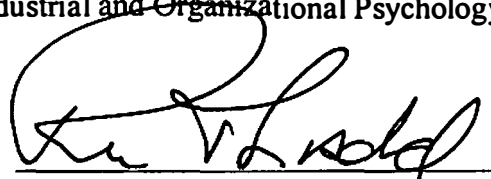


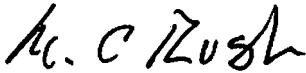
To the Graduate Council:

I am submitting herewith a dissertation written by Maria Rose Louis-Slaby entitled "Predicting Participant Activity in a Development Program: The Roles of Personality and Performance." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Industrial and Organizational Psychology.

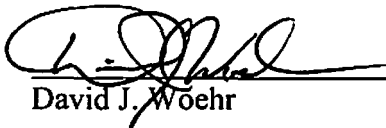


Robert T. Ladd, Major Professor

We have read this dissertation
and recommend its acceptance:



Michael C. Rush



David J. Woehr



J. Elaine Seat

Accepted for the Council:



Vice Chancellor and Dean of
Graduate Studies

**PREDICTING PARTICIPANT ACTIVITY IN A DEVELOPMENT PROGRAM:
THE ROLES OF PERSONALITY AND PERFORMANCE**

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Maria Rose Louis-Slaby

May 2004

Thesis
2004b
.L68

Copyright © 2004 by Maria Rose Louis-Slaby

All rights reserved.

DEDICATION

This dissertation is dedicated to my husband, Jim Slaby, my parents, Ted and Karen Louis, and my brother, Steven Louis. I am so thankful for your endless support, continuous encouragement, and infinite patience. Through your enthusiasm and love you have each contributed so much to the completion of this dissertation and the attainment of my doctoral degree. Please know that I truly consider each of you a blessing.

This dissertation is also submitted in loving memory of my grandfathers, Theodore Louis and Theodore Nicholas.

ACKNOWLEDGMENTS

I wish to thank several individuals who contributed to the completion of this dissertation and my success in the Industrial and Organizational Psychology graduate program. First, I would like to express my gratitude to Dr. Robert T. (Tom) Ladd, my major professor, for his guidance through all phases of this project and during my time at the University of Tennessee. I truly appreciate his willingness to share knowledge and resources and continually provide his assistance. I would also like to extend appreciation to my dissertation committee members, Dr. David Woehr, Dr. Michael Rush, and Dr. Elaine Seat, whose helpful suggestions greatly contributed to the successful completion of this endeavor.

Next, I would like to acknowledge Kate Atchley, Amanda Baugous, Jennifer Burgess, and Laura Gniatczyk, who acted as mentors during my time in the Industrial and Organizational Psychology doctoral program. I greatly appreciate both their assistance and friendship over the past several years. Likewise, I would like to thank Dr. Michael K. Smith for his encouragement during this process and for furthering my involvement in the areas of testing and psychometrics.

I also want to recognize members of the Department of Management staff including Carolyn Alfrey, Elizabeth Ferguson, Glenda Hurst, and June Trbovich. I sincerely appreciate their kindness and support as well as their smiling faces over the past several years. Lastly, I would like to extend my appreciation to Michelle Bush and Michelle Roberts. I could not have asked for better friends and colleagues with whom to share the graduate school experience – it has truly been a memorable one!

ABSTRACT

Development programs have become popular among today's managers. These programs generally involve various assessments aimed at providing participants with a broad overview of their own characteristics and performance levels in various categories. The goal of this feedback is to prompt developmental activity. In essence, a chief objective is to increase participant awareness of individual strengths and weaknesses and encourage them to enhance and exploit those areas in which they excel and improve upon areas of deficiency. In spite of that, some individuals enrolled in these types of development-oriented programs fail to actively engage in development and may simply expend time and energy refuting feedback or the benefits of such activities. The present study served as an initial step in an attempt to delineate reasons for differences in participant behaviors in developmental programs – why some pursue development and others fail to participate in developmental activity. Specifically, the roles of performance and personality were examined.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. REVIEW OF THE LITERATURE	6
The Rise of Multisource Feedback	7
Using Multisource Feedback Systems	9
Overview of Feedback Research	11
Present Research Agenda.....	16
McCauley, et al. (1989) Framework	17
Conway (2000) Framework	19
The Role of Personality	20
Performance and Personality	22
Hypotheses	23
III. METHODOLOGY	28
Overview of the Present Study	28
The Development Programs	28
Preliminary Study	29
Sample.....	31
Development Program Participants	31
Facilitators.....	32
Procedure	33
The Participant Assessment Process	33
Measures	33
Predictors	33
360-Degree Performance Ratings.	33
California Psychological Inventory	34
Dependent Variables.....	34
Overview of Analyses.....	35
Missing Values.....	35
Examination of the Facilitator Survey	36
Rater Agreement within Source Group.....	36
Performance Data Reduction	37
Hypothesis Testing.....	38
IV. RESULTS	40
Missing Values.....	40
Factor Analyses.....	40
Hypothesis Testing.....	45
Hypothesis 1.....	45

Hypotheses 2a, 2b, and 2c.....	46
Hypothesis 3.....	47
V. DISCUSSION.....	51
Discussion of Results.....	52
Performance.....	52
Personality.....	54
The Criteria.....	55
Study Limitations.....	56
Future Research.....	59
Reexamination of the Present Hypotheses.....	59
The Criteria.....	60
Current Predictors.....	61
Alternate Explanations.....	61
Concluding Comments.....	62
REFERENCES.....	64
APPENDICES.....	71
Appendix A. Scales Composing the Skills and Flaws Sections of the Benchmarks Instrument.....	72
Appendix B. McCauley, et al.'s (1989) Three Conceptual Performance Dimensions.....	74
Appendix C. Conway's (2000) Five Performance Dimensions.....	76
Appendix D. Skill Areas Identified by the 360-Degree Performance Instrument.....	78
Appendix E. California Psychological Inventory Scale Descriptions.....	82
Appendix F. Facilitator Rating Form Used in the Preliminary Study.....	84
Appendix G. Revised Facilitator Rating Form.....	88
Appendix H. Complete Correlation Table.....	91
VITA.....	95

LIST OF TABLES

TABLES	PAGE
Table 1. Results from Factor Analyses Conducted for Each Evaluative Source.....	43
Table 2. Factor Loadings for Scales Comprising the Addressing Difficult Situations (ADS) Scale	44
Table 3. Correlations among Performance Variables and Activity Criteria	47
Table 4. Correlations among Personality Variables and Activity Criteria	48
Table 5. Relative Importance Ratings According to Dominance Analyses Results.....	50

CHAPTER I

INTRODUCTION

In today's workplace, individuals are overwhelmingly faced with change.

Whereas managers of the past worked within a stable organizational hierarchy, had clear job responsibilities, and generally exercised fixed approaches to completing their work, present day executives face changes in organizational structure, variable work roles, and constant evolution in technology. In order to adapt to this newly defined work environment, the individuals within the system must also change and develop (Hall & Mirvis, 1995). Thus, the use of developmental feedback and associated programs is becoming more commonplace (Ryan, Brutus, Greguras, & Hakel, 2000; Wimer, 2002).

Nevertheless, despite the increase in popularity of developmental feedback programs, Ryan, et al. (2000) indicated that researchers have rarely examined individual responses to feedback in the developmental setting. Specifically, these authors discussed management development programs, which generally apply a wide variety of assessment measures and rely on a diverse group of raters rather than merely seeking information from the participants' direct supervisors. In other words, these types of management development programs generally implement multisource feedback systems. In addition, these researchers highlighted the fact that developmental feedback programs focus on self-improvement for managers at a broad level as compared to typical performance review programs in the workplace. Said differently, managerial development programs generally assess competencies in a variety of skill areas and skill development is encouraged in many different areas as well. Work-related performance reviews,

however, may habitually tend to focus on very specific skill sets according to specific job responsibilities or duties. These unique aspects of developmental feedback programs encourage still further research with respect to program participant responses to feedback in this unique environment.

In general, feedback is the information relayed to an individual about his or her performance (London, 1997). Based on judgments made by the feedback recipient, the individual decides on a course of action – he or she may welcome the feedback and decide to act upon it; he or she may oppose the feedback and discount any need for action; or he or she may simply disregard the feedback (London). Of course, a major function of feedback is “...to obtain results and to shape behavior” (Nickols, 1995). Hence, it is necessary for participants to welcome their feedback and act upon it in order to bring about positive changes in various skill areas. Because feedback is paramount with respect to management development programs, it is important to determine what affects an individual’s propensity to act upon feedback. Without an individual’s willingness to delineate goals and action plans based upon the feedback he or she receives from the various assessment components of a management development program, the outlook for improvement in various skill areas is certainly slim. As stated by Maurer, Mitchell, and Barbeite (2002), participants must react favorably to feedback systems and pursue developmental activities in order to reap the maximum benefits of such a system.

The goal of the present investigation was to examine the active pursuit of development following feedback receipt in a developmental program. More specifically, the present study served as an examination of potential predictors of developmental

action including performance feedback and personality characteristics of the feedback recipients. As in the study conducted by Ryan, et al. (2000), the present research pursued the examination of feedback receptivity in the context of a management development program. In addition, the present research examined potential predictors of post-feedback developmental activity through the analysis of data collected from and about participants enrolled in yearlong leadership development programs over the past three years.

All participants were enrolled in developmental programs that were part of an executive education component of specialized advanced degree programs at a large, southeastern university. Individuals asked their subordinates, peers, and direct supervisor from their respective work organizations to complete a 360-degree performance feedback instrument regarding various skills. Participants also completed the same performance-based instrument describing themselves. Among other assessments, these individuals also completed a personality measure. Upon receiving their feedback, program participants were asked to carefully review the numerous feedback components, looking for trends in the data. Based upon their review, individuals devised personalized development plans and submitted these plans to their assigned facilitators. Facilitators then worked with assigned individuals throughout the year to provide suggestions and resources and to hold the individual accountable for submitting monthly updates on their progress towards self-set goals.

As Wimer (2002) explained, it is important for individuals to have a snapshot of themselves and their performance as well as a supportive and instrumental environment in order for them to make changes. The present study acknowledged this and examined

activity in a development program following feedback receipt by looking at individual effort and involvement after being given this type of specific feedback in a developmentally supportive environment. Whereas various performance dimensions have been previously examined as important aspects of managerial development (e.g., McCauley, Lombardo, and Usher, 1989; Conway, 2000), personality has more recently been noted as a potential correlate, as well (Conway). As such, the present study considered both factors and their relationship with developmental action. Furthermore, the present study incorporated a direct measure of the development criterion. In other words, rather than asking participants whether they plan to pursue feedback or asking questions regarding potential promotability, an effort was made to precisely assess whether participants were active within the development programs. Specifically, this investigation attempted to identify individual differences that serve as predictors of developmental activity following the receipt of feedback. The roles of both personality and multisource performance ratings in predicting activity in a development program were examined and compared.

In sum, a major goal of this study was to address the issue regarding whether performance trends prompt developmental activity or whether personality of participants better predicts developmental pursuit. Waldman, Atwater, and Antonioni (1998) demonstrated concern for the future of multisource performance feedback programs in light of their recent popularity; they noted that there exists a "...dearth of knowledge on how or even whether 360 feedback really works" (pp. 89). Waldman et al. further indicated that effectiveness data is lacking even from Fortune 500 companies that utilize multisource feedback programs. What's more, it was noted that effectiveness data that

was tracked generally just included perceptions of the process, descriptive information, or occasionally some information of rating changes. Discerningly, Waldman, et al. concluded, "...few organizations will be able to afford to engage in costly training or development activities purely altruistically, or on the basis of speculative success" (pp. 89). Therefore, there is significant importance associated with the present line of research.

CHAPTER II

REVIEW OF THE LITERATURE

Multisource performance feedback systems have recently enjoyed increased popularity in the developmental arena (Dalessio, 1998) and are widely used in today's organizations (London & Smither, 1995). Indeed, the trend of multisource feedback has been noted as one of the most predominant in the past decade (Brutus & Derayeh, 2002). Defined as the set of evaluations about a target individual collected from a variety of rating sources, multisource feedback is said to promote self-development by empowering individuals to examine their feedback and utilize the information to build upon strengths and improve in areas that require attention (Dalessio). In addition to empowerment and participation, multisource feedback also allows for the attainment of performance feedback from a variety of different perspectives including various coworkers and sometimes even those who are not company employees such as customers who, in the past, were generally not asked to provide evaluations (Bracken, 1996).

Given the modern corporate environment, many managers and executives view their potential for success as stemming from their own development of critical leadership skills. Thus, many of today's managers seek out developmental opportunities and tend to take on responsibility for their own progress (London, Larsen, & Thisted, 1999; Tracey, Tannenbaum, & Kavanagh, 1995). Moreover, because managers and executives seem to regularly pursue developmental activities that are both effective and efficient, multisource feedback systems are filling this role and have even been touted as "the

highest-impact development experience an executive encounters throughout the course of a career” (pp. 275; Goldsmith & Underhill, 2001).

The Rise of Multisource Feedback

Feedback systems in organizations of the past were configured around strict hierarchies. Under these highly structured circumstances, performance information always progressed in a downward fashion with respect to the hierarchical set-up; thus, individuals received feedback only from their direct supervisors and never provided evaluative information to those above them in rank. Although today’s managers still tend to seek feedback from their superiors more often than from subordinates and peers (Ashford & Tsui, 1991), this top-down feedback structure is no longer a given (Waldman & Atwater, 2001). In fact, today’s organizations are increasingly incorporating the use of multisource feedback, such as 360-degree feedback systems, where individuals may receive feedback from several different individuals. Specifically, 360-degree feedback programs allow managers and executives to obtain performance information from subordinates and peers in addition to the performance feedback garnered from their supervisors. Moreover, 360-degree feedback systems allow for the individuals to rate themselves and even provide a format for individuals to receive ratings from raters outside of the particular organization, such as customers or clients. The feedback from all of the sources is then compiled and utilized to identify the individual’s strengths and areas for improvement.

The foundation of multisource performance feedback may be tracked to research that occurred in the late 1960s and early 1970s (Hedge, Borman, & Birkeland, 2001). Specifically, it was during this time period that Lawler (1967) published his first study

with respect to the multitrait-multirater (MTMR) approach to measuring managerial performance. This approach was viewed as a new option that would allow greater interpretation of the meaning behind performance ratings and possibly better insight and decision making, as subordinates and peers may often be in a better position to view applicable behaviors than supervisors (Lawler; Hedge, et al.).

Lawler's research, of course, prompted others to conduct further investigations with respect to the strengths and weaknesses associated with potential raters including supervisors, peers, subordinates, as well as those individuals rating themselves (Hedge, et al., 2001). Benefits as well as disadvantages associated with each rating source were identified as follows (Borman, 1991; Cardy & Dobbins, 1994; Hedge, et al.): 1) Supervisors generally possess established performance norms and have had the experience of viewing many employees on the job. Nevertheless, these same supervisors are not always in the ideal position to view daily work duties. Further, supervisors may distort ratings in order to avoid future confrontation or to provide a reward for those they view as good workers. 2) Given high levels of interaction, peers may be exposed to a large amount of performance data; they may also have a greater understanding of the system factors that influence performance on the job. However, peers tend to lack evaluation experience and often dislike evaluating one another. 3) Whereas subordinates are likely to hold a great deal of information with respect to their supervisors' behavior and leadership skills, they commonly do not view the majority of their supervisors' job duties. 4) Lastly, self-ratings serve as a first-hand account of performance, but they are subject to a multitude of biases and are typically very lenient.

Using Multisource Feedback Systems

As with most performance appraisal systems, the conditions under which multisource feedback systems are conducted have the potential to affect the rating outcomes. Whereas performance appraisal systems of the past were used primarily as a foundation for administrative decisions (Whisler & Harper, 1962), there has since been a shift toward incorporating the use of feedback for developmental purposes as well as organizational planning (Murphy & Cleveland, 1995). Accordingly, multisource feedback systems such as 360-degree feedback programs are most commonly used as developmental tools. This may be in part due to the research on rating quality as a function of appraisal purpose.

In general, research has indicated that rating errors such as leniency and halo error are more prevalent when multisource ratings are used for personnel decision making rather than merely for developmental purposes (Dalessio, 1998). For instance, research conducted by Pollack and Pollack (1996) demonstrated that managers tend to value feedback from subordinates more when the ratings were made for developmental reasons rather than for administrative purposes such as the determination of salary and promotion. Farh, Cannella, and Bedeian (1991) also discovered that peer ratings made for evaluation purposes by undergraduate students contained higher amounts of halo error and were generally more lenient than those ratings made for developmental reasons. Based on their findings, these researchers concluded that using peer ratings for developmental objectives was more appropriate and augmented rating quality. Consistent with these results and researcher conclusions, Fletcher (1998) indicated that many organizations that established 360-degree feedback programs as a standard means

of performance appraisal have ended the use of such a program within a two year time period.

The issue of rater anonymity is another important aspect of multisource feedback systems. Antonioni (1994) examined the effect of rater anonymity on ratings. Thirty-eight managers undergoing an upward feedback appraisal were split into two groups: anonymity and accountability. With respect to the prior, subordinates conducting ratings regarding their managers' skills were assured confidentiality and they did not indicate their identities on their rating forms. The managers in this condition received only a summary report of the ratings. In the latter condition, however, subordinates conducting ratings were asked to sign their completed rating forms, and managers received the actual forms with rater identities indicated on each form. Results of Antonioni's study showed that ratings made under conditions of anonymity were less inflated than those ratings that were linked to individual raters. Although managers reported a preference for knowing the identity of the individuals and their respective ratings, this research supported anonymity with respect to rating quality.

Still another issue of concern with respect to multisource feedback is the field of potential raters. Particularly within a large organization, it would be seemingly impossible to obtain performance ratings for a given manager from each and every one of his or her subordinates, coworkers, and supervisors. Consequently, it becomes necessary for the field of possible raters to be narrowed. Bernardin, Dahmus, and Redmon (1993) studied attitudes of first-line supervisors as a result of their feedback experiences. Their research indicated that the feedback was increasingly well-received when a more comprehensive approach was taken. In explanation, the supervisors indicated more

positive attitudes toward the system when they received ratings from their subordinates and managers, rather than simply one of the groups (Dalessio, 1998).

In accordance with these findings, the 360-degree feedback system examined in the present study was used solely for the purposes of executive development.

Furthermore, raters were assured anonymity, and participants only received summary reports of their ratings with rater identities removed. Lastly, and in-line with the mission of 360-degree feedback programs, feedback ratings were sought from subordinates, peers, and supervisors in addition to the collection of self-ratings from program participants.

Overview of Feedback Research

Spread throughout the literature is the notion that meaningful feedback is pivotal with respect to performance management (London, 1997). At its best, feedback provokes goal-directed behavior, encourages self-learning and development, and strengthens employee motivation; feedback also harnesses the potential to provide negative and positive reinforcement, clarify expectations, and empower employees (Ilgen, Fisher, & Taylor, 1979; Larson, 1984; London, 1997; & Nadler, 1979). Nonetheless, London (1997) emphasized that feedback "...is not automatically beneficial," (pp. 15) and unfortunately, not all feedback will promote the fore-described outcomes that organizations so desire.

Of course, feedback interventions have proved to be successful in many cases. Kluger and DeNisi (1996) conducted a meta-analysis comparing subjects that received feedback intervention to individuals who did not receive feedback. Results indicated that there was a significant difference in average performance between the two groups (0.41

standard deviations). These results provided further evidence that feedback is related to increased levels of performance. However, these researchers also showed that feedback does not automatically prompt performance improvements. Despite the average increase of performance under the feedback condition, the researchers also found that in approximately one-third of feedback cases, performance declined following the intervention. Kluger and DeNisi suggested that the performance declines may have been due to occurrences of threatening feedback that incited defensiveness in feedback recipients. Regardless, these findings speak toward the vital fact that although feedback has been shown to spur performance improvement, this is not the case in all situations and with respect to all individuals. Furthermore, because multisource feedback is generally conducted for personal developmental means, it is increasingly difficult to demonstrate performance improvement results (such as those studied by Kluger and DeNisi) in order to demonstrate the effect level actually associated with these types of feedback programs.

Fletcher (2001) noted that an important criterion with respect to the effectiveness of developmental 360-degree feedback programs is “the extent to which they generate development plans and action on the part of the feedback recipients” (p. 480). There are considerable time and effort requirements associated with successfully maintaining a multisource feedback program; this is true for feedback participants, their raters, and those facilitating the flow of the system. Thus, it is important to provide evidence that these developmental programs “work.” Fletcher indicated that relatively few studies have been conducted on this topic despite its importance.

Hazucha, Hezlett, and Schneider (1993) examined managers' propensity to engage in developmental activities following a 360-degree feedback review. This research demonstrated that managers who received lower ratings allotted more effort toward self-development than those who received higher ratings. Overall, the group of managers found the multisource feedback to be useful; however, the level of follow-through with respect to the managers' development plans proved to be the most important predictor of skill development. Hazucha, et al. also highlighted the importance of recurrent reexamination of developmental goals and progress as well as the benefits associated with regular interactions with a supervisor who was able to provide helpful suggestions rather than solely a supportive environment.

In a study conducted by Maurer, et al. (2002) managers' attitudes toward their own multisource feedback experiences were investigated. The 360-degree feedback program that was studied included both feedback and management development activities. The sample consisted of 150 managers engaged in a voluntary, developmental 360-degree feedback intervention conducted within a telecommunications company. Results of this study indicated that individual difference variables predicted attitudes toward the feedback program as well as pursuit of developmental activities following feedback-receipt. Specifically, the individual difference variables identified by Maurer, et al. included a work environment supportive of developmental activity as well as personal beliefs that skill-improvement was possible and participant beliefs that they were capable of making performance improvements.

In their investigation of managers' reaction to performance feedback, Russell and Goode (1988) analyzed questionnaires collected from 204 nonacademic managers

employed in various higher education organizations. The surveys posed questions about the organization's appraisal system from the participants' standpoint of being raters. Then, participants were asked to evaluate the appraisal system as feedback recipients. The results of the study indicated that feedback satisfaction was associated with supervisor satisfaction as well as the actual performance ratings. Furthermore, Russell and Goode found that managers differentiated between appraisal satisfaction and improvement, noting that improvement value, though still linked to supervisor satisfaction, tended to increase with lower appraisal ratings.

Ryan, et al. (2000) examined a sample of 225 individuals who participated in a management development program. This development program was not affiliated with any of the organizations where the participants were employed (i.e., this was an outside, or third-party program). During the development-based program, managers completed a behavioral assessment, a 360-degree assessment of leadership effectiveness, and several additional instruments including personality inventories. Following completion of this battery of assessment measures, managers were provided with feedback by a trained facilitator. Managers then completed a questionnaire directly following one-on-one feedback sessions and were asked about topics such as their perceptions of feedback accuracy and level of satisfaction with their feedback. Individuals were also asked to voluntarily release copies of their audio taped feedback session for research purposes. Those facilitators who conducted the one-on-one feedback sessions also completed questionnaires following the sessions. These facilitators were asked to rate the recipients' receptivity with respect to issues such as whether the managers believed their

feedback to be accurate and the managers' level of receptivity to the feedback discussed. Two research coders also evaluated each of the audiotapes.

Findings of the study conducted by Ryan, et al. (2000) indicated that receptivity to feedback was related to self-awareness, age, demographic similarity, and acquaintance (having met the feedback facilitator prior to the one-on-one meeting). Various personality traits, as measured by the California Psychological Inventory, also correlated with receptivity measures. For example, scores on the Good Impression scale were positively correlated with tape coder receptivity ratings ($r = .30$; $p < .01$). Furthermore, Communality, Well-Being, and Flexibility were related to specialist receptivity ratings ($r = .18$; $p < .01$, $r = .22$; $p < .01$, $r = .25$; $p < .001$, respectively).

Another interesting finding of the Ryan, et al. (2000) study was the finding that high correlations did not exist among various ratings of participant receptivity. More specifically, self-report measures of receptivity, facilitators' ratings of receptivity, and ratings made by those who reviewed audiotapes of feedback meetings, were not highly correlated. Ryan, et al. suggested that these differing perceptions may be due to varied influences. For example, the authors indicated that social desirability may have played a role in prompting managers to indicate elevated levels of receptivity. The authors further indicated the importance regarding the level of accuracy associated with self-perceptions, particularly with respect to developmental feedback. This was noted because a lack of feedback acceptance will fail to result in behavioral changes. The role of personality and feedback acceptance with respect to both internal and external organizational contexts was indicated as an area of future research.

Further, with respect to feedback and performance improvements, Atwater, Waldman, Atwater, and Cartier (2000) conducted a field experiment in which they examined a group of 110 supervisors at a state police agency. The goal of the study was to examine the effects of upward feedback in motivating performance change. Participants were randomly split into two groups: 1) supervisors who received written feedback from subordinates at two different times, and 2) supervisors whose subordinates were surveyed at two different times, but who only received feedback during the second time period. Participants in the first group (those who received feedback at both time intervals) who found feedback to be valuable demonstrated a higher likelihood of setting performance improvement goals and subsequently received higher ratings during the second time period. As a result of their research, Atwater et al. suggested that future research should be undertaken in order to examine the influences of individual characteristics with respect to the manner in which managers approach and utilize 360-degree feedback. These authors further purported that it may be the case that "...some individuals are more predisposed to accept and use feedback than others, and more remedial action needs to be taken with some feedback recipients" (p. 294).

Present Research Agenda

As asserted by Fedor (1991), feedback recipient characteristics have not been a primary research category. While this issue has since been broached by some as discussed above, the present research seeks to extend the literature further by examining potential personality and performance-based correlates of developmental activity resulting from feedback. Furthermore, the current effort involves the direct analysis of reports of activity following feedback receipt. This is an extension of previous studies

where participants were merely asked whether they planned to pursue feedback or facilitators were asked whether they believed participants would pursue development in the future (e.g., Ryan, et al., 2000). The present line of research extends this concept in an attempt to identify individual characteristics that predict actual developmental action as well as effort based on feedback that was put forth for that very purpose. Thus, rather than merely asking individuals whether they plan to utilize feedback for future development, feedback recipients' demonstration of activity in a development programs is examined.

In order to examine the relationships among personality, job performance feedback, and participation in developmental programs, it is first necessary to discuss the development and contribution of two existing models, which prompted the present study. The first model to be examined was proposed by McCauley, et al. (1989). This model served as a framework of performance dimensions that were noted as important factors in managerial development. The second framework, proposed by Conway (2000), was a revision of the McCauley, et al. model and incorporated personality correlates in addition to performance measures. Each of these models will now be discussed in detail.

McCauley, et al. (1989) Framework

Research conducted by McCauley et al. (1989) involved the development of the Benchmarks instrument. This instrument articulated and allowed for the measurement of various performance areas that were deemed important with respect to managerial developmental. McCauley, et al. (1989) based the development of the Benchmarks instrument on previous studies that tapped experiential information regarding managerial development (see McCall, Lombardo, and Morrison, 1988; Lindsey, Homes, & McCall,

1987; McCall & Lombardo, 1983). Specifically, researchers interviewed executives in order to identify critical incidents with respect to managerial development. Further, 19 top level executives were asked to provide written descriptions of both successful executives and executives who had been unsuccessful (i.e., those who had recently been fired or demoted). Based on a content analysis of the information gathered in these studies, McCauley, et al. identified a collection of lessons learned as a result of these events and would eventually make up the first section of the Benchmarks instrument. Likewise, they identified a group of reasons for managerial failure, which composed the second section of the instrument.

Next, McCauley, et al. (1989) generated items to measure these various categories (i.e., 34 categories of lessons and 10 categories of flaws). Two-hundred-and-fifty-six items were generated, in all. Two-hundred-and-ten of these items were developed to measure managerial lessons, which comprised the first section of the instrument, and 46 items were created to measure flaws, which made up the second section of the instrument. Each item consisted of a phrase describing a particular skill or characteristic. Raters were asked to evaluate each phrase using a 5-point scale in order to show the extent to which the target manager demonstrated the particular quality being assessed. The various scales that composed each of these two sections of the Benchmarks instrument may be seen in Appendix A.

In describing their results, McCauley, et al. (1989) offered a conceptual explanation or clustering of scales identified as important for development within the measure. Specifically, the researchers identified the clusters as: 1) Respect for Self and Others, 2) Adaptability, and 3) Molding a Team. Brief definitions of these factors, as

stated by McCauley, et al. may be seen in Appendix B. Per McCauley, et al., Respect for Self and Others was described as the aspect of development that involved the treatment of others. The Adaptability factor was described by McCauley, et al. as the manager's level of ingenuity for addressing key demands of his/her job. Lastly, Molding a Team was described by McCauley, et al. as centering on behaviors focused toward direct reports.

Conway (2000) Framework

The second framework that served as a vital precursor to the present study was forwarded by Conway (2000). Conway's work further examined and extended the conceptual model set forth by McCauley, et al. (1989). Conway studied skill ratings of 2,110 managers who took part in a leadership development seminar. The managers were from many different industries and managerial levels. All of the individuals in the McCauley, et al. study were assessed by themselves and others using the Benchmarks Skills and Perspectives section of the instrument (i.e., the largest section of the Benchmarks instrument); furthermore, 1,830 participants also completed the California Psychological Inventory.

As stated above, Conway's (2000) initial goal was to examine the three developmental constructs purported by McCauley, et al. (1989) as underlying the skill assessment. Specifically, the constructs examined were Respect for Self and Others, Adaptability, and Molding a Team. Conway's secondary goal was to determine the motivational precursors of performance development constructs by examining correlations with personality variables. Thus, a major component of Conway's contribution was the recognition of personality variables in addition to mere performance factors.

Through his research, Conway (2000) examined the factor structure articulated by McCauley et al. (1989) and incorporated personality dimensions. However, Conway found that a five-factor model allowed for a clearer factor structure than the fore-described three factor model. The five constructs identified by Conway included 1) Interpersonal Effectiveness, 2) Willingness to Handle Difficult Situations, 3) Teamwork and Personal Adjustment, 4) Adaptability, and 5) Leadership and Development. Brief definitions of the constructs as put forth by Conway may be seen in Appendix C. It should be noted that these five constructs showed some level of overlap with the factors that composed the McCauley et al. model.

It should be noted that both McCauley, et al. (1989) and Conway (2000) relied somewhat on empirical results within their studies. Rather than beginning with a theoretical explanation and testing the conceptual model, McCauley, et al. applied post hoc explanations to their results. Conway utilized theory to guide his work, stressing the notion of “getting ahead” vs. “getting along” (Hogan & Shelton, 1998); however, he did not include personality variables in his factor analysis. Instead, Conway simply correlated personality variables with the 5 factors of managerial development that he identified within the study.

The Role of Personality

As stated above, a major contribution of Conway’s (2000) research was the incorporation of both personality variables and performance factors as important aspects of development. This is substantial because an individual’s disposition in addition to his or her environment is believed to affect behavioral choices (James & Mazerolle, 2002). Although Conway utilized correlations to determine the relationship between personality

factors and performance domains rather than including personality factors in his factor analyses, Conway's research is noteworthy because of his introduction of personality variables as an extension of previous performance-only frameworks.

Aside from Conway's work, the present author was unable to identify an extended string of research tying personality to managerial development. For example, as noted previously, Ryan, et al. (2002) examined the role of personality with respect to ratings of feedback receptivity. However, this research provided no measure as to whether individuals actively engaged in development. In sum, although extensive research has been conducted with respect to personality, there is certainly a lack of research aimed at identifying the personality characteristics that are associated with individual development within organizations.

In line with the notion of personality as a predictor of performance, Lau and Shaffer (1999) proposed a framework for understanding the role of personality with respect to various measures of career success. These authors highlighted the results of various studies which showed relationships between personality and work-related success, and they proposed a model that showed a link between personality and job performance as well as a link between personality and career success. Nevertheless, although the framework put forth by Lau and Shaffer recognized the importance of personality factors, these researchers failed to acknowledge the role that personality may play in managerial development. This is important, as developmental activity most likely occurs prior to managerial achievement and thus may play a critical role in determining a manager's path toward success. Accordingly, the present investigation seeks to advance

this avenue of research in light of its significance to both the academic and applied realms.

Performance and Personality

The present study will examine the roles of performance and personality characteristics as they relate to individuals' activity in a development program. Although McCauley, et al. (1989) and Conway (2000) examined a performance measure (i.e., Benchmarks) that assessed strengths and weaknesses of managers in various areas that were deemed developmentally important, the researchers did not examine the direct link between these constructs and actual developmental activity. In other words, to the author's knowledge, there has been no attempt to consider whether the constructs identified by these researchers are actually related to developmental activity. Although some links were identified between ratings in these developmental areas and promotability as well as advancement (e.g., McCauley, et al.), the authors did not establish a relationship between the various categories that were identified as important developmentally and actual engagement in developmental activity by individuals. After all, the effort put forth by managers toward their personal development is a fundamental goal of such assessments, as active employee development generally leads to improved performance and increased success.

It is a goal of the present study to address this issue by examining performance and personality with respect to developmental activity undertaken by development program participants. Furthermore, an attempt will be made to determine whether performance ratings or personality characteristics serve as better predictors of developmental action. Although Conway (2000) alluded to the importance of personality

in his study, he incorporated personality dimensions only as correlates of performance factors. Herein, the effects of personality will be compared to the effects of performance. Said differently, an effort will be made to establish whether areas of performance deficiency (or lack thereof) prompt individuals to participate in development activities regardless of their own personal characteristics or personality traits. Thus, the issue is whether individuals generally pursue development as a result of identifying gaps between current performance levels and those necessary for success and/or advancement. Or, it may be that individuals with high performance ratings have chosen to pursue development in the past and continue to pursue development simply due to past successes and improvements – in other words, the notion that past performance will predict future performance. At the same time, the potential that there are stable personality traits that predict the pursuit of development regardless of performance level will also be examined. In this case, the possibility that individuals with certain personality characteristics will make self-improvement efforts regardless of their current performance level will be considered. The specific hypotheses regarding personality and performance in relation to development follow from the McCauley, et al. (1989) and Conway (2000) frameworks.

Hypotheses

First, with respect to performance, the performance dimensions assessed by McCauley, et al. (1989) and Conway (2000) were described as precursors to the success of managers. For instance, McCauley, et al. demonstrated some correlation between assessments in the various performance dimensions and promotability. Overall, the notion seems to be that achievement in these various performance dimensions predicts advancement, and managers should be encouraged to gain experience in each of the skill

areas. Thus, a realization that one is falling short or not performing up to standard in various performance dimensions would seem to indicate that that person needs to engage in self-development to improve performance in the various areas where improvement is required. Accordingly, it is predicted in the present study, that performance ratings will be negatively related to activity in a development program.

Hypothesis 1: General performance ratings will be negatively related to participant activity in a development program.

With respect to personality, Conway (2000) repeatedly discussed the motivational aspects associated with various dimensions. Specifically, Conway noted Hogan and Shelton's (1998) concepts of getting along and getting ahead. Because development is in accordance with the concept of improving oneself, it is likely that one's motivation to "get ahead" would be in accordance with the pursuit of self-development. Thus, a prediction of the present study is that individuals demonstrating high levels of those personality characteristics that could be associated with getting ahead will be expected to pursue developmental activities. The three personality factors that meet this description and that will be addressed in the present study include a measure of extraversion, a measure of conscientiousness, and a measure of individual achievement.

Hypothesis 2a: Extraversion (as measured by Vector 1 of the California Psychological Inventory) will be related to the active pursuit of development.

Hypothesis 2b: Conscientiousness factors (as measured by Vector 2 of the California Psychological Inventory) will be related to the active pursuit of development.

Hypothesis 2c: Individual Achievement (as measured by Vector 3 of the California Psychological Inventory) will be related to the active pursuit of development.

Lastly, regarding the comparison of performance and personality as predictors of activity in a development program, the present study anticipates that personality will serve as a better determinant than performance. Based on the work of Conway (2000) and Hogan and Shelton (1998), an individual is generally motivated to engage in behaviors consistent with his or her self-identity. For instance, first consider an individual whose personality indicates that he or she enjoys being in charge. If this individual is lacking in skills such as leadership or delegation, the individual may be apt to develop these skills because they fit with his or her identity. Developing these skills may be in line with the individual's hopes to attain a management position of increased leadership. On the other hand, consider a second individual who is rather introverted and does not prefer to take charge. The second individual may not work to improve leadership or delegation skills as these performance dimensions do not mesh with the individual's identity. Consequently, the second individual may not wish to develop these areas as a means of "getting ahead" and moving up the management ladder.

Hypothesis 3: Personality factors, when compared to performance ratings, will serve as better predictors of developmental action taken by participants.

In conducting the present study, archival performance data from a management development program was analyzed along with data more recently collected from program facilitators for the purpose of this study. The archival data consisted of various personality scores in addition to multisource performance ratings of several skill areas. The data that was more recently gathered from facilitators pertained to the propensity of program participants to actively participate in development program activities. This study attempted to identify predictors of proactive development in order to determine the characteristics associated with developmentally-oriented individuals as opposed to those who fail to demonstrate activity in development programs after receiving feedback.

In summary, the use of multisource feedback for developmental purposes continues to increase. Various organizations continue to put forth time, effort, and funds toward employee skill improvement. However, there is no guarantee that the sought after development will ensue. Correspondingly, there is little research that will aid in predicting the conditions and characteristics under which management development will, in fact, be actively pursued by individuals. The present investigation seeks to advance this avenue of research in light of its significance to both the academic and applied realms. Personality characteristics and performance ratings will be examined in relation to activity in a developmental program that participants exhibited in the months after performance feedback receipt. By further examining these individual differences as potential precursors to the level of activity individuals extend toward development, both

researchers and applied scientists will be able to better understand the mechanisms involved in the use of developmental feedback.

CHAPTER III

METHODOLOGY

Overview of the Present Study

The present research was designed to examine the relationship among personality variables, job performance, and the pursuance of developmental activities following feedback-receipt. Although all data pertained to participants enrolled in yearlong leadership development programs, some of the data used in this study were archival in nature and additional data were collected solely for the purposes of this examination. Specifically, archival data consisted of personality ratings and 360-degree performance ratings that were previously obtained. The data collected expressly for the purposes of the present study included direct ratings of participants' active involvement in an executive development program.

The Development Programs

Archival data used in this study were gathered during development programs that were part of the executive education component of specialized professional degree programs at a large, southeastern university. These programs were 12-months in duration. Although most individuals enrolled in these programs were from the United States, several participants came from outside the country. Individuals enrolled in these programs generally had at least ten years of managerial experience. Program participants met at the university for various residence periods throughout their year of enrollment. These residence periods generally lasted from one-week to 10 days. Other program-

related projects and assignments were completed and submitted from participants' home locations and often involved distance learning activities.

Participation in the developmental programs involved the completion of various assessments, which took place both prior to and during the first residence period for each class. Following the compilation of all feedback, the development program staff provided detailed written feedback to participants with respect to each assessment completed. Upon receiving their feedback, program participants were asked to carefully review the numerous feedback components and identify trends in the data that indicated both strengths and areas for improvement. Based upon this review, each individual devised a personalized development plan and submitted the plan to an assigned facilitator.

Participants worked toward their own self-set goals throughout the year with the assistance of an assigned facilitator. Facilitators were assigned on a yearlong basis in order to work with the individuals during their full tenure in the development program. Throughout the year, the role of the facilitators was to provide suggestions and resources to participants and hold individuals accountable for providing updates regarding their progress towards self-set goals. One-on-one meetings occurred between participants and facilitators during each residence period to discuss developmental progress, and written updates were submitted monthly.

Preliminary Study

As stated above, the present study required participant data such as multisource performance feedback results and personality scores. In addition, data were sought from facilitators pertaining to participant tendencies toward active development. Although

archival 360-degree performance ratings and personality data had been maintained for several years by the development program staff, facilitator ratings needed to be collected presently. Thus, a preliminary study was conducted in order to determine the viability of obtaining ratings from past development facilitators. University records indicated facilitator-participant pairs for the year-long leadership development programs stemming back to 1998. Accordingly, five facilitators representing various years of tenure between 1998 and 2003 were contacted via e-mail and asked to indicate whether they would feel both able and comfortable describing past program participants with whom they worked.

Facilitators contacted as part of the preliminary study were sent the names of two randomly selected participants for whom they served as coaches during their tenure with the development programs. Facilitators were asked to rate each of the individuals using a behaviorally-anchored rating form. Facilitators were also asked to describe their confidence levels in their ratings of past program participants.

Each of the five facilitators responded to the research participation request and agreed to take part in the preliminary study. Results of this preliminary study showed that the two facilitators who worked with developmental program participants prior to 2000 only vaguely recalled participant performance. Although one facilitator was able to complete the full rating form with respect to one randomly selected participant, these facilitators expressed the general sentiment that recollection of participant performance prior to 2000 was more general than specific. Although these facilitators indicated that they may be comfortable rating some past participants with respect to their general involvement in the development programs (i.e. as assessed on the final two questions of

the survey), they stated that they were not fully confident in their responses to items inquiring about specific behaviors, such as Items 1 through 13 on the rating form.

Those facilitators who worked with participants from 2000 through 2003 provided very different responses in the preliminary study. These facilitators indicated that they were able to recall program participants and felt confident in the ratings assigned on the rating forms. All three facilitators were able to fully complete the behaviorally anchored rating forms with respect to each randomly selected participant.

Based on the results of this preliminary study, the decision was made to collect data only from those facilitators representing tenure with development programs during the years 2000 through 2003. Because the surveyed facilitators who worked with individuals prior to 2000 questioned their ability to provide accurate ratings for participants enrolled in the development program, a decision was made not to seek ratings from these individuals. Thus, program participants enrolled in the development programs prior to the year 2000 were not included in the present study.

Sample

Development Program Participants

Archival assessment data pertaining to development program participants were utilized. Program participants included individuals who were enrolled in an executive development program for a one-year time period between the years of 2000 and 2003, inclusive. Among other assessments, each of the individuals completed a multisource performance appraisal as well as the California Psychological Inventory. The archival assessment results used in the present research were obtained from a database maintained by the administrators of the executive development program at the university.

Facilitators

Thirteen individuals served as facilitators from 2000 through 2003. An attempt was made to contact each of these facilitators via e-mail in order to request their participation in the present study. Individuals were informed that their participation in the study, which focused on feedback-based development, was fully voluntary. Each facilitator was sent a complete list of the individuals he/she coached during his/her tenure as a facilitator with the leadership development programs. Facilitators were asked to complete a rating form for each participant with whom he/she worked. The rating form was developed by the researcher after consulting with facilitators (subject matter experts) regarding the behaviors that comprised high levels of participant activity in a development program.

Facilitators submitted completed ratings forms via e-mail or hard copy directly to the researcher. Of the 13 total facilitators, 12 were successfully contacted via e-mail. Of those contacted, 11 facilitators agreed to participate in the study and completed rating forms. In all, 157 completed rating forms were returned.

Data were entered into a database along with 360-degree performance feedback scores and CPI results for each development program participant. Survey data collected from facilitators was entered according to the response indicated by facilitators for each item. A response of “Strongly Disagree” was coded as 1; “Somewhat Disagree” was coded as 2; “Neutral” was entered as 3, “Somewhat Agree” was coded as 4; “Strongly Agree” was entered as 5.

Procedure

The Participant Assessment Process

Upon acceptance into the yearlong executive education programs, individuals received information on the 360-degree feedback system. The developmental purposes underlying the assessment were also explained to them. Participants were asked to distribute rating forms to employees, subordinates, peers, and a direct supervisor. Along with a rating form, each rater was given a postage-paid, pre-addressed envelope in which he/she was asked to place completed rating forms and mail directly to the 360-degree program administrators. These steps were taken in order to assure rater anonymity. Program participants were also asked to complete self-assessment forms and mail the forms directly to program administrators.

In addition to completing the 360-degree rating form, participants also completed the California Psychological Inventory. Various additional assessments (both behavioral and written) were administered to program participants; however, these assessments were not pertinent to the present study and thus, will not be discussed.

Measures

Predictors

360-Degree Performance Ratings. Participants were rated on 162 items (36 performance scales) by subordinates, peers, and a supervisor. Participants also provided self-ratings in these areas. Subordinate and peer ratings were reported only as average scores to participants in order to protect the anonymity of the raters. All items were rated on a 5-point scale with the following anchors: 1) Strongly Disagree, 2) Disagree, 3) Neither Agree nor Disagree, 4) Agree, and 5) Strongly Agree. Please see Appendix D for

an account of the various skill areas assessed on the 360-degree performance feedback surveys.

California Psychological Inventory. Program participants completed the California Psychological Inventory (CPI; Gough, 1996). The CPI is a self-report personality measure consisting of 480 items. These items form 20 folk scales that further group into 3 vector scales. A major goal of this instrument is to examine individuals by using ordinary and familiar terms and concepts that are easily recognizable and used to describe and understand day-to-day behaviors. Furthermore, the information garnered from the use of this instrument is intended to both explain behavior and predict future behavior. The present research examines the three vector scales from the instrument and their role in predicting activity in a developmental program. Please refer to Appendix E for a listing and description of the various folk scales and vector scales measured by the CPI.

Dependent Variables

The purpose of the facilitator survey was to assess program participants' involvement in the development process. The facilitator survey was developed by the researcher after consultation with subject matter experts regarding those behaviors that indicated elevated levels of participant activity in a development program. Although similar to one another, the form used in the preliminary study and the form used in the actual analyses of the data were somewhat different. In order to simplify the form for the raters, the form was adapted, as described below.

In the preliminary study, the survey consisted of 15 multiple choice items, asking facilitators to evaluate participant developmental activities. The first 13 items pertained

to development plans and updates as well as meetings and one-on-one interactions between the facilitator and program participant. Each of these 13 items consisted of four answer options: three options described progressively active pursuit of development, and the last item allowed the facilitator to indicate whether he/she was unable to recall the specific level of developmental involvement. The final two items on the survey were more general in nature and referred to overall participant ambition toward development. In general, this form was behaviorally anchored. The facilitator survey used in the preliminary study may be seen in Appendix F.

The adapted rating form used in the study consisted of 23 items. Rather than using behavioral anchors as was done in the preliminary study, items were rephrased so that a uniform likert-type scale could be applied. Raters were asked to respond to each item using a 5-point scale with the following anchors: 1) Strongly Disagree, 2) Somewhat Disagree, 3) Neutral, 4) Somewhat Agree, and 5) Strongly Agree. The revised facilitator survey may be seen in Appendix G.

Overview of Analyses

Missing Values

First, a missing values analysis was conducted. In order for participants to be included in the study, program participants must have had recorded scores from at least one or more rater groups from the 360-degree feedback instrument. Additionally, program participants must have fully completed the California Psychological Inventory. Lastly, the researcher must have attained a completed facilitator rating form for each included program participant. Where occasional missing data points occurred, the EM algorithm for imputation was applied.

Examination of the Facilitator Survey

The next step in the present study was to examine the criterion data. The facilitator rating form was designed to examine active participation in a development program. Accordingly, it was expected that one major factor would emerge, and this factor would serve as the sole criterion in the present study. In order to test this, a factor analysis was conducted using the Maximum Likelihood method, and one factor was extracted.

It should be noted that although the facilitator rating form was designed to tap the overall pursuit of development by participants, multiple aspects of participation were included on the survey. Thus, a factor analysis using the Maximum Likelihood method and Quartimax rotation was also examined. This would allow a general factor to emerge, as predicted, and would also allow for the identification of any additional facets of involvement that may pertain to the present study. If any additional factors were to emerge, they would be dealt, possibly as secondary criteria, according to their relation to the present research.

Rater Agreement within Source Group

Next, independent variables were examined beginning with the multisource performance data. Four separate evaluations of performance were previously collected and comprised the archival 360-degree performance appraisal data used in the present study. Ratings were collected from program participants (i.e., Self ratings), Managers, Peers, and Employees. Although Self ratings and Manager ratings stood alone, participants sought performance evaluations from multiple Peers and multiple

Employees. To facilitate aggregation of these data, analyses were conducted in order to determine whether raters within each of these two rater groups agreed with one another.

James, Demaree, & Wolf's (1984; 1993) r_{wg} statistic was applied as a means of determining within-group agreement, thus indicating whether mean scores could appropriately be utilized to summarize performance scores assigned from raters in the Peer and Subordinate groups. Correspondence among raters within a rating group must exist in order for that rating group to be included in the study. An r_{wg} outcome of .7 or greater (Burke, Finkelstein, & Dusig, 1999) was used to indicate that variance in the ratings was due to true variance and was therefore acceptable. Thus, using the mean rating would be appropriate in these cases where raters tended to agree. If the r_{wg} statistic were to indicate that the variance was not due to true variance (i.e., r_{wg} less than .7), mean scores would not be used, and ratings from that particular group of raters would not be included in the study. Please refer to James, et al. (1984; 1993) for a full review and discussion of the r_{wg} statistic.

Performance Data Reduction

As previously discussed, the performance data utilized for the present study included 162 items, which formed 36 performance scales. Moreover, these performance evaluations were completed by 4 different rating sources. Given the vastness of the 360-degree performance dataset and because performance was posited as a potential indicator of activity within a development program, it was deemed appropriate to attempt to reduce the dimensionality of the data to a more usable set.

In an attempt to reduce the data, the performance scale scores from all evaluative sources were factor analyzed. The initial factor analysis was conducted using the

Maximum Likelihood methodology and Quartimax rotation to allow for a general performance factor to emerge, if one were to exist. Patterns among the factor loadings were examined to determine whether various scale ratings could be grouped. Further factor analyses were conducted to determine the appropriate grouping of the performance scales and their use as predictor variables.

Hypothesis Testing

In order to test Hypothesis 1, the relationship between performance and activity in a development program, correlations were examined. Specifically, the relationship between the criterion variable (i.e., Activity in a Development Program) and performance was examined. It should be noted that the specific performance scales applied were determined in the preliminary phases of the data analyses and are discussed in the following Chapter.

In order to test the relationship between personality and activity in a development program (i.e., Hypotheses 2a, 2b, and 2c), correlations were again examined. In this case, the relationships between the criterion variable, activity in a development program, and each of the three vector scores on the California Psychological Inventory (i.e., Extraversion, Conscientiousness, and Individual Achievement) were examined.

Lastly, to examine whether performance factors or personality factors serve as better predictors of activity in a development program (i.e., Hypothesis 3), a dominance analysis was conducted (Budescu, 1993). The dominance analysis allowed for the comparison of relative importance of the predictor variables. Dominance analysis methodology involved the examination of all possible variable combinations. If a variable repeatedly emerged as a strong predictor variable throughout these repeated

regressions, it was established as an important or dominant predictor. Specifically, the percentages of the total variance accounted for by each of the various predictors were compared to determine which of the independent variables best predicted activity in a development program. This allowed for the relative importance among the predictors to be determined. It should be noted that per the suggestions of Ladd, Atchley, and Burgess (2001), two standards of importance were applied when judging whether a variable was, in fact, “important.” First, a variable was only selected as important if that variable accounted for at least 2% of the total variance of the criterion variable. Secondly, in order to be deemed important, a variable must have accounted for more than the average variance of all other variables being considered.

CHAPTER IV

RESULTS

Missing Values

Individuals fully missing any of the three main data categories (performance ratings, personality scores, or facilitator ratings) were removed from the study. The missing values analysis resulted in a data pool of 143 individuals. Each of these individuals had performance ratings from one or more rating group, complete personality scores, and facilitator ratings regarding their participation in the development program.

Factor Analyses

Facilitator ratings were examined first. The reliability of the facilitator rating scale was judged to be acceptable ($\alpha = .97$). Factor analyses of the facilitator survey ratings confirmed the existence of a general factor. First, the Maximum Likelihood method was used and only one factor was extracted. In this case all of the 23 items loaded on the factor at .553 or greater. Approximately 63% of the variance was explained by this one factor.

A Maximum Likelihood factor analysis, extracting 3 factors per the minimum eigenvalue of one rule and Quartimax rotation, confirmed the existence of a general factor. All 23 items loaded on the first factor (Activity in a Development Program) at .550 or greater. Next, a Maximum Likelihood factor analysis, extracting 3 factors per the minimum eigenvalue of one rule and Varimax rotation, was conducted. Again, three factors emerged. A primary factor and two secondary factors, which echoed the results of the previous factor analysis. According to these results, two secondary factors were

also identified in addition to the general factor of Activity in a Development Program. These factors were: Feedback Acceptance and Organized Approach to Development. Specifically, Items 8, 16, 19, and 20 on the survey made up a second factor (Feedback Acceptance), and each of these items loaded most strongly on Factor 2 at .486 or greater. Items 1, 2, 3, 4, and 6 on the survey made up a third factor (Organized Approach to Development). Each of these items showed their highest loadings on Factor 3 at .402 or greater. Based on these results, three criteria were created. The primary criterion, Activity in a Development Program, was formed by summing items scores for those items that loaded at .4 or above on Factor 1, only. Specifically, this primary criterion variable was the sum score of Items 5, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 21, 22, and 23. A follow-up criterion variable, Feedback Acceptance, was formed by summing scores on Items 8, 16, 19, and 20, which loaded on Factor 2. The second follow-up criterion variable, Organized Approach to Development, was formed by summing scores on Items 1, 2, 3, 4, and 6.

After factor analyzing facilitator ratings, attention was turned to performance ratings. As previously stated, program participants sought performance evaluations from several Peers and several Employees. In order to determine whether mean performance scores could be utilized to summarize performance scores assigned from raters in these groups, the r_{wg} statistic (James, Demaree, & Wolf, 1984; 1993) was calculated for each of these groups. The r_{wg} value for Peers was .80. The r_{wg} value for Employees was .79. Because both values were greater than .70, the use of mean scores was deemed appropriate for both groups of raters.

Next, a factor analysis using the Maximum Likelihood method and Quartimax rotation was conducted on all performance scale ratings from all evaluative sources. A general factor failed to emerge. Instead, scale scores grouped according to rater category. Specifically, the first factor included only Peer ratings; the second factor included only Employee ratings; the third factor included only Manager ratings; and the fourth factor included only Self ratings. These four factors that emerged accounted for approximately 45% of the total variance.

Following the factor analysis of scale scores from all raters, each rater group was factor analyzed separately using the Maximum Likelihood method with Quartimax rotation. Within each rater group, a general factor emerged as an overall performance indicator. For Managers, the first factor explained 42.6% of the variance. For Peers, the first factor explained 51.5% of the variance. For Employees, the first factor explained 49.5% of the variance. For Self Ratings, the first factor explained 32.5% of the variance. The results from each of the four factor analyses are summarized in Table 1. Fit indices for each of these four factor analyses are also shown in Table 1.

A small secondary factor also emerged within each rater group. This secondary factor serves as a measure of Addressing Difficult Situations and included the following scales for each rating group: Specific Negative Feedback, Willingness to Confront, and Contingent Punishment. The factor loadings for each of these scales may be seen in Table 2.

Within the Self rater category another secondary factor also emerged. This factor explained 5.9% of the variance and focused on Interpersonal Skills. The scales that

Table 1. Results from Factor Analyses Conducted for Each Evaluative Source

Scale	Peer	Employee	Manager	Self
Reward Power			*	
Coercive Power			*	
Legitimate Power			*	
Referent Power	.81	.71	*	
Expert Power	.70	.69	*	
Charisma	.82	.82	.73	.67
Individual Consideration	.86	.79	.74	.55
Inspiration	.76	.71	.62	.63
Intellectual Stimulation	.64	.79	.65	.72
Participation	.85	.78	.75	.68
Team Building	.88	.87	.81	.72
Confrontation Skills	.86	.83	.77	.55
Willingness to Confront	.66	.59	.46	.56
Sensitivity	.73	.82	.78	.58
Organizational Savvy	.80	.76	.81	.60
Integrity	.82	.80	.72	.62
Performance Mgmt	.81	.85	.72	.75
Delegation	.79	.72	*	.68
Coaching	.76	.72	*	.69
Contingent Punish	.45			.57
Contingent Reward	.70	.65	.70	.50
Non-contingent Reward	.46			
Non-contingent Punishment				
Specific Positive Feedback	.74	.75	.74	.68
Specific Negative Feedback		.45		.58
Open Communication	.84	.86	.84	.63
Receiving Feedback	.72	.76	.50	.57
Innovative Behavior	.79	.79		.64
Innovative Climate	.84	.68	.75	.68
Adaptability/Flexibility	.84	.85	.71	.48
Change Agent	.84	.78	.70	.74
Stress Tolerance	.61	.55	.62	
Analysis	.82	.85	.65	.67
Judgment & Decision Making	.84	.88	.79	.72

Note. Weights lower than .40 were not included. *This skill area was not rated by Managers.
Fit indices for Peers: χ^2 (431, N=143) = 791.4, $p < .0001$; Employees: χ^2 (431, N=143) = 701.9, $p < .0001$; Managers: χ^2 (249, N=143) = 376.3, $p < .0001$; Self: χ^2 (431, N=143) = 698.7, $p < .0001$

Table 2. Factor Loadings for Scales Comprising the Addressing Difficult Situations (ADS) Scale

Rater Group	Specific Negative Feedback	Willingness to Confront	Contingent Punishment
Peer (6.2%)	.72	.50	.62
Employee (6.7%)	.56	.53	.63
Manager (7.4%)	.82	.60	.61
Self (4.1%)	.55	.33	.39

Note. The percent of variance explained by each factor may be seen in parentheses.

loaded on this factor (and their loadings) included: Team Building (.71), Sensitivity (.70), Individual Consideration (.43), and Stress Tolerance (.47).

The general performance factors and the secondary factors that were identified by means of factor analyses were used in forming the performance predictor variables. For the general performance factors, those scales that loaded highly were summed to form a

performance score. This was done for each rater category, resulting in the following four predictor variables: Peer Performance Rating, Employee Performance Rating, Manager Performance Rating, and Self Performance Rating. Summing the scale ratings within each rater category for Specific Negative Feedback, Willingness to Confront, and Contingent Punishment also formed four predictor variables. The resulting predictor variables pertaining to participants' success in Addressing Difficult Situations (ADS) include: Peer ADS Rating, Employee ADS Rating, Manager ADS Rating, and Self ADS Rating. The last performance predictor variable, Self Interpersonal Skills Rating, was formed by summing the scale scores for Self ratings of Team Building, Sensitivity, Individual Consideration, and Stress Tolerance.

Hypothesis Testing

Hypothesis 1

Hypothesis 1 anticipated a negative relationship between performance ratings and general activity in a development program. In order to test Hypothesis 1, the proposed relationship between performance ratings and activity in a developmental program, zero-order correlations were examined. Results showed that the overall performance ratings from each of the four sources were not significantly correlated with activity in a development program. Thus, Hypothesis 1 was not supported.

As a follow-up analysis, the alternate performance predictors and criteria were also examined. Specifically, all performance variables (i.e., overall performance ratings from each of the four sources, performance ratings with respect to Addressing Difficult Situations (ADS) from each of the four sources, and the self-assessment of interpersonal

skills) were examined in relation to each of the criteria (i.e., general activity in a development program, feedback acceptance, and organized approach to development). Results, here, demonstrated that general peer performance ratings were significantly related to both feedback acceptance ($r = .19$; $p < .05$) and organized approach to development ($r = .18$; $p < .05$). General performance ratings from employees also significantly correlated with feedback acceptance ($r = .20$; $p < .01$) and organized approach to development ($r = .22$; $p < .01$). Lastly, managerial ratings of participants' ability to address difficult situations correlated with organized approach to development ($r = .18$; $p < .05$).

Some significant correlations emerged in the positive direction when alternate criteria were examined. Of course, this resulted in full rejection of the original hypothesis in that these post hoc analyses demonstrated a relationship in the opposite direction as expected. The full set of correlations pertaining to Hypothesis 1 may be seen in Table 3.

Hypotheses 2a, 2b, and 2c

Hypotheses 2a, 2b, and 2c projected relationships between personality factors (i.e., Extraversion, Conscientiousness, and Individual Achievement) and activity in a development program. In order to test this set of hypotheses, the correlations between each of the three personality scores and the criterion, activity in a development program, were examined. Results indicated that the three vector scores were not correlated significantly with activity in a development program. Thus, Hypotheses 2a, 2b, and 2c were not supported.

Table 3. Correlations among Performance Variables and Activity Criteria

Predictor Variable	General Activity in a Development Program	Feedback Acceptance	Organized Approach to Development
Manager Performance Ratings	.09	.11	.09
Peer Performance Ratings	.12	.19 *	.18 *
Employee Performance Ratings	.14	.20**	.22**
Self Performance Ratings	-.00	-.01	-.02
Manager Rating – ADS	.12	.05	.18 *
Peer Ratings – ADS	-.05	-.07	.06
Employee Ratings – ADS	.05	-.03	.05
Self Ratings – ADS	-.05	-.04	-.06
Self Ratings – Interpersonal Skills	.02	.07	-.00

*p < .05, one-tailed. **p < .01, one-tailed.

To further examine this effect of personality on activity in a feedback program, the three personality scores were examined with respect to the alternate criteria: feedback acceptance and organized approach to development. A significant correlation emerged between the Vector 3 personality score, Individual Achievement, and organized approach to development ($r = .14$; $p < .05$). The correlations pertaining to this second set of hypotheses may be seen in Table 4. Please note that a correlation table relating all predictor variables with each of the criteria may be found in Appendix H.

Hypothesis 3

A dominance analysis was applied to determine the relative importance of predictors in determining activity in a development program. Hypothesis 3 predicted that

Table 4. Correlations among Personality Variables and Activity Criteria

Predictor Variable	General Activity in a Development Program	Feedback Acceptance	Organized Approach to Development
Extraversion	-.05	-.01	.04
Conscientiousness	-.13	.07	-.02
Individual Achievement	.08	-.01	.14*

*p < .05, one-tailed.

personality would play a larger role in predicting activity than performance ratings. With respect to general activity in a development program, the initial criterion articulated in the present study, none of the independent variables were identified as significant predictors in testing the first two sets of hypotheses. Thus, an importance analysis provided no added value, here. Accordingly, Hypothesis 3, as originally stated, could not be evaluated.

To further explore Hypothesis 3, all of the independent variables (general performance ratings from each of the four sources, ADS ratings from each of the four sources, and the self-assessment of interpersonal skills) were examined with respect to their relationship with the each of two follow-up criteria (feedback acceptance and organized approach to development). The two importance standards outlined in the previous Chapter were applied in the identification of important variables. To review, in order to be selected as “important,” variables must have accounted for at least 2% of the

total variance of the criterion variable and must have accounted for more than the average variance of all other variables being considered (Ladd, Atchley, and Burgess, 2001).

In predicting the feedback acceptance criterion, overall performance ratings submitted by peers emerged as the most important predictor of feedback acceptance and explained 31% of the total variance accounted for by the variables. Overall performance ratings submitted by employees were shown to be the second most important variable in predicting feedback acceptance and explained 30% of the total variance accounted for by the predictor variables. Lastly, peer evaluations of how participants address difficult situations was the third most important variable and explained 17% of the total variance accounted for by the variables. With respect the organized approach to development criterion, employee performance ratings emerged as the most important predictor, and the managerial evaluations of how participants address difficult situations was considered the second most important predictor; percentages of variance explained by these two variables were 33% and 20%, respectively. Results of these dominance analyses may be seen in Table 5.

Table 5. Relative Importance Ratings According to Dominance Analyses Results.

Predictor Variable	General Activity in a Development Program	Feedback Acceptance	Organized Approach to Development
Extraversion	.0309	.0071	.0159
Conscientiousness	.1852	.0256	.0052
Individual Achievement	.0520	.0023	.1410
Manager Performance Ratings	.0382	.0373	.0231
Peer Performance Ratings	.1525	.3119 ⁽¹⁾	.1406
Employee Performance Ratings	.1342	.2952 ⁽²⁾	.3311 ⁽¹⁾
Self Performance Ratings	.0089	.0145	.0110
Manager – ADS Ratings	.1543	.0208	.2016 ⁽²⁾
Peer – ADS Ratings	.1848	.1660 ⁽³⁾	.0252
Employee – ADS Ratings	.0176	.0878	.0484
Self – ADS Ratings	.0325	.0125	.0431
Self – Interpersonal Skills	.0089	.0191	.0136
R-squared	.1062	.1291	.1406

Note. No variables were selected as important predictors of general activity in a development program. Those variables that were selected as important predictors of feedback acceptance and organized approach to development are rank-ordered on the table using superscript. Standards of importance were applied per (Ladd, Atchley, and Burgess, 2001).

CHAPTER V

DISCUSSION

The use of developmental feedback and associated programs is becoming more commonplace in today's world of work (Ryan, Brutus, Greguras, & Hakel, 2000; Wimer, 2002). Such programs are directed toward both rising managers and established executives as a means of honing leadership and managerial skills. These programs are viewed by many as a way to get ahead, to find better jobs, and even to become better performers in current positions. Within such developmental programs, individuals are encouraged to continually assess personal skills, address weaknesses, and improve upon strengths. Participants are generally provided with resources and a supportive environment, encouraging development. Nevertheless, some participants engage in developmental activity and some do not. Furthermore, despite the increase in popularity of and participation in such developmental programs, there seems to be a dearth of research examining individual responses to feedback in the developmental setting (i.e., Ryan, et al., 2000). Accordingly, the main goal of the present study was to examine factors that may have predicted whether an individual enrolled in a developmental program would be an active participant in the developmental process. Both personality and performance factors were examined as potential predictors.

The initial focus of this chapter will be a discussion of the results of the present study and their implications. Next, the limitations of the study will be addressed. Finally, the chapter will close with a consideration of future research encouraged by the findings of the present study.

Discussion of Results

Although none of the original hypotheses were fully supported, some noteworthy results emerged from the present study. First, the performance-related results will be discussed. Then, personality variables will be addressed. Finally, the discussion will be directed toward the criteria.

Performance

As it was originally stated in the present study, the first hypothesis was fully rejected. A negative relationship failed to emerge between overall performance ratings and activity in a development program. Conversely, when follow-up variables were examined, the opposite was found – small, positive correlations were identified between various performance indicators and facets of developmental activity.

Whereas the original performance hypothesis was posited to predict that individual with performance gaps would likely try to mend these disparities by seeking development and improvement, this was not the case. Instead, the results that surfaced during post hoc analyses were much more in line with an alternate line of reasoning considered in Chapter 2. Specifically, an acknowledgement was made that previous developmental and performance successes had the potential to predict future successes (i.e., past behavior will predict future behavior). Thus, strong performers would engage in development activity, as they likely had done in the past, to become even stronger performers. This notion appears to be much more accurate in explaining the outcomes of the performance-based analyses.

Despite somewhat weak effect sizes, of particular interest was the predictive power associated with Peer and Employee Performance Ratings. As previously stated,

Peer Performance Ratings showed a significant, positive relationship with Feedback Acceptance as well as Organized Approach to Development at the .05 level. Employee Performance Ratings significantly correlated with these same two criteria at the .01 level. In all, results indicated that Peer and Employee Performance ratings were the strongest predictors (of those examined) of participants' pursuit of activity in a development program. Another performance variable that served as a significant, positive predictor and is thus worth mentioning was the Manager rating of Addressing Difficult Situations, which was correlated with Organized Approach to Development at the .05 level.

These results are of particular interest in that Peer and Employee rating sources generally have no input with respect to an individual's performance evaluation in the workplace. In fact, Peers and Employees generally do not even view the results of such assessments. Typically, Managers maintain evaluative control and individuals (Self raters) must consistently self-assess and adapt their own behaviors relative to the managerial appraisals.

Nevertheless, both Peer and Employee rating sources observe and interact with target individuals in a different capacity than their Managers. Peers and Employees commonly interact with the target individual on a regular basis. Also, these two sources would tend to see and work with the target individual under different circumstances than would a Manager. Whereas Managers would likely interact with target individuals only under important circumstances or during cases when the individual requires guidance, Peers and Employees interrelate day-to-day. Accordingly, it appears reasonable that managerial rating of participant ability to Address Difficult Situations falls in line with the behaviors that a Manager generally sees. In addition, it is likely that Managers even

evaluate the ability of target individuals to handle such matters in a methodical and appropriate manner. Thus, it seems fitting that Manager ADS ratings predicted Organized Approach to Development.

On the other hand, performance ratings put forward by the Peer and Employee rating groups may have served as better indicators of the program participants' customary behaviors. That is, it is important to recall that these two sources involved multiple raters, while Manager and Self ratings were single evaluations. Of course, agreement was determined to exist among the raters in both the Peer and Employee groups and thus, performance scores were aggregated within group. Consequently, it is likely that the overall evaluations from these two sources (Peers and Employees) may have been more reliable than the point estimates provided by Manager and Self rating sources.

Personality

With respect to personality variables, only one significant correlation emerged. Individual Achievement was significantly correlated with Organized Approach to Development at the .05 level. Needless to say, this was unexpected, as personality was originally hypothesized to be a better predictor of activity in a development program than performance. One possible explanation may have been the existence of similarities among program participants. For example, participants may have been more similar to one another with respect to personality factors than would be expected in the general population. This would have produced less variance in the data set and thus would have decreased the likelihood of accurately identifying predictor-criterion relationships.

Specifically, it has been well-documented that the three vector scores on the California Psychological Inventory applied in the present study each have an expected

standardized mean of 50 and a standard deviation of 10. In the case of the present sample of development program participants, all means were elevated and standard deviations were less than typical. Specifically, the first vector (Extraversion) showed a mean of 41.71 and a standard deviation of 8.21. The second vector (Conscientiousness) showed a mean of 55.48 and a standard deviation of 7.47. And the last vector (Individual Achievement) showed a mean of 55.35 and a standard deviation of 6.57. As can be seen, the means on these scales were all somewhat elevated (note that the Extraversion scale is scored in the negative direction) and variances were smaller than those expected in the general population. Thus, restriction of range among participants may have been a factor contributing to the lack of results in line with the second set of hypotheses.

Alternately, it may be that alternate personality constructs should be considered. The three personality factors examined in the present study (Extraversion, Conscientiousness, and Interpersonal Achievement) were judged by the researcher to be in line with Hogan and Shelton's (1998) concept of "getting ahead." However, it may be that the personality factors must be more carefully selected to tap participant motive to "get ahead" and take active steps toward developmental success.

The Criteria

At this point, it is important to note that the two follow-up criteria (Feedback Acceptance and Organized Approach to Development) were highly correlated with the original criterion, General Activity in a Development Program ($r = .64$; $p < .01$ and $r = .78$; $p < .01$, respectively). Furthermore, the items that comprised these two scales were part of the facilitator survey designed to measure participant engagement levels in such programs. Thus, these alternate criteria scales may essentially be considered facets of

Activity in a Development Program. Moreover, as noted by Maurer, Mitchell, and Barbeite (2002), a favorable reaction to feedback systems in conjunction with the pursuit of developmental activities is necessary in order for program participants to garner the greatest benefits of such a system. In light of this, Feedback Acceptance appears to be especially important. This is true because failure to embrace feedback or the propensity to argue against feedback will not result in managerial development. In fact, behaviors focused on disputing feedback will likely serve as detrimental to participants' developmental potential.

Study Limitations

There are several limitations that should be addressed with respect to the present study. Specifically, these areas include the characteristics of the sample as well as the nature of both the predictor variables and criteria.

A primary concern is the fact that performance and personality data were archival. Although these data fit the model of the study well, archival data is rigid by nature, and additional information could not be sought from participants. For example, the researcher was unable to request that additional personality measures be completed or seek motivational information that may have been useful in explaining some of the outcomes of the study.

It must be noted, as well, that all participants chose to enroll in the advanced degree programs and corresponding executive development programs offered by the University. This is notable in that there already existed some degree of participation and activity toward self-improvement among those who enrolled in the programs of interest. Simply by attending and being involved in these courses and activities demonstrated that

participants were taking actions toward self-development. Nonetheless, the key area of interest in the present study was the amount of effort that was channeled into the leadership development process. In other words, the present examination attempted to focus specifically on the activity expended by participants to better themselves in areas of personal weakness and build upon strengths.

Again given the archival nature of the data, there was no opportunity to investigate why these individuals decided to register for this particular advanced degree program; nor was there an opportunity to determine why others opted not to participate in the program. These factors could, of course, affect the generalizability of the present results. Furthermore, it would have been beneficial to have been able to collect additional data from program participants to determine the amount of time and effort they put forth on personal leadership development and compare this information with the time and effort set forth by participants in the more traditional aspects of their degree programs (e.g., coursework and assigned readings). Likewise, an assessment of participants' perceived importance of the developmental components would have been useful in explaining the manner in which participants distributed their time and effort.

Furthermore, as briefly stated earlier in this chapter, one possible reason that the major hypotheses could not be predicted may have been an absence of true variance. This, too, could be the explanation for the weak to moderate effect size found in the present study. Because the study was conducted with respect to a set of development program participants, all of whom chose to enroll in an advanced degree program at a large, southeast University, there may have been various similarities present to a greater extent than in the full population. Specifically, variability with respect to performance

and personality variables may not have been great enough to allow for discrimination and accurate predictions. The abbreviated variance in personality was discussed in more detail above. Unfortunately, a similar comparison between development program participants and the general population could not be made with respect to performance due to the uniqueness of the performance measure applied herein. Nethertheless, it may be noted that performance standards were considered a requirement for acceptance into the advanced degree and corresponding development programs. For instance, upon applying for acceptance into these programs, participants were required to demonstrate successful previous work history for a duration of time. It was also often the case that participants were asked to demonstrate reasonable performance standards through standardized testing. Accordingly, it is possible (and rather likely) that those individual accepted into the advanced degree programs indeed exceeded performance levels (with respect to various criteria, not necessarily those assessed in the present study) of the general population. Thus, the restriction of range, again, may have contributed to the low correlations identified during data analyses.

Another important point about the developmental program was the fact that it was a component of an advanced degree program at a University. Program participants were required to complete various facets of the development program such as development updates and meetings with facilitators to earn grades. This certainly may have affected their activity levels in the developmental component. Likewise, the demands associated with alternate components of the development program, in addition to participants' work, family, and other personality obligations, may have hindered their efforts in the developmental arena.

With respect to facilitator ratings, it should be recalled that these data were more recently collected. Although some facilitator ratings were completed within one month of the facilitators' last meeting with program participants, other ratings occurred as long as three years after the final meeting. In completing the rating forms, facilitators were asked to evaluate behaviors in which program participants engaged during their tenure in the development program. Although a preliminary study was conducted to determine the reasonable amount of time a facilitator would be able to describe behaviors of program participants, it may be the case that facilitators were unable to completely recall specific information about those individuals from years past. This may have caused some ratings to be based on halo, and thus rating errors may have occurred.

Lastly, regarding the criteria, there was little previous research on which to base the development of the measure assessing participant activity in a development program. In essence, facilitators served as subject matter experts and provided feedback as to what behaviors constituted elevated levels of activity within the development program. Again, this may be a function of the particular advanced degree curriculum, and thus, generalizability may be affected.

Future Research

Reexamination of the Present Hypotheses

One certain area for future research is to reexamine the basic hypotheses set forth by the researcher in the present study – the notion that performance and personality may affect participation in development programs. As discussed earlier, extensive research has not been conducted on participant involvement in developmental programs. Accordingly, the literature lacks an explanation for why some participants engage in

activity whereas others fail to fully participate and take action toward development. Evidence from the McCauley, et al. (1989) and Conway (2000) frameworks suggested that performance factors and personality should play significant roles in explaining development, though these models were not tested using developmental criteria. This information in conjunction with the growing popularity of such developmental programs warrants further investigation in order to determine the importance of performance and personality factors contributing to participant involvement and activity.

Subsequent testing of these research hypotheses would serve to determine whether the present results are, in fact, generalizable across populations. Reexamination of the present hypotheses would also allow researchers to address some of the limitations articulated herein, thus improving upon the quality of the results.

The Criteria

As previously discussed, little previous research has been conducted with respect to measuring participant activity in a development program. In the present case, development program facilitators served as subject matter experts in the criterion development phase. Facilitators provided feedback to enhance the researcher's understanding and identification of those behaviors that were considered consistent with high levels of activity within a development program. Because the facilitators were all working with individuals from the same developmental program, the program curriculum may have had an effect on the behaviors that were included on the facilitator rating form.

Future research should examine the criteria considered in this study. It should be determined whether the behaviors of interest in the present investigation indeed generalize as central components of what is considered developmental activity in

alternate development programs. Various rating formats and methods for assessing participant activity in such programs should also be considered. Moreover, facilitator surveys should be completed soon after interactions with participants come to a close. This will ensure facilitators' recollection of participant behaviors and should reduce the chance that facilitator ratings may be biased by halo.

Current Predictors

Just as further study of the present criteria should be broached by future researchers, additional examination of the predictor variables is also warranted. The performance scales applied in the present study were unique to the particular development program examined. Nevertheless, the 360-degree performance measure examined broad categories of behavior associated with leadership rather than specific behaviors tied directly to individual job descriptions. This of course, is typical of developmental programs aimed at improving overall leadership abilities of individuals from many different organizations (i.e., Ryan, et al., 2000). By referring to the descriptions of the employed scales (supplied in Appendix D), researchers may consider similarities and differences among performance predictors in various developmental programs and compare their predictive validities. Furthermore, researchers should consider examining the relationship between actual performance appraisal results from the workplace and the propensity of an individual to actively participate in a development program.

Alternate Explanations

Lastly, researchers are encouraged to examine alternate explanations for whether individuals will be active in development programs. In the present study, personality and

performance ratings were considered as possible predictors. Although post hoc analyses demonstrated some significant results as previously discussed. It is important to note that only a small percent of the variance was, in fact, accounted for by these variables. Hence, there are likely additional variables that are playing a role in determining participant Activity in a Development Program as well as facets of this criterion, Feedback Acceptance and Organized Approach to Development. Although it is important to reexamine variations of the present predictors (performance and personality), it is also essential that alternate predictors be examined. Several variables that may be considered include: participant motivation and previous goal-setting behavior, amount of time participants are able to devote to the program given alternate responsibilities, and characteristics of the development program itself such as accountability measure and support availability.

Concluding Comments

Development programs have become popular among today's managers. These programs generally involve various assessments aimed at providing participants with a broad overview of their own characteristics and performance levels in various categories. The goal of this feedback is to prompt developmental activity. In essence, a chief objective is to increase participant awareness of individual strengths and weaknesses and encourage them to enhance and exploit those areas in which they excel and improve upon areas of deficiency. In spite of that, some individuals enrolled in these types of programs fail to actively engage in development and may simply expend time and energy refuting feedback or the benefits of such activities. The present study served as an initial step in an attempt to delineate reasons for differences in participant behaviors in developmental

programs – why some pursue development and others fail to participate in developmental activity. Moreover, this research has highlighted the need to extend the general understanding of participant involvement in developmental programs and the factors that contribute to their active participation.

The first of these is the fact that the majority of the population of the United States is now living in urban areas. This is a result of the process of urbanization, which has been going on since the beginning of the 20th century. The second is the fact that the majority of the population of the United States is now living in the South and West. This is a result of the process of migration, which has been going on since the beginning of the 20th century. The third is the fact that the majority of the population of the United States is now living in the middle class. This is a result of the process of social mobility, which has been going on since the beginning of the 20th century.

REFERENCES

Antonioni, D. (1994). The effects of feedback accountability on upward appraisal ratings. Personnel Psychology, 47, 349-356.

Arbuckle, J. L., & Wothke, W. (1999). AMOS 4.0 User's Guide (5th ed.). Chicago, IL: Small Waters Corporation.

Ashford, S. J., & Tsui, A. S. (1991). Self-regulation for managerial effectiveness: the role of active feedback seeking. Academy of Management Journal, 34(2), 251-280.

Atwater, L. E., Waldman, D. A., Atwater, D., & Cartier, P. (2000). An upward feedback field experiment: Supervisors' cynicism, reactions, and commitment to subordinates. Personnel Psychology, 53, 275-297.

Bernardin, H. J., Dahmus, S. A., & Redmon, G. (1993). Attitudes of first-line supervisors toward subordinate appraisals. Human Resource Management, 32, 315-324.

Borman, W. C. (1991). Job behavior, performance, and effectiveness. In M. D. Dunnette, & L. Hough (Eds.), Handbook of Industrial and Organizational Psychology, (2nd ed.), Palo Alto, CA: Consulting Psychologist Press, pp. 271-326.

Brutus, S., & Derayeh, M. (2002). Multisource assessment programs in organizations: An insider's perspective. Human Resource Development Quarterly, 13(2), 187-202.

Budescu, D. V. (1993). Dominance analysis: A new approach to the problem of relative importance of predictors in multiple regression. Psychological Bulletin, 114(3), 542-551.

Burke, M. J., Finkelstein, L. M., & Dusig, M. S. (1999). On average deviation indices for estimating interrater agreement. Organizational Research Methods, 2(1), 49-68.

Cardy, R. L., & Dobbins, G. H. (1994). Performance Appraisal: Alternative Perspectives. Cincinnati: South-Western Publishing.

Conway, J. M. (2000). Managerial performance development constructs and personality correlates. Human Performance, 13(1), 23-46.

Dalessio, A. T. (1998). Using multisource feedback for employee development and personnel decisions. In J. W. Smither (Ed.) Performance Appraisal State of the Art in Practice (pp. 278-330). San Francisco: Jossey-Bass.

Farh, J. L., Cannella, A. A., & Bedeian, A. G. (1991). Peer ratings: The impact of purpose on rating quality and user acceptance. Groups & Organizational Studies, 16(4), 367-386.

Fedor, D. B. (1991). Recipient responses to performance feedback: A proposed model and its implications. Research in Personnel and Human Resources Management, 9, 73-120.

Fletcher, C. (1998, October 1). Circular argument. People Management, pp. 46, 49.

Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. Journal of Occupational and Organizational Psychology, 74, 473-487.

Goldsmith, M., & Underhill, B. O. (2001). Multisource feedback for executive development, In D. Bracken, D. W. Timmreck, & A. Church (Eds.), Handbook of Multisource Feedback (pp. 275-288). San Francisco: Jossey-Bass.

Gough, H. G. (1996). CPI Manual. Palo Alto, CA: Consulting Psychologists Press.

Hall, T. D., & Mirvis, P. H. (1995). Careers as lifelong learning. In A. Howard (Ed.), The Changing Nature of Work (pp. 323-362). San Francisco: Jossey-Bass.

Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The impact of 360 degree feedback on management skills development. Human Resource Management, 32, 325-351.

Hedge, J. W., Borman, W. C., & Birkeland, S. A. (2001). History and development of multisource feedback as a methodology. In D. Bracken, D. W. Timmerreck, & A. Church (Eds.), Handbook of Multisource Feedback (pp. 15-32). San Francisco: Jossey-Bass.

Hogan, R., & Shelton, D. (1998). A socioanalytic perspective on job performance. Human Performance, 11, 129-144.

Ilgen, D., Fisher, C., & Taylor, S. (1979). Consequences of individual feedback on behavior in organizations. Journal of Applied Psychology, 64, 349-371.

James, L. R., Demaree, R. G., & Wolf, G. (1984). Estimating within group interrater reliability with and without response bias. Journal of Applied Psychology, 69(1), 85-98.

James, L. R., Demaree, R. G., & Wolf, G. (1993). r_{wg} : An assessment of within-group interrater agreement. Journal of Applied Psychology, 78, 306-309.

James, L. R., & Mazerolle, M. D. (2002). Personality in Work Organizations. Thousand Oaks, CA: Sage Publications.

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention. Psychological Bulletin, 119, 254-284.

Ladd, R. T., Atchley, E. K., & Burgess, J. R. D. (2001). What good is importance if you don't know how to use it? A comparison of various relative importance indices and a heuristic for this use in selecting predictor variables. Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology.

Larson, J. R., Jr. (1984). The performance feedback process: A preliminary model. Organizational Behavior and Human Performance, 33, 42-76.

Lau, V. P., & Shaffer, M. A. (1999). Career success: The effects of personality. Career Development International, 4, 225-230.

Lawler, E. E. (1967). The multitrait-multirater approach to measuring managerial job performance. Journal of Applied Psychology, 51(5), 369-381.

Lindsey, E. H., Homes, V., & McCall, M. W. (1987). Key events in executives' lives (Technical Report No. 32). Greensboro, NC: Center for Creative Leadership.

Loehlin, J. C. (1998). Latent Variable Models: An Introduction to Factor, Path, and Structural Analysis. Lawrence Erlbaum Associates: Mahwah, NJ.

London, M. (1997). Job Feedback: Giving, Seeking, and Using Feedback for Performance Improvement. Lawrence Erlbaum Associates: Mahwah, NJ.

London, M., & Smither, J. W. (1995). Can multi-source feedback change perceptions of goal accomplishment, self-evaluations, and performance-related outcomes? Theory-based applications and directions for research. Personnel Psychology, 48, 803-839.

London, M., Larsen, H. H., & Thisted, L. N. (1999). Relationships between feedback and self-development. Group & Organization Management, 24(1), 5-27.

Maurer, T. J., Mitchell, D. R. D., & Barbeite, F. G. (2002). Predictors of attitudes toward a 360-degree feedback system and involvement in post-feedback management development activity. Journal of Occupational and Organizational Psychology, 75, 87-107.

McAllister, L. (1996). A practical guide to CPI interpretation, (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

McCall, M. W., & Lombardo, M. M. (1983, February). What makes a top executive? Psychology Today, 26-31.

McCall, M. W., Lombardo, M. M., & Morrison, A. (1988). The lessons of experience. Lexington, MA: Lexington Books.

McCauley, C. D., Lombardo, M. M., & Usher, C. J. (1989). Diagnosing management development needs: An instrument based on how managers develop. Journal of Management, 15(3), 389-403.

Murphy, K. R., & Cleveland, J. N. (1995). Understanding performance appraisal: Social, organizational, and goal-based perspectives. Thousand Oaks, CA: Sage Publications, Inc.

Nadler, D. A. (1979) The effects of feedback on task group behavior: A review of the experimental research. Organizational Behavior and Human Decision Processes, 23(3), 309-338.

Pollack D. M., & Pollack, L. J. (1996). Using 360 degree feedback in performance appraisal. Public Personnel Management, 25, 507-528.

Russell, J. S., & Goode, D. L. (1988). An analysis of managers' reactions to their own performance appraisal feedback. Journal of Applied Psychology, 73(1), 63-67.

Ryan, A. M., Brutus, S., Greguras, G. J., & Hakel, M. D. (2000). Receptivity to assessment-based feedback for management development. Journal of Management Development, 19(4), 252-276.

Tracy, J. B., Tannenbaum, S. I., & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. Journal of Applied Psychology, 80, 239-252.

Waldman, D. A., & Atwater, L. E. (2001). Attitudinal and behavioral outcomes of an upward feedback process. Group & Organization Management, 26(2), 189-205.

Waldman, D. A., Atwater, L. E., & Antonioni, D. (1998). Has 360 degree feedback gone amok? Academy of Management Executive, 12(2), 86-94.

Whisler, T. L., & Harper, S. F. (Eds.). (1962). Performance appraisal: Research and practice. New York: Holt, Rinehart, & Winston.

APPENDICES

**A. SCALES COMPOSING THE SKILLS AND FLAWS SECTIONS OF THE
BENCHMARKS INSTRUMENT**

<u>Section</u>	<u>Scales</u>
Section I (Skills and Perspectives)	Resourcefulness Doing Whatever it Takes Being a Quick Study Building and Mending Relationships Leading Subordinates Compassion and Sensitivity Straightforwardness and Composure Setting a Developmental Climate Confronting Problem Subordinates Team Orientation Balance between Personal Life and Work Decisiveness Self-Awareness Hiring Talented Staff Putting People at Ease Acting with Flexibility
Section II (Flaws)	Problems with Interpersonal Relationships Difficulty Molding a Staff Difficulty Making Strategic Transitions Lack of Follow-Through Overdependency Strategic Defenses with Management

Note. Table based on McCauley, et al. (1998).

**B. MCCAULEY, ET AL.'S (1989) THREE CONCEPTUAL PERFORMANCE
DIMENSIONS**

<u>Factor Label</u>	<u>Factor Description</u>
Respect for Self and Others	Learning to have compassion and sensitivity toward others, treat them with honesty and straightforwardness, and put them at ease. Building cooperative relationships and handling conflicts without bloodshed. Also included are having a realistic view of one's strengths and weaknesses and trying to balance one's personal and work lives.
Adaptability	Developing the resourcefulness needed to cope with the demands of the management job, the drive and attitudes necessary to do this, and the ability to learn and make decisions quickly. This category includes solving problems, thinking strategically, working with upper management, building structure and control systems, acting with incomplete information, taking full responsibility for actions, facing adversity and sizing opportunities.
Molding a Team	Focusing on the behaviors directed toward the specific group of individuals for whom the manager is responsible. Included here are setting a developmental climate for subordinates, sizing up potential employees, delegating and encouraging, developing shared expectations, confronting problem people, and developing a team. The level of team-focus and ability to motivate others.

Note. Factor labels and descriptions were taken directly (verbatim, for the most part) from the Discussion section of McCauley, et al. (1989).

C. CONWAY'S (2000) FIVE PERFORMANCE DIMENSIONS

<u>Factor Label</u>	<u>Factor Description</u>
Interpersonal Effectiveness	Showing good social skill (e.g., tact, compassion, flexibility), making others feel comfortable, and influencing others.
Willingness to Handle Difficult Situations	Showing courage and perseverance, and having the confidence and willingness to make decisions, confront problem employees, take charge, and do whatever else if necessary in challenging situations.
Teamwork and Personal Adjustment	Having an orientation toward working through the team and being well-adjusted (e.g., not obsessed with work; honest and not cynical or moody).
Adaptability	Showing the ability to learn quickly and apply learning to think strategically, work with executives, make good decisions, and solve problems.
Leadership and Development	Hiring competent people and effectively providing them with the opportunity and motivation to develop skills (e.g., delegating, giving decision-making responsibility to subordinates)

Note. Factor labels and descriptions were taken directly (verbatim, for the most part) from Table 5 (Conway, 2000).

**D. SKILL AREAS IDENTIFIED BY THE 360-DEGREE PERFORMANCE
INSTRUMENT**

<u>General Attributes</u>	<u>Descriptions</u>
Analysis	Tendency to identify and examine problems and their causes, seek out pertinent information, and focus on significant data.
Judgment and Decision-Making	Tendency to make logical and timely decisions while recognizing implications, provide rationale, and consider alternatives.
Planning and Organizing	Tendency to effectively delineate timelines and plan activities while considering necessary resources, prioritize issues, and track progress.
Public Speaking	Tendency to effectively deliver presentations in a variety of settings.
Initiative	Tendency to approach and address potential problems in a proactive manner and work independently in order to go beyond the requirements of a task.
Integrity	Tendency to act in an honest and ethical manner and treat others fairly.
<u>Innovation and Adaptability</u>	<u>Descriptions</u>
Innovative Behavior	Tendency to put forth new programs or suggestions and stay receptive to new ideas and means of problem solving.
Innovative Climate	Tendency to encourage of employees to contribute to work improvement by recognizing the importance of risk-taking, innovation, and voicing suggestions.
Adaptability/Flexibility	Tendency and willingness to become accustomed to new challenges or requirements, transition between tasks, learn new skills, and use varied interpersonal styles in dealing with others.
Change Agent	Tendency to accept and aid in change initiatives.
Tolerance for Stress	Tendency to maintain a calm composure under stressful conditions.
<u>Giving and Receiving Feedback</u>	<u>Descriptions</u>
Contingent Punishment	Tendency to consistently indicate to employees when they are performing below acceptable levels.
Contingent Reward	Tendency to provide positive reinforcement when employees perform well.
Non-Contingent Reward	Tendency to offer positive reinforcement regardless of performance.
Non-Contingent Punishment	Tendency to reprimand employees regardless of performance.
Specificity of Positive Feedback	Tendency to provide specific details indicating why employee performance is high-quality.
Specificity of Negative Feedback	Tendency to provide specific details indicating why employee performance is sub-standard.
Open Communication	Tendency to promote an environment of open communication by listening to others, encouraging discussion, and promoting the flow of information within the organization.

<u>Developing Others</u>	<u>Descriptions</u>
Performance Management	Tendency to assess employee performance with respect to clear standards and provide feedback and guidance in a clear and timely manner.
Delegation	Tendency to delegate appropriate tasks to individuals, providing adequate guidance, setting limitations, and giving accountability to the employee.
Coaching	Tendency to aid employees in their development by providing training and other challenging developmental opportunities.
Mentoring	Tendency to work with protégés toward career development by boosting competence and exposure to various parts of the organization.

<u>Interpersonal Interactions</u>	<u>Descriptions</u>
Participation	Tendency to share information with employees and solicit their input rather than acting alone in decision making.
Team Building	Tendency to promote cooperation and teamwork and demonstrate an appreciation for multiple viewpoints and contributions of team members.
Confrontation Effectiveness	Tendency to resolve conflict in a collaborative manner, recognizing the opposing party's viewpoints and the needs of the organization, and maintaining the focus of the disagreement on the issue rather than the individuals involved.
Willingness to Confront	Tendency to express and defend beliefs and ideas despite possible challenges from others.
Sensitivity	Tendency to treat others in a polite and considerate way.

<u>Power Bases</u>	<u>Descriptions</u>
Reward Power	Tendency to utilize power associated with control of employee rewards.
Coercive Power	Tendency to exercise power associated with control of potential punishments.
Legitimate Power	Tendency to encourage subordinates to follow directives by highlighting employee responsibilities and commitments.
Referent Power	Tendency to emphasize power associated with making employees feel valued and important.
Expert Power	Tendency to employ power associated with job and skill-based knowledge and experience.

<u>Transformational Leadership</u>	<u>Descriptions</u>
Charisma	Tendency and ability to energize others
Individualized Consideration	Tendency to provide each employee with individualized attention
Inspiration	Tendency and ability to motivate employees
Intellectual Stimulation	Tendency to challenge employees to thoroughly analyze situations

E. CALIFORNIA PSYCHOLOGICAL INVENTORY SCALE DESCRIPTIONS

<u>Scale Name</u>	<u>Description of Scale</u>
Dominance	Assesses factors of leadership ability, dominance, persistence, and social initiative.
Capacity for Status	Measures the personal qualities and attributes that underlie and lead to the attainment of status and symbols of success.
Sociability	Identifies individuals of outgoing, sociable, and participative temperament.
Social Presence	Assesses factors such as poise, spontaneity, and self-confidence in personal and social interaction.
Self-Acceptance	Assesses factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.
Independence	Identifies individuals who are independent, confident, and resourceful, but not necessarily affiliative.
Empathy	Assesses the capacity to think intuitively about people and to understand their feelings and attitudes.
Responsibility	Identifies individuals of conscientious, responsible, and dependable disposition and temperament.
Socialization	Indicates the degree of social maturity, integrity, and rectitude that the individual has attained.
Self-Control	Assesses the degree and adequacy of self-regulation, self-control, and freedom from impulsivity and self-centeredness.
Good Impression	Identifies individuals who are capable of creating a favorable impression and who are concerned about how others react to them
Communality	Indicates the degree to which an individual's reactions and responses correspond to the modal or common pattern established for the inventory.
Well-Being	Identifies individuals who minimize their worries and complaints and who are relatively free from self-doubt and disillusionment.
Tolerance	Identifies individuals with permissive, accepting, and nonjudgmental social beliefs and attitudes.
Ach. via Conformance	Identifies those factors of interest and motivation that facilitate achievement in any setting where conformance is a positive behavior.
Ach. via Independence	Identifies factors of interest and motivation that facilitate achievement in settings where autonomy and independence are positive behaviors.
Intellectual Efficiency	Identifies the degree of personal and intellectual efficiency that the individual has attained.
Psychological-Mindedness	Measures the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experience of others.
Flexibility	Indicates the degree of flexibility and adaptability of an individual's thinking and social behavior.
Femininity/Masculinity	Assesses an individual's interest in and capacity for patience and personal and interpersonal sensitivity.
Vector 1	The continuum extending from involvement and extraversion at one end to detachment and introversion at the other.
Vector 2	The continuum extending from a rule-questioning perspective at one end to rule-favoring at the other.
Vector 3	A continuum extending from frustration at one end to self-actualization and personality accomplishment at the other.

Note. Folk scale descriptions were taken directly from McAllister, L. (1996). Vector scale descriptions were taken from Gough, H. G. (1996).

F. FACILITATOR RATING FORM USED IN THE PRELIMINARY STUDY

Facilitator Rating Form

Individual Being Rated: _____

Was this individual enrolled in the EMBA or PEMBA program? _____

The following items pertain to the individual's development plan and updates. For each set of items, please indicate the number associated with the statement that best describes this individual's development plan.

1.

1	2	3	4
Generally very vague throughout his/her development plan and progress.	Contained some specific information, but not throughout his/her entire document.	Overall, very specific throughout his/her development plan and updates.	Don't Know

2.

1	2	3	4
Generally submitted late.	Generally submitted on time.	Generally submitted early.	Don't Know

3.

1	2	3	4
Articulated very easy, short-term goals.	Articulated moderate-level goals.	Articulated very challenging, long-range goals.	Don't Know

4.

1	2	3	4
Generally, his/her documents contained many errors such as poor formatting, sloppy presentation, and spelling/grammatical errors.	Generally, he/she utilized appropriate formatting – documents were relatively easy to read with few errors.	Overall, his/her work was professionally formatted and carefully presented, containing only rare errors.	Don't Know

5.

1	2	3	4
Goals were not based on assessment feedback.	Some goals may have been loosely based on feedback.	Most goals were clearly tied to the assessment feedback.	Don't Know

6.

1	2	3	4
No deadlines were set for goal completion.	Some vague deadlines for goal and/or sub-goal accomplishment were set.	Many clear deadlines were established for the completion of various goals and sub-goals.	Don't Know

The following items pertain to your one-on-one meetings and interactions with this individual. For each set of items, please indicate the number associated with the statement that best describes this individual's development plan.

7.

1	2	3	4
This individual did not tend to ask questions about his/her feedback during meetings.	This individual asked some questions about his/her assessment feedback during meetings.	This individual asked many questions about his/her feedback during meetings and it was apparent that s/he had prepared several questions beforehand.	Don't Know

8.

1	2	3	4
This individual was very defensive regarding his/her ratings.	This individual was neither extremely defensive nor proactive regarding his/her ratings.	This individual was very proactive regarding his/her ratings and expressed interest in addressing specific feedback within the development program.	Don't Know

9.

1	2	3	4
This individual behaved in a manner, which indicated disinterest in and/or disregard for the development program	This individual seemed accepting of the development program (e.g., did not react negatively, but also did not express extreme interest in the process)	This individual behaved in a manner, which indicated strong interest in the development program (e.g., asked for suggestions from facilitator to supplement his/her ideas, etc.)	Don't Know

10.

1	2	3	4
This individual indicated that the development program is not important to him/her.	This individual did not state the importance of the development program; however he/she also did not indicate that the program was unimportant.	This individual indicated that the development program is very important to him/her.	Don't Know

11.

1	2	3	4
This individual was not able to provide strong rationale for why various goal areas were chosen.	This individual provided some reasoning for why goal areas were chosen, but not consistently tied to the feedback he/she received.	This individual was able to provide strong rationale (generally related to feedback received) and detailed information in order to explain why various goals were selected.	Don't Know

12.

1	2	3	4
This individual was not interested in learning about the development process and instead focused on indicating potential downfalls he/she believed to be associated with the program.	This individual was somewhat interested in learning about the development process. He/she listened carefully, but did not ask follow-up questions or state his/her interest explicitly.	This individual was focused on learning more about the development process during our meetings and asked follow-up questions to this end.	Don't Know

13.

1	2	3	4
This individual did not want suggestions from the facilitator and pointed out reasons why the facilitator's suggestions or points were invalid.	This individual accepted input from the facilitator, but did not necessarily seek out many suggestions.	This individual asked for suggestions and input from the facilitator and seemed to value the facilitator's recommendations.	Don't Know

Additional Questions with respect to this individual's potential for pursuing developmental activity throughout the year:

14. Did this individual actively pursue development throughout the year, Yes or No?

15. Please rate this individual's ambition toward development on a scale of 1 to 5.

- 1 - This individual's effort and interest in the development program was well below average
- 2 - This individual's effort and interest in the development program was moderately below average
- 3 - This individual's effort and interest in the development program was average.
- 4 - This individual's effort and interest in the development program was somewhat above average
- 5 - This individual's effort and interest in the development program was well above average.

G. REVISED FACILITATOR RATING FORM

Facilitator Rating Form

Individual Being Rated: _____

Informed Consent Statement

Because you have served as an LDP Facilitator, you are invited to participate in a research study examining executive involvement in development programs. Participation in this study involves the completion of the present Facilitator Rating Form with respect to each executive for whom you served as an LDP Facilitator. The information gathered will be kept confidential, and data will be stored securely. Of course, your name will not be attached to the dataset or reported in the study. Your submission of survey responses indicates your consent to participate in this study. Please contact Maria Louis-Slaby at mlouis@utk.edu with any questions or concerns.

Instructions: Please use the scale shown below in responding to each of the following items.
Please choose only one response for each item.

- 1 – Strongly Disagree
- 2 – Somewhat Disagree
- 3 – Neutral
- 4 – Somewhat Agree
- 5 – Strongly Agree

1.	This individual included specific details within his/her development plan and progress updates.	1	2	3	4	5
2.	This individual generally failed to submit progress updates in a timely manner.	1	2	3	4	5
3.	This individual articulated challenging long-range goals for himself/herself rather than more simplistic short-term goals.	1	2	3	4	5
4.	The assignments and progress updates submitted by this individual as part of the development program was professional in nature (i.e., his/her work was carefully formatted and presented and contained only rare errors in areas such as grammar and spelling).	1	2	3	4	5
5.	This individual based his/her goals on assessment feedback stemming from the development program.	1	2	3	4	5
6.	This individual set clear deadlines for himself/herself in order to establish a timeline for progress.	1	2	3	4	5
7.	This individual asked many questions about his/her feedback during meetings, and it was apparent that he/she had prepared several questions/discussion topics beforehand.	1	2	3	4	5

8.	This individual was very defensive regarding his/her ratings.	1	2	3	4	5
9.	This individual behaved in a manner which indicated disinterest in and/or disregard for the development program.	1	2	3	4	5
10.	This individual behaved in a manner which indicated a strong interest in the development program.	1	2	3	4	5
11.	This individual was able to provide strong rationale (generally related to feedback received) and detailed information in order to explain why various goals were selected.	1	2	3	4	5
12.	This individual was interested in learning about the development process.	1	2	3	4	5
13.	This individual actively sought suggestions and input from the facilitator and seemed to value recommendations that were provided.	1	2	3	4	5
14.	This individual was strongly engaged in the development process and his/her development.	1	2	3	4	5
15.	This individual did not make use of available resources and failed to seek additional resources or materials to aid in his/her development.	1	2	3	4	5
16.	This individual did not demonstrate acceptance of his/her feedback (i.e., he/she may have refuted feedback or argued against it).	1	2	3	4	5
17.	This individual considered analysis of his/her feedback to be a serious matter and actively attempted to understand his/her feedback and utilize the information in his/her development plan.	1	2	3	4	5
18.	This individual was actively engaged during meetings with his/her facilitator.	1	2	3	4	5
19.	This individual became defensive after receiving his/her feedback report.	1	2	3	4	5
20.	This individual was argumentative during meetings.	1	2	3	4	5
21.	This individual actively pursued development throughout the year.	1	2	3	4	5
22.	During meetings, it was difficult to engage this individual in productive conversation regarding his/her development.	1	2	3	4	5
23.	It was easy to work with this individual.	1	2	3	4	5

H. COMPLETE CORRRELATION TABLE

Variable	Mean	SD	1.	2.	3.
1. General Activity in a Development Program	55.0	12.2			
2. Feedback Acceptance	16.5	3.6	.64**		
3. Organized Approach to Development	20.0	3.9	.78**	.55**	
4. Manager Performance Ratings	88.9	8.0	.09	.11	.08
5. Peer Performance Ratings	115.8	8.9	.12	.19*	.18*
6. Employee Performance Ratings	113.7	8.4	.14	.20**	.22**
7. Self Performance Ratings	103.4	8.5	-.00	-.01	-.02
8. Manager Rating – ADS	11.4	1.5	.12	.05	.18*
9. Peer Ratings – ADS	11.3	1.2	-.05	-.07	.06
10. Employee Ratings – ADS	11.0	1.3	.05	-.03	.05
11. Self Ratings – ADS	10.9	1.7	-.05	-.04	-.06
12. Self Ratings – Interpersonal Skills	16.5	1.5	-.12	.07	-.00
13. Extraversion (CPI)	41.7	8.2	-.05	-.01	.04
14. Conscientiousness (CPI)	55.5	7.5	-.13	.07	-.02
15. Individual Achievement (CPI)	55.3	6.6	.08	.01	.14

*p < .05, two-tailed. **p < .01, two-tailed.

Variable	4.	5.	6.	7.	8.	9.
1. General Activity in a Development Program						
2. Feedback Acceptance						
3. Organized Approach to Development						
4. Manager Performance Ratings						
5. Peer Performance Ratings	.27**					
6. Employee Performance Ratings	.16*	.32**				
7. Self Performance Ratings	.26**	.13	.13			
8. Manager Rating – ADS	.47**	.22**	.13	.23**		
9. Peer Ratings – ADS	.17*	.54**	.20**	.18	.36**	
10. Employee Ratings – ADS	.01	.16*	.56**	.14	.23**	.22**
11. Self Ratings – ADS	.10	.08	.08	.72**	.31**	.27**
12. Self Ratings – Interpersonal Skills	.29**	.11	.15*	.71**	.13	-.04
13. Extraversion (CPI)	.03	-.03	-.14	-.23**	-.01	-.19*
14. Conscientiousness (CPI)	.08	-.01	.08	.24**	.09	-.04
15. Individual Achievement (CPI)	.04	-.01	.00	.14	.18*	.08

*p < .05, two-tailed. **p < .01, two-tailed.

Variable	10.	11.	12.	13.	14.
1. General Activity in a Development Program					
2. Feedback Acceptance					
3. Organized Approach to Development					
4. Manager Performance Ratings					
5. Peer Performance Ratings					
6. Employee Performance Ratings					
7. Self Performance Ratings					
8. Manager Rating – ADS					
9. Peer Ratings – ADS					
10. Employee Ratings – ADS					
11. Self Ratings – ADS	.26**				
12. Self Ratings – Interpersonal Skills	-.03	.34**			
13. Extraversion (CPI)	-.08	-.27**	.01		
14. Conscientiousness (CPI)	-.04	.30**	.15*	-.01	
15. Individual Achievement (CPI)	.06	.12	.08	-.10	.02

*p < .05, two-tailed. **p < .01, two-tailed.

VITA

Maria Rose Louis-Slaby was born on April 23, 1976 in Akron, Ohio. She attended school in the Akron Public School System and ultimately graduated from Harvey S. Firestone Senior High School as a valedictorian of her 1994 class. From there, Maria entered Marietta College, a small, private Liberal Arts College located in Southeastern Ohio. She earned a Bachelor of Arts degree from Marietta, with a major in Psychology and a minor in Mathematics, graduating Cum Laude with both College and Departmental Honors in May of 1998. Maria then continued her education at the University of Tennessee in Knoxville and earned her Doctoral degree in Industrial and Organizational Psychology in May of 2004.

While a graduate student at the University of Tennessee, Maria was involved in various applied projects. She served as a rater and role player in developmental and selection-based assessment centers for organizations including Tennessee Assessment Center and the University of Tennessee. Moreover, she worked as a facilitator and executive coach in various leadership development programs. Additionally, Maria worked with a variety of organizations, including Ruby Tuesday, Inc., Knoxville Interfaith Network, ThinkLink Learning, Inc., and TESTPrep. While working with these organizations, she developed and conducted training programs, devised surveys, participated in item writing and research, and engaged in both individual and classroom instruction.

Maria also served as an instructor for several courses at the University of Tennessee and engaged in professional service and development. She served as a paper

reviewer and evaluated submissions for a national Human Resource Development conference. In addition, she held multiple offices in the University's Industrial and Organizational Psychology Students' Association. Maria presented several research papers at national conferences and maintained active memberships with the Society for Industrial and Organizational Psychology and the American Psychological Association.

5996 2951 26
06/23/04 HFB