i>19</i>
Materials	20
<i>In-Basket.</i>	20
<i>Demographics.</i>	<i>21</i>
<i>Computer Familiarity</i>	<i>22</i>
<i>Distraction Task.</i>	23
<i>In-Basket Responses</i>	24
Procedure.....	24
Performance Ratings	27
CHAPTER III: RESULTS.....	30
Method of Assessment-Hypothesis 1	32
Computer Familiarity-Hypothesis 2	33
Interaction- Hypothesis 3	33
CHAPTER IV: DISCUSSION.....	35
Limitations and Future Research.....	37

Conclusion	38
REFERENCES.....	41
APPENDICES	48
APPENDIX A: MUSIC CITY	49
APPENDIX B: RIVER CITY	73
APPENDIX C: DEMOGRAPHIC QUESTIONS.....	93
APPENDIX D: COMPUTER EXPERIENCE QUESTIONNAIRE	95
APPENDIX E: PRIMING REDUCTION TASK	97
APPENDIX F: TECHNOLOGY READINESS QUESTIONNAIRE	119
APPENDIX G: BARS.....	129
APPENDIX H: IRB APPROVAL	141
APPENDIX I: DEMOGRAPHIC TABLE	143

LIST OF TABLES

Table 1. Demographic Information Across Sub-samples	20
Table 2. Cronbach's Alpha Across Dimensions	23
Table 3. Experimental Conditions	25
Table 4. Example Behaviorally Anchored Scale	28
Table 5. Frequency of Participants in Experimental Conditions	30
Table 6. Descriptive Statistics for Performance Ratings of In-Baskets.....	31

LIST OF FIGURES

Figure 1. Model of Moderation.....	34
------------------------------------	----

CHAPTER I: INTRODUCTION AND LITERATURE REVIEW

One of the key challenges for organizations is hiring the right employees. Rarely is it practical for all applicants to come in and do the job before they are hired. A popular alternative, however, is to have applicants complete a simulation of the job. This simulation can provide valuable insight regarding the applicant's potential performance. While these job simulations can be completed in multiple ways, they are commonly completed through paper-and-pencil or computerized methods. Before advocating for one method over another, researchers and practitioners should empirically examine the various methods of administration to identify whether the performance of applicants is similar or different between the methods. The current paper aims to further distinguish the relationship between assessment simulations and performance based on method of administration.

To get the right employees, organizations use a variety of selection methods including: application blanks, interviews, tests, work samples, and simulations (Task Force on Assessment Center Guidelines, 2014). One common method used to measure potential performance is an assessment center (AC). An AC is a tool in which a person completes various simulations, and then their performance is rated, typically by multiple raters (Thornton & Rupp, 2003). To be classified as an AC, the participant must complete multiple different simulations (Task Force on Assessment Center Guidelines, 2014). ACs can be used for both administrative purposes, such as selecting or promoting employees, or developmental purposes, such as identifying areas of improvement (Task Force on Assessment Center Guidelines, 2014). The underlying assessment process for administrative ACs versus developmental AC is similar, but the implementation and use

of the two is quite different. Developmental ACs may provide practice on the simulations to provide developmental feedback on the participant's performance in the entire AC along with developmental action steps and guidance based on the AC results (Lievens & Thornton, 2005). Administrative ACs, however are generally used to make placement or promotion decisions (Lievens & Thornton, 2005) and performance feedback-if provided at all-is reserved primarily for those that are hired or promoted. Regardless of the purpose, it must be clear to participants whether the AC is for developmental purposes or administrative decisions. Due to the differences in application, implementation, and the substantive impact arising from the decisions made based on administrative ACs, the current paper focuses on the use of administrative ACs.

While they vary greatly, all ACs include some variety of activities, such as in-baskets, role plays, leaderless group exercises, interviews, or situational judgment tests (Task Force on Assessment Center Guidelines, 2014). ACs have been used in organizations since the 1950s and are still common worldwide (Lievens & Thornton, 2005; Task Force on Assessment Center Guidelines, 2014). One reason for the continued use of ACs is the consistent reports of being a face valid assessment tool (Smither, Reilly, Millsap, Pearlman, & Stoffey, 1993). This means that, in general, the person completing the assessment perceives the test to measure what it intended to measure, and it seems relevant for the job or position in question. Utilizing an assessment method that has high face validity decreases the likelihood of participants' perception of the assessment being invasive or inappropriate (Smither et al., 1993). Furthermore, if the assessment is perceived as unfair, this can lower participants' motivations to perform well on the assessment (Smither et al., 1993). When assessments have lower validity (i.e., face

validity) they are perceived as more unfair (Smither et al., 1993). Additionally, ACs allow multiple variables to be evaluated simultaneously. Therefore, AC ratings and tasks cover a variety of knowledge, skills, and abilities. This can be beneficial to an organization because there is a larger potential for developing an in-depth view of the candidate, as opposed to just assessing one aspect of potential job performance (Fay, 2008). Overall, ACs can help provide a comprehensive overview of the job candidate.

Rating Performance

While ACs provide organizations with a way to predict behavior, the method and ratings used *must* be valid and reliable (Task Force on Assessment Center Guidelines, 2014). Those rating the performance of the applicant (i.e. assessor or rater) should be able to accurately score the assessment without showing any bias (Task Force on Assessment Center Guidelines, 2014). One best practice for rating performance is to use more than one trained rater (Thornton, & Gibbons, 2009). Training raters in how to assess performance can increase the accuracy and reliability of the ratings (Task Force on Assessment Center Guidelines, 2014). The International Congress of Assessment Centers provides specific guidelines for how to train raters. Raters should exhibit the ability to accurately rate observed performance prior to scoring assessments (Task Force on Assessment Center Guidelines, 2014). In order to ensure that raters' ratings of performance are accurate and free of bias, the raters can undergo frame-of-reference training, whereby raters are exposed to the assessment before they complete the ratings (Bretz, Milkovich, & Read, 1992; Graham, Milanowski, & Miller, 2012). Frame-of-reference training includes explaining the different levels of performance, showing examples of behaviors for each level of performance, and providing practice

opportunities and feedback on ratings (Schleicher, Day, Mayes, & Riggio, 2002) As mentioned, ACs incorporate a variety of exercises aimed at capturing different behaviors. One of the commonly used elements is an in-basket.

In-Basket Simulations

An in-basket exercise (also known as an inbox exercise) is a simulation in which the participant responds to memos, emails, messages, and mail as if they were in the job (Schippmann, Prien, & Katz, 1990). In-baskets allow the organization to simulate what the job would include. In addition, there is usually a time constraint to finish the in-basket, allowing assessors to measure behavior under time pressures. Participants are often given background information about the organization, an organizational hierarchy chart, a calendar, instructions, blank stationary, and a timer (Thornton, & Mueller-Hanson, 2004). Some ACs also incorporate simulated “afternoon mail” halfway through the assessment – giving participants more “mail” to sift through towards the end of the process. Like in an organization when the mail comes, it may include important urgent documents. The afternoon mail in an in-basket is typically designed to simulate the same sense of urgency. In-baskets allow organizations to assess potential performance, without the risk that performance errors harm the organization.

Considering in-baskets can be used for a variety of jobs and at multiple organizational levels, they can be developed in different ways. However, the content of the in-basket should correspond to the level of difficulty needed to effectively perform the job. For example, an external job candidate for a first-line position may not need as rigorous of an assessment as a candidate for a managerial position (Thornton & Mueller-Hanson, 2004). Because an in-basket is often a form of assessment completed in an AC,

it is critical that job relevant behaviors are elicited as a result of the stimuli (Task Force on Assessment Center Guidelines, 2014). For instance, if the in-basket is for a teacher, skills that are required to be a teacher should be elicited on the in-basket. In-baskets are often seen as having advantages, including the ability to being administered in groups and covering multiple content domains (Thornton & Mueller-Hanson, 2004).

Because an in-basket is a form of simulation included in an AC, the recommendation still stands to utilize trained raters. Typically, no more than three raters are used and inter-rater reliability is calculated (Schippman, Prien, & Katz, 1990). Inter-rater reliability and inter-rater agreement are both relevant issues to scoring open ended assessments. Inter-rater agreement refers to the extent to which raters make the exact same judgment (Tinsley & Weiss, 1975). For example, high inter-rater agreement would occur if Rater 1 and Rater 2 both gave a participant a 3 on an item. Inter-rater reliability “represents the degree to which the ratings of different judges are proportional when expressed as deviations from their means” (Tinsley & Weiss, 1975, p. 359). Most often, inter-rater reliability is reported in correlations (Tinsley & Weiss, 1975). Inter-rater agreement is more important because inter-rater reliability does not show that raters agree (Tinsley & Weiss, 1975). Inter-rater agreement is important in evaluating performance because it shows that different raters would give the same score for an applicant.

One way to reduce bias and increase the accuracy of performance ratings is to use Behaviorally anchored rating scales (BARS). BARS can be used to provide raters with behaviors representing poor and good performance (Thornton & Mueller-Hanson, 2004). The scores may correspond to different dimensions depending on the structure of the in-

basket. For example, the in-basket could include dimensions that measure communication skills, analytical processing, or decision-making.

When using an AC, it is important to consider what can and cannot be considered an in-basket. In-baskets are used to predict performance. However, behavioral simulation has to be present for participants to present overt relevant behaviors. Due to this, multiple researchers argue that when participants are able to select from a choice of responses, it is not a true in-basket assessment (Lievens & Thornton, 2005; Lievens, Van Keer, & Volckaert, 2010; Task Force on Assessment Center Guidelines, 2014; Thornton & Mueller-Hanson, 2004). The basis of this argument rests on the notion that when selecting a response, the participant is not able to develop their own constructed answer. Therefore, there is no apparent overt behavior. This critical aspect of an in-basket must be apparent no matter how the assessment is completed. In review, an in-basket simulates a day in the job to applicants, in which the applicant is presented with scenarios and information and constructs a response. The in-basket can be used as part of a AC in order to select strong job candidates.

Influence of Technology

Computers are a common element in both jobs and households, with the US Census Bureau (2013) reporting more than 116,291,000 households that have computers. While technology has become more apparent, the novelty of methods has changed. Whereas documents and memos took days to reach recipients, they can now arrive in seconds through email. File cabinets and manila folders have been replaced with searchable digital files. These changes show that we are now caught in the middle of a transition. Typically, AC and in-baskets were all completed through paper-and-pencil

means. Now, computer assessments and devices are not as novel. As the workplace has changed, so have assessment methods. However, best practices for utilizing technology enhanced assessments has not been informed by the research.

Along with the increase in technology, there is a rise in the use of computerized tests (Tippens, 2015). Computerized versions of tests can include cognitive ability tests, aptitude tests, or personality assessments. Computerized assessments, such as in-baskets, have many advantages, including ease of administration, faster or automated scoring methods, and cost efficiency (Karay, Schaubert, Stosch & Shüttpelz-Brauns, 2015; Lievens, Van Keer & Volckaert, 2010; Puhon, Boughton & Kim, 2007). These advantages help increase the popularity of computerized assessments. Because technology is growing in relevance and importance for many jobs, completing a simulation through a computer could also increase the fidelity and job relevance of the assessment (Lievens & Thornton, 2005). However, this is only the case when the in-basket elicits simulated overt behaviors (e.g., participants developing their own responses). Due to the influence of technology-based assessments, it is important that computerized and traditional paper-and-pencil methods produce equivalent or better results. Researchers can analyze whether a computer version and a paper-and-pencil version of an assessment are equally valid. However, we are now in a more computerized world, in which computer versions of assessments may need to be *more* valid than their paper-and-pencil counterparts.

While the advantages of technology encourage the use of computerized in-baskets, there are also drawbacks to be considered. For example, anxiety towards computerized tests could arise from individuals not having a high level of familiarity with

computers. This heightened anxiety, because of the computerized format, could lead to lower performance (Dimock & Cormier, 1991). Consideration should be given to general differences that are inherently included in different assessment methods. For example, the computerized assessment could take longer to switch between screens to find materials as opposed to just turning a page on a paper-and-pencil assessment. Some research supports the notion that participants may need more time to complete a computerized assessment than a paper and pencil assessment (Oostram, Bos-Broekema, Serlie, Born, & van der Molen, 2012), while other research has found paper-and-pencil assessments require more time (Karay, et al., 2015). The presentation of computerized and paper-and-pencil methods also differ. In some cases, participants are able to review and change their responses on paper-and-pencil assessments, but cannot review and change their answer on computerized versions (Boo & Vospoel, 2012). Either design can have limitations depending on how the assessment is structured. These differences could potentially influence performance. Before organizations completely make the transition to technology-enhanced methods of assessment, organizations need to ensure performance is not hindered between the original paper-and-pencil version of an in-basket and the new computerized version (Boo & Vospoel, 2012; McDonald, 2002). Considering researchers have investigated performance on different outcome variables, the mixed results suggest the relationship is not as clear as it could seem.

Absence of Performance Differences Based on Administration Method

Across multiple studies and populations, some research has not consistently demonstrated a significant difference in performance outcomes when comparing paper-and-pencil to computerized assessments (Anakwe, 2008; Fay, 2008; Lievens & Anseel,

2007; Lievens, Van Keer, & Volckaert, 2010; Neuman & Baydoun, 1998; Piaw, 2012; Puhan, Boughton, & Kim, 2007). Of the cited studies that did not find a difference in performance, the criteria used included performance on achievement tests, academic tests, skills test, and in-baskets. Due to the methodological limitations in the cited studies, it is difficult to generalize when assessment methods will *not* show differences in performance. Considering there is variability in the samples and criteria used, not every study may be generalizable to all assessment methods. Many of the studies that compared performance based on assessment method and did not find a difference in performance were completed with data from a college sample (e.g., Anakwe, 2008; Fay, 2008; Neuman & Baydoun, 1998, Piaw, 2012). While this is not a flaw in the studies, it does suggest that the participants in these studies would likely have a moderate to high level of experience using computers. Of note, two studies did include non-college student samples and still concluded there were no performance differences (Lievens & Anseel, 2007; Lievens, Van Keer, Volckaert, 2010). However, the performance was measured on a multiple choice “in-basket” style exercise (Lievens & Anseel, 2007). While these studies found no differences in computer and more traditional administration methods, not all prior research has come to the same conclusion.

Performance Differences Based on Administration Method

Contradictory to the previously cited findings, other researchers have found differences in performance based on the method of administration (Clariana & Wallace, 2002; Fazeli, Ross, Vance & Ball, 2012; Goldberg & Pedulla, 2002; Lee, Moreno & Sympson, 1986; Maguire, Smith, Brallier & Palm, 2010; Oostrom et al., 2012; Pearson, Barnes & Onken, 2006). For studies that did find performance differences, assessments

included performance on arithmetic reasoning, different methods of assessing cognitive ability, achievement tests, and in-baskets. Within the studies that found performance differences, the samples varied from college students to older adults. The variety of samples shows that performance differences based on administration method occur, regardless of demographic differences.

Some studies found performance was higher on computerized assessments (Clariana & Wallace, 2002; Maquire, et al., 2010), while some stated performance was higher on paper assessments (Goldberg & Pedulla, 2002; Lee, Moreno & Sympson, 1986; Oostrom, et al., 2012; Pearson, et al., 2006). This outcome difference can be attributed to different factors. For example, Oostrom et. al (2012) explain that performance was lower on the computerized in-basket because switching the in-baskets to the computer made the tasks more difficult. When the in-basket was completed on the computer, it was more difficult to switch between screens to find materials as well as to learn how to use the e-mail program that was used in the in-basket. This explanation is similar to one proposed by Lee, Moreno and Sympson (1986), who also explained that the computerized version was more difficult. More current research demonstrates that when participants have to scroll through text, scores are typically lower on computerized assessments (Paek, 2005; Way, Davis & Fitzpatrick, 2006). Mead and Drasgow (1993) completed a meta-analysis to further understand results based on method of completion. Through the meta-analysis, researchers concluded that when assessing performance on a speeded test, method of administration does have an impact. As one can see, the relationship is not simply black and white but rather an area of gray that needs to be evaluated further.

Researchers also suggest that when the assessment is timed, there are differences in performance based on method of administration (Way, et al., 2006). These differences also vary across format within the assessment. For example, Pommerich (2014) concluded that when the test was multiple choice and participants were rushed for time, the computer enabled participants to respond to more items more quickly at the end of the assessment. Furthermore, multiple studies have found that when participants have to scroll through text, performance is lower for computerized versions than paper-and pencil (O'Malley, 2005; Pommerich, 2004). If time is not carefully considered, it may become a confounding variable in the relationship between method and assessment performance.

One suggestion is that individual differences may be a factor in the differences in performance on achievement tests based on method of administration (Wise, Barnes, Harvey & Plake, 1989). Across different studies, demographic information has been of interest to further understand performance differences based on format. When looking at achievement tests, such as the GRE and SAT, literature suggests that female participants tend to score worse on computerized tests, and both African Americans and Hispanics performed better on computerized tests than paper-and-pencil tests (Gallagher, Bridgeman & Cahalan, 2002). However, the effect size of the differences was small ($d=.01-.08$). In further analysis of this study, research and testing has evolved since 2002, so the generalizability of this study could be irrelevant in the present day. Alternatively, other research has found that White, Black and Hispanic adults had higher levels of performance on a writing task when completing the task on paper as opposed to on the computer (Chen, White, McCloskey, Soroui, & Chun, 2011). More recent research identifies possible gender differences as reasons for differences in computerized and

paper-and-pencil assessments. Specifically, high school females reported not being interested in and even having an aversion to computers (Anderson, Lankshear, Timms, & Courtney, 2008). This suggests that regardless of how performance is measured, there are differences between testing methods, and the differences are not equally distributed across the population.

Prior Experience with Computer Familiarity

Research has established that anxiety towards a test can negatively influence performance (Dimock & Cormier, 1991). Similarly, people can have anxiety towards computers. When a person has anxiety towards an activity, that activity is often avoided (Dimock & Cormier, 1991; Mahar, Henderson & Deane, 1997). Experience with computers could potentially influence the anxiety towards a computerized test such that if a person has lower experience with computers, they may have more anxiety towards completing an assessment on a computer. Investigating experience with computers could provide an explanation to why there are differences in performance based on assessment method. When experience is accounted for, researchers have found performance differences (Ballou & Huguenard, 2008; Goldberg & Pedulla, 2002; Fazeli, Ross, Vance & Ball, 2012; Lee, 1986; Mahar, Henderson & Deane, 1997; Wallace & Clariana, 2005). While these studies measure computer experience with various other forms of tests, it is still apparent that experience has some impact on performance. Researchers suggest that computer experience has a modest impact on how well a participant scores on computerized tests (McDonald, 2002). One suggestion is that level of computer experience interacts with the method of assessment (Chen et al., 2011). Chen, White, McCloskey, Soroui, and Chun (2011) concluded that adults had lower scores on a

computerized writing assessment when they had less computer experience. This is specifically applicable for in-baskets because participants typically type text when completing a computerized in-basket.

Research has many suggestions as to why computer familiarity has a role in performance differences. When looking at performance differences on a computer versus paper-and-pencil midterm and final, researchers concluded that the more familiar participants are with a method, the higher they perform (Wallace & Clariance, 2005). In a similar study design, other researchers concluded that performance was higher on a computerized achievement tests as opposed to paper-and-pencil because participants were more comfortable with the computer version (Maquire, et al., 2010). Of note, the two cited studies used college aged samples. In comparison, research completed with an older sample (mean age=72) found that participants with higher computer experience had higher performance on both computer and paper-and-pencil cognitive assessments (Fazeli, et al., 2012). The researchers suggest demographic variables play a role in this difference, such that participants with higher computer experience were typically white males of higher socioeconomic status (Fazeli et al., 2012). Furthermore, other studies simply state that performance is different because a computer in-basket is more difficult (Oostrom et al., 2012). Researchers have also concluded different motor skills are needed when completing an assessment through different methods (Mead & Drasgow, 1993). While these studies suggest different explanations for why computer experience is a variable of interest for performance differences, the current study proposes that computer experience is a relevant variable.

Further difficulty is added to computer experience because it is often measured in different ways. Whereas some studies use thorough scales, others ask a single item. For example, Fazeli (2012) had participants complete the computer experience questionnaire and then participants were categorized as having no computer experience or having computer experience. In comparison, Ballou and Huguenard (2008) asked participants to rate their computer experience on a Likert scale from one to five, with five being the highest. Still, other studies focus on familiarity with computer hardware and software (Goldberg & Pedulla, 2002) as opposed to more general measures.

To remedy the performance differences, one suggestion is that participants should be able to choose which format they would like to complete (Lee, 1986). In doing so, participants may self-select into the option with the best outcome for themselves. While computer use and technology has abundantly changed since 1986, current research builds upon prior findings by further investigating how computer use can impact performance. A conclusion that can be drawn from both studies shows that performance on assessments can be hindered if a participant does not have prior experience with computers.

In-Baskets and Computer Familiarity. While the literature has measured in-basket performance, computerized in-basket performance, and the effect of computer familiarity on performance, it is difficult to find research that addresses all three issues simultaneously. Lievens, Van Keer, and Volckaert (2010) attempt to measure performance differences between computerized and paper-and-pencil in-baskets. However, the in-basket used did not allow for overt observation of behavior because participants selected their responses from predefined choices. The overall literature on

computerized in-basket assessments suggests that the participants should be required to develop their own answers instead of selecting an option from a list of possible responses (Lievens & Thornton, 2005; Lievens, Van Keer & Volckaert, 2010; Task Force on Assessment Center Guidelines, 2014; Thornton, & Mueller-Hanson, 2004). This overt observation of behavior holds true for both paper-and-pencil and computerized in-baskets. Ostrom et al. (2012) compared performance on paper-and-pencil and computerized in-baskets. However, computer experience was not a variable of interest in the analysis.

Present Study

Typically, AC methods have been relatively free of the bias and potential adverse impact issues which may plague other selection and promotion processes (Hoffman & Thornton, 1997). The potential that performance differences may arise from the different administration methods (paper-and-pencil in-basket vs. computer in-basket) has been discussed in roundtable discussions at the annual Society for Industrial and Organizational Psychology conference (SIOP; Collins & Dreyer, 2009; Collins & Frame, 2010). Because selection decisions are made using in-basket performance and because employee career decisions may arise from in-basket simulation results, it is imperative to understand participant performance, participant perceptions, and potential bias that may occur between paper-and-pencil in-baskets and computer in-baskets. It would be unfortunate if, for example, members of a protected class also had less computer experience and performed significantly worse on computer in-baskets (as compared to paper-and-pencil in-baskets). While some researchers have investigated performance differences between paper-and-pencil and computer assessment administrations, the

inconsistent results of such studies suggest that the relationship is not as clear as it could seem.

As previously mentioned, a minimum of equivalency has to be obtained before making the complete transfer to utilizing computerized versions. More research needs to be completed to identify the impact of experience on completing a paper-and-pencil or computerized in-basket. Based on the gaps in the reviewed literature, the current study aims to investigate the effect of method of test administration on test performance.

Given that in-baskets can be used as a selection or promotion method, it is critical that adverse impact is not found in different test methods. Demographic differences, testing method, anxiety and experiences have been identified as potential confounds influencing performance (Boo & Vispoel, 2012; Fazeli et al., 2012; Oostrom et al., 2012; Dimock, & Cormier, 1991). Because computer experience can vary across job applications, and is not always a job relevant skill, it is a variable of interest in the current study. As noted earlier, research has demonstrated that performance is lower on computerized in-baskets (Oostrom et. al, 2012). This leads to the following hypotheses:

Hypothesis 1. There will be a main effect for method of assessment (paper and pencil or computer) on in-basket performance, such that the scores on the performance dimensions will be higher on paper and pencil in-baskets as compared to computer in-baskets.

Hypothesis 2. There will be a main effect for computer familiarity on in-basket performance, such that computer in-basket performance will be higher for participants with a higher level of computer familiarity.

Hypothesis 3. There will be an interaction between method of assessment (computer or paper-and-pencil) and computer familiarity on in-basket performance, such that when the test is administered via computer, there will be a positive relationship between computer familiarity and test performance. However, when the test is administered via paper-and-pencil, there will be no relationship between computer familiarity and test performance.

CHAPTER II: METHOD

The study assessed performance on computerized and paper-and-pencil in-basket assessments in a controlled environment. The research was conducted in accordance with the Middle Tennessee State University Institutional Review Board.

Participants

Participants were recruited from three primary sources. These sources included a public library in central Tennessee, a university in central Tennessee, and a rural community in Illinois. The setup across the three samples was consistent in that each participant had an individual computer.

Library Participants. The library offered computer training classes, including basic computer skills and introduction to software classes. The basic skill class provided knowledge and skill development regarding hardware, software, mouse use, and computer technology. The software classes covered an introduction to the internet and Microsoft applications, such as Word, Excel, and PowerPoint. Participants were recruited through flyers and announcements made at the library. Participants were compensated by receiving a coupon for buy one get one free pizza (\$10-\$20 value) as well as a pair of solar eclipse glasses, if they completed the study before the 2017 solar eclipse. Data was collected over a two-month time period. Participants completed the study in a computer lab which had five rows of computers.

Illinois Participants. In the rural Illinois community, participants were recruited through flyers and word of mouth. Flyers were posted at an elementary school and an insurance office. Participants were compensated by being entered into a raffle for one of

four \$50 gift cards. Data from Illinois was collected over a three-day period. Participants completed the study in a computer lab with 30 other computers.

College Participants. In addition, undergraduate students were recruited from an Introduction to Industrial/Organizational Psychology class from a university in central Tennessee. Participants were also recruited through the Psychology department research pool. A posting was made on the psychology SONA systems. Students could read an overview of the study, the time commitment and how many credits they would receive. Due to the study taking approximately two hours, participants received four research credits. Data collected at the university was over a span of three consecutive months in the Fall 2017 semester. Participants completed the study in a small computer lab with five individual computer stations.

From all locations, participants had the opportunity to participate in the study. Participants read and signed an informed consent form prior to beginning the study. All data was collected over a time span of approximately six months. A total of 130 participants completed the study. Seven participants were excluded from analysis due to attrition (only completing one in-basket). From the library, 21 participants started the study, with 16 finishing both in-baskets. 72 students completed the study, and 35 adults from the rural Illinois community participated. The final sample consisted of 38 males and 85 females. Age ranged from 18 to 70, with an average of 30.55 ($SD = 16.38$). The sample was primarily white (72%), followed by black (22%), Asian American (4%). Thirty-seven percent of the participants reported their highest education achieved as a high school diploma or GED, 28% reported some college or associate degree, 10% had a bachelor's degree, 16% had a graduate degree, and 5% had some graduate education.

While each sample was slightly different, having a heterogeneous sample can help make the results of the study more generalizable to the general population. The three samples were combined into one large sample because all of the information was gathered in an attempt to obtain a high degree of variation in computer familiarity. The current study is not aimed at investigating differences in computer familiarity in terms of demographics. Additionally, having a diverse sample can be an advantage for being representative of the general population and most job applicants. Table 1 shows the demographics across samples.

Table 1.

Demographic Information Across Sub-samples		Library	Illinois	Student
Gender	Male	10	8	22
	Female	6	26	45
Age	Mean	45.46	49.31	18.77
	Standard Deviation	12.83	13.99	1.14
Ethnicity	White	11	34	45
	Black	4	1	22
	Asian American	0	0	5
	Hawaiian or Pacific Islander	0	0	1
Education Level	High school diploma or GED	4	0	44
	Some college or associate degree	7	2	28
	Bachelor's degree	4	10	0
	Graduate degree	0	17	1
	Some graduate education	1	6	0
Employment Status*	Employed full time	5	25	4
	Employed part time	1	2	35
	Student	0	0	51
	Unemployed	1	2	12
	Retired	3	6	0
	Disabled	5	0	0

*Participants could select more than one response option for employment status

Materials

In-Basket. A fictional sports arena company was used for the in-baskets. The company, SportsDome International (SDI), was developed previously by Fay (2008). The

in-baskets from the prior study are appropriate for the present study because they were developed in order to compare in-basket performance taken on the computer to paper-and-pencil. Additionally, the in-baskets were designed in a way that multiple different performance dimensions were included, without requiring in-depth specialized knowledge in one area (Fay, 2008). The in-basket was designed to simulate being a new intern in an organization. The in-basket was slightly modified from the original format in that the new role was for a recently promoted, fully trained employee, as opposed to an intern. This change was created to make the in-basket more applicable to the target sample and population. Participants were given information regarding the background of SDI, such as what SDI does and their various locations. Participants were provided with a brief background on the role of the Special Projects Coordinator, which is the role all participants took. Included in the background information of SDI is the explanation of the two locations used in the in-baskets: Music City and River City. The name of the two in-baskets are used so that each location has a different organizational chart. The researchers aimed to prevent the second in-basket from being easier because participants are familiar with the organizational chart. The background information for both Music City and River City was identical. The difference between the locations include a different organizational chart, logo and the individual items. Participants received all materials in person. For the paper-and-pencil assessment, participants received lined response forms to respond to the materials. For the computerized assessment, participants typed their responses into a Qualtrics form, which did not include spelling or grammar checks.

Demographics. Participants completed a demographic questionnaire that included a variety of demographic questions. Participants were asked to report their age, the

number of years of prior work experience, their level of education, their ethnicity, and some questions about their general computer experience. This information was collected at the end of the study.

Computer Familiarity. The Technology Readiness Index (TRI; Parasuraman & Colby, 2015) was used to assess participants' propensity to use and embrace new technology. The TRI is a 16-item 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). The TRI includes four subscales with 4 questions each: optimism, innovativeness, discomfort, and insecurity. The optimism subscale refers to having a positive view of technology (e.g., "New technologies contribute to a better quality of life"). The innovativeness subscale refers to being a technology pioneer (e.g., "I find I have fewer problems than other people in making technology work for me"). The discomfort subscale refers to feeling a lack of control over technology (e.g., "Technology always seems to fail at the worst possible times"). The insecurity subscale refers to a distrust of technology ("People are too dependent on technology to do things for them"). Both the discomfort and insecurity scale were reverse scored. Due to the lack of an overall score on the TRI, the hypotheses were tested for all four of the subscales. Cronbach alpha levels are reported in Table 1.

Table 2.

Cronbach's Alpha Across Dimensions		
Dimension	Time 1	Time 2
Optimism	.81	.84
Innovativeness	.77	.78
Discomfort	.70	.79
Insecurity	.72	.68

Distraction Task. The focus of the present study was to determine the extent to which participant's computer experiences and their attitudes about computer experience might impact their performance in a computerized in-basket. Given that participants would be completing a measure of computer experience prior to the in-basket, participants may be more mindful of their computer experiences after completing the computer experiences survey. Thus, participants were asked to complete a "distractor task" with the intention of obfuscating the true purpose of the study and reduce the likelihood of priming (Voss, Gast, Rothermund, & Wenture, 2013). The distraction task provided a mental and time separation before the next phase of the study. The distraction tasks were not used in any analysis. Therefore, internal consistency was not calculated for the distraction tasks. To that end, three unrelated scales were included in the study to reduce the effects of priming. The Perceptions of Ethical Misconduct Scale (PEMS) is a 60-item scale in which participants make judgments of the ethicality of various behaviors using a 7-point Likert scale (1 = *very unethical* to 7 *very ethical*) (Jackson & Knight, 2015). There is also a "Not Applicable" Response option. The measure assesses a variety of ethical items (e.g., "lying to a coworker").

The Dirty Dozen (DD; Jonason & Webster, 2010) measure includes 12 items that assess the Dark Triad (narcissism, psychopathy, and Machiavellianism). Participants rate

each statement on a 9-point Likert scale (from 1 = *Strongly disagree* to 9 = *Strongly agree*). The measure includes items like “I tend to manipulate others to get my way”.

The Interpersonal and Organizational Deviance Scale (IODS; Bennett & Robinson, 2000) includes 19 items that assess how regularly participants engage in certain activities with a 7 point Likert (*1 = Never* to *7 Daily*). The measure assesses various behaviors to engage in at work (e. g., “Made fun of someone at work”).

In-Basket Responses. The in-baskets are divided into two locations: Music City and River City. Both in-basket item sets have six items to address. In all scenarios, the first item will be a welcome letter which includes an overview of what needs to be addressed. The items vary in time urgency and importance. The items are broad in that they do not require knowledge in a specific area in order to perform well on the simulation. The in-basket responses were rated on four performance dimensions: communication, relationships, critical reasoning and then an overall performance score.

Procedure

Participants completed two in-basket assessments, and were randomly assigned to one of four conditions. In condition A, participants completed a paper version of Music City (Paper MC) and a computerized version of River City (Computer RC). In condition B, participants completed a computerized version of Music City and a paper version of River City (Computer MC-Paper RC). In condition C, participants completed a paper version of River City and a computerized version of Music City (Paper RC-Computer MC). In condition D, participants completed a computerized River City and a paper Music City (Computer RC-Paper MC). Table 1 displays the experimental conditions. The

different experimental conditions were used to help control for order effects.

Additionally, this adds to the strength of the study by using a within subject's design.

Table 3.

Experimental Conditions		
Condition	In-Basket One	In-Basket Two
A. PMC-CRC	Paper Music City	Computer River City
B. CMC-PRC	Computer Music City	Paper River City
C. PRC-CMC	Paper River City	Computer Music City
D. CRC-PMC	Computer River City	Paper Music City

All participants completed the assessment in a similar experimental setting. This includes sitting at a computer station, regardless of condition or location. Participants were able to select an open work station that was prepared for the study. All of the settings included a keyboard and mouse at the computer station.

Participants received an informed consent form electronically after hearing a brief overview of the study. Participants were able to ask questions before providing consent to participate. The form was online with participants selecting the option to consent in the study. The consent asked if participants are under the age of 18. If so, the survey skipped to the end, thanked the participant, and stated they could leave.

Participants completed a survey regarding the individual's level of computer experience as well as the Technology Readiness Inventory. After completing the survey, participants completed the first distraction survey (PEMS). Once everyone completed the surveys, participants received instructions for the in-basket. All of the instructions contained identical content, regardless of condition. Additionally, all the instructions were presented in the same format as the in-basket. In other words, if participants were randomly assigned to complete the computerized in-basket first, the instructions were given on the computer. In contrast, if the participants were completing the paper-and-

pencil version first, the instructions would be on paper. If the participants were in a computerized condition, they were directed to open the background information on the computer. If participants are in a paper condition, the background information was distributed. Participants had five minutes to review the information and ask questions.

After five minutes had passed, participants were informed that they have 30 minutes to complete the in-basket assessment. For the paper conditions, bound copies of the in-basket items were distributed. Each item was in a page protector, so participants could not write on the items. Lined response forms were distributed. Participants had two sharpened wooden pencils at their workstation to construct their responses. For the computerized conditions, participants were instructed to the in-basket items. Participants were instructed to click to the next screen on the survey to open the survey response items. The response forms appeared the exact same as paper response forms, but without lines. The fields in the online response forms were open ended so participants can type directly into the fields. The computerized version response forms did not have spelling or grammar check.

Participants were notified when they had five minutes left in the simulation. After the 30-minute time frame, participants were notified time was complete. Response forms and in-basket items were collected from participants who completed the paper simulation. Alternatively, participants in the computerized condition were instructed to click through the response forms to the last page. Participants then complete a brief online survey asking about their level of computer experience. The survey asked questions regarding the participant perception of the in-basket. After completing the next computer

experience questionnaire, participants completed the next distraction task survey (DD and IODS).

Upon completion of the survey, participants were instructed to complete the second in-basket simulation. For participants who just completed a paper version, their computer monitors were turned on. Participants were instructed to open the computerized in-basket and response forms in the same fashion as previously described. For the participants who just completed the computerized version, their computer monitors were turned off. Bound in-basket items and response forms were distributed. All participants were instructed they have 30 minutes to complete the second in-basket. Participants were notified when they had five minutes left.

After the 30-minute time frame, in-basket material and response forms were collected for participants in the paper condition. For the computerized condition, participants were instructed to click through the response forms to the end screen. Participants in the paper version were instructed on how to turn on their monitors to begin the final survey. Participants in the computer version were instructed to click to the next screen to begin the final survey. The final part of the survey included the demographic questionnaire, work experience, and perceptions of the in-baskets. After participants finish the survey, all participants were debriefed on the study. The debriefing statement included an explanation of why the distractor task was utilized.

Performance Ratings

To assess performance, raters were trained through FOR training prior to scoring the in-baskets. Four trained raters who were blind to the experimental conditions and hypothesis were used. In order to capture accurate ratings, inter-rater agreement and

reliability were calculated, with an emphasis on higher inter-rater agreement. Inter-rater agreement will be measured by calculating the percentage of absolute agreement. This is calculated by calculating how many times the raters agree and then dividing that by the number of ratings (Graham, Milanowski & Miller, 2012). Researchers who aided in the administration of the study were not allowed to score the in-baskets. Performance measurement was based on a behaviorally anchored rating scale (BARS) that was designed for the assessment. The BARS provide descriptions beneath each rating to help show what is effective performance and what is ineffective performance. Meaning, for each category of performance, there are behavioral descriptions that correspond to that category of the rating scale. These behaviors are useful in rating answers because they provide an explanation of the actions in which the applicant engaged to receive a certain category of rating. The categories of the rating scale were grouped according to effectiveness with 1 (*very ineffective performance*) to 5 (*very effective performance*). An example of the BARS is in table 4.

Table 4.

Example Behaviorally Anchored Scale

Very Effective (5)	Effective (4)	Acceptable (3)	Ineffective (2)	Very Ineffective (1)	No Action (0)
- Responded to Elizabeth - Stated they were excited to start working - Stated they would handle everything	- Responded to Elizabeth - Stated they were excited to start working OR would handle everything	-Responded to Elizabeth	-Responds, but does not state they are excited or will handle everything	-Does not respond professionally	- Did not send a message regarding the issue

For the full BARS, see appendix H.. Each in-basket was randomly assigned to a dyad of raters. Each person in the dyad rated the overall response for each item on the in-basket as well as along the following four dimensions:

1. Overall score for communication skills
2. Overall score for relationship skills
3. Overall score for critical reasoning skill
4. Overall score of in-basket performance

For every in-basket, each item has a single score, and then four additional scores for the performance dimensions. The performance dimension scores were used in the analysis. All responses were typed into the computer by the researcher before scoring to reduce biases for the raters. To show interrater reliability, correlations were computed for the ratings among the dyads. For both dyads, the performance dimensions were significantly correlated with the partner's ratings. In other words, rater one and two in dyad one had similar ratings while rater three and four in dyad two had similar ratings.

CHAPTER III: RESULTS

Descriptive statistics and frequency counts were calculated for the questions regarding participant information. Descriptive statistics are in Appendix H. Due to participants being randomly assigned to groups, conditions had differing numbers of participants. See table 5.

Table 5.

Frequency of Participants in Experimental Conditions		
Condition	Frequency	Percentage
Condition A	36	29%
Condition B	35	28%
Condition C	24	20%
Condition D	28	23%

Each in-basket was scored by two raters, with a total of four raters throughout the process. The raters were divided into groups so that rater one and rater two worked in a dyad together and rater three and rater four worked in a dyad together. In the event that the two raters scored the items 2 or more points different, the raters reviewed the item and came to consensus on the score. Dyad 1 scored 62 Music City in-baskets and 57 River City in-baskets while dyad 2 scored 60 Music City in-baskets and 65 River City in-baskets. A between subject analysis of variance (ANOVA) with rating dyad (dyad 1 or dyad 2) as the independent variable and ratings per in-basket form as the dependent variable was conducted. For Music City ratings, there were no significant differences among the dyads (Wilks' $\lambda = .91$, $F(8, 111) = 1.37$, $p = .22$). Additionally, River City ratings also showed no significant differences (Wilks' $\lambda = .92$, $F(8, 111) = 1.26$, $p = .27$). Table 4 shows the descriptive statistics for the performance dimensions.

Table 6.

Descriptive Statistics for Performance Ratings of In-Baskets			
Variable	Performance Dimension	Mean	Standard Deviation
Music City	Communication	2.94	.78
	Relationship	2.85	.72
	Critical Reasoning	2.70	.75
	Overall	2.59	.63
River City	Communication	2.99	.84
	Relationship	2.85	.78
	Critical Reasoning	2.55	.73
	Overall	2.53	.63
First In-basket	Communication	3.00	.75
	Relationship	2.87	.78
	Critical Reasoning	2.60	.78
	Overall	2.51	.62
Second In-basket	Communication	2.93	.87
	Relationship	2.83	.72
	Critical Reasoning	2.65	.70
	Overall	2.61	.64
Paper and Pencil	Communication	2.91	.78
	Relationship	2.85	.71
	Critical Reasoning	2.62	.71
	Overall	2.52	.58
Computer	Communication	3.01	.86
	Relationship	2.85	.79
	Critical Reasoning	2.63	.77
	Overall	2.59	.68

After demonstrating that the two dyads did not rate performance significantly differently from each other, analyses were completed to determine whether there were any practice effects. There was no significant difference on performance ratings between Music City and River City for participants that completed Music City first, nor was there a significant difference between Music City and River City for participants who did River City first. This was shown through a repeated measures ANOVA with a familywise alpha of .05 (Wilks' $\lambda = .95$, $F(9, 282.46) = .56$, $p = .84$, $\eta^2_p = .01$). Taken together, these results show there is no practice effect for either fictional city. The lack of practice effects

suggest that participants did not perform better on the second in-basket because they were more familiar with the structure or process of completing an in-basket.

Method of Assessment-Hypothesis 1

Hypothesis one stated there would be a main effect for method of assessment (paper-and-pencil or computer). A repeated measures ANOVA was conducted with method as the independent variable (computer or paper-and-pencil) and performance as the dependent variable (communication, relationship skills, critical reasoning and overall performance). There was not a main effect of method of assessment (computer or paper-and-pencil) on in-basket performance (as measured in communication, critical reasoning, relationship skills and overall performance) (Wilks' $\lambda = .99$, $F(1, 122) = .65$, $p = .42$, $\eta^2_p = .01$). Therefore, hypothesis one was not supported. This suggests that the ratings for communication, critical reasoning, relationships and overall in-basket performance were not significantly different when the applicant completed a computer or paper-and-pencil in-basket.

Self-reported perceptions of the in-basket were also measured. Participants rated their response to "I had high performance on the in-basket" after each in-basket. The item was measured on a Likert scale (1 = *strongly disagree* to 7 = *strongly agree*). Paired sample *t*-tests indicated there was not a significant difference in perceived performance when the paper in-basket was first and the computer in-basket second ($t(60) = -1.25$, $p = .22$). However, there *was* a significant difference in perceptions of high performance between completing the computer in-basket followed by the paper-and-pencil in-basket ($t(63) = -5.13$, $p < .001$), with perception ratings being higher after the paper in-basket. It is worth noting that performance perceptions were rated the lowest when completed after

the first computerized in-basket ($M = 3.53$, $SD = 1.27$). This suggests that when completing an in-basket for the first time, participants may *perceive* a computerized in-basket as more difficult when compared to a paper-and-pencil in-basket, but this does not actually impact performance.

Computer Familiarity-Hypothesis 2

Hypothesis two stated there would be a main effect of computer familiarity on test performance. Four simple regressions were conducted with the four sub scales computer familiarity (optimism, innovativeness, discomfort, and insecurity) as the predictors and the four performance dimensions as separate criteria. Due to the hypothesis not considering time, the variables were collapsed across time and then the regressions were completed. The analyses demonstrated that there was not main effect for computer familiarity for communication ($F(4, 237) = .51$, $\beta = 2.73$, $p = .73$), relationship skills ($F(4, 238) = .836$, $\beta = 2.30$, $p = .50$), critical thinking ($F(4, 238) = 2.18$, $\beta = 2.85$, $p = .93$), or overall performance ($F(4, 237) = .515$, $\beta = 2.33$, $p = .73$). This shows that the different levels of computer familiarity did not result in differing levels of performance.

Interaction- Hypothesis 3

Hypothesis three stated there would be an interaction between method of assessment (computer or paper-and-pencil), the computer familiarity sub-scales and performance, such that participants with higher computer familiarity would have higher performance. Figure 1 shows the model.

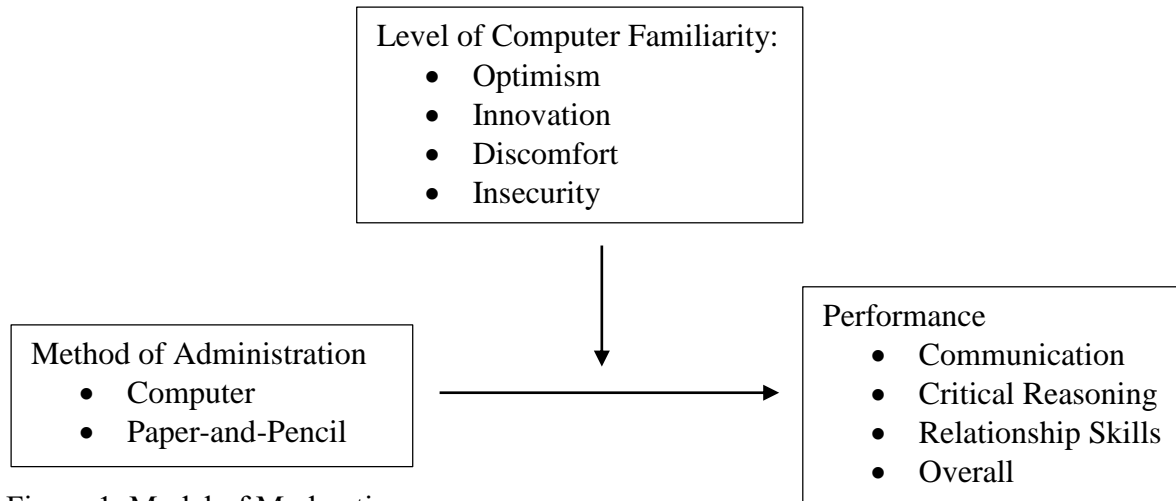


Figure 1. Model of Moderation

To test this hypothesis, 4 separate hierarchical regressions were completed. The four measures of performance were entered as the criteria. Method of assessment and the four dimensions of computer familiarity were included as the predictors. Due to multicollinearity, all of the computer familiarity subscales were centered before being included in the model. Method of assessment (paper-and-pencil or computer) was also centered using effects coding (i.e., paper-and-pencil = 1 and computer = -1). All of the main effects were entered in step one of the regression, and the interaction term was entered in the second step.

When predicting communication ($\beta = 2.93, p = .80$), relationship skills ($\beta = 2.80, p = .88$), critical thinking ($\beta = 2.63, p = .99$), and overall performance ($\beta = 2.54, p = .89$) there was no significant interaction. Due to the lack of significant interactions, hypothesis 3 was not supported. This finding suggests that level of computer familiarity does not moderate the relationship between method of assessment and in-basket performance. Primarily, method of assessment does not seem to be significantly impacted by one's level of computer familiarity when measuring in-basket performance.

CHAPTER IV: DISCUSSION

Previous research has not demonstrated a significant difference in performance when completing assessments such as achievement tests, academic tests, or skills test on the computer or paper-and-pencil (Anakwe, 2008; Fay, 2008; Lievens, Van Keer, & Volckaert, 2010; Neuman & Baydoun, 1998; Piaw, 2012; Puhan, Boughton, & Kim, 2007). The results of the current study appear to support prior studies given the lack of significant differences from paper-and-pencil or computerized in-basket simulations. Further, the present study found no performance differences on the in-basket simulations which is similar to Lievens and Ansel (2007).

Hypothesis one stated that there would be a significant main effect for method of assessment across the four performance dimensions. This hypothesis was not supported. Meaning, when looking at the four performance dimensions, the performance was not significantly different if the in-basket was completed on the computer, or through paper-and-pencil. A potential reason why this hypothesis was not supported could be due to the in-baskets themselves. Perhaps, if the in-basket was easier or was used to assess a certain skill, performance may have differed. Although the hypothesis was not supported, this information is valuable for organizations. Computerized in-baskets have many advantages, such as ease of scoring, cost effective, and ease of administration. The lack of difference supports the transition to computerized methods.

Hypothesis two stated there would be a significant main effect for computer familiarity. This hypothesis was supported. The difference in computer familiarity indicates that interactions with technology, even for brief periods of time can influence the perception of technology. For example, the Insecurity subscale changed from an

average rating of 2.08 to 3.91 from time one to time two, meaning participants were less insecure at the second time of measurement. The insecurity subscale was reverse coded, so the change in ratings suggest insecurity *decreased* from time one to time two. For organizations, this finding shows that brief interactions with technology may potentially have a positive or negative impact on employees.

Hypothesis three stated there would be an interaction between method of assessment and computer familiarity. This hypothesis was not supported. When the regressions were conducted, there were no significant findings. One reason for this could be the lack of participants with extremely low computer experience. Only 16% of the participants rated their computer skill level as beginner, while more participants rated their skill level as intermediate (63%) or advanced (21%). Additionally, 87% of participants reported using a computer daily. Although researchers intended to gather a sample of lower computer experience, it does not appear this was achieved. Given the differences in sample across the three target data collection sites, confounds could also influence the lack of significant difference. The confounds are further discussed as limitations.

While the results were not as expected, important conclusions can still be drawn from this study. One of the biggest implications from the current study is that parallel forms of in-basket simulations can be successfully created. While previous research has demonstrated that alternative forms can be developed for multiple choice in-basket responses (Lievens & Ansel, 2007), few studies have successfully developed parallel forms of open ended in-basket simulations. The present study's findings show that given the proper process and tools, organizations can refine their in-basket simulations to have

multiple versions. In doing so, this could increase test security by not reusing the same simulation. Developing parallel forms is a time consuming and difficult process, and is not commonly achieved in in-basket simulations, however, the lack of practice effect and performance differences found in the current study suggest it is possible. Another significant implication is the lack of evidence of performance differences. This supports the notion that computerized assessments appear to be equivalent to paper-and-pencil assessments. For organizations, this means that research supports the use of computerized assessments. Third, the study indicated there was no significant practice effect from completing an in-basket more than one time. This implication can be important in the selection process if an applicant is applying to a position multiple times.

Limitations and Future Research

Multiple recruitment techniques were utilized to obtain a sample with low computer experience. However, the sample is a limitation because of the lack of extremely low computer users. While the within-subject design enables a smaller sample size to be used, a larger sample size per condition may have better tested the hypotheses. While researchers tried in multiple ways to gather a sample of lower computer experience, this is a confound in the study because of the differences across the three groups included in the study. Each group had different incentives that were used, location, and could possibly have had a different experience. Finally, in-baskets are often a novel task for participants. The findings in this study may not generalize to different assessments due to the intricacies of in-basket simulations.

History could potentially be a threat to validity in the study. Data in all three locations was collected across multiple days, with the data collection in some locations

spanning several months. This could mean that participants saw or heard differing information about the study. Additionally, experience with in-basket simulations could also be a history confound. Participants were not asked if they had previously completed an in-basket.

Future research could analyze practice effects within a longer time frame to identify if this results in performance differences. For example, if the time between the in-baskets was a week or a month, practice effects may differ. Additionally, the main performance differences analyzed were Communication, Relationships, Critical Reasoning and Overall performance. Using different performance dimensions may show different results. Future research could also analyze whether key functions completed on a computer influence computer proficiency. For example, an applicant who uses the computer for video games may have a different set of computer skills when compared to an applicant who uses the computer for software development. While the current study focused exclusively on in-basket simulations, future research could analyze different forms of tests. Other forms of tests could be situational judgement tests, or more open ended response questions. Perceptions of performance were reported after completing each in-basket. A perceptions of fairness scale could be used to see whether participants perceive a specific format as being fairer. Fairness could potentially help increase the face validity of the assessment. Finally, future research could look at alternative methods for obtaining a sample with extremely low computer experience.

Conclusion

With the increase of technology, organizations are often moving towards more computerized assessments as opposed to traditional paper-and-pencil methods. This study

was designed to help close the gap between research on the practice of using computerized assessments, and applicants' level of computer familiarity. Specifically, researchers aimed to identify whether qualified candidates would be screened out for a job that does not require computer skills. Meaning, if a candidate applies for a job that does not require computer skills, could they perform poorly on the assessment because it must be completed on the computer and they lack computer skills, which results in the candidate not getting the job. This study sought to better understand computer familiarity and technology in an effort to aid organizational practices. The findings in this study indicate that organizations can take advantage of the benefits of computerized assessments without putting participants at a disadvantage.

The current study answered the question that there does not appear to be a significant difference in performance when completing an in-basket simulation on the computer versus paper-and-pencil, regardless of computer familiarity. For organizations, this means that they can continue using the cost-effective and easier scoring methods of computerized assessments. Additionally, the study may act as a safe guard against adverse impact. Previous research has shown that applicants who have higher levels of computer familiarity are typically wealthier, white males (Fazeli, et al., 2012). Due to the lack of differences in performance, this study may help to demonstrate that organizations who use computerized assessments are actually not at a higher risk for adverse impact. Of note, participants in this study were diverse, however, more research could be completed on a more diverse sample. This could also encourage further development of assessment methods, such as building parallel forms of assessments, or other options of computerized assessments. For applicants, this study demonstrates that the method of assessment

should not hinder their performance when applying for a job. Applicants can be reassured that they are not missing out on job offers, if the assessment includes an in-basket, because of a non-job relevant skill.

While this research has practical significance, the results lead to further questions. For example, would other forms of tests show performance differences? Would applicants with severely low computer skills demonstrate performance differences? Do applicants perceive the assessment as more or less fair? Although these questions were not answered in the study, future research can investigate these concerns to help influence organizations to use more inclusive assessment methods.

As technology continues to advance, organizations and practitioners can work together to utilize practices that remain fair to applicants and competitive in their systems. The main points from this study have implications for practitioners, researchers, and applications. While the results appear to be positive, the use of technology is not decreasing and should continually be researched and evaluated. Technology should be used in the best possible way, for both the organization and the applicant.

REFERENCES

- Anakwe, B. (2008). Comparison of student performance in paper-based versus computer-based testing. *Journal of Education for Business*, 84(1), 13-17.
<http://dx.doi.org/10.3200/JOEB.84.1.13-17>.
- Anderson, N., Lankshear, C., Timms, C., & Courtney, L. (2008). 'Because it's boring, irrelevant and I don't like computers': Why high school girls avoid professionally-oriented ICT subjects. *Computers & Education*, 50, 1304-1318.
doi:10.1016/j.compedu.2006.12.003.
- Ballou, D. J. & Huguenard, B. R. (2008). The impact of students' perceived computer experience behavior and performance in an introductory information systems course. *Journal of Information Systems Education*, 19, 87-97.
- Boo, J., & Vispoel, W. (2012). Computer versus paper-and-pencil assessment of educational development: A comparison of psychometric features and examinee preferences. *Psychological Reports: Mental & Physical Health*, 2, 443-460. DOI 10.2466/10.03.11.PR0.111.5.443-460.
- Bennett, R. J. & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85(3), 349-360. Doi: 10.1037//0021-9010.85.3.349
- Bretz, R. D. Jr. Milkovich, G. T., & Read. W. (1992). The current state of performance appraisal research and practice: Concerns, directions, and implications. *Journal of Management*, 18, 321-352.
- Chen, J., White, S., McCloskey, M., Soroui, J., Chun, Y. (2011). Effects of computer versus paper administration of an adult functional writing assessment. *Assessing Writing*, 16, 49-71, doi:10.1016/j.asw.2010.11.001.

- Clariana, R., & Wallace, P. (2002). Paper-based versus computer-based assessment: Key factors associated with the test mode effect. *British Journal of Educational Technology*, 33, 593-602. DOI: 10.1111/1467-8535.00294.
- Collins, L.G., & Dreyer, M. (2009, April). Assessment centers and technology: Best practices, challenges, and innovations. Presented at the 24th annual conference of the Society for Industrial Organizational Psychology, New Orleans, LA.
- Collins, L.G., & Frame, M. (2010, April). Practice meet science, science meet practice – Assessment center research collaboration. Presented at the 25th annual conference of the Society for Industrial Organizational Psychology, Atlanta, GA.
- Dimock, P. H., & Cormier, P. (1991). The effects of format differences and computer experience on performance and anxiety on a computer-administered test. *Measurement & Evaluation In Counseling & Development*, 24, 119-126.
- Fay, C. (2008). *Performance differences: A comparison between computer-based and paper-pencil versions of a work simulation exercise*. (Unpublished masters dissertation). University of Texas, Arlington.
- Fazeli, P. L., Ross, L. A., Vance, D. E., & Ball, K. (2012). The relationship between computer experience and computerized cognitive test performance among older adults. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 68, 333-346. DOI: <https://doi.org/10.1093/geronb/gbs071>.
- Gallagher, A., Bridgeman, B., & Cahala, C. (2002). The effect of computer-based tests on racial-ethnic and gender groups. *Journal of Educational Measurement*, 39, 133-147. DOI: 10.1111/j.1745-3984.2002.tb01139.x.

- Goldberg, A., & Pedulla, J. (2002). Performance differences according to test mode and computer familiarity on a practice graduate record exam. *Educational and Psychological Measurement*, 62, 1053-1067.
- Graham, M., Milanowski, A., & Miller, J. (2012). Measuring and promoting inter-rater agreement of teacher and principal performance ratings. *Center for Educator Compensation Reform*. cecr.ed.gov/pdfs/Inter_Rater.pdf.
- Haas, C. (1989). Does the medium make a difference? Two studies of writing with pen and paper and with computers. *Human-Computer Interaction*, 4, 149-169.
- Hoffman, C. C., & Thornton, G. C. III. (1997). Examining selection utility where competing predictors differ in adverse impact. *Personnel Psychology*, 50, 455-470
- Jackson, A. T. & Knight, P. A. (August 2015). The dark triad and perceptions of ethical misconduct. Paper presented at the annual convention of the American Psychological Association, Toronto, Canada.
- Jackson, D. J. R., Michaelides, G., Dewberry, C., & Young-Jae, K. (2016). Everything that you have ever been told about assessment center ratings is confounded. *Journal of Applied Psychology*, 7, 976-994. doi: 10.1037/apl0000102.
- Jonason, P K. & Webster, G. D. (2010). The dirty dozen: A concise measure of the dark triad. *Psychological Assessment*, 22(2), 420-432. Doi: 10.1037/a0019265.
- Karay, K., Schaubert, S. K., Stosch, C., & Schüttpelz-Brauns, K. (2015). Computer versus paper does it make any difference in test performance?. *Teaching and Learning in Medicine*, 27, 57-62. DOI: 10.1080/10401334.2014.979175.
- Lee, J. A. (1986). The effects of past computer experience on computerized aptitude test performance. *Educational and Psychological measurement*, 46, 727-733.

- Lee, J. A., Moreno, K. E., & Sympson, J. B. (1986). The effects of mode of test administration on test performance. *Educational and Psychological Measurement*, 46, 467-473.
- Lievens, F., & Anseel, F. (2007). Creating alternate in-basket forms through cloning: Some preliminary results. *International Journal of Selection and Assessment*, 15, 428-433. DOI: 10.1111/j.1468-2389.2007.00401.x.
- Lievens, F., & Thornton, G. C. III (2005). Assessment centers: Recent developments in practice and research. In A. Evers, O. Smit-Voskuijl, & N. Anderson (Eds.) *Handbook of Selection*, (pp. 243-264). Malden, MA: Blackwell Publishing.
- Lievens, F., Van Keer, E., & Volckaert, E. (2010). Gathering behavioral samples through a computerized and standardized assessment center exercise. *Journal of Personnel Psychology*, 9, 94-98. DOI: 10.1027/1866-5888/a000010.
- Maguire, K. A., Smith, D. A., Brallier, S. A., & Palm, L. J. (2010). Computer-based testing: A comparison of computer-based and paper-and-pencil assessment. *Academy of Educational Leadership Journal*, 14, 117-125.
- Mahar, D., Henderson, R., & Deane, F. (1997). The effects of computer anxiety, state anxiety, and computer experience on users' performance of computer based tasks. *Person Individual Differences*, 22, 683-692. [http://dx.doi.org/10.1016/S0191-8869\(96\)00260-7](http://dx.doi.org/10.1016/S0191-8869(96)00260-7).
- Neuman, G. & Baydoun, R. (1998). Computerization of paper-and-pencil tests: When are they equivalent? *Applied Psychological Measurement*, 22, 71-83.
- O'Malley, K. J., Kirkpatrick, R., Sherwood, W., Burdick, H. J., Hsieh, M.C., & Sanford, E.E. (2005, April). Comparability of a paper based and computer based reading

- test in early elementary grades. Paper presented at the AERA Division D Graduate Student Seminar, Montreal, Canada.
- Paek, P. (2005). *Recent trends in comparability studies*. Pearson educational measurement. Retrieved from <http://www.pearsonedmeasurement.com/research/research.htm>.
- Pearson, M. M., Barnes, J. W. & Onken, M. H. (2006). Development of a computerized in-basket exercise for the classroom: A sales management example. *Journal of Marketing Education, 28*, 227-236.
- Piaw, C. Y. (2012). Replacing paper-based testing with computer-based testing in assessment: Are we doing wrong? *Procedia- Social and Behavioral Science, 64*, 655-664. <http://dx.doi.org/10.1016/j.sbspro.2012.11.077>.
- Pommerich, M. (2004). Developing computerized versions of paper-and-pencil tests: Mode effects for passage-based tests. *Journal of Technology, Learning, and Assessment, 2*(6). Available from <http://www.jtla.org>.
- Puhan, G., Boughton, K., & Kim, S. (2007). Examining differences in examinee performance in paper and pencil and computerized testing. *The Journal of Technology, Learning and Assessment, 6*, 1-20.
- Rupp et al. (2006). An initial validation of developmental assessment centers as accurate assessments and effective training interventions. *The Psychologist-Manager Journal, 9*, 171-200.
- Schippmann, J. Prien, E. P., & Katz, J. A. (1990). Reliability and validity of in-basket performance measures. *Personnel Psychology, 43*, 837-859.

- Schleicher, D. J., Day, D. V., Mayes, B. T., & Riggio, R. E. (2002). A new frame of frame-of-reference training: Enhancing the construct validity of assessment centers. *Journal of Applied Psychology, 87*, 735-746. DOI: 10.1037//0021-9010.87.4.735.
- Smither, J. W., Reilly, R. R., Millsap, R. E., Pearlman, K., & Stoffey, R. W. (1993). Applicant reactions to selection procedures. *Personnel Psychology, 46*, 49–76.
- Task Force on Assessment Center Guidelines. (2014). Guidelines and ethical considerations for assessment center operations. *Journal of Management, 41*, 1244-1273.
- Thornton, G. C. III., & Gibbons, A. M. (2009). Validity of assessment centers for personnel selection. *Human Resource Management Review, 19*, 169-187.
- Thornton, G. C., III, & Mueller-Hanson, R. A. (2004). *Developing organizational simulations: A guide for practitioners and students*. Mahwah, NJ: Erlbaum.
- Thornton, G.C.III., & Rupp, D. E. (2004). Simulations and assessment centers. In M. Hersen (Ed.). *Comprehensive handbook of psychological assessment*, (pp. 319-344). Hoboken, N.J.: Wiley.
- Tippens, N. T. (2015). Technology and assessment in selection. *The Annual Review of Organizational Psychology and Organizational Behavior, 2*, 551-582.
10.1146/annurev-orgpsych-031413-091317.
- Voss, A., Gast, A., Rothermund, K., Wentura, D. (2013). Cognitive processes in associative and categorical priming: A diffusion model analysis. *Journal of Experimental Psychology: General, 142*, 536-559. DOI: 10.1037/a0029459.

- Wallace, P., & Clariana, R. B. (2005). Test mode familiarity and performance- Gender and race comparisons of test scores among computer-literate students in advanced information systems courses. *Journal of Information Systems Education, 16*, 177-182.
- Way, W. D., Davis, L. L., & Fitzpatrick, S. (2006). Score comparability of online and paper administrations of the Texas Assessment of Knowledge and Skills. Paper presented at the Annual Meeting of the National Council on Measurement in Education, April 2006, San Francisco, CA.
- Wise, S. L., Boettcher-Barnes, L., Harvey, A. K., & Plake, B. S. (1989). Effects of computer anxiety and computer experience on the computer-based achievement test performance of college students. *Applied Measurement in Education, 2*, 235-241. http://dx.doi.org/10.1207/s15324818ame0203_4.

APPENDICES

APPENDIX A: MUSIC CITY

SportsDome
International (SDI)

Music City Arena

Participant
Materials

SportsDome International

Providing professional ownership and management to administer, operate, market and maintain facilities for the presentation and enjoyment of events involving entertainment, education, culture, sports, and conventions

Company Information

SportsDome International is the nation's leader in facility ownership, management, marketing and development. SportsDome International combines recognized **industry leadership** and **management expertise** with more than 30 years experience in successful facility ownership and management to provide the **finest services**, the **greatest entertainment**, and the most **positive customer experience** for the buildings we manage across the United States and Canada.

SportsDome International owns and manages Stadiums, Arenas, and Convention Centers all over the United States and Canada. We provide top- notch booking, marketing and sales, construction and operations consultation and operations development. SportsDome International has a vast array of clients and each benefits from SportsDome International's unique combination of industry experience, national presence, and extensive resources to draw upon to ensure the success of their facilities.

Mission Statement

“Providing professional ownership and management to administer, operate, market, and maintain facilities for the presentation and enjoyment of events involving entertainment, education, culture, sports, and conventions.”

History

SportsDome International, the nation's leader in venue ownership, management, marketing and development, was founded in 1976 with the management of their first facility, the Dallas Dome. SportsDome International soon grew to manage **convention centers, trade centers, arenas, and stadiums**. SportsDome International's clients benefit from the company's depth of resources and its unparalleled expertise, leadership, and creative problem-solving. Their successful growth has been built on the many partnerships, relationships, and resources they have developed with their clients — both municipal and private. This unique combination of resources, relationships, and expertise has allowed SportsDome International to define and refine the industry throughout its history.

SportsDome International ownership and team of dedicated corporate support personnel make them unrivalled in the field of private facility ownership and management. SportsDome International is a joint venture in general partnership form with two equal principals: The Ritz Carlton Hotel Company and Canteen Corporation.

History at a glance

- 1976 SportsDome - USA is founded when they take over management responsibilities of their first facility, the Dallas Dome
- 1977 Patrick Erickson is named CEO of SportsDome - USA
- 1980 SportsDome - USA purchases their first pre-existing facility, the Pittsburg Arena
- 1984 SportsDome - USA builds and begins operateing the Centroplex in Orlando, FL
- 1985 SportsDome - USA purchases The Dallas Dome and continues to operate and manage the facility
- 1991 Patrick Erickson retires and Christopher Lewis is named CEO
- 1994 SportsDome - USA becomes SportsDome International with the purchase of their first facility in Canada, the Montreal Dome
- 1995 SportsDome International purchases their second facility in Canada, the Maple Leaf Arena, located in Toronto
- 1997 SportsDome International launches an internet site SportsDome International.com
- 2000 SportsDome International partners with the Hyton Hotel Company and Canteen Corporation
- 2002 SportsDome International is voted the Nation's Number One Arena Management Company by Stadium and Arena Management Magazine
- 2003 SportsDome International opens The Desert Dome in Tempe, Arizona
- 2004 SportsDome International opens the Mississippi Arena, in Biloxi
- 2016 SportsDome International celebrates 35-years and opens their newest facility, the Music City Arena, in Nashville, TN

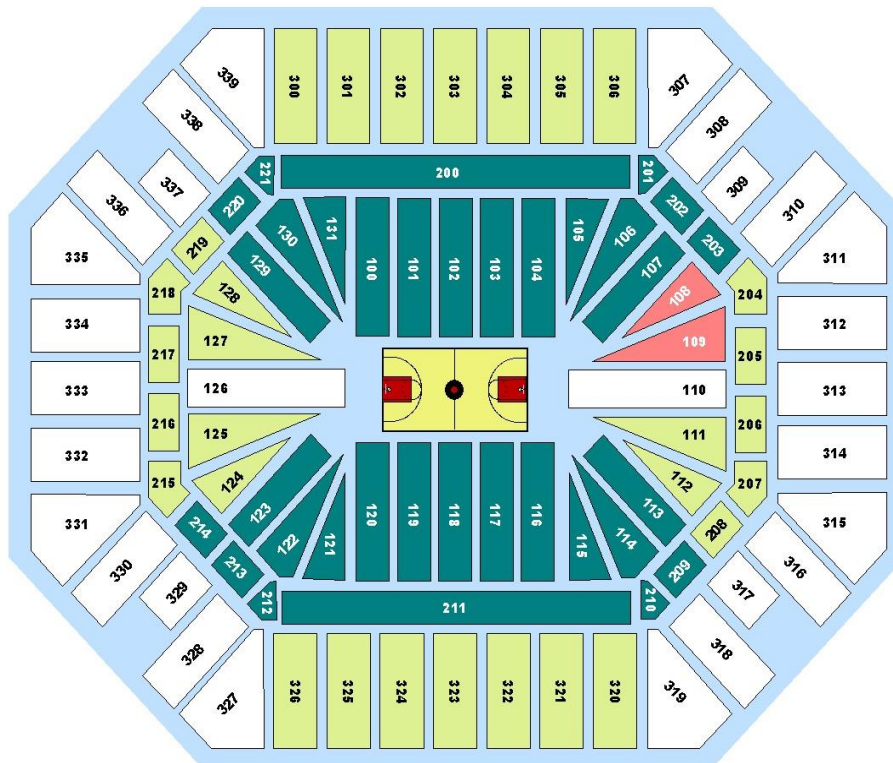
SportsDome International owns and manages locations in the following cities:

*Dallas, TX
 Pittsburgh, PA
 Orlando, FL
 Montreal, Canada
 Toronto, Canada
 Tempe, AZ
 Biloxi, MS
 Nashville, TN*

SportsDome International manages and operates the following locations:

The Fort Worth Stock Yard Expo Center – Fort Worth, TX
The Philadelphia Freedom Center – Philadelphia, PA
The New Orleans River Front Convention Center – New Orleans, LA
The Ottawa Arena – Ontario, Canada
The Lakeside Conference and Expo Center – Toronto Canada
The Del Lago Center – Tucson, AZ
The Bayside Stadium – Mobile, AL
The River Bend Park and Stadium – Chattanooga, TN

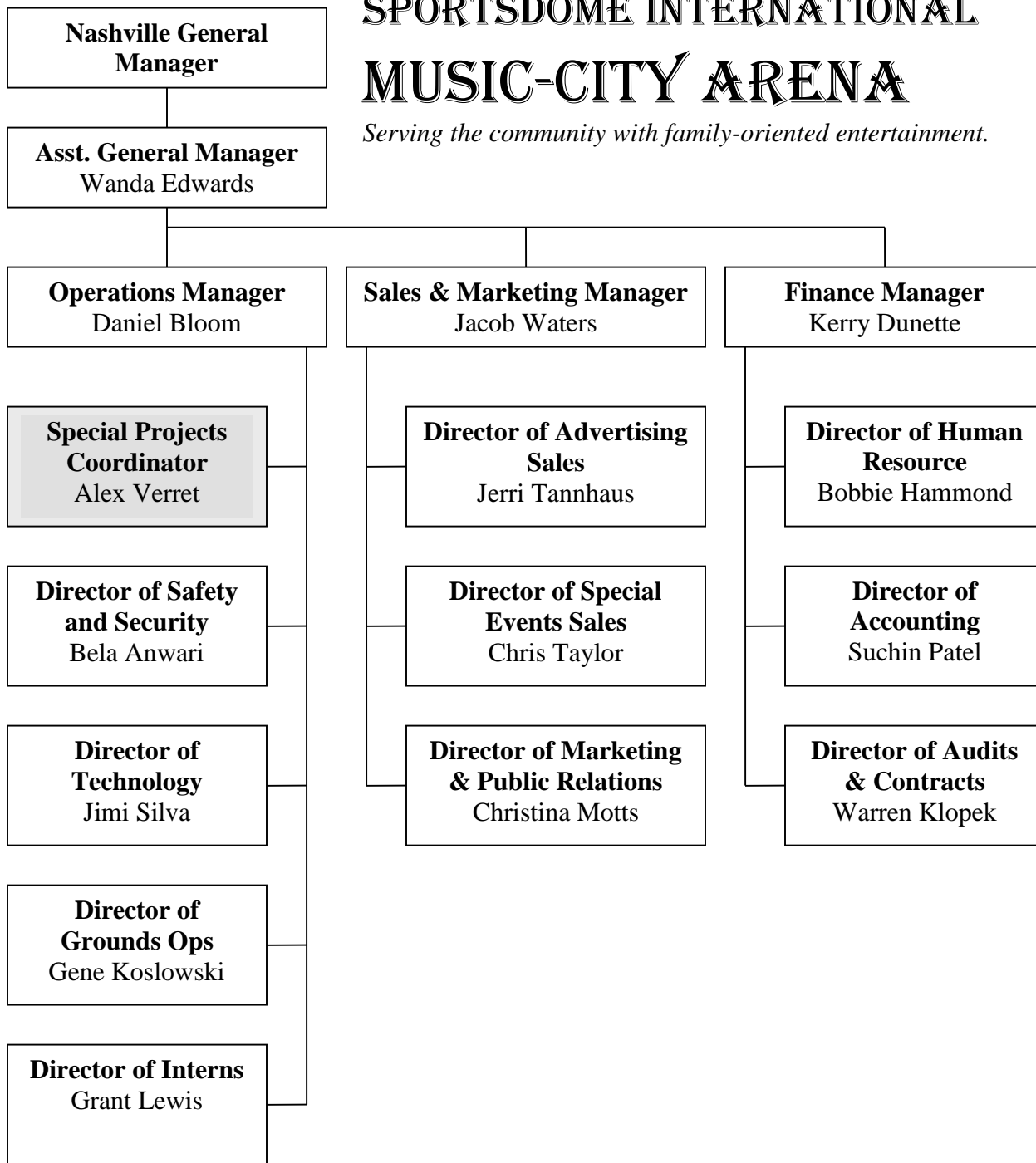
Music-CITY Arena SportsDome International



MAIN
PARKING LOT

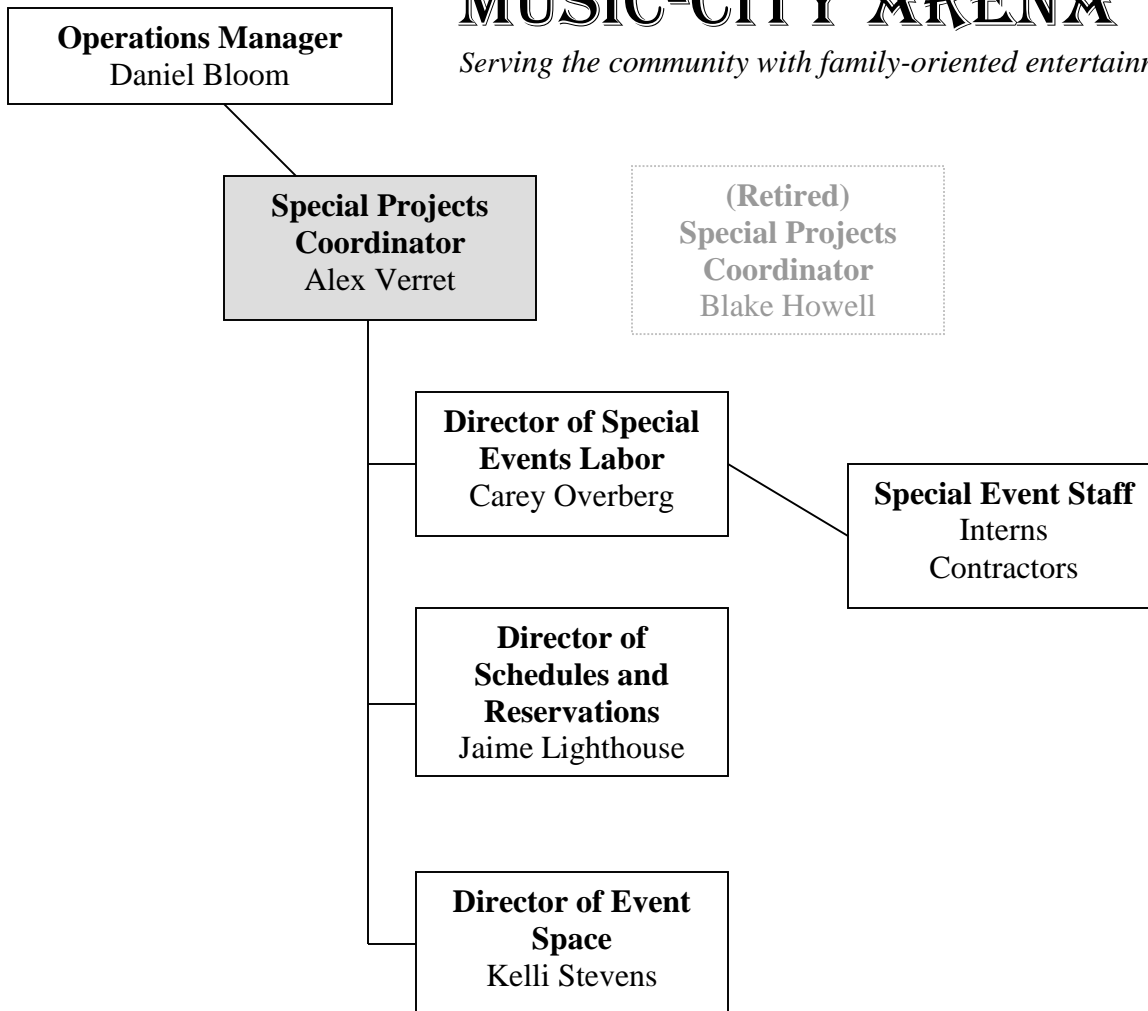
SPORTSDOME INTERNATIONAL MUSIC-CITY ARENA

Serving the community with family-oriented entertainment.



SPORTSDOME INTERNATIONAL MUSIC-CITY ARENA

Serving the community with family-oriented entertainment.



SPORTSDOME INTERNATIONAL

MUSIC-CITY ARENA

Serving the community with family-oriented entertainment.

Job Description for Special Projects Coordinator for Music-City Arena

Purpose:

Works with limited supervision to coordinate, assist in, and direct operations designed to host a safe, compelling, and successful event at Music-City Arena and all SportsDome International locations.

Duties, Functions and Responsibilities:

Essential duties and functions, pursuant to the Americans with Disabilities Act, the job of Special Projects Coordinator for Music-City Arena may include the following (other related duties may be assigned):

1. Confirm presence and activities of scheduled events at assigned sites.
2. Identify and notify replacement volunteers and personnel to assume vacant assignments.
3. Perform the duties of others when necessary.
4. Provide direction and training to volunteers and contract employees as needed to accomplish service goals.
5. Review conference site documentation, contracts, reservations, and reviews.
6. Provide periodic reports to management regarding site activities, guest speakers, and identifying needed action.
7. Work outside scheduled hours to ensure consistent quality, attend special events as appropriate to meet the needs of the special event and to exemplify Music-City Arena service.
8. Assume on-call duty as assigned, responding to event needs and reporting to duty as necessary.

Responsibilities- Supervision and/or Leadership Exercised:

The employee of this position is required to perform all the necessary tasks as they relate to scheduling, coordinating, delegating work, training and managing the flow of work for the event, and all around hosting a smoothly executed event experience.

1. The incumbent will be responsible for 3 full-time employees and a limited number of contract employees and interns, and an unlimited number of volunteer personnel
2. Identify and notify replacement personnel to assume vacant assignments.
3. Provide direction and training to full and contract employees as needed to accomplish service goals.
4. Monitor employee performance, attendance and document for use in evaluations.
5. Review site documentation, activity, reservations, and confirmations.
6. Monitor welfare of personnel working after-hour and off-duty assignments.
7. Stay informed of the purpose of the event including who and what the organization and event represents.

8. Work outside scheduled hours to ensure consistent coverage, attend training classes, meetings and other activities as needed to meet the business needs of the organization and the workgroup.

Knowledge, Skills, and Abilities:

Must possess required knowledge, skills, abilities and experience and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

Knowledge of or an ability to learn all safety practices related to working in large areas with many people and other stadium specific environments and other safety practices, procedures and regulations, which contribute to a safe work place.

- Knowledge of or an ability to learn SportsDome International policies and procedures.
- Ability to train others.
- Ability to lead and motivate others in improved work practices.
- Ability to analyze irregular events and respond to critical situations.
- Skill in communications, both written and verbal in order to communicate with all, but not limited to, the following: full- and part-time personnel, special events constituencies, customers, and supervisors.
- Ability to utilize most computer applications, including Word, Excel, Power Point and special coordinating applications.
- Ability to analyze and strictly adhere to a budget.

Minimum Qualifications

Education and/or Equivalent Experience:

- High School Diploma or GED.
- At least 1 year of work related experience
- 2 letters of recommendation

SportsDome International

January	February	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 1 New Year's Day 18 Martin Luther King Jr. Day	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	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	May	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 1 April Fool's Day 2 Good Friday 4 Easter 4 Daylight Saving Time Begins	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	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	August	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 31 4 Independence Day	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	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	November	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 31 Halloween 31 Daylight Saving Time Ends	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	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

SportsDome International August						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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		

In-Basket Simulation

Participant Materials

In-Basket Instructions

PLEASE READ THE FOLLOWING MATERIAL VERY CAREFULLY.

In this simulation, you are Alex Verret, the recently trained Special Projects Coordinator for SportsDome International (SDI). Until now, you have been training at the Tempe, AZ location. After you graduated this last December, SDI made you an offer that relocated you to the Music-City Arena location. Your job oversees all the planning and coordinating that goes along with hosting large events. Your predecessor, Blake Howell, recently had to step down from his position due to poor performance during the previous two years at SDI.

Today is Monday, August 7th, and it is your first official day on the job. You have come to the office to take care of matters requiring your attention before you leave for a mandatory conference. You will be gone until Saturday evening, August 12th. Your first event will take place on September 4th and will be a large event. You will be in charge of coordinating and hosting the 50th annual Adopt-a-thon taking place. There will be roughly 500 members of SPA (Student, Academic, Athletic, and Practitioner) in attendance. You must leave your office in exactly 30 minutes to catch a bus. This is a mandatory, required trip; you cannot miss conference. 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 time before, after, and in between these meetings you will work on the materials in this folder. 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 written on the blank response forms provided.

Remember that the Adopt-a-Thon is a national event. You interact with students, professors, athletics, and professionals (practitioners) alike. You also have meetings and communications with heads and directors of the other departments within SDI. Clear and frequent communication with these people is a key component of your job and is essential to the success of your department. Use this information to guide you in your responses.

During the last couple of months, Blake Howell was unable to handle all of his administrative responsibilities as he was furiously trying to salvage his job. So, a number of issues need to be handled immediately. Please read through the entire packet of 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 leave for the fieldtrip; 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. You need to recognize that some tasks are more important than others. Deal with higher priority issues before those with lower priority.

We must ask you to limit your communication with others to written voice-mails, written messages, written e-mail, written memos, written notes, and written letters. You can set up meetings for when you return from your trip. 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.

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 was about registration:

To: Kelli Stevens, Director of Event Space; Jamie Lighthouse, Director of Schedules and Reservations; and Carey Overberg, Director of Special Events Labor

From: Alex Verret, Special Projects Coordinator

Date: February 3

Subject: Registration Update

Registration for the conference will now be available at two times, 6:00-8:00 pm Tuesday February 9th, as well as on the day of the conference, February 10th, from 8:00 to 10:00 am. The location will remain the Alex for both times. We will need extra volunteers for the new Tuesday evening registration time.

(One response might be...)

Post and distribute.

(A more complete response would be...)

Send out mass email to members for help in recruiting more volunteers.

An even more complete response might be...)

Post and read at briefing, provide copies. Send out mass email to recruit more volunteers. Provide a sign up sheet for both registration times to make sure all positions are filled. Confirm responses.

Notice that although the first response, "*Post and distribute,*" 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: Post where? Distribute to...? Will everyone see it? What should these members and volunteers 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 fifty minute period, the administrator will remind you that you must leave the office and will collect all of the materials associated with the IN-BOX (including any notes you took).

Summation:

- You have thirty 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.
- Write on the blank response forms provided



Music City
SportsDome International

TO: Alex Verret, Special Projects Coordinator
FROM: Alex Bloom, Music City Dome Operations Manager
DATE: August 7th
SUBJECT: Welcome Intro Item

Alex, welcome to the Music City Dome and to SportsDome International. Although I haven't had the pleasure of working with you before, I have heard wonderful things about your work and interests from your previous supervisor.

I am sorry I can't be there to greet you in person. I know you are as happy to be here as we are to have you. I hope you will enjoy working here as much as I have. We want you to know how valuable your services are. I also want you to feel comfortable asking for clarification and/or assistance while adjusting to your new position. SportsDome International is constantly growing and evolving, and with an organization of this size, open and frequent communications are mandatory to keep this operation running smoothly.

There are a number of memos and messages which require your immediate attention and response. Please attend to all of these matters within a one hour period because you have to catch a plane this afternoon to get to the conference. Thank you in advance for attending this weekend's conference.

I know this is a great deal to ask of you on your first day; 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 employees and colleagues. It may be difficult to meet for the first time under these stressful circumstances, but at SportsDome International, we have a climate of respect and positive attitudes.

I am available to assist you as you adjust to your new surroundings.

Once again, thank you for presenting in my place at this weekend's conference. And again, welcome to SportsDome International. I am looking forward to working with you. I know you will do a great job.

Sincerely,
Alex Bloom
Operations Manager



Music City
SportsDome International

MEMO

TO: Alex Verret
FROM: Blake Howell
DATE: August 7th
SUBJECT: Works in Progress

Item 01

My best wishes to you as you assume your new duties. I have enjoyed every year I spent at SportsDome International. I'm sure you will as well. You simply will not find a better group of people to work with.

I tried to finish everything before I left, but I wasn't able to complete three important things. Wanda Edwards, Assistant General Manager, already knows about these pressing issues listed below:

1. The Celebrity Volleyball Tournament/Adopt-a-Thon - Scheduled for September 4. We are expecting a capacity crowd, so you will probably need every employee (on both day and night crews) in addition to some of our part-time guys. This is a very important high profile event for SportsDome International and could mean good things for our company if it goes well. The day crew schedule is complete, but the night crew and the part-time crew schedules still need work. These need to be completed and posted by Wednesday, August 14th. I would also suggest having a strategic meeting for this event. Your officers are a very skilled bunch, but I still like to cover all the bases for an event of this magnitude.
2. Training for new procedures - I have two complaints about the work the interns are completing. These new policies and procedures are required to be taught to our employees in a 2 hour seminar on the evening of Wednesday August 23rd. Be sure everyone is aware of the training session and is signed up for it. You must also attend the training. There will be an inspection by the assistant general manager, Wanda Edwards for our district scheduled for Friday, September 1st (two days before the Adopt-a-Thon) to ensure all of our officers have received the training.
3. New Walkie Talkies - This is the most pressing matter. Carey and Jamie have requested new walkie-talkies. They have four that are old and not working. They need them by this weekend. We have enough money in our equipment budget and the supplier is on stand-by. The total cost ends up at about \$750. I just have not had a chance to request the release of the funds. All you have to do is tell Suchin Patel, Director of Accounting, that you approve the funding. You must stress to Suchin how urgent this matter is and request to fast-track the paperwork to get the money out by Friday morning. This should not take much time to do and must be done before this weekend. Carey, Jamie, all of the officers, and the patrons of SportsDome International will have their safety jeopardized if this matter is not attended to promptly.

You have a great crew to work with and the supervisors (Jamie Lighthouse and Carey Overberg) will be doing their best to make this transition smooth for you and them. Again, best wishes to you.



Music City
SportsDome International
EMAIL

TO:	Alex Verret, Special Projects Coordinator	
FROM:	Carey Overberg, Director of Special Event Labor	
DATE:	August 7 th	
SUBJECT:	Urgent: New Equipment Fund Approval	Item 2

Dear Alex,

Bill had approved funds for me and Jamie to order new walkie-talkies. We have four that are currently broken and it has been very difficult to communicate effectively with all of our crew. This is a major problem!

We have the order on stand-by. They are just waiting for payment which totals \$750. These are top of the line communication devices that will not need to be replaced for at least 5 years. Bill said he was in the process of contacting Suchin Patel, Director of Accounting, to request release of the funds immediately. The supplier has not heard from the Office Administration Department, and I was worried he did not get around to requesting the funds before he left.

Please attend to this matter immediately. Jamie and I must have the new equipment by Friday evening. This weekend's events could be disastrous if we don't get this taken care of.

Thank You,
Carey



Music City
SportsDome International

MEMO

TO: Alex Verret, Operations Manager
FROM: Kerry Dunette, Finance Manager
DATE: July 1st
SUBJECT: Budget Cuts

Item 3

After lengthy discussions with the General Manager, John Taylor, and the Assistant General Manager, Wanda Edwards, we find that our whole organization is running over budget. One thing we will be cutting down on is equipment upgrades. We ask that you not purchase unnecessary upgrades on existing equipment unless it is absolutely necessary. There is new technology available almost daily and we cannot keep upgrading at the pace we have been. The plan is to hold out for the rest of this year and we will reassess the situation at that time.

You should only purchase new equipment to replace things that are broken beyond repair. Purchases over \$1000 must be approved by the General Manager, John Taylor.

Thanks,
Kerry

Music City
BUDGET REPORT

Safety & Security Department Semi-Annual Budget

Item 3a

Expense Category	MAY			YEAR-TO-DATE			TOTAL BUDGET FOR YEAR
	Plan	Actual	Variance	Plan	Actual	Variance	
Staffing							
Head Count	\$175,000	\$160,000	\$15,000 (8.6% under)	\$1,575,000	\$1,550,500	\$24,500 (1.6% under)	\$2,100,000
Injuries	\$10,000	\$12,000	\$2,000 (20% over)	\$90,000	\$95,000	\$5,000 (5.5% over)	\$120,000
Overtime	\$25,000	\$35,000	\$10,000 (40% over)	\$225,000	\$247,500	\$22,500 (10% over)	\$300,000
Equipment							
New	\$8,000	\$6,000	\$2,000 (25% under)	\$72,000	\$85,000	\$13,000 (18.1% over)	\$96,000
Repairs	\$1,500	\$3,000	\$1,500 (100% over)	\$13,500	\$20,000	\$6,500 (48.2% over)	\$18,000
Utilities & Misc. Expenses	\$3,000	\$2,500	\$500 (16.7% under)	\$27,000	\$25,500	\$1,500 (5.6% under)	\$36,000
TOTAL BUDGET	\$222,500	\$218,500	\$4,000 (1.8% under)	\$2,002,500	\$2,023,500	\$21,000 (1.1% over)	\$2,670,000



Music City
SportsDome International

MEMO

TO: Alex Verret, Special Projects Coordinator
 FROM: Bela Anwari, Director of Safety & Security
 DATE: August 7th
 SUBJECT: New Policies and Procedures Training
 Item 4

Dear Alex,

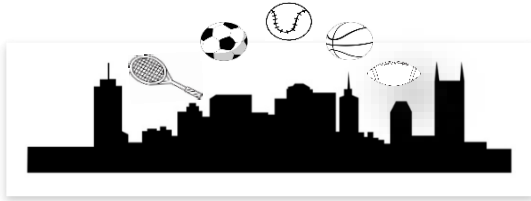
This is a follow-up to a memo about the new policies and procedures from the Homeland Security Department and OSHA. The training sessions are set for August 23rd 2:00pm - 4:00pm & 6:00pm - 8:00pm. Be sure all full time employees and shift supervisors are aware of the training session and are signed up for it. I can tell there are a few people who have not signed up yet. I attached a list of all the employees that should be on the list. Remember that you must also attend the training. There will be an inspection by the Homeland Security Officer for our district scheduled on Friday, September 1st (two days before the Adopt-a-Thon) to ensure all of our officers have received the training. Everyone must be trained by September 1st. Be sure to file the appropriate paperwork and have anyone who missed the training to do a make-up briefing by the time of the inspection.

Thanks,
Bela

<u>Who:</u> All Full-Time Employees	
<u>Why:</u> REQUIRED TRAINING	
<u>When:</u> Wednesday, August 23rd	
<u>Times:</u> 2:00pm – 4:00pm or 6:00pm - 8:00pm	
<u>Day Crew</u>	<u>Night Crew</u>
Mosha Fines 6-8	Jamie Lighthouse 2pm
Terrell Brown 6-8	Hanna Shepherd 2-4pm
Jude Gilmore 6-8pm	Pat Schwanbeck 2-4pm
Bo Wrightson 6pm	Carolyn Iverson 2-4pm
Jan Lima 6-8	James Rudolph 2pm
Lowell Martin 6-8	Melvin Cook 2-4
	Kim Thompson 2-4
	Randy O'Dell 2-4

List of all Security Officers

- Alexander, Rick
- Ball, Dave
- Brown, Terrell
- Clauson, Cassie
- Cook, Melvin
- Dyer, Nate
- Fines, Mosha
- Gilmore, Jude
- Iverson, Carolyn
- Lighthouse, James
- Lima, Jane
- Martin, Lowell
- O'Dell, Randy
- Rudolph, James
- Schwanbeck, Pat
- Shepherd, Hanna
- Thompson, K
- Wrightson, Bo



Music City
SportsDome International

S

chedule for September 4th Adopt a thon
To: Alex Verret, Special Projects Coordinator
From: Blake Howell
Date: July
Subject: Scheduling

Item 5

Alex,

This was on the tasks I was not able to complete. You need to finish assigning times and locations for the crew. It is critical that you pay attention to employees who have requested for time off. Please take reasonable action to calling in workers and assigning their schedule.

Good luck!
Blake

CREWS	SCHEDULE	LOCATION
Day Crew		
M. Fines (supervisor)	7a – 5p	Adopt-a-Thon
J. Lima	8a – 5p	VB Tournament
C. Dane	9a – 3p	Parking Guard
J. Gilmore	7a – 2p	Adopt-a-Thon
L. Martin	Vacation	
B. Wrightson	7a – 3p	VB Tournament
T. Brown	7a – 2p	Adopt-a-Thon
H. Beuller	8a – 3p	Parking Guard
Night Crew		
J. Lighthouse (supervisor)	4p – 1a	VB Tournament
R. O' Dell		
J. Finch	5p – 12a	VB Tournament
H. Shepherd	4p – 10p	Adopt-a-Thon
J. Rudolph		
C. Iverson	6p – 12a	Parking Guard
M. Cook	Vacation	
P. Schwanbeck		
K. Thompson		
Part-Time		
R. Moss		
A. Palls	4p – 11p	VB Tournament
L. Bint		
F. Salas		



Music City
SportsDome International
MEMO

TO: Alex Verret, Special Projects Coordinator
FROM: Bobbie Hammond, Director of Human Resource
DATE: August 3rd
SUBJECT: Vacation Requests

Item 06

Alex,
We usually try to accommodate officers' requests for vacation time. I will be okay without these employees on these dates. I wanted to see if you needed more people on the schedule before granting vacation time. I regret that they did not request the time off sooner.

Please review the following requests for vacation. Let me know if you approve, ASAP.

Lowell Martin September 4th-5th _____

Bo Wrightson September 1st-2nd _____

Bobbie

APPENDIX B: RIVER CITY

SportsDome International (SDI)

River City Arena

Participant Materials

SportsDome International

Providing professional ownership and management to administer, operate, market and maintain facilities for the presentation and enjoyment of events involving entertainment, education, culture, sports, and conventions

Company Information

SportsDome International is the nation's leader in facility ownership, management, marketing and development. SportsDome International combines **recognized** industry leadership and **management expertise** with more than 30 years experience in successful facility ownership and management to provide the **finest services**, the **greatest entertainment**, and the most **positive customer experience** for the buildings we manage across the United States and Canada.

SportsDome International owns and manages Stadiums, Arenas, and Convention Centers all over the United States and Canada. We provide top- notch booking, marketing and sales, construction and operations consultation and operations development. SportsDome International has a vast array of clients and each benefits from SportsDome International's unique combination of industry experience, national presence, and extensive resources to draw upon to ensure the success of their facilities.

Mission Statement

“Providing professional ownership and management to administer, operate, market, and maintain facilities for the presentation and enjoyment of events involving entertainment, education, culture, sports, and conventions.”

History

SportsDome International, the nation's leader in venue ownership, management, marketing and development, was founded in 1976 with the management of their first facility, the Dallas Dome. SportsDome International soon grew to manage **convention centers, trade centers, arenas, and stadiums**. SportsDome International's clients benefit from the company's depth of resources and its unparalleled expertise, leadership, and creative problem-solving. Their successful growth has been built on the many partnerships, relationships, and resources they have developed with their clients — both municipal and private. This unique combination of resources, relationships, and expertise has allowed SportsDome International to define and refine the industry throughout its history.

SportsDome International ownership and team of dedicated corporate support personnel make them unrivalled in the field of private facility ownership and management. SportsDome International is a joint venture in general partnership form with two equal principals: The Ritz Carlton Hotel Company and Canteen Corporation.

History at a glance

- 1976 SportsDome - USA is founded when they take over management responsibilities of their first facility, the Dallas Dome
- 1977 Patrick Erickson is named CEO of SportsDome - USA
- 1980 SportsDome - USA purchases their first pre-existing facility, the Pittsburg Arena
- 1984 SportsDome - USA builds and begins operating the Centroplex in Orlando, FL
- 1985 SportsDome - USA purchases The Dallas Dome and continues to operate and manage the facility
- 1991 Patrick Erickson retires and Christopher Lewis is named CEO
- 1994 SportsDome - USA becomes SportsDome International with the purchase of their first facility in Canada, the Montreal Dome
- 1995 SportsDome International purchases their second facility in Canada, the Maple Leaf Arena, located in Toronto
- 1997 SportsDome International launches an internet site SportsDome International.com
- 2000 SportsDome International partners with the Hyton Hotel Company and Canteen Corporation
- 2002 SportsDome International is voted the Nation's Number One Arena Management Company by Stadium and Arena Management Magazine
- 2003 SportsDome International opens The Desert Dome in Tempe, Arizona
- 2016 SportsDome International opens the River City Arena in Memphis, TN

SportsDome International owns and manages locations in the following cities:

Dallas, TX

Pittsburgh, PA

Orlando, FL

Montreal, Canada

Toronto, Canada

Tempe, AZ

Biloxi, MS

Memphis, TN

SportsDome International manages and operates the following locations:

The Fort Worth Stock Yard Expo Center – Fort Worth, TX

The Philadelphia Freedom Center – Philadelphia, PA

The New Orleans River Front Convention Center – New Orleans, LA

The Ottawa Arena – Ontario, Canada

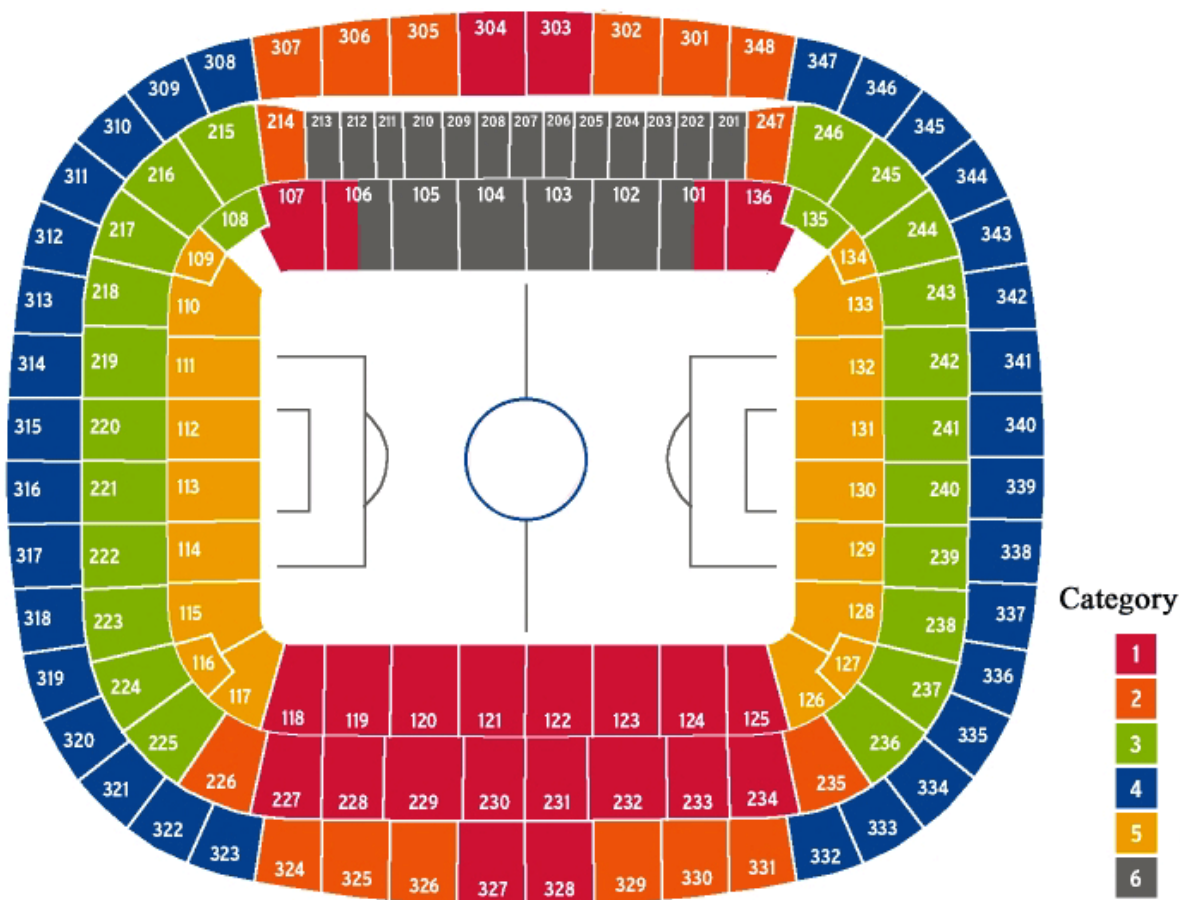
The Lakeside Conference and Expo Center – Toronto Canada

The Del Lago Center – Tucson, AZ

The Bayside Stadium – Mobile, AL

The River Bend Park and Stadium – Chattanooga, TN

River-City Arena SportsDome International

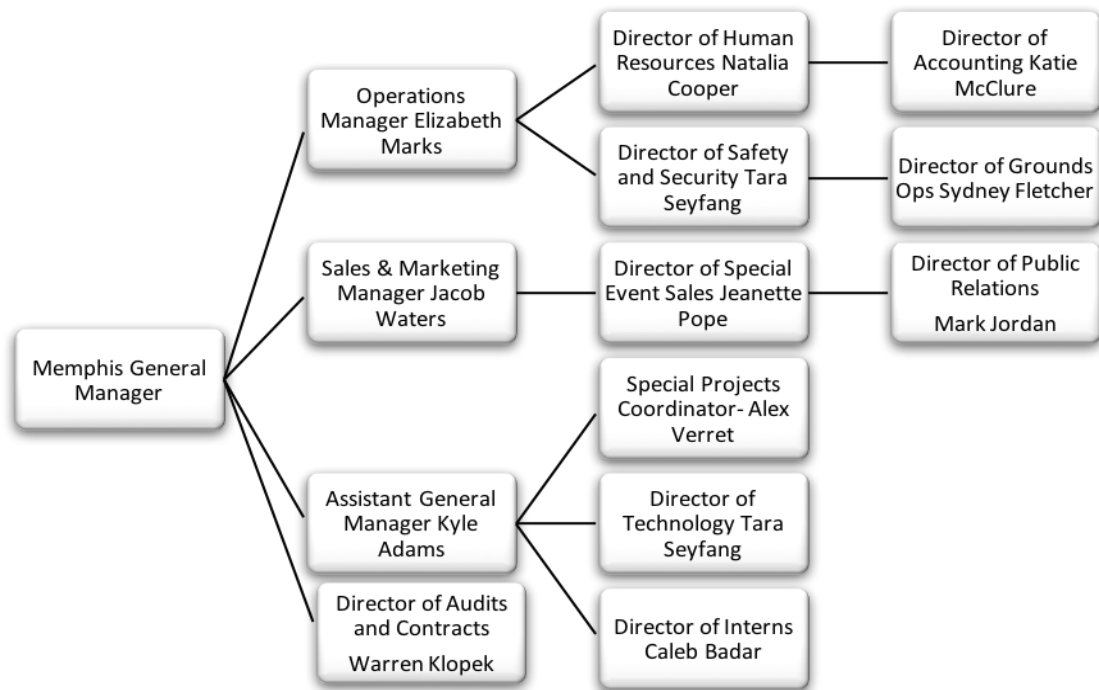


MAIN
PARKING LOT

SPORTSDOME INTERNATIONAL

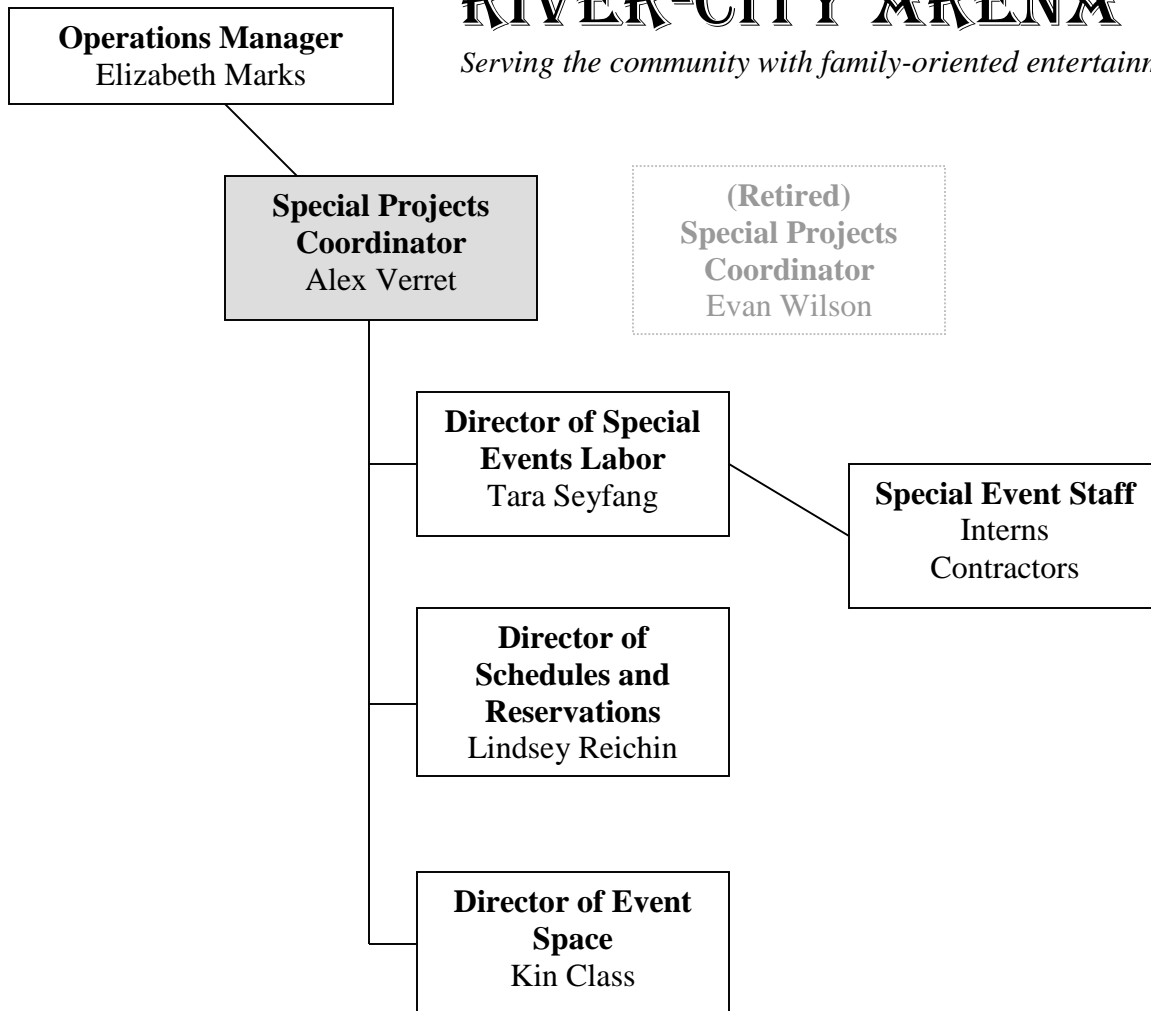
RIVER-CITY ARENA

Serving the community with family-oriented entertainment.



SPORTSDOME INTERNATIONAL RIVER-CITY ARENA

Serving the community with family-oriented entertainment.



SPORTSDOME INTERNATIONAL

RIVER-CITY ARENA

Serving the community with family-oriented entertainment.

Job Description for Special Projects Coordinator for River-City Arena

Purpose:

Works with limited supervision to coordinate, assist in, and direct operations designed to host a safe, compelling, and successful event at River-City Arena and all SportsDome International locations.

Duties, Functions and Responsibilities:

Essential duties and functions, pursuant to the Americans with Disabilities Act, the job of Special Projects Coordinator for Music-City Arena may include the following (other related duties may be assigned):

1. Confirm presence and activities of scheduled events at assigned sites.
2. Identify and notify replacement volunteers and personnel to assume vacant assignments.
3. Perform the duties of others when necessary.
4. Provide direction and training to volunteers and contract employees as needed to accomplish service goals.
5. Review conference site documentation, contracts, reservations, and reviews.
6. Provide periodic reports to management regarding site activities, guest speakers, and identifying needed action.
7. Work outside scheduled hours to ensure consistent quality, attend special events as appropriate to meet the needs of the special event and to exemplify Music-City Arena service.
8. Assume on-call duty as assigned, responding to event needs and reporting to duty as necessary.

Responsibilities- Supervision and/or Leadership Exercised:

The employee of this position is required to perform all the necessary tasks as they relate to scheduling, coordinating, delegating work, training and managing the flow of work for the event, and all around hosting a smoothly executed event experience.

1. The incumbent will be responsible for 3 full-time employees and a limited number of contract employees and interns, and an unlimited number of volunteer personnel
2. Identify and notify replacement personnel to assume vacant assignments.
3. Provide direction and training to full and contract employees as needed to accomplish service goals.
4. Monitor employee performance, attendance and document for use in evaluations.
5. Review site documentation, activity, reservations, and confirmations.
6. Monitor welfare of personnel working after-hour and off-duty assignments.
7. Stay informed of the purpose of the event including who and what the organization and event represents.

8. Work outside scheduled hours to ensure consistent coverage, attend training classes, meetings and other activities as needed to meet the business needs of the organization and the workgroup.

Knowledge, Skills, and Abilities:

Must possess required knowledge, skills, abilities and experience and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

Knowledge of or an ability to learn all safety practices related to working in large areas with many people and other stadium specific environments and other safety practices, procedures and regulations, which contribute to a safe work place.

- Knowledge of or an ability to learn SportsDome International policies and procedures.
- Ability to train others.
- Ability to lead and motivate others in improved work practices.
- Ability to analyze irregular events and respond to critical situations.
- Skill in communications, both written and verbal in order to communicate with all, but not limited to, the following: full- and part-time personnel, special events constituencies, customers, and supervisors.
- Ability to utilize most computer applications, including Word, Excel, Power Point and special coordinating applications.
- Ability to analyze and strictly adhere to a budget.

Minimum Qualifications*Education and/or Equivalent Experience:*

- High School Diploma or GED.
- At least 1 year of work related experience
- 2 letters of recommendation

SportsDome International

January	February	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 1 New Year's Day 18 Martin Luther King Jr. Day	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	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	May	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 1 April Fool's Day 2 Good Friday 4 Easter 4 Daylight Saving Time Begins	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	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	August	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 31 4 Independence Day	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	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	November	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 31 Halloween 31 Daylight Saving Time Ends	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	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

SportsDome International August						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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		

In-Basket Instructions- Participant Materials

PLEASE READ THE FOLLOWING MATERIAL VERY CAREFULLY.

In this simulation, you are Alex Verret, the recently trained Special Projects Coordinator for SportsDome International (SDI). Until now, you have been training at the Tempe, AZ location. After you graduated this last May, SDI made you an offer that relocated you to the River-City Arena location. Your job oversees all the planning and coordinating that goes along with hosting large events. Your predecessor, Evan Wilson, recently had to step down from his position due to poor performance during the previous two years at SDI.

Today is Monday, August 7th, and it is your first official day on the job. You have come to the office to take care of matters requiring your attention before you leave for a mandatory conference. You will be gone until Saturday evening, August 12th. Your first event will take place on September 4th and will be a large event. You will be in charge of coordinating and hosting the 50th annual Adopt-a-Thon. There will be roughly 500 members (Student, Academic, Athletic, and Practitioner) in attendance. You must leave your office in exactly 60 minutes (1 hour) to catch a bus. This is a mandatory, required trip; you cannot miss conference. 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 time before, after, and in between these meetings you will work on the materials in this folder. 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 written on the blank response forms provided.

Remember that the Adopt-a-Thon is a national event. You interact with students, professors, athletics, and professionals (practitioners) alike. You also have meetings and communications with heads and directors of the other departments within SDI. Clear and frequent communication with these people is a key component of your job and is essential to the success of your department. Use this information to guide you in your responses.

During the last couple of months, Evan Wilson was unable to handle all of his administrative responsibilities as he was furiously trying to salvage his job. So, a number of issues need to be handled immediately. Please read through the entire packet of 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 leave for the fieldtrip; 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. You need to recognize that some tasks are more important than others. Deal with higher priority issues before those with lower priority.

We must ask you to limit your communication with others to written voice-mails, written messages, written e-mail, written memos, written notes, and written letters. You can set up meetings for when you return from your trip. 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.

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 was about registration:

To: Kelli Stevens, Director of Event Space; Jamie Lighthouse, Director of Schedules and Reservations; and Carey Overberg, Director of Special Events Labor

From: Alex Verret, Special Projects Coordinator

Date: February 3

Subject: Registration Update

Registration for the conference will now be available at two times, 6:00-8:00 pm Tuesday February 9th, as well as on the day of the conference, February 10th, from 8:00 to 10:00 am. The location will remain the Alex for both times. We will need extra volunteers for the new Tuesday evening registration time.

(One response might be...)

Post and distribute.

(A more complete response would be...)

Send out mass email to members for help in recruiting more volunteers.

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

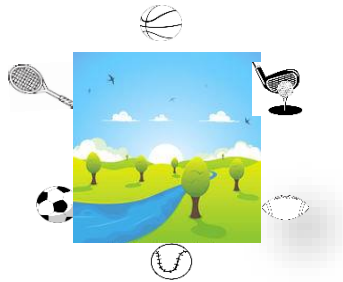
Post and read at briefing, provide copies. Send out mass email to recruit more volunteers. Provide a sign up sheet for both registration times to make sure all positions are filled. Confirm responses.

Notice that although the first response, "*Post and distribute,*" 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: Post where? Distribute to...? Will everyone see it? What should these members and volunteers 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 fifty minute period, the administrator will remind you that you must leave the office and will collect all of the materials associated with the IN-BOX (including any notes you took).

Summation:

- You have fifty 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.
- Write on the blank response forms provided



River City
SportsDome International
MEMO

TO: Alex Verret, Special Projects Coordinator
FROM: Elizabeth Marks, Operations Manager
DATE: October 2nd
SUBJECT: Welcome

Intro Item

Alex, welcome to SportsDome International, River Cities-Dome. Although I haven't had the pleasure of having any correspondence with you before, I have heard wonderful things about your work from Music City.

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 know you will enjoy working here as much as I have. We want you to know how valuable your services are, especially in this time when the year is just getting started and the 50th annual national Sports Psychology Association conference is only a week away. I also want you to feel comfortable asking for clarification and/or assistance during this serious crunch time. SDI is constantly growing and evolving, and with an organization of this size, open and frequent communications are mandatory to keep this operation running smoothly.

Today, October 2nd, you have two important meetings. One will be with Mark Jordan, Public Relations. This meeting concerns one of the scheduled guest speakers for the conference. To prepare for the meeting, I have given you a file marked Dr. Thornton. This meeting is very important and cannot be postponed. You must address this matter before you leave the office today.

In addition, there are a number of memos and messages which require your immediate attention and response. Please attend to all of these matters within the hour because you have to catch a flight this afternoon to go to orientation. Thank you in advance for your efforts.

I know this is a great deal to ask of you on your first day; 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 all the people you will be working with. It may be difficult to meet for the first time under these stressful circumstances, but at SDI we have a climate of respect and positivity.

I am available to assist you as you adjust to your new surroundings. Evan Wilson was in the midst of tending to hotel and food accommodations for the conference when he had to step down as Special Projects Coordinator. He will be available to assist you through e-mail for the next two months. Once again, thank you for everything concerning this upcoming week's conference. And again, welcome to SDI. I am looking forward to working with you. I know you will do a great job.

Sincerely,

Elizabeth Marks
Operations Manager



River City
SportsDome International
MEMO

TO: Alex Verret
FROM: Evan Wilson
DATE: October 2nd
SUBJECT: Works in Progress

Item 01

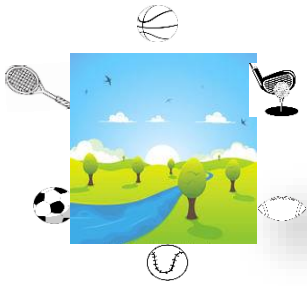
My best wishes to you as you assume your new duties. I have enjoyed every year I spent at SportsDome International. I'm sure you will as well. You simply will not find a better group of people to work with.

I tried to finish everything before I left, but I wasn't able to complete three important things. Elizabeth Marks, Assistant General Manager, already knows about these pressing issues listed below:

1. The Celebrity Accommodations - Typically it is the athletes who I struggle to accommodate, but this is not the case for this conference. The celebrity is a well known psychologist who has his own sports talk show, and became famous after being a guest psychologist on a well-known and very popular afternoon sports show on ESPN. I have received two emails from our celebrity's rep requesting premiere accommodations. Our celebrity (Dr. Thornton, leading Sports Psychology expert) will be staying two nights (Thursday and Friday) and currently has reservations at the new Ritz Carlton in Memphis for a luxury suite. These reservations have yet to be confirmed by the Ritz, but you should expect one anytime now. Kyle Adams, Elizabeth Marks, and you will be having dinner with our celebrity on Thursday evening. You will need to make these dinner reservations soon.
2. Celebrity Introductions-This is the most pressing matter. You are in charge of introducing our celebrity speaker at the conference. I have attached the information you will need to do this. Sorry this is so last minute, but Mark Jordan wants to go over your draft of your introduction with you today. This is the biggest non-athlete guest speaker we have ever had, and we hope it brings recognition and attention to using our accommodations for more than just sporting events but other conferences and local events as well. This would really pull River Cities-Dome to the forefront of the other SDI locations.

Best of luck to you!

Evan



River City
SportsDome International
MEMO

Celebrity Guest Speaker Background
Item 1A

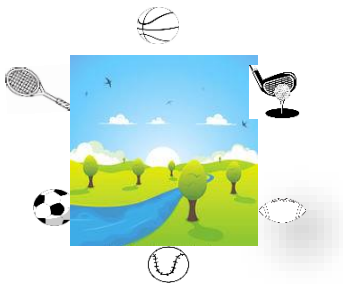
Dr. Thornton has encouraged millions of people to confront their own behavior and move forward in their lives. His syndicated, daily one-hour series is the second highest rated daytime sports talk show in the nation. The show has been making headlines and breaking records since its July 2000 launch, when it garnered the highest ratings of any new syndicated show ever.

Now in the seventh season of his series, Dr. Thornton's success stems from his charismatic approach to helping his celebrity athletes solve their problems, stripping through their emotional clutter, getting them "back in the game, on and off the field". Dr. Thornton champions those who suffer from such silent epidemics as performance anxiety, steroid abuse/addiction, "game-day depression", and other health issues that are prevalent in society, but go largely undiscussed by their victims.

In the popular media, Dr. Thornton is author of six #1 New York Times bestsellers. His books have been published in 32 languages with over 22 million copies in print.

In the academic arena, Dr. Thornton is also well revered and respected. He has published over 57 studies in various peer reviewed journals on a variety of topics in the area of Sports Psychology. Some of his recent interests include but are not limited to: Stress response cycles, Stress management, Crisis management, Stress Tolerance, Psychological disorders, and Pain Therapy.

Famous for giving exciting lectures and being a contributor to breaking psychological research, Dr. Thornton will be attending the 50th annual National SPA conference in Arlington, TX in February of this year. His topic will challenge psychologists to think multicultural for the next few years, bringing athletic psychological awareness to global issues and patterns.



River City
SportsDome International
MEMO

TO: Alex Verret, Special Projects Coordinator
FROM: Ritz Carlton Reservations
DATE: October 7th
SUBJECT: Reservation Confirmation for October 18th-20th

Dear Alex,

This email is to confirm your reservations for Guest Speaker, Dr. Patrick Thornton for the following dates:

Date: October 18th, 19th, and 20th
Room: Standard Room with Downtown City view
Non Smoking, Queen Size bed Cost: \$255.00 per night

Total: \$765.00 plus tax and gratuities

If any changes need to be made, please contact me, Steven Phillips, at
<Steven.Phillips@RC.com >.

We look forward to your stay with us here in Memphis.

Sincerely,

Steven Phillips Reservation Services Ritz Carlton



River



City

SportsDome International

MEMO

TO: Alex Verret, Special Projects Coordinator

FROM: Mark Jordan, Director of Public Relations

DATE: October 7th

SUBJECT: Speaker Introduction

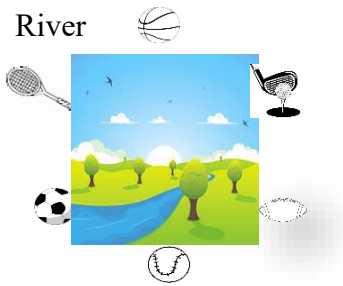
Item 03

Hey Alex,

I am happy that we finally have somebody selected for your position. I have been getting worried about who would be introducing our guest speaker. Anyway, I was hoping we could get together to review your introduction for him. If you wouldn't mind, could you send me what you are planning on saying? I don't mean to micromanage, but as the director of Public Relations, my job is on the line if something goes wrong here, and I refuse to let that happen. Needless to say, I am expecting this introduction to go off without a hitch... you know how sensitive celebrity's can be.

Thanks for your help.

Mark



City

SportsDome International

MEMO

TO: Alex Verret, Special Projects Coordinator

FROM: Kin Class, Director of Event Space

DATE: October 7th

SUBJECT: Employee Conduct

Item 4

Alex,

I need to let you know that Lindsey Reichin showed up 20 minutes late for her shift tonight.

This is not the first time she has done this. Last month she was tardy to work three times. I have gotten nowhere with Lindsey when I've tried to talk to her about this problem. I reported each of the tardies to Tara, but she never did anything about it. Since we all have parts in this project, will you take care of this matter?

Thank You,

Kin



River City
SportsDome International
MEMO

TO: ALL PLANT MANAGERS, DIRECTORS & SUPERVISORS

FROM: Human Resources

DATE: July 1st

SUBJECT: Disciplinary Procedures for Safety Violations Item 5

During the last year, it has come to our attention that directors are not taking swift and effective action against violators of company safety and security policies. This should be remedied immediately. All employees are accountable for SportsDome International's safety and security. Directors are also responsible for understanding and communicating these policies in all areas of operations.

For safety violations, the disciplinary procedure outlined below should be followed:

1st violation- verbal counseling

2nd violation- written counseling

3rd violation- 3-day suspension without pay

4th violation- 15-day suspension without pay

5th violation- termination

APPENDIX C: DEMOGRAPHIC QUESTIONS

Q1 Please select your gender

- Male (1)
- Female (2)

Q2 Enter your age

Q3 Indicate the ethnicity that best describes you

- American Indian or Alaska Native (1)
- Hawaiian or Other Pacific Islander (2)
- Asian or Asian American (3)
- Black or African American (4)
- Hispanic or Latino (5)
- Non-Hispanic White (6)

Q4 What is your highest education level achieved?

- Less than high school diploma (1)
- High school diploma or GED (2)
- Some college or associate degree (3)
- Bachelors degree (4)
- Some gradute education (5)
- Graduate degree (6)

Q5 Current employment status (check all that apply)

- Employed full time (1)
- Employed part time (2)
- Unemployed looking for work (3)
- Unemployed not looking for work (4)
- Retired (5)
- Student (6)
- Disabled (7)
- Homemaker (8)

Display This Question:

If Current employment status (check all that apply) Employed full time Is Selected

Q6 Indicate the number of years you have been employed full time (40+ hours a week) even if you are currently unemployed.

- Less than 1 year (1)
- 1-3 years (2)
- 4-6 years (3)
- 7-10 years (4)
- 11+ years (5)

APPENDIX D: COMPUTER EXPERIENCE QUESTIONNAIRE

Q7 How would you rate your computer skill level?

- Never used a computer (1)
- Beginner (2)
- Intermediate (3)
- Advanced (4)

Q8 How confident are you with computers?

- Not confident at all (1)
- I usually need help (2)
- It depends on the task (3)
- Confident (4)

Q9 How confident are you using a keyboard?

- Not confident at all (1)
- I usually need help (2)
- It depends on the task (3)
- Confident (4)

Q10 How confident are you using a mouse?

- Not confident at all (1)
- I usually need help (2)
- It depends on the task (3)
- Confident (4)

Q11 Do you own a computer?

- Yes (1)
- No (2)

Display This Question:

If Do you own a computer? Yes Is Selected

Q12 How often do you use your computer?

- Never (1)
- Monthly (2)
- Weekly (3)
- Daily (4)

APPENDIX E: PRIMING REDUCTION TASK

Q13 Lying to a coworker

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q14 Lying to a supervisor

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q15 Lying to a subordinate

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q16 Insulting a coworker

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q17 Insulting a supervisor

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q18 Insulting a subordinate

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q19 Using the internet at work to access social media websites

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q20 Making non-work related purchases on the internet at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q21 Looking at pornography at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q22 Making jokes about race at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q23 Making sexual jokes at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q25 Making jokes about age at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q26 Making jokes about a coworker at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q27 Cutting corners on the job to be more efficient

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q28 Fudging the hours worked

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q29 Lying to customers to make a sale

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q30 Stretching the truth with customers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q31 Getting someone back for wrongdoings

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q32 Not wearing all of the required safety equipment

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q33 Not following all of the safety regulations

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q34 Excluding someone from a work related event because of their race

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q35 Excluding someone from a work related event because of their sex

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q36 Excluding someone from a work related event because of their sexual orientation

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q37 Excluding someone from a work related event because of their ethnicity

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q38 Excluding someone from a work related event because of their age

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q39 Having a beer at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q40 Having a cocktail at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q41 Smoking marijuana before work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q42 Smoking marijuana at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q43 Doing drugs before work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q44 Doing drugs at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q45 Taking office supplies from work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q46 Taking items from work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q47 Taking food from work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q48 Lying on a timesheet

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q49 Lying to get a benefit offered by my company

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q50 Abusing other workers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q51 Stretching hours to get overtime

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q52 Intentionally not performing well at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q53 Withholding effort at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q54 Knowingly providing bad service to customers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q55 Having sex with coworkers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q56 Having sex with subordinates

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q57 Having sex with supervisors

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q58 Using sex to get ahead at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q59 Manipulating coworkers with sex

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q60 Telling people about customers' personal information

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q61 Discussing customers' personal information with friends

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q62 Discussing customers' personal information with family

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q63 Fudging company records

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q64 Fudging company invoices

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q65 Fudging sales numbers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q66 Accepting gifts from customers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q67 Accepting gifts from suppliers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q68 Accepting gifts from clients

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q69 Offering gifts to persuade customers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q70 Offering gifts to persuade suppliers

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q71 Offering gifts to persuade clients

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

Q72 Having conflicts of interest at work

- Very unethical (1)
- Moderately unethical (2)
- Slightly unethical (3)
- Neither ethical or unethical (4)
- Slightly ethical (5)
- Moderately ethical (6)
- Very ethical (7)
- Not applicable (8)

APPENDIX F: TECHNOLOGY READINESS QUESTIONNAIRE

Q76 New technologies contribute to a better quality of life

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q78 Technology gives me more freedom of mobility

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q79 Technology gives people more control over their daily lives

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q80 Technology makes me more productive in my personal life

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q81 Technology gives people more freedom to live and work where they please

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q82 I like technologies that allow me to tailor things to fit my own needs

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q83 Technology makes me more efficient in my occupation

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q84 I like the idea of doing business online because I am not limited to regular business hours

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q85 I feel confident that technology-based systems will follow through with what I instruct them to do

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q86 Products and services that use the newest technologies are much more convenient to use

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q87 I rely on technology to keep up to date on topics I care about

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q88 Communications technology and the Internet help people build stronger relationships

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q89 Other people come to me for advice on new technologies

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q90 In general, I am among the first in my circle of friends to acquire new technology when it appears

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q91 I can usually figure out new high-tech products and services without help from others

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q92 I keep up with the latest technological developments in my areas of interest

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q93 I enjoy the challenge of figuring out high-tech gadgets

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q94 I find I have fewer problems than other people in making technology work for me

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q95 I prefer to use the most advanced technology available

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q96 I find new technologies to be mentally stimulating

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q97 Learning about technology can be as rewarding as the technology itself

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q98 When I get technical support from a provider of a high-tech product or service, I sometimes feel as if I am being taken advantage of by someone who knows more than I do

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q99 Technical support lines are not helpful because they don't explain things in terms I understand

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q100 Sometimes, I think that technology systems are not designed for use by ordinary people

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q101 There is no such thing as a manual for a high-tech product or service that's written in plain language

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q102 It is embarrassing when I have trouble with a high-tech gadget while people are watching

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q103 If you provide information to a technology-based system, you can never be sure it really gets to the right place

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q104 It seems my friends are learning more about the newest technologies than I am

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q105 There should be caution in replacing important people tasks with technology because new technology is not dependable

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q106 I do not consider it safe to do business online

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q107 Technology always seems to fail at the worst possible time

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q108 Many new technologies have health or safety risks that are not discovered until after people have used them

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q109 If I buy a high-tech product or service, I prefer to have the basic model over one with a lot of extra features

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q110 In my circle of friends, people are admired more if they own the latest gadgets

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q111 People are too dependent on technology to do things for them

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q112 Too much technology distracts people to a point that is harmful

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q113 Technology lowers the quality of relationships by reducing personal interaction

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q114 I do not feel confident doing business with a place that can only be reached online

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q115 I worry that information I make available over the Internet may be misused by others

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q116 The human touch is very important when doing business with a company

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q117 When I call a business, I prefer talking to a person rather than interacting with an automated system

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q118 Any business transaction you do electronically should be confirmed later with a separate communication

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q119 New technology makes it too easy for governments and companies to spy on people

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q120 I do not consider it safe to provide personal information over the Internet

- Strongly Disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

APPENDIX G: BARS

BAR Ratings

Q2 Enter the participant ID

Q27 Which City are you scoring?

- Music City (1)
- River City (2)

Skip To: End of Block If Which City are you scoring? = River City

Page Break

Q20 Music City



Q3 Intro Item

- Very Effective (5)** Responded to Alex Bloom Stated they were excited to start working Stated they would handle everything. (5)
 - Effective (4)** Responded to Alex Bloom. Stated they were excited to start working OR stated they would handle everything. (4)
 - Acceptable (3)** Responded to Alex Bloom (3)
 - Ineffective (2)** Responds but does not state they are excited or will handle anything (2)
 - Very Ineffective (1)** Does not address Alex or did not respond professionally (1)
 - No Action (0)** Did not send a message regarding the issue (0)
 - Comments: (7) _____
-



Q5 Works in Progress. Item 1

- Very Effective (5)** Does not respond to Blake Howell Emails Jamie or Carey on how to address the matters (5)
 - Effective (4)** Does not respond to Blake Howell Delegates the items or states they will handle the items (4)
 - Acceptable (3)** Responds to Wanda and states they will handle all of the items (3)
 - Ineffective (2)** Responds to Blake with information on how to handle the items (2)
 - Very Ineffective (1)** Responds, but states they will handle everything when they get back (1)
 - No Action (0)** Did not send a message regarding the issues. (0)
 - Comments: (7) _____
-



Q6 Budget Issues & New Equipment: Items 2,3,3a

- Very Effective (5)** Responds to Carey. Instructs Suchin to release the funds. Stresses the importance of time (5)
- Effective (4)** Responds to Carey. Instructs Suchin to release the funds or stresses importance of time. (4)
- Acceptable (3)** Does not tell Carey they are ordered, but does tell Suchin to release the funds or stress importance of time. (3)
- Ineffective (2)** Does not order walkie talkies but states they can't because of the purchase amount. (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments (7) _____



Q7 Training: Item 4

- Very Effective (5)** Responded to Bela Anwari Emphasized importance training. Talked to employees who are not on the schedule (Rick Alexander, Dave Ball, Cassie Clauson, Nate Dyer) (5)
- Effective (4)** Responded to Bella. Communicated concern for people not on the schedule. Let Bela know some employees were not on the schedule OR told all the employees they needed to attend the training (4)
- Acceptable (3)** Responds to Bela and tells her to ensure all of the employees are on the list Addresses the importance of the training. (3)
- Ineffective (2)** Does not identify employees on the list Does not stress importance of the training (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q8 Scheduling: Item 5

- Very Effective (5)** Did NOT respond to Blake. Let a higher authority or employees know the schedule was done. Did not assign employees on vacation (L.

Martin & M. Cook). Assigned all 7 employees to times and locations (R. O'Dell, J. Rudolph, P. Schwanbeck, K. Thompson, R. Moss, L. Bint, F. Salas) (5)

- Effective (4)** Finished the schedule with times that make sense. Let either higher authority or the employees know it was done Assigned at least 5 employees to times and locations (4)
- Acceptable (3)** Responded to the schedule or delegated it to someone else OR Assigned less than 5 employees OR Tells higher authority scheduling is done (3)
- Ineffective (2)** Assigned employees, but did not recognize some where on vacation Did not inform employees or higher authorities of the schedule (2)
- Very Ineffective (1)** Did not assign participants Assigned all participants at the same location/time (1)
- No action (0) (0)
- Comments (0) _____



Q9 Vacation: Item 6

- Very Effective (5)** Replied to Bobbie Stated Lowell could not go on vacation because of the event Granted vacation to Bo (5)
- Effective (4)** Recognized the issue of the event being at the same time, but found a replacement so both could go on vacation (4)
- Acceptable (3)** Recognized the date issue, but still granted both vacation Delegated to Bobbie to find a replacement (3)
- Ineffective (2)** Did not realize the vacation dates were on the event, granted both vacation time (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments (7) _____



Q22

MUSIC CITY Overall score for **Communication Skills**: Expresses thoughts and ideas

clearly and concisely using appropriate basic language guidelines (i.e. grammar). Effectively provides information to relevant others.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-



Q23

MUSIC CITY Overall score for **Relationship Skills**: Responds appropriately to supervisors, subordinates, clients, guests, and other co-workers. Expresses empathy and shows support for others when appropriate. Collaborates with others when necessary.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-



Q24

MUSIC CITY Overall score for **Critical Reasoning Skills**: Prioritizes information and/or tasks. Makes decisions that are in the best interest of the organization. Identifies central issues and root causes of problems. Draws reasonable conclusions based on given information.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-

Q30 Any additional comments?



Q25

MUSIC CITY Overall score for In-basket Performance

- Very Effective (5) (5)
- Effective (4) (4)
- Acceptable (3) (3)
- Ineffective (2) (2)
- Very Ineffective (1) (1)

Skip To: End of Survey If MUSIC CITY Overall score for In-basket Performance(Very Effective (5)) Is Displayed

End of Block: Default Question Block

Start of Block: River City Scoring Form

Q21 River City

Q10 Welcome: Intro Item

- Very Effective (5)** Responded to Elizabeth Stated they were excited to start working Stated they would handle everything (5)
- Effective (4)** Responded to Elizabeth Stated they were excited or stated they would handle everything (4)
- Acceptable (3)** Responded to Elizabeth (3)
- Ineffective (2)** Responds, but does not state they are excited or will handle everything (2)
- Very Ineffective (1)** Does not respond professionally (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments (7) _____



Q11 Works in Progress: Items 1, 1A

- Very Effective (5)** Did not respond to Evan. Handled both of the two issues at hand. (5)
- Effective (4)** Responded to higher authority and addresses how they would handle both issues (4)
- Acceptable (3)** Delegated to someone and instructed how they should handle the items. (3)
- Ineffective (2)** Responded to Evan stating they would handle everything, but did not take action (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q13 Hotel Reservations: Item 2

- Very Effective (5)** Responded to Steven Phillips Corrects the date errors on the reservation Corrects the room type on the reservation (should be a luxury suite) Makes dinner reservations (5)
- Effective (4)** Responded to Steven Phillips Corrects the date errors on the reservations OR Corrects the room type on the reservation (should be a luxury suite) Makes dinner reservations OR asks for recommendations (4)
- Acceptable (3)** Corrects the date errors on the reservation OR Corrects the room type on the reservation (should be a luxury suite) OR Makes dinner reservations (3)
- Ineffective (2)** Confirms the reservation Does not correct the date or room type or make reservations (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q14 Speaker Introduction: Item 3

- Very Effective (5)** Provided an extensive introduction for Dr. Thornton based on the bio Schedules a meeting to review the introduction (5)
- Effective (4)** Provided an extensive outline of information that will be covered in the introduction. Schedules a meeting to review the introduction. (4)
- Acceptable (3)** Provides a general outline (does not go into specifics) OR Identifies major points that will be included in the introduction (3)
- Ineffective (2)** Informs Mark he will sent the introduction upon his return, but takes no further action (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q15 Employee Conduct: Item 4

- Very Effective (5)** Responds to Kin regarding the lateness. Responds professionally and appropriately. Addresses the issue with Lindsey without identifying Kin (5)
- Effective (4)** Responds to Kin stating their concern Informs employees of the importance of being on time Does not identify Kin as turning Lindsey in (4)
- Acceptable (3)** Sends an email to all employees about the importance of being on time OR schedules a meeting to discuss the issue. (3)
- Ineffective (2)** Emails Kin and Lindsey together Does not stress the importance of time Fires Lindsey (2)
- Very Ineffective (1)** Delegates or postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q32 Disciplinary Action: Item 5

- Very Effective (5)** Relays information on to Kin or other employees. Informs Lindsey of the policies. Relays the information to all employees, without singling anyone out. (5)
- Effective (4)** Relays information on to Kin or other employees OR Informs Lindsey of the policies OR Relays the information to all employees, without singling anyone out. (4)
- Acceptable (3)** Forwards the information to employees, without telling Kin they will handle the situation (3)
- Ineffective (2)** Delegate to someone else to address or responds to the HR department (2)
- Very Ineffective (1)** Postpones until after the trip (1)
- No Action (0)** Did not send a message regarding the issues. (0)
- Comments: (7) _____



Q16

RIVER CITY Overall score for **Communication Skills**: Expresses thoughts and ideas

clearly and concisely using appropriate basic language guidelines (i.e. grammar). Effectively provides information to relevant others.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-



Q17

RIVER CITY Overall score for Relationship Skills: Responds appropriately to supervisors, subordinates, clients, guests, and other co-workers. Expresses empathy and shows support for others when appropriate. Collaborates with others when necessary.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-



Q18

RIVER CITY Overall score for Critical Reasoning Skills: Prioritizes information and/or tasks. Makes decisions that are in the best interest of the organization. Identifies central issues and root causes of problems. Draws reasonable conclusions based on given information.

- Very Effective (5) (5)
 - Effective (4) (4)
 - Acceptable (3) (3)
 - Ineffective (2) (2)
 - Very Ineffective (1) (1)
-



Q19

RIVER CITY Overall score for In-basket Performance

- Very Effective (5) (5)
- Effective (4) (4)
- Acceptable (3) (3)
- Ineffective (2) (2)
- Very Ineffective (1) (1)

Q31 Any additional comments?

End of Block: River City Scoring Form

Start of Block: Performance Dimensions

APPENDIX H: IRB APPROVAL

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



IRBN007 – EXEMPTION DETERMINATION NOTICE

Thursday, July 20, 2017

Investigator(s): Kali Thompson; Mark Frame
 Investigator(s) Email(s): kt3u@mtmail.mtsu.edu; mark.frame@mtsu.edu
 Department: Psychology

Study Title: Understanding how Computer Experience Impacts Performance
 Differences in a Technology Enhanced Assessment
 Protocol ID: **17-1268**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category (2) *Educational Tests*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	EXEMPT from further IRB review***	
Date of expiration	NOT APPLICABLE	
Participant Size	750 (Seven-hundred fifty)	
Participant Pool	Adults 18+	
Mandatory Restrictions	Informed Consent Obtained; Participants must be 18+; Identifiable information not collected or stored with participant responses	
Additional Restrictions	None at this time	
Comments	None at this time	
Amendments	Date 9-10-17	Post-Approval Amendments Addition of recruitment incentives to include raffle for \$50 gift cards for out of state participants; and \$20 gift card for in state (local) participants

***This exemption determination only allows above defined protocol from further IRB review such as continuing review. However, the following post-approval requirements still apply:

- Addition/removal of subject population should not be implemented without IRB approval
- Change in investigators must be notified and approved
- Modifications to procedures must be clearly articulated in an addendum request and the proposed changes must not be incorporated without an approval
- Be advised that the proposed change must comply within the requirements for exemption
- Changes to the research location must be approved – appropriate permission letter(s) from external institutions must accompany the addendum request form
- Changes to funding source must be notified via email (irb_submissions@mtsu.edu)

APPENDIX I: DEMOGRAPHIC TABLE

Descriptive Statistics for Demographic Variables

Variable		Frequency	Percentage
Gender N=123	Male	38	30.9
	Female	85	69.1
Race N=123	Caucasian/White	89	72.4
	Black or African American	27	22
	Hispanic	1	.8
	Asian	4	3.3
	Hawaiian or Pacific Islander	1	.8
	Missing	1	.8
	Highest Education N=123	High school diploma	46
Some college or associate degree		36	29.3
Bachelors Degree		14	11.4
Some Graduate Education		7	5.7
Graduate Degree		20	16.3
Employment Status N=152	Full Time	35	23
	Part Time	37	24.3
	Unemployed- looking for work	5	3.3
	Unemployed-not looking for work	9	5.9
	Retired	8	5.3
	Student	50	32.9
	Disabled	5	3.3
Homemaker	3	2	