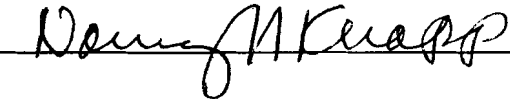


AN ABSTRACT OF THE THESIS OF

Douglas W. Hamel for the Master of Science in  
Psychology presented on July 27, 1993

Title: Supervisors and Subordinates Reactions  
to Performance Appraisals

Abstract Approved: 

The present study was designed to establish a difference between attitudes of supervisory and nonsupervisory employees regarding their performance appraisals. Thirty-four employees completed the survey: 18 were supervisors and 16 were subordinates. All 30 males and 4 females were Caucasian.

T-tests and Pearson Product Moment Correlations were used to analyze the questionnaires. Supervisory and nonsupervisory attitudes regarding their performance appraisals did not differ. Correlations found significant positive correlations on three variables; knowledge and attitude, relevance and attitude, specificity of information and attitude. There were no significant correlations between objectivity and attitude.

**SUPERVISORS AND SUBORDINATES  
REACTIONS TO PERFORMANCE APPRAISALS**

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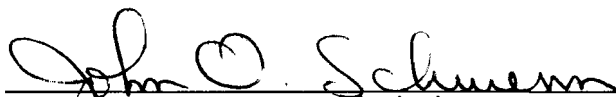
**A Thesis  
Presented to  
the Division of Psychology/Special Education  
EMPORIA STATE UNIVERSITY**

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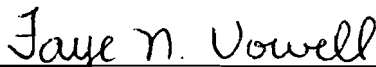
**in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science**

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**by  
DOUGLAS W. HAMEL  
July 1993**



Approved for the Division of Psychology  
and Special Education



Approved for the Graduate Council

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## CHAPTER I

### INTRODUCTION

The process of evaluating employees is a widespread activity in organizations (Dipboye & Pontbriand, 1981; Thomas, 1986; Deets & Tyler, 1986). This activity is carried out to assess an employee's strengths and weaknesses (Cascio, 1989). Performance appraisals provide a necessary function as they require feedback, communication, counseling, and form the basis for promotions, termination, and compensation (Cascio 1989). If the evaluation is completed properly, weaker employees will gain some insight into their performance problems. However, performance appraisals are often not conducted in a way that allows the employee to gain from the process (Deets & Tyler, 1986).

There is a need to develop objective, accurate, and fair performance appraisals for all employees. In many organizations, the only formal method to evaluate an employee's behavior is through the performance appraisal process. To be satisfied with this system, employees must perceive the performance appraisal process as unbiased (Goodson & McGee, 1991). Management must also believe in the system if it is to be carried out in a professional and fair manner. Managers need to perceive the system as fair

and equitable. If not, they will feel the process is not worth completing (Schneier, Geis, & Wert, 1987). In many instances, the evaluation process enables the managers to make good decisions about promotions and terminations.

Studying the attitudes of supervisors and subordinates to performance evaluations is important for three reasons. First, a plethora of research exists on performance appraisals, however little research exists which examines the attitudes of employees about performance appraisals. Second, if supervisory and nonsupervisory employees hold different attitudes toward performance evaluations, it may be necessary to treat the performance appraisal process in a manner that attends to the difference in attitudes. When Eberhardt & Pooyan (1988) studied university workers they found supervisors were more satisfied with the appraisal than were nonsupervisors. Moreover, Mount (1984) studied employees at a large multinational corporation and determined supervisors to be more pleased with the appraisal method. Mount also concluded that managers were more satisfied with the appraisal on more specific items than were subordinates.

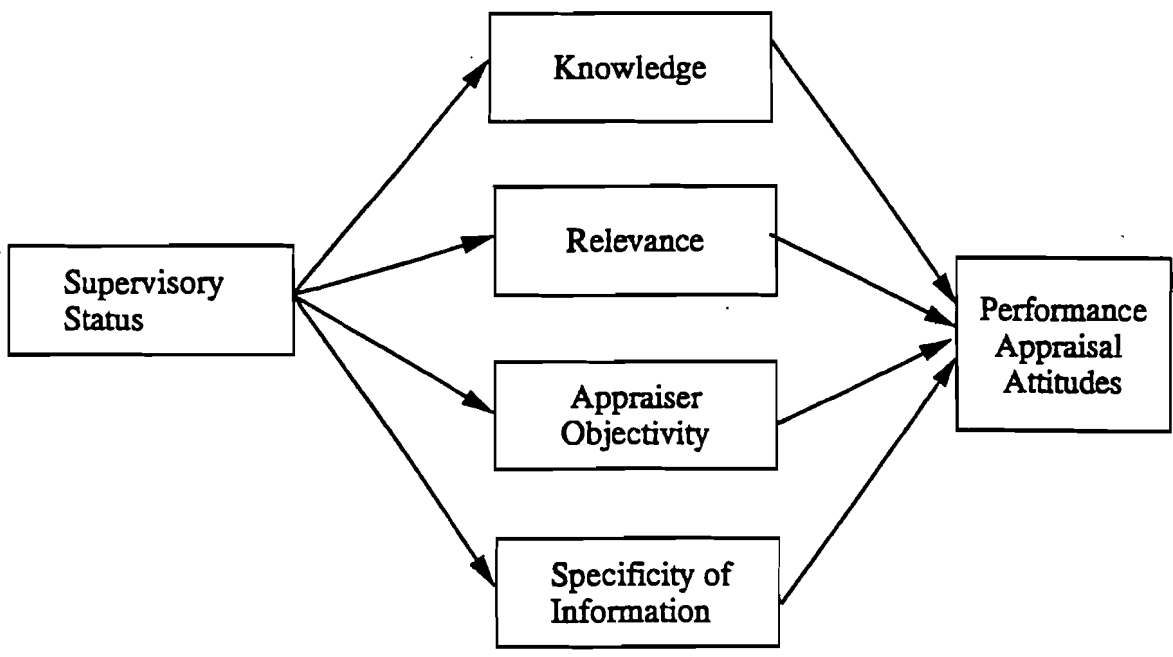
Third, if employees are less satisfied with the

organization's performance evaluation, they might be less motivated in performing their tasks or jobs. "An important issue for research is to determine how the appraisal process can be conducted so that employees accept both the appraisal itself and the system (i.e., measures and procedures) used in the appraisal" (Dipboye & Pontbriand, 1981, p. 249).

A majority of the studies in the literature concentrated on suggestions to improve supervisor's completion of the performance appraisal (Mount, 1984; Ilgen, Mitchell & Fredrickson, 1984; Printz & Waldman, 1985). This is an important aspect of the evaluation, but it is also important to research attitudes between supervisory and nonsupervisory employees as to their own appraisals.

Figure 1 represents how an employee, whether he or she is of supervisory or nonsupervisory status, arrives at his or her final performance appraisal attitude. Supervisory status represents whether the employee is a supervisor or subordinate. The employee then has a number of facets for interpretation before arriving at his or her final attitude. In this study there are five variables one encounters when

Figure 1: A Model of Performance Appraisal Attitude Formation



receiving a performance appraisal; knowledge, relevance, appraiser objectivity, specificity of information, participation, and quality of performance. It is hypothesized there will be a difference between attitudes of supervisory and nonsupervisory employees concerning their performance appraisal.

### Perceptions

Perceptions of performance appraisals by supervisory and nonsupervisory employees' are quite different (Ilgen, Peterson, Martin, & Boesch, 1981; Mount, 1983; Pooyan & Eberhardt, 1989). These perceptions are based on different sources, such as employees' belief and expectancy systems, knowledge, and interactions with others.

Before the evaluation process begins, supervisors and subordinates perceive the process differently (Landy & Farr, 1980). In many cases, not only the performance appraisal but the entire evaluation process creates perceptions. Often during the evaluation interview, subordinates and supervisors suffer misconceptions about the process (Greller, 1980). These misperceptions can be alleviated by having the employee communicate more effectively in the

evaluation process (Goodson & McGee, 1991).

When supervisors are performing evaluations one would expect a difference in the attitudes between supervisory and nonsupervisory employees. This is possibly true. However, very little research has been conducted on supervisor's opinions about their own performance appraisals. The purpose of this study is to examine the attitudes of employees toward their evaluations.

The current study will focus on six variables in regards to performance appraisals. These facets have been found, in degrees, to affect employee's attitudes about their evaluation process. These characteristics include: employee knowledge, relevance of the process, employee participation, quality of an employee's performance, specificity of information within the process, and the objectivity of the appraiser. These variables will be examined in detail in this chapter.

### Knowledge

Supervisors and subordinates demonstrate great difference in knowledge of and involvement in the evaluation process. Cascio (1989) found supervisors were most commonly

the individuals responsible for conducting performance appraisals. Latham (1985) reports 95% of all subordinate evaluations were done by their immediate supervisors. This high percentage is the result of supervisors having the most knowledge of what the subordinate does throughout the day and the knowledge to judge those behaviors with respect to organizational goals.

Since supervisors have more knowledge about the appraisal process than subordinates typically possess, supervisors should understand the job dimensions on which the evaluation is based. Similarly, managers have more training than subordinates and they have more knowledge of the system because of the level of their involvement. (Mount, 1983; Mount, 1984). Subordinates, on the other hand, have limited exposure to the process, and thus have different knowledge or information about the system (Mount, 1983). It is hypothesized there will be a difference in those who have more knowledge about the evaluation process than those who have less knowledge.

### Relevance

The relevance of the appraisal has an effect on the

attitude an employee has about the evaluation process. If the evaluation is believed to contain valid and reliable information about the job or behavior being performed, then the employee may be satisfied with his or her work (Landy , Barnes, & Murphy, 1978). Moreover, individuals expect the evaluation to be job related and to highlight the tasks being performed (Dipboye & Pontbriand, 1981; Robertson, 1986). If the evaluation is relevant then employees should have a better opinion and attitude toward the appraisal. It is also likely that managers are more confident and have a higher level of satisfaction if their appraisal is used for improving performance (Russell & Goode, 1988).

On the other hand, if performance appraisals evaluate factors other than the specific job being performed, employees will be less satisfied. This often happens when an organization uses a single evaluation procedure to cover many different jobs (Cleveland, Murphy, & Williams, 1989). When this occurs employees perceive that the performance appraisal is not valid. If the evaluation is relevant to the work being performed then the employee has a better attitude.



## Participation

The amount of participation the employees have in the evaluation process also seems to affect their attitude. If managers set goals for their employees and the performance appraisal is developed from those goals, then employees' attitudes become more positive toward the appraisal process (Keaveny, Inderrieden, & Allen, 1987). Burke, Weitzel, & Weir's (1980) results show that the manner in which supervisors handle feedback in the evaluation interview will determine the level of employee satisfaction. Drory (1988) determined that if an employee was allowed to participate in the evaluation, he or she would have a more positive outlook about the process. Dipboye and Potbriand (1981) found similar results in their study. They identified a more positive attitude in employees who were allowed to participate, in a verbal manner during their performance appraisal review.

Employees also need to have an active role and participate in the evaluation. Many organizations use a team approach, which often creates a more positive attitude within the employee. This approach may increase

productivity and decrease competition between individuals (Gabris & Mitchell, 1988). Orpen (1988) reported that employees are confident of their performance evaluation if they are able to plan and understand the feedback of the supervisor. Likewise, supervisors have better attitudes toward the appraisal if they can participate in the process (Orpen, 1991). The more participation the employee is allowed to have the better his or her attitude will be.

#### Quality of Performance

Another variable that plays a role in the perception of the evaluation is an employee's daily performance. For example, Ilgen, Mitchell, & Fredrickson (1984) found that supervisors have a preconceived attitude, which is usually negative, toward low performers. This attitude is projected onto the subordinate and may cause him or her to develop a negative attitude toward the performance appraisal.

Moreover, supervisors may be biased during the evaluation process toward subordinates who excel rather than those who do poorly (Dorfman, Stephen, & Loveland, 1986; Ilgen, et al., 1981). This bias may again cause an employee to develop a negative attitude towards the supervisor and

evaluation process. For example, Dorfman et al. (1986) determined that supervisors who supported individual employees, rather than those who tried to improve the efforts of those workers, reported employees having a better outlook on the evaluation process.

Burke et al. (1980) concluded that employees who had an influence in planning, an opportunity to present ideas and feelings, who perceived the supervisor to be helpful, input in solving problems, and were high on goal setting were more satisfied with the performance appraisal. Moreover, Burke et al. (1980) noted that employees, because of the reasons stated above, found the evaluation to be fair and valued the overall appraisal process.

#### Specificity of Information

If performance appraisals contain more specific rather than general information about the tasks performed, subordinates will have a more positive attitude toward the process (Ilgen et al., 1984). Ilgen et al. (1981) studied supervisors and subordinates reactions to performance appraisals sessions and determined that subordinates perceived that supervisors did not give enough specific

information about the job. It is hypothesized that if the evaluation is more specific in information the employee will accept the appraisal process.

### Objectivity of Appraiser

Since teamwork increases the usefulness of a performance appraisal, one must understand the rater and ratee communication process. These two people affect each other in many different ways. Each has perceptions about the other and the evaluation process. Each individual has his or her own characteristics and behaviors which have to be considered (Ilgen & Favero, 1985; Landy & Farr, 1980). These characteristics and behaviors may clash or flow together smoothly depending on the individuals involved. If the supervisor's behavior clashes with the subordinate's then the evaluation process may not be as objective as possible. If this happens, supervisors may become defensive, unknowingly giving a poor performance appraisal.

In other cases, raters may not believe the behavior which the ratee is performing is important to the task or job being performed. It has been demonstrated that satisfaction relating to the performance appraisal process

is directly related to the performance interview (Russell & Goode, 1988). It is of extreme importance for a rater to be, or at least to be seen as being, highly objective when giving a performance evaluation.

Often during the evaluation interview, supervisors feel as though their strengths are discussed more than their weaknesses (Pooyan & Eberhardt, 1989). These results alone should lead one to believe that supervisors will have a more positive attitude than subordinates. It is hypothesized that an employee will have a better attitude if he or she perceives the rater as objective.

There are many variables that affect an employee's outlook on the performance evaluation process. All of these variables are internal and are controlled by the employee or other employees within the organization. If these facets can be controlled then all employees would be more likely to perceive their evaluation as a fair, accurate, and overall necessary task for their job.

### Hypotheses

There are five hypotheses in this study concerning attitudinal differences between supervisory and

nonsupervisory employees:

1) There will be a difference between the attitudes of supervisory and nonsupervisory employees concerning their performance appraisal.

2) There will be a difference in attitudes between those who have more knowledge about the evaluation process than those who have less knowledge.

3) If the evaluation is relevant to the work being performed, the employees will have a better attitude.

4) If the appraiser is seen as objective, the employee will be more satisfied with the process.

5) If the evaluation contains specific information employees will have a better attitude about the process.

## CHAPTER II

### METHOD

This study examined the differences in attitudes between supervisory and nonsupervisory employees regarding their performance evaluation. Many variables affect the attitudes of both supervisory and nonsupervisory employees, such as; knowledge of the evaluation, participation in the appraisal, the objectivity of the rater, and the relevance the appraisal has to the job.

#### Sample

The subjects were supervisors and subordinates from the Coors and Coca-Cola company in Emporia, Kansas and also Jayhawk Beverage Inc., located in Topeka, Kansas. Subjects were identified from a personnel listing the company provided. The sample consisted of 44 individuals: 19 supervisors and 25 subordinates. All employees were sampled because of the small population that exists in the company. The sample consisted of 44 individuals.

#### Procedure

INSTRUMENT: The instrument used in this study was a survey consisting of 23 questions concerning employees'

attitudes towards their overall evaluation (Appendix A). A majority of the items were taken from Dorfman et al. (1986) and Harris (1988).

Reliability and validity of the scales were determined by using a jury of professors, students, and professionals. This jury consisted of 2 professors, 20 students, and 3 professionals from the distributing companies. Their task was to evaluate the questionnaire and to assess the degree of content validity of the items. Items 1 through 18 measured the variables on a seven point Likert scale, where one was given a highly disagree score and seven was given a highly agree.

The subjects were instructed on the survey's purpose through the use of a cover letter (Appendix B). Each survey had an identification number. Surveys were mailed to each every employee after a performance evaluation had been completed. The subjects completed the questionnaire and returned it in the mail to the researcher.

The five independent variables in this study are: 1) whether the employees is a supervisor or a subordinate; 2) the amount of knowledge one has about the evaluation



process; 3) the amount of relevance the evaluation has; 4) how specific the appraisal information is; 5) and how objective the appraiser is. A final variable will be the average of attitudes of supervisors and subordinates towards their performance appraisals.

### Design/Analysis

The data were analyzed using Pearson Product Moment Correlations. The hypotheses that incorporated the Pearson Correlation were: knowledge of the evaluation process, tenure, relevance, participation, objectivity of appraiser, and specificity of information. T-tests were performed on the data from supervisory and nonsupervisory personnel about their attitudes toward the performance appraisal.

## CHAPTER III

### RESULTS

Forty-four questionnaires were mailed 34 were returned, yielding a 77% response rate. Of the 34, 18 were from supervisors and 16 from subordinates. Four females and 30 males returned surveys. All of the respondents who completed the survey were caucasian.

Hypothesis 1. The first hypothesis stated that supervisory attitudes toward performance appraisals would be more positive than nonsupervisory attitudes. A t-test was used to evaluate this hypothesis. The hypothesis was rejected at the .05 significance level (Table 1). Supervisory attitudes ( $X = 17.0$ ) were slightly higher than nonsupervisory attitudes ( $X = 16.8$ ).

Hypotheses two through five. Hypothesis two stated those who have more knowledge about the performance appraisal process would have a better attitude about the evaluation. The correlation between attitude and knowledge was .74, ( $p < .01$ ) therefore, this hypothesis was supported.

Hypothesis three stated that relevance would be positively correlated with attitude. This hypothesis was supported. The correlation of relevance and attitude was

Table 1

Supervisory and Nonsupervisory Means and Standard Deviations

|               | Mean  | Standard Deviation |
|---------------|-------|--------------------|
| Supervisors   | 17.00 | 2.43               |
| Subordinates  | 16.18 | 3.33               |
| <hr/>         |       |                    |
| Entire Sample | 16.91 | 2.84               |

.63 ( $p < .01$ ).

Hypothesis four stated that the objectivity of the appraiser and attitude would be significantly correlated in a positive direction. This hypothesis was rejected.

Objectivity of the appraiser and attitude had a correlation of .08.

The last hypothesis stated that specificity of information and attitude would be significantly correlated in a positive direction. This hypothesis was supported. The correlation for specificity of information and attitude was a .69 ( $p < .01$ ) (Table 2).

Table 2

Pearson Product Moment Correlations

|      |       |       |       |      |      |      |      |
|------|-------|-------|-------|------|------|------|------|
| Rel  | 1.00  |       |       |      |      |      |      |
| Spec | .66** | 1.00  |       |      |      |      |      |
| Att  | .63** | .69** | 1.00  |      |      |      |      |
| Know | .79** | .71** | .74** | 1.00 |      |      |      |
| Obj  | .35*  | .35*  | .08   | .43* | 1.00 |      |      |
| Pur  | .35*  | .20   | .24   | .35* | .04  | 1.00 |      |
| Ten  | -.20  | -.25  | -.10  | -.05 | -.12 | .10  | 1.00 |

---

Note:    \*\*.01 Significance            \*.05 Significance

Rel = Relevance of Evaluation Material

Spec = Specificity of Information

Att = Attitudes of Employees

Know = Knowledge of Evaluation Process

Obj = Objectivity of Appraiser

Pur = Purpose of the Evaluation

Ten = Length of Time Employed at the Organization

## CHAPTER IV

### DISCUSSION

This study was conducted to understand differences between supervisory employees and nonsupervisory employees with respect to their attitudes toward performance evaluations. Five hypotheses about the relationships among performance appraisal information and attitudes were tested. Hypothesis one, which argued that supervisory attitudes would be more positive than nonsupervisory attitudes was not supported. This refutes work done by Pooyan and Eberhardt (1988). They found that there was a significant difference in attitudes about performance appraisal between supervisors and nonsupervisors.

The findings of this research may not be consistent with the results of Pooyan and Eberhardt's (1989) study because of the insufficient sample size. The sample used in this study and the study in Pooyan and Eberhardt's (1989) study are dissimilar in two ways. First, the sample for this study consisted of the employees of an organization. Pooyan and Eberhardt's (1989) study consisted of university employees. Moreover, the sample for this study was much smaller compared to Pooyan and Eberhardt (1989), which

included 665 employees. Limited sample size may have limited the findings of this research.

### Correlations and Existing Research

Hypothesis two, which stated those with more knowledge of the evaluation process would have better attitudes towards the process, was supported. Attitude was highly correlated with knowledge, thus illustrating that the greater amount of knowledge one has, the better his or her attitude is towards the evaluation process. Mount's (1983; 1984) research also supports this relationship.

Hypothesis three stated, if the performance appraisal is perceived as having more relevance to the job or task being performed, the employee will have a better attitude toward the evaluation process. Dipboye and Pontbriand (1981) supported the concept that if the performance appraisal is not job related or relevant to the job or task being performed, then the employee develops a negative attitude about the appraisal process. Relevance was highly correlated with attitude, showing the more relevant the appraisal, the more positive the employee's attitude.

Hypothesis four stated, if an appraiser was seen as being objective, the employee would have a better attitude

toward the process. This hypothesis was also rejected. Goodson and McGee (1991) found there are many variables that must be studied to assess the objectivity of an appraiser. The present study did not measure many of the necessary variables to determine objectivity. The inability of the present study to measure all of the variables necessary to find objectivity in an appraiser may have been the reason for the difference in findings. There are three facets that Goodson and McGee (1991) believe are needed to assess the objectivity of an appraiser; participation in the interview process, flexibility of the appraiser, and motivation to improve the job or task being evaluated. The present study's results also disagree with the research done by Russell and Goode (1988) which found significant results in objectivity of the appraiser to be related to attitude.

Hypothesis five was concerned with the appraisal and its specificity to the task performed. If the evaluation is specific to the job being appraised, then the employees attitude should be more positive. Specificity was highly correlated with attitude in the present study. This is supported by Ilgen et al. (1984) who also found a significant relationship between specificity of the



appraisal and performance appraisal attitudes.

### Theoretical Implications

Pooyan and Eberhardt (1989) have conducted extensive research on performance appraisals. These authors proposed that an employee in a supervisory position would have a better attitude about his or her performance evaluation than a nonsupervisory employee. They hypothesized that because supervisory and nonsupervisory employees are involved in the evaluation process in different ways, they should have different attitudes toward performance appraisals.

The present study partially supports Pooyan and Eberhardt's (1989) study. There were no differences found between supervisory and nonsupervisory employees in the present study. However, if an employee has more knowledge about the evaluation process, he or she will have a better attitude about the appraisal. These findings are also supported by Mount (1984), who found that employees that have a better understanding of the evaluation process may have a better attitude.

This study also supports Landy et al. (1978). These authors found that if the performance evaluation contains valid and reliable information, then the employee will be

more satisfied with the process. The current study, determined that if the evaluation focused on specific and relevant information about the job being performed an employee would have a more positive attitude about the process.

### Research Implications

The major limitation with this study was its sample. The sample contained only 34 subjects which may have influenced the results. The fact that all respondents were caucasian limits its generalizability. Additionally, nearly equal numbers of supervisors and subordinates returned the questionnaire.

Preexisting factors may have implications in any study related to performance evaluations. For example, whether or not the evaluation is self-report and the frequency of the evaluation. The situation in the settings for this study is that employees normally fill out this evaluation. In addition to this, the companies researched have bi-annual performance appraisals. These two factors may have had subtle implications in this study, such as employee attitude of objectivity.

### Practical Implications

These results demonstrate that performance appraisals need to focus on specific items relevant to the job or task being performed. Moreover, if the employee is knowledgeable about the appraisal, then the evaluation should be one with which all employees in the organization are comfortable. If supervisors focus more on these variables, it may be possible for an employee to develop a more accepting attitude. Although objectivity of the appraiser and tenure were not found to have significant effects, they should be looked at in future studies.

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APPENDIX A

SURVEY

"Please circle one response per question."

- 1) I believe performance appraisals are a valuable process.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

- 2) My performance rating for the last six months represents a fair picture of my job performance.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

- 3) My performance rating for the last six months is an accurate picture of my job performance.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

- 4) I feel very satisfied with my performance appraisal made by my supervisor.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

- 5) I consider my superior to be knowledgeable about the evaluation process.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

6) I believe someone other than my supervisor should evaluate my job performance.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

7) I feel defensive after receiving my performance appraisal.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

8) The goals that I am to achieve on the job are clear.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

9) I receive clear information about how to improve my work performance from my performance appraisal.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

10) I know the standards used to evaluate my performance evaluation.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

11) After receiving my performance interview I completely understand my duties.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

12) The goals I have for myself are the same as the company's goals.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

13) I consider my performance evaluation to be fair.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

14) My performance appraisal did not concentrate on the job performed.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

15) The most important parts of my job are emphasized in my performance appraisal.

1.....2.....3.....4.....5.....6.....7

HIGHLY DISAGREE

HIGHLY AGREE

16) I believe my evaluation is not representative of the tasks I have performed.

1.....2.....3.....4.....5.....6.....7  
HIGHLY DISAGREE HIGHLY AGREE

17) My performance appraisal is used to determine whether I will be promoted.

1.....2.....3.....4.....5.....6.....7  
HIGHLY DISAGREE HIGHLY AGREE

18) My performance appraisal is used to identify job skills I need more training on.

1.....2.....3.....4.....5.....6.....7  
HIGHLY DISAGREE HIGHLY AGREE

"Please indicate your response to each of these questions."

19) What is your gender? \_\_\_ Male \_\_\_ Female

20) What is your age? \_\_\_ Years

21) How long have you been employed in this organization?  
\_\_\_ Years Months\_\_\_

22) Are you a supervisor?  
\_\_\_ YES \_\_\_ NO

23) Your race is: Caucasian\_\_\_  
African-American\_\_\_ Asian\_\_\_  
Hispanic\_\_\_ Other\_\_\_

APPENDIX B  
COVER LETTER

May 10, 1993

Dear Employee:

The purpose of this study is to measure attitudes of supervisory and nonsupervisory employees concerning their performance evaluation. Every employee in both the Coors and Coca-cola companies will be surveyed.

Your opinion is very valuable and because there are so few employees it is important that everyone complete the survey. It is very important that the enclosed questionnaire is completed and returned in the self-addressed envelope provided. You may be assured that this questionnaire and your responses are confidential. The code number is for experimenter identification. Only summated numbers will be used; no individual responses will be reported.

The results of this research will be available to anyone who wishes to obtain them. This questionnaire was made to be short so that it would take a minimal amount of your time to complete. I understand that you are extremely busy so I greatly appreciate your time and cooperation in helping me with this study. Please return the questionnaire by May 18, 1993. If you would like a copy of the results or have any questions about this study, please call (316) 343-3246.

Sincerely,

Doug Hamel

APPENDIX C  
COMPANY LETTER REGARDING THE SURVEY



April 20, 1993

Dear Valued Employee,

We have solicited an outside agency to survey our employees regarding our current employee review system, and the success and value of that system.

You will be receiving, by mail, a form to complete. I strongly encourage you to participate in this survey, and can assure you that your survey answers will be held in strictest confidence. Accounting and totalling of the survey will be done by the independent agent. After you have completed the survey, mail it in the enclosed self-addressed envelope. You are not required to sign your name.

Thank you for your participation in this survey. It is an effort by the company to improve on our existing system if needed, and to continue to build a strong team effort in our business relationships.

Sincerely,

Laurent C. DeBauge

APPENDIX D  
HUMAN SUBJECTS BOARD

## APPLICATION FOR APPROVAL TO USE HUMAN SUBJECTS

This application should be submitted, along with the Informed Consent Document, to the Institutional Review Board for Treatment of Human Subjects, Research and Grants Center, Campus Box 4048.

1. Name of Principal Investigator(s) or Responsible Individuals:

Doug Hamel

2. Departmental Affiliation: Psychology and Special Education

3. Person to whom notification should be sent: Doug Hamel

Address: 1309 E. 11th Apt. 3 Emporia, KS

4. Title of Project: Supervisors and subordinates reactions to performance appraisals

5. Funding Agency (if applicable): \_\_\_\_\_

6. Project Purpose(s):

The purpose of this project is to determine if there is a difference in attitudes between supervisory and nonsupervisory employees regarding their performance evaluation.

7. Describe the proposed subjects: (age, sex, race, or other special characteristics, such as students in a specific class, etc.)

Subjects will range from the ages of 18 to 72 years of age and will represent all races and religion. Subjects will be sampled from the companies of Coors and Coca-cola in Emporia, KS.

8. Describe how the subjects are to be selected:

Subjects will be randomly selected from a personnel listing received from the companies.

9. Describe the proposed procedures in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described here. **Copies of questionnaires, survey instruments, or tests should be attached.** (Use additional page if necessary.)

There will be a twenty question survey given to the employees. This questionnaire is attached.

- 10. Will questionnaires, tests, or related research instruments not explained in question #9 be used?  
 Yes  No (If yes, attach a copy to this application.)
- 11. Will electrical or mechanical devices be used?  Yes  No (If yes, attach a detailed description of the device(s).)
- 12. Do the benefits of the research outweigh the risks to human subjects?  Yes  No This information should be outlined here.

The benefits of this research are: An understanding of how attitudes are developed, possibly compensating for negative attitudes, and a increase in satisfaction of the employees.

The only possible risk is that of subject privacy. Some questions on the survey will invade the subjects privacy.

- 13. Are there any possible emergencies which might arise in utilization of human subjects in this project?  
 Yes  No Details of these emergencies should be provided here.

- 14. What provisions will you take for keeping research data private?

All surveys will be coded so that no names will be used. Also all the surveys will be mailed to and back from subjects in a sealed envelope ensuring privacy.

- 15. Attach a copy of the informed consent document, as it will be used for your subjects.

**STATEMENT OF AGREEMENT:** I have acquainted myself with the Federal Regulations and University policy regarding the use of human subjects in research and related activities and will conduct this project in accordance with those requirements. Any changes in procedures will be cleared through the Institutional Review Board for Treatment of Human Subjects.

\_\_\_\_\_  
Signature of Principal Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of responsible individual  
(faculty advisor)

\_\_\_\_\_  
Date

I, Douglas W. Hamel, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing this type of material. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Douglas W. Hamel  
Signature of Author

July 27, 1993  
Date

Reactions to Performance Appraisals  
Title of Thesis

Doug Cooper  
Signature of Graduate Office Staff Member

August 9, 1993  
Date Received