Using Critical Incidents: The Development of a Behaviorally Based Training Program for Supervisor Citizenship Behavior and Feedback Skills

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USING CRITICAL INCIDENTS: THE DEVELOPMENT OF A BEHAVIORALLY BASED TRAINING PROGRAM FOR SUPERVISOR CITIZENSHIP BEHAVIOR AND FEEDBACK SKILLS

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By
Jody Lecheler

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USING CRITICAL INCIDENTS: THE DEVELOPMENT OF A BEHAVIORALLY BASED TRAINING PROGRAM FOR SUPERVISOR CITIZENSHIP BEHAVIOR AND FEEDBACK SKILLS

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I dedicate this thesis to my parents, Art and Peggy Lecheler, who have always supported me in all of my endeavors, wherever they have taken me. I would not be nearly as successful without their continuous love and encouragement.
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It has been argued (Greer, 2013) that supervisors are a critical component in organizational effectiveness. Supervisors are required to hold many roles within the organization (Evans, 1965). Specifically, employees often see supervisors as representatives of the organization, while the organization depends on supervisors to maintain production (Greer, 2013). Many supervisors also fill a variety of other organizational roles such as mentor, trainer, motivator, disciplinarian, evaluator, and leader (Evans, 1965). For these reasons, effective supervisors are crucial to organizational success. The present study developed a behaviorally based training program for supervisors for a poultry processing organization. The training program content included displaying supervisor citizenship behavior and providing effective feedback. Examples of actual situations in the form of critical incidents were collected from incumbents serving as subject matter experts (SMEs). The critical incidents were then edited, retranslated, calibrated, and used to provide specific behavioral examples in the training program.
Introduction

Whether they have the title “supervisor,” “manager,” or “boss,” today’s front-line management has a multifaceted role within the organizational structure. Employees often see supervisors as representatives of the organization; at the same time, the organization relies upon the supervisors to ensure effective operations (Greer, 2013). Supervisors are an essential component in most organizations to act as a liaison between upper management and hourly employees. Many supervisors have to fill a variety of organizational roles including mentors, trainers, motivators, disciplinarians, evaluators, and leaders. For these reasons, the effectiveness of organizational supervisors and front-line managers is critical to the organization’s success (Evans, 1965).

However, within the modern workplace, the role of supervisors is evolving and now emphasizes a people-focused mentality instead of a production-focused mentality. Greer (2013) argued that the supervisory techniques of pushing production and using intimidation will not work anymore as it did in the past. In fact, Goleman (1998) argued that in today’s workplace emotional intelligence is the difference between an effective leader and an ineffective leader. The same was found for jobs at other levels within an organization, such as the front-line supervisor. As an individual moves up in an organization, emotional intelligence becomes even more critical. No longer are extensive job training and a great mind all that go into being an effective leader. Therefore, companies that fail to train supervisors in the appropriate techniques for the modern workforce are likely to fall behind.

Due to the complexity of the position, it is undoubtedly important for organizations to either select individuals who already possess the skills necessary to be a
highly competent supervisor or train them on how to develop said skills. For this reason, the purpose of the current study is to determine important skills that supervisors should possess, to examine how these skills can be taught, and to develop a supervisor training program for an organization. The current review will first define the supervisory role. Second, the importance of the supervisor role and its impact on the organization will be examined. Finally, two supervisory skills of successful supervisors will be presented: communicating feedback and displaying management citizenship behavior.

**Distinguishing Leaders From Supervisors**

Ideally, all supervisors would be leaders; however, this expectation is not practical. Organizations should not attempt to mold their front-line supervisors into leaders without developing the proper supervisory skills first. It is generally believed that supervisors are responsible for the day-to-day operations of an organization while leaders provide vision and direction for the organization’s long-term goals. Many researchers (e.g., Altfeld, 1999; Evans, 1996; Greer, 2013) have distinguished between “leaders” and “managers” (i.e., “supervisors”). According to Altfeld (1999), managers run a company, but leaders build the company. Although it is the duty of leaders to guide the organization through organizational change, it is the role of the managers to ensure the current system runs smoothly. Evans (1996) argued that leaders are followed without coercion, but this is not necessarily the case for supervisors. He also claimed that bosses remain psychologically distant from their subordinates and interact with them only as much as production demands. Consequently, the depth of commitment shown towards supervisors from subordinates is generally less than the level of commitment towards true leaders. Finally, Greer (2013) presented the supervisor definition provided by the U.S. National
Labor Relations Act: any individual in a position of authority who can act on behalf of the employer to hire, promote, release, reward, discipline, and the like. Contrary, leadership is the ability to inspire and stimulate a deeper commitment to the leader, their work, and the organization.

**The Impact of the Supervisor Role**

Although there is little doubt that supervisors are a crucial component of ensuring effective organizational operations, there is evidence that supervisors are this critical component because of the indirect effect they have on the organization through their subordinates (Evans, 1965; Jiang, Baker, & Frazier, 2009). Evans (1965) compared departmental performance across two types of supervising attitudes: mechanistic and organic. Mechanistic attitudes are objective-focused and control subordinates using a strict communication style. On the other end of the spectrum, organic attitudes allow for spontaneity and collective activity while working towards organization objectives. The researcher also compared A-attitudes, deep-seated attitudes towards organizational life, and F-attitudes, attitudes that vary depending on the situation. It was found that supervisors with an organic A-attitude were associated with low turnover and high performance among their subordinates. The F-attitudes were not associated with these organizational outcomes. Therefore, there is evidence that worker behavior can be influenced by the attitudes and behaviors of immediate supervisors. Similar findings were found in Chinese factories (Jiang et al., 2009). Over 600 Chinese migrant workers were surveyed examining the increasing labor turnover problem in China. It was found that payment and working conditions could be tolerated by the migrant workers; however, turnover was highest when human resources practices and production and operations
management procedures were poor. If the labor turnover issue does not improve in China, there could be trouble for the global supply chain. This example clearly demonstrates that supervisors have potential impact well beyond their immediate organization.

**Supervisory Skills**

As discussed above, evidence supports the notion that supervisors do, in fact, impact the effectiveness of the organization; therefore, it is necessary to examine which skills supervisors should possess in order to maximize their performance. Despite what is often noted on the surface, the supervisory role consists of much more than simply overseeing the hourly employees. Although it would be impossible to list all of the essential skills of successful supervisors, researchers (e.g., Goleman, 1998; Hotek, 2002; Sank, 1974; Smith, Plowman, Duchon, & Quinn, 2009) have reviewed the skills considered to be the most important. Hotek (2002) surveyed 245 factory personnel from various manufacturing companies and levels within those companies on the importance of 30 different skills. Results indicated that the most important skills, in order, for supervisors to possess are (1) influencing others; (2) providing feedback; (3) setting goals and objectives; (4) identifying performance issues; (5) communicating effectively; and (6) knowing practical skills. Sank (1974) similarly asked 145 middle managers for what they believed to be the most effective and ineffective managerial traits, and a list of 45 effective traits and 29 ineffective traits were compiled during data analysis. Relevant to the current review, the most effective traits determined included intelligence, fairness, understanding, knowledge, and communication.

On the contrary, Goleman (1998) argued that emotional intelligence is the most important skill for a leader or supervisor to possess. Emotional intelligence encompasses
self-awareness, self-regulation, motivation, empathy, and social skill. Smith et al. (2009) found that the political skill of supervisors led to successful outcomes more so than technical skills. Political skill was defined as a social skill that enabled achieving goals and specific behaviors; it was not discussed with the negative connotation it generally possesses. Instead, managers with effective political skills utilized unobtrusive and systematic power to gain the desired outcomes. Considering the variety of research findings, it appears that neither dispositional traits nor interpersonal behavior solely lead to successful supervising – it is a collaboration of the two. Based on the discussed findings, the current review will examine the literature on two general traits that incorporate many of the constructs of successful supervision listed above: communicating feedback and displaying management citizenship behavior.

Feedback

First and foremost, in order to provide effective feedback to subordinates or display management citizenship behavior, supervisors must be able to communicate effectively. The concept of communication encompasses a wide-variety of methods to transfer information from one source to another for the purpose of developing, maintaining, and changing organizations (Jablin, 1979; van Vuuren, de Jong, & Seydel, 2007). Regardless of the method, communication is a critical component of organizations because it allows the transfer of information, clarification of tasks, and coordination of activities (Johlke & Duhan, 2000). Much research has been conducted on the organizational outcomes of successful communication in the workplace. Successful communication between supervisors and subordinates has been shown to be related to job performance (Johlke & Duhan, 2000), job satisfaction (Johlke & Duhan, 2000; Madlock,
communication satisfaction (Madlock, 2008), organizational commitment (van Vuuren et al., 2007), and trust (Willemyns, Gallois, & Callan, 2003). Due to the high volume of research that has connected supervisor communication to organizational outcomes, it is evident that communication is a key skill that all supervisors should possess.

One of the most important components of communication between supervisors and subordinates is feedback from the supervisor (Chur-Hansen & McLean, 2006; van Vuuren et al., 2007). Feedback is collecting information about some measure of performance and delivering it back to the appropriate recipient in order to change or guide behavior (Burkard, Knox, Clarke, Phelps, & Inman, 2014; Hotek, 2002; Schein, 1988). According to Schein (1988), there are certain characteristics feedback should possess in order to maximize its effectiveness: (1) be based on pre-determined goals and performance standards; (2) provide negative, descriptive neutral, and positive feedback; (3) give specific examples and guidelines; (4) have clear motives of the individual providing the feedback; (5) relay negative critical information even if it could cause minor discomfort; (6) apply to specific situations and behaviors, not the person or general traits; and (7) be timed appropriately. Because feedback is one of the primary methods of providing information and direction to subordinates, it is considered an essential skill for supervisors (Burkard et al., 2014).

Researchers (e.g., Burkard et al., 2014; Chur-Hansen & McLean, 2006) have distinguished between formative and summative feedback and have examined the best way to provide feedback to subordinates, including considering different variables such as impression management (Kacmar, Wayne, & Wright, 2009), as well as the interactive
effects of psychological empowerment, the feedback environment, and feedback orientation of the receiver (Gabriel, Frantz, Levy, & Hilliard, 2014). Johlke and Duhan (2000) noted that bidirectional communication between supervisors and subordinates allows for the most effective feedback. Bidirectional communication provides the opportunity for subordinates to respond to the feedback, for the supervisor to listen to the subordinate’s opinions, and for the supervisor to clarify if necessary. Additionally, certain communication characteristics, when providing feedback to subordinates, facilitate trust within the supervisor-subordinate relationship (Willemyns et al., 2003). For example, allowing subordinates to maintain face when providing feedback enables the formation of a trusting working environment.

A common topic among researchers (Burkard et al., 2014; Chur-Hansen & McLean, 2006) is the distinction between formative and summative feedback. Formative feedback is ongoing feedback that identifies an individual’s strengths and weaknesses and specific aspects of work that needs to be improved. Summative feedback is an overall evaluation such as the information that is typically provided in formal performance appraisals. For the purpose of the current review, the focus will be on formative feedback because it is the type of day-to-day feedback supervisors provide their subordinates. Chur-Hansen and McLean (2006) provided advice on how to feed back information to subordinates. Many of their points coincide with those of Schein (1988), including objectivity, behavior-focused, specificity, appropriate timing, and the use of positive and negative feedback. Other tips suggested by Chur-Hansen and McLean (2006) included mutual trust between the supervisor and subordinate; the importance of direct and constructive feedback; the avoidance of humiliation or disrespect; and the opportunity for
the recipient to discuss his or her feedback. Essentially, it is the effectiveness of the supervisors’ interpersonal skills that can make the feedback process successful or unsuccessful. Interpersonal skills will be discussed further in the following section.

How supervisors deliver feedback also has been examined. Kacmar et al. (2009) studied the effects of supervisors utilizing impression management tactics when providing feedback to subordinates. They found that subordinates rated supervisors who engaged in impression management more favorably than supervisors who did not. Similarly, those who received positive feedback from a supervisor who was engaging in impression management rated the supervisor more favorably than did individuals who received negative feedback. Although there were main effects for impression management (or the absence thereof) and direction of feedback (i.e., positive or negative), no interaction between the variables was found. For example, supervisor ratings did not become more negative when positive feedback was paired with impression management. Therefore, according to this research, in order for supervisors to achieve the most favorable perceptions, positive feedback should be delivered and impression management tactics should be utilized.

Finally, although many researchers (e.g., Char-Hanson & McLean, 2006; Schein, 1988) have specified characteristics of effective feedback, other researchers (e.g., Gabriel et al., 2014) have demonstrated that the nature of the feedback may vary in effectiveness depending on the individual receiving the feedback, as well as the feedback environment in which it is given. Gabriel et al. (2014) examined the perception of feedback in terms of three variables: psychological empowerment, feedback environment, and feedback orientation. Psychological empowerment is an individual’s dynamic state of meaning,
competence, impact, and self-determination on the job; feedback environment refers to the context in which feedback is delivered; and feedback orientation is an individual’s personal openness to feedback. Specifically, individuals with high feedback orientation understand the importance of feedback, have high feedback self-efficacy, and are more likely to seek feedback. On the other end of the spectrum, individuals with low feedback orientation are less receptive to feedback, are less likely to understand the value of feedback, and are less likely to seek feedback.

The data indicated an interactive effect between feedback environment and feedback orientation (Gabriel et al., 2014). In other words, individuals with higher feedback orientation were more likely than individuals with low feedback orientation to find meaning in their work when a positive feedback environment existed. However, for those who are not disposed to feedback, a strong feedback environment can actually decrease competence and self-determination. Therefore, these results demonstrated that ‘ideal’ supervisor feedback cannot necessarily be generalized to all subordinates. Supervisors should be aware of how each of their subordinates responds to feedback and adapt the feedback environment accordingly. This process can also be accomplished on a group level if impractical at the individual level. Regardless, this process is important because if supervisors assume all employees should receive the same feedback environment, it may actually hurt psychological empowerment (e.g., by decreasing self-efficacy or value) for those with a low feedback orientation.

In conclusion, in order to provide the most effective feedback, supervisors should be trained on how to appropriately convey information to their employees. Training developers should emphasize the importance of supervisor-subordinate relationships and
how they are associated with organizational outcomes (Kacmar et al., 2009). Training programs should incorporate background information about feedback and interpersonal skills, role-playing, and how and when to use impression management techniques. Over time, supervisors should recognize the impact of these strategies. In the next section, research on interpersonal skills and its training implications will be discussed.

Management Citizenship Behavior

Over the past 50 years, the concept of interpersonal competence and respect has been given many names. One of the most popular terms for this construct was coined by Fleishman and Harris (1962) in the Ohio State studies: consideration. They developed a well known definition which stated that consideration “reflects the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates’ ideas, and consideration of their feelings…. This dimension appears to emphasize a deeper concern for group members’ needs and includes such behavior as allowing subordinates more participation in decision making and encouraging more two-way communication” (p. 43-44). Since this series of studies, many researchers have examined the effects of this critical leadership component.

Van Quaquebeke, Zenker, and Eckloff (2008) investigated the perceived value of consideration to individuals employed in organizations. They first distinguished between two different kinds of respect: recognition respect and appraisal respect. Recognition respect is the respect for people, also commonly known as the ‘golden rule.’ It is respect of others as individuals and treating others how one like to be treated in return. Appraisal respect is respect given to others for notable achievements (e.g., mastering a skill or exceptional job performance). Respondents indicated that recognition respect was more
desirable than appraisal respect in the organizational setting, although both were considered important. Also, respect from supervisors was held in much higher esteem than respect from colleagues. Therefore, not only is consideration associated with positive organizational outcomes, it is perceived as important to actual employees.

In order to research its effects, Shea (1999) had to operationalize considerate leadership. Specific verbal and nonverbal techniques were indicated in order for subordinates to perceive consideration. Key verbal behaviors included engaging in two-way communication, expressing concern for subordinates, and emphasizing comfort and satisfaction. Nonverbal communication included leaning towards subordinates, maintaining eye contact, and displaying positive facial expressions. In terms of interactional behaviors, considerate leaders were friendly, appreciative, responsive, and willing to listen. Using operational definitions such as this one and leadership perceptions from the field, a general trend of positive organizational outcomes has been derived from considerate leadership behaviors. For example, consideration has been associated with increased productivity (Lowin, Hrapchak, & Kavanagh, 1969), quality of work (Lowin et al., 1969), job satisfaction (Lowin et al., 1969; van Quaquebeke et al., 2008), and motivation (van Quaquebeke et al., 2008).

Although charismatic leadership is often considered one of the most effective leadership styles, evidence has shown that considerate leadership may be just as valuable to an organization (Shea, 1999). In a study comparing the effects of considerate, structuring, and charismatic leadership styles, Shea (1999) found that individuals working under considerate leaders initially produced the highest quantity of output compared to charismatic and structuring leadership styles; however, this difference between
considerate and charismatic diminished across four trials. Therefore, although it appears that considerate and charismatic leadership may both produce positive long-term outcomes, the comfort and receptiveness of considerate leadership may be more beneficial at the beginning of a supervisor-subordinate relationship. Considerate leadership also was found to increase self-efficacy, which further contributed to increased performance.

Another important characteristic of a considerate supervisor is strong emotional intelligence, with an emphasis on empathy and social skills (Goleman, 1998; Willemyns et al., 2003). Empathy is generally defined as concern for employees’ feelings while making effective business decisions (Goleman, 1998). Also notable, empathy is considered to be especially important in cross-cultural supervisor-subordinate relationships because it can often decrease the frequency of or prevalence of miscommunication or misunderstanding. This connection is believed to exist because individuals with high emotional intelligence are more likely to notice subordinate body language or other nonverbal cues to indicate cultural differences. The other aspect of emotional intelligence that is essential for supervisors is strong social skills (Goleman, 1998; Willemyns et al., 2003). Goleman (1998) defined social skills as purposeful friendliness. Supervisors with effective social skills understand that work requires other people and that managing relationships is the means to that end. Because organizations expect supervisors to produce a certain quality and quantity of production, subordinates make those numbers possible for the supervisors. Without social skills, a supervisor will likely be unsuccessful.
A relatively new concept in the literature on consideration is management citizenship behavior (MCB). Hodson (1999) coined the term to reflect the expectations of management personnel to respect their subordinates while maintaining successful levels of production. The underlying themes of MCB include trust, legitimacy, reciprocity, and organizational justice (Hodson, 1999; 2002). As cited in Hodson (1999), Juravich indicated consequences that occurred in a factory when it was poorly managed: supervisors yelled at subordinates, fired them without prior warning, and failed to maintain equipment. Consequentially, employees intentionally broke machines, undermined management positions, and participated in other antics to disrupt production. For these reasons, among many others, the perception of MCB is a critical component to organizational success.

Hodson (1999; 2002) conducted research to determine antecedents and consequences of MCB. Some of the determinants of MCB included market competition, organizational factors, and occupational characteristics. Each of these factors had its own unique effect on the prevalence of MCB in the organization. However, where MCB did exist, there appeared to be significant benefits for the organization. MCB was found to be one of the most important predictors of worker citizenship behavior and harmony in the workplace. This reduced conflict is not only found between colleagues, but between supervisors and subordinates as well. It appears that workers are especially attuned to the behavior of management and motivated by it, which makes the concept of MCB a critical one.

Other researchers (e.g., Maume, Rubin, & Brody, 2014; Rubin & Brody, 2011) have since conducted further research on the concept of MCB. Rubin and Brody (2011)
incorporated ethical behavior and family-supportive behaviors into the construct and found it did, in fact, further explain employee well being. Moreover, the ethical behaviors positively affected all of the outcome variables examined – organizational commitment, job satisfaction, and mental health. This was believed to occur because ethical behavior indicated the ability of the subordinates to trust their managers’ communication and information. Maume et al. (2014) found similar results in that MCB was significantly related to organizational commitment and job satisfaction. It also was believed that MCB could reduce racial conflict within an organization by establishing and maintaining a respectful work environment. Finally, it was argued that supervisors who demonstrate respect and consistently provide open communication with their subordinates receive the benefit of a loyal and well-run workplace in return.

Now that the concept of consideration or MCB has found to be predictive of successful organizational outcomes, the question remains of whether or not supervisors can effectively be trained in this construct. According to Goleman (1998), these traits can be learned, although not necessarily easily. Learning new behaviors such as emotional intelligence requires much time and commitment, but the benefits received should be well worth it to the subordinates, the supervisors, and the organization.

In conclusion, although there are many necessary skills to be a successful supervisor, effective feedback, and management citizenship behavior, or social skills, are considered among the most important (Goleman, 1998; Hotek, 2002; Sank, 1974; Smith et al., 2009). Extensive research (e.g., Hodson, 1999; Kacmar et al., 2009; Madlock, 2008) has found that these skills are beneficial to organizations and the success thereof. Although it is relatively easy to list all of the traits a successful supervisor should possess,
not every supervisor naturally has these traits. Therefore, organizations likely need to train their supervisors to receive the benefits of effective supervision. Training and development programs for supervisors should be established for organizations to experience the positive outcomes that these supervisory skills can produce, such as increased job satisfaction, organizational commitment, reduced turnover, and a more productive workforce. For the purpose of the current review, management citizenship behavior was termed “supervisor citizenship behavior” (SCB) to reflect the position of the target individuals.

**Behaviorally Based Training**

One technique that has been found to be particularly effective at training supervisory skills is behaviorally based training (Mathieu & Leonard, 1987; Taylor, Russ-Eft, & Chan, 2005). Behaviorally based training is based on social learning theory, which stresses the use of observation, modeling, and reinforcement of effective behavior to modify behavior in the appropriate direction (Goldstein & Ford, 2001). Specifically, there are multiple processes that occur during training that allow behaviorally based training to be effective: attentional processes, retentional processes, motor reproduction processes, and incentive and motivational processes. First, attentional processes are used when trainees observe trusted models and attend to the various behavioral cues that are demonstrated. Second, when trainees are provided the opportunity to rehearse behaviors themselves, retentional processes are in use. Third, motor reproduction processes refer to the participants actually performing the demonstrated behavior. Finally, incentive and motivational processes are reinforcement conditions that increase the likelihood that the demonstrated behavior will be repeated.
Goldstein and Ford (2001) noted that traditional training programs are often criticized because of their focus on changing attitudes instead of promoting appropriate behaviors in the workplace. For example, training programs often instruct supervisors to treat their employees with respect; however, the training content typically does not teach supervisors how to do this. The lack of specifying behavior in most training programs is why behaviorally based training has been found to be effective. The behaviorally based training method provides trainees with specific behavioral models that have been found to be effective in relevant work situations. Additionally, trainees are given the opportunity to practice the learned behaviors in a training environment and fine-tune their actions through extensive feedback.

A typical behaviorally based training module includes introducing the topic and describing key behaviors; presenting supervisors effectively demonstrating effective behavior in a work-related situation; group discussions; providing trainees with the opportunities to practice effective behaviors; and providing the trainees feedback to improve their behaviors (Goldstein & Ford, 2001; Mathieu & Leonard, 1987; Taylor et al., 2005). One aspect of behaviorally based training that allows this method to be so effective is the extensive use of feedback to participants. Specifically, the feedback provided in behaviorally based training is focused; therefore, it is directly relevant to a particular situation (e.g., the current role playing demonstration; Cole & Latham, 1997). This method also provides the opportunity for participants to give and receive feedback from one another, which is thought to further enhance skill mastery.

For example, Goldstein and Ford (2001) described a variation of role-playing that has been utilized in behaviorally based training. In this scenario, one trainee is instructed
to take on the role of supervisor while another takes on the role of the employee. The “employee” is asked to reenact an actual recent incident relevant to the training topic. Because the “supervisor” has no idea what the “employee” will do, he or she has to use the learning points presented to respond to the behavior. After the role-play, the participants receive feedback from the trainer and the other trainees. Trainees are then encouraged to use the newly learned skills on the job and to report their successes and difficulties at the next training session. When difficulties are presented, the trainees are instructed to recreate the scene with the class providing feedback. Clearly, the extensive feedback and discussion between participants results in behaviorally based training as an effective method of training supervisory skills.

As presented in the discussion above, the key underlying component of behaviorally based training is role-playing (Goldstein & Ford, 2001). Role-playing, where trainees act out an assigned character or role in a particular situation, is the primary techniques used for training interpersonal skills such as providing feedback and displaying management citizenship behavior. Role-playing provides trainees with the opportunity to try a variety of techniques in job-relevant situations. Participants also are encouraged to exchange roles (i.e., between being the “supervisor” or the “employee”) to become more aware of the feelings of the employees on the other side of the interaction. Another technique that has been used is self-confrontation in which trainees are video recorded and their performance is played back to them for feedback. This forces trainees to observe their own behavior and examine how their actions are portrayed as an outsider.

However, as with every training method, there are limitations to role-playing (Goldstein & Ford, 2001). First, trainees may be reluctant to participate due to feeling
foolish in front of their peers. Second, trainees may emphasize their acting performance
over the actual educational purpose of the reenactment. Finally, because of the audience
of peers and trainers, trainees may behave in a socially acceptable manner rather than
how they would actually behave on the job. Therefore, the success of the training
program is contingent on the participants’ motivation to act as though they are actually on
the job.

Despite the limitations, behaviorally based training has been shown to be effective
in a variety of settings (Cole & Latham, 1997; Simon & Werner, 1996). Cole and Latham
(1997) utilized a role-play training program to increase the perception of procedural
justice within several Canadian industries (i.e., government, educational, and medical).
Supervisors were randomly assigned to either the training condition or the control
condition (i.e., no training received). For the training program, role-play situations were
developed from a pool of incidents pertaining to disciplinary grievances. The findings
supported evidence of the training program’s effectiveness such that employees of trained
supervisors perceived disciplinary procedures to be more fair than did employees of
untrained supervisors. Simon and Werner (1996) found similar outcomes when applying
behaviorally training computer training. They compared three separate approaches (i.e.,
behavior modeling, self-paced study, and lecture) and a no training control condition
using outcome performance measures. Findings suggested that resulting measures of
cognitive learning and skill demonstration were highest for participants in the behavior
modeling condition. They also found that the participants in the behavioral modeling
condition outperformed the other groups when demonstrating the skills taught and were
more satisfied with their training four weeks after completion. The researchers attributed
the success of this method to the opportunity for practicing tasks and receiving performance feedback.

Taylor et al. (2005) conducted a meta-analysis of 117 published and unpublished studies using behavioral modeling training (BMT) and found that there are a variety of techniques that can be implemented to make behaviorally based training more effective. Specifically, the effectiveness of behaviorally based training can be enhanced by teaching learning points as rule codes, encouraging symbolic rehearsal, presenting mixed models, utilizing trainee-generated situations, and the training organization taking action to increase the likelihood of transfer. First, it was found that learning points should be presented to the trainees as “rule codes;” that is, explain learning points as rules to followed instead of summaries of behavior. Rule codes were found to be superior when generalizing learned skills to the work environment. In fact, Taylor et al. argued that one reason BMT is more effective than other training methods is because of the use of specifically defined behaviors presented to the trainees. Second, prior to behavior role-playing, trainees should be encouraged to participate in symbolic rehearsal, or to mentally prepare and rehearse how they will use the learned behaviors on the job. The meta-analysis revealed that symbolic rehearsal increased procedural knowledge skills used during the role-playing component of the training program.

Third, when designing a training program, there are two types of models that can be presented: a positive-only model or a mixed (positive and negative) model. The type of model selected refers to the effectiveness of behaviors presented. Therefore, if a positive-only model is chosen, only effective behaviors will be demonstrated versus demonstrating both effective and ineffective behaviors presented in a mixed model.
Taylor et al. (2005) found that positive-only models and mixed models were equally effective in producing a change in participants’ attitudes; however, mixed models were more effective in transferring the learned skills to the job. Goldstein and Ford (2001) suggested that by presenting positive and negative models, transfer is greater because of the increased generalizability from the training situation to actual work situations.

Fourth, Taylor et al. (2005) compared the effects of presenting only trainer-provided scenarios versus allowing trainees to develop their own work-related scenarios. The meta-analysis revealed that integrating trainee-generated scenarios resulted in more effective training outcomes (e.g., changes in job behavior). It is believed that this was the case for a variety of reasons. Taylor et al. suggested that trainee-generated situations result in a more realistic learning experience and greater retention of learned skills leading to increased transfer. Both, Taylor et al. and Goldstein and Ford (2001) also explained that trainee-generated scenarios require more cognitive resources by integrating learned skills and existing information, which further facilitates skill transfer to the work environment. Finally, the meta-analysis revealed that three organizational strategies were found to further facilitate the transfer of training: having trainees set goals regarding how they will utilize the new skills on the job, training the trainees’ supervisors, and implementing rewards and sanctions for the use or failure to use trained skills on the job (Taylor et al., 2005).

In order to determine specific situations and behaviors relevant to the trainees of a specific training program, critical incidents can be collected prior to and aid in the development of the training program. Critical incidents were first coined by Flanagan (1954) as a procedure of collecting observable workplace behaviors. According to
Flanagan, an incident is critical in that it is a complete situation that allows inferences and predictions to be derived from it. In other words, it must have a context in which it occurred; a clear, observable behavior; and a known outcome. Because of its focus on observable behaviors, the critical incident method will be utilized in the current project and will be the foundation of the subsequent supervisor training program development.

**Hypotheses**

Hypothesis 1: Using subject matter experts (SMEs; i.e., Industrial-Organizational Psychology graduate students), the majority of critical incidents will successfully retranslate, using a 67% criterion, into the previously specified categories of providing feedback and displaying supervisor citizenship behavior.

Hypothesis 2: The majority of behavioral response options will provide a variety of behaviors in terms of effectiveness ranging from very effective to very ineffective as determined by subject matter experts.

**Method**

The present project was divided into two parts: evaluation of critical incidents and the development of a behavioral training program for supervisors. Part One consisted of retranslating and calibrating critical incidents. The final critical incidents were the foundation for Part Two, the development of the supervisory training program.

**Part One: Critical Incidents**

*Generating critical incidents.* PPP, a poultry processing plant in the southeast, provided 119 critical incidents (CIs) representing feedback and supervisor citizenship behavior to be used in the development of the training program discussed in Part Two. Four supervisors and 183 line workers served as subject matter experts (SMEs) to
generate the CIs. The line workers included 60 day shift employees (32.8%) and 123 night shift employees (67.2%). The average length of service for line workers was 3.58 years ($SD = 5.80$). All of the supervisors were night shift supervisors. Other demographics were not collected to maintain participant confidentiality.

**Retranslating critical incidents.** Each of the 119 critical incidents was edited and entered into an Excel file. The order of the incidents was randomized using an online random number generator. The retranslation of the incidents was completed by SMEs who were Industrial-Organizational (I-O) Psychology graduate students trained in the definition of the dimensions and the type of supervisory behavior represented by each dimension. Each incident was coded as feedback, supervisor (management) citizenship behavior, or neither dimension. A criterion was set at 67% for SME agreement on each dimension for a CI to be retained. Ambiguous incidents, that is, those that failed to reach the criterion, were removed. Hypothesis 1, that the majority of critical incidents will successfully retranslate, was tested with a one-tailed one-sample $z$ test of proportions using a population value of 50%.

**Calibrating critical incidents.** Following retranslation, SMEs (six I-O Psychology graduate students and three I-O Psychology faculty members) calibrated each of the remaining critical incidents. Each incident was rated on a 5-point scale ranging from $1 = \text{very ineffective}$ to $5 = \text{very effective}$. The mean rating and standard deviation were calculated for each incident. Incidents with high a standard deviation, indicating disagreement, were removed. The remaining incidents were then used as the basis for the supervisory training program development. To test Hypothesis 2, that the majority of behavioral response options will provide a variety of behaviors in terms of effectiveness
ranging from very effective to very ineffective, an acceptable range of options was
defined as an incident that had at least one response option with a mean of 4.0 or greater
and at least one response option with a mean of 2.0 or less. Each incident was examined
and coded as either having an acceptable range of options or not. Hypothesis 2 was then
tested with a one-tailed one-sample z test of proportions using a population value of 50%.

Results

Retranslation

Following the described procedure for retranslation, six I-O Psychology graduate
students served as SMEs and indicated the dimension to which each of the remaining 119
critical incidents belonged. Ninety-four out of the 119 incidents (79.0%) successfully
retranslated into feedback and SCB at the 67% cutoff criterion, $z = 7.67, p < .05$,
supporting Hypothesis 1. Of these, 41 were identified as feedback (43.6%) and 53 were
identified as SCB (56.4%). Using the more stringent criterion of 75%, 69 of the 119
incidents (58.0%) successfully retranslated: 25 were identified as feedback (36.2%) and
44 were identified as SCB (63.8%).

When selecting critical incidents to be utilized in the training materials,
preference was given to the critical incidents with the highest retranslation agreement
(i.e., 100% to 75%); however, in order to provide a representative sample of situations,
incidents that were retranslated at the 67% criterion also were used. Therefore, the
resulting sample of situations included 29 feedback incidents and 27 SCB incidents, for a
total of 56 critical incidents to be calibrated (see Appendix A). The criterion of inclusion
(i.e., 100%, 75%, or 67%) is indicated for each incident in Appendix A.
Calibration

Six I-O graduate students and three I-O Psychology faculty members served as SMEs for the calibration of the response options for the remaining 56 critical incidents. Calibration resulted in a majority of the critical incidents having a range of behavioral responses, $z = 8.28, p < .05$, supporting Hypothesis 2. The means and standard deviations for both sets of raters for all response options for each incident are provided in Appendix A.

To determine if faculty members and graduate students differed in their ratings of response options, a two-sample $t$-test was performed on the mean response option ratings for each group for SCB and for feedback, respectively. The results indicated there were no significant differences between faculty members and student ratings for either dimension. Faculty member ratings of SCB response options ($M = 3.06, SD = 1.33$) and student ratings of SCB response options ($M = 2.97, SD = 1.24$) did not differ, $t(234) = .514, p > .05$. Faculty member ratings of feedback response options ($M = 3.17, SD = 1.44$) did not differ from student ratings of feedback response options ($M = 3.16, SD = 1.53$), $t(246) = .085, p > .05$.

Part 2: Development of a training program.

A behaviorally based training program was developed to train supervisors on effective supervisory skills. The training is broken down into two modules: providing feedback and displaying supervisor citizenship behavior (SCB). Each module follows a similar model. First, trainees (i.e., supervisors) learn about the construct, why the construct is important to the organization, and effective behaviors for the construct through a lecture and discussion format. Second, behavioral models representing
effective behavioral responses will be demonstrated, followed by another group discussion. Third, trainees will have the opportunity to practice the skills taught through role-playing. Ineffective behavioral responses to specified situations will be presented first followed by effective behavioral responses. Ineffective behavioral responses will be demonstrated first to stimulate discussion about what is wrong with the inappropriate response and to allow an opportunity for the trainees to generate appropriate responses to the situation; these appropriate responses will be demonstrated following the discussion. Role-playing scripts for each component of the training were written based on the critical incidents developed in Part One of the current project. It is important that throughout the role-playing scenarios, the trainer gives adequate feedback to the trainees regarding their behavioral responses. Other trainees also can contribute to this discussion to provide feedback. Finally, trainees will create their own work-related scenarios to aid in the transfer of training. Training materials may be found in Appendix B.

Discussion

The purpose of the current study was to review the psychological literature on supervisory skills and develop a behaviorally based supervisor training program that could be implemented at a poultry processing plant. Critical incidents were collected from SMEs at the organization and provided to the research team. The critical incidents were then edited and retranslated into the dimensions of supervisor citizenship behavior and feedback. Nearly 80% of the collected critical incidents survived retranslation, which provided a satisfactory number of incidents for the training program development. This retranslation process ensured the critical incidents were reliable examples of each
dimension. These incidents appeared to represent a variety of supervisory situations and behavioral responses.

Each response option for each of the 119 incidents that survived retranslation was calibrated. As displayed in Appendix A, most critical incidents yielded response options representing a range of effectiveness. However, the feedback behavioral response options tended to be rated as “very effective” or “very ineffective” with fewer ratings in the mid range as compared to the ratings for response options for supervisor citizenship behavior. Nevertheless, there were a sufficient number of situations that yielded a range of behavioral responses to use in the training program. It is of interest to note that faculty members and graduate students agreed in their calibration of response options for the critical incidents for both SCB and feedback. This finding lends support for the reliability of the calibration ratings and suggests that the ratings accurately reflect different levels of supervisor performance.

A behaviorally based training program was developed using a sample of the critical incidents as behavioral examples selected to represent a broad range of situations and supervisory behavioral responses. However, all incidents and behavioral responses are provided in Appendix A should the organization want to provide more or different behavioral examples to the supervisors. Furthermore, these or other behavioral examples could be used to develop a situational judgment test to evaluate the effectiveness of the training program.

The primary objective of this study was to provide the organization with a training program that can be implemented to train supervisors in effective SCB and feedback. When implemented in the organization, the organization should reap the
benefits research has shown to result from effective supervisors. For example, feedback has been empirically related to trust between supervisors and subordinates (Willemyns et al., 2003). More importantly, the effectiveness of feedback is often related to the interpersonal skills used to provide that feedback (Chur-Hansen & McLean, 2006). Although interpersonal skills have been referred to by a variety of names (e.g., Fleishman & Harris, 1962), these skills were termed supervisor (management) citizenship behavior (SCB/MCB) in the current study to reflect the current research on the topic (Hodson, 1999). Furthermore, these skills have been shown to be associated with increased productivity (Lowin et al., 1969; Shea, 1999), quality of work (Lowin et al., 1969), job satisfaction (Lowin et al., 1969; Maume et al., 2014; van Quaquebeke et al., 2008), organizational commitment (Maume et al., 2014), motivation (van Quaquebeke et al., 2008), self-efficacy (Shea, 1999), worker citizenship behavior (Hodson, 1999; 2002), and harmony in the workplace (Hodson, 1999; 2002).

Limitations

There are several limitations to the current study. First, critical incidents were primarily collected from line workers. Although line workers are a reliable source of incidents, more critical incidents could have been collected from supervisors as well as from members of upper management. This possibly would have resulted in a more representative sample of incidents by including more incidents from the prospective of the supervisor.

Second, there was an imbalance between the number of line workers from the day and night shifts. In general, less tenured employees are assigned to the night shift, whereas employees with more tenure work the day shift. Workers with less experience
have less interaction with their supervisor. Given this, it would be expected that line workers with more experience would be able to provide incidents with more detail and perhaps represent a wider range of behavior than those provided by less experienced workers. Therefore, it would have been beneficial to have had the input of more of the more experienced day shift line workers. For future research, it would be helpful to explain this to the organization prior to collecting data.

Third, an inherent limitation with collecting data through interviews is the problem of confidentiality. Some line workers may have been hesitant to provide the organization with sensitive information for fear that it would get back to their supervisors and/or other members of management. Steps were taken to assure line workers their responses would be kept confidential, and no critical incidents contained information that could identify individuals in the organization.

Finally, the retranslation and calibration subject matter experts were I-O Psychology graduate students and faculty members. Ideally, the SMEs providing these ratings would have been members of the organization. Organizational SMEs would be more familiar with specific policies and procedures of the organization and would be better able to judge the effectiveness of the behavioral responses specific to the context of the organization. However, organizational SMEs were not available for this study; that I-O graduate students and faculty members agreed on the calibration of item responses suggests, at minimum, that these ratings are reliable.

**Future Directions**

First, as noted in the review of the literature, individuals may respond to the behavior of supervisors differently depending on their personality characteristics. For
example, Gabriel et al. (2014) found that the effectiveness of feedback may depend on the individual receiving the feedback, as well as the feedback environment in which it is given. The organization may want to consider these variables, measure them, and alter feedback training accordingly. Second, utilizing the provided situations and behavioral response options, the organization could develop a situational judgment test to evaluate the effectiveness of the training program. Finally, if the training is found to be effective, the organization may explore the idea of developing similar training programs for other factors found to be associated with effective supervisor performance.

**Conclusion**

In conclusion, supervisors are a critical component to any organization because of the many roles they are expected to fill (Evans, 1965). It has been shown that behaviorally based training is an effective method to train a variety of employees in organizations, including supervisors (e.g., Goldstein & Ford, 2001). Therefore, in order to train organizational supervisors on the skills of displaying supervisor citizenship behavior and providing effective feedback, a behaviorally based training program was developed using critical incidents from the organization. The critical incidents were edited, retranslated, calibrated, and, finally, used as behavioral examples in a training program that will be implemented in the organization.
References


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doi:10.1037/0021-9010.82.5.699


## APPENDIX A:
### RETRANSLATION & CALIBRATION RESULTS

**Supervisor Citizenship Behavior**

<table>
<thead>
<tr>
<th>Item</th>
<th>Retranslation</th>
<th>Situation</th>
<th>Behaviors</th>
<th>Graduate Students</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>100%</td>
<td>An employee complains to the supervisor that the PC isn't respecting the employee's requests to use the restroom.</td>
<td>The supervisor asks the PC about the situation and explains how to handle it in the future.</td>
<td>M 4.17 SD 0.75</td>
<td>M 4.33 SD 0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor allows the employee to go and steps in to cover the line position without talking to the PC.</td>
<td>M 4.00 SD 0.63</td>
<td>M 3.33 SD 1.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor asks the PC to cover for the employee.</td>
<td>M 3.33 SD 1.03</td>
<td>M 3.33 SD 1.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor allows the employee to go to the bathroom, but does not make the PC cover so the spot on the line is empty.</td>
<td>M 2.33 SD 0.52</td>
<td>M 2.33 SD 1.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor takes the PC to the office and lets the employee go to the restroom without any questioning or investigation.</td>
<td>M 2.33 SD 1.03</td>
<td>M 3.33 SD 0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor talks to the PC about the problem in front of the employees.</td>
<td>M 2.00 SD 0.63</td>
<td>M 2.00 SD 1.00</td>
</tr>
<tr>
<td>S2</td>
<td>100%</td>
<td>An employee has a flat tire on the way to work, calls in late to let the supervisor know, and shows evidence of the flat tire.</td>
<td>The supervisor thanks the employee for telling him/her and gives the employee an extension so s/he will not be late.</td>
<td>M 4.83 SD 0.41</td>
<td>M 5.00 SD 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor gives the employee fewer occurrence points because of the situation.</td>
<td>M 3.00 SD 1.10</td>
<td>M 2.67 SD 1.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor suspends the employee for being late.</td>
<td>M 1.67 SD 0.82</td>
<td>M 1.33 SD 0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the employee and tells him/her to hurry up.</td>
<td>M 1.33 SD 0.52</td>
<td>M 1.00 SD 0.00</td>
</tr>
<tr>
<td>S3</td>
<td>100%</td>
<td>The supervisor asks an employee to stay late to finish work. Although the employee usually stays late, s/he cannot stay this time.</td>
<td>The supervisor is understanding and lets the employee go home.</td>
<td>M 4.50 SD 0.84</td>
<td>M 4.33 SD 0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor explains why s/he really needs the employee to stay.</td>
<td>M 3.83 SD 0.75</td>
<td>M 3.67 SD 1.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee to find someone to stay for him/her.</td>
<td>M 2.33 SD 0.82</td>
<td>M 3.33 SD 1.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor writes the employee up the next day for not staying.</td>
<td>M 1.67 SD 0.82</td>
<td>M 2.00 SD 1.73</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>S4</strong></td>
<td>100%</td>
<td>An employee asks the supervisor for a day off for a funeral of a close family friend.</td>
<td>The supervisor makes an exception and tries to find a solution to make it work so that the employee can take the time off.</td>
<td>4.67</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor lets the employee take the day off if s/he finds someone to replace him/her.</td>
<td>3.83</td>
<td>1.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee s/he can take the day off, but s/he will get an occurrence.</td>
<td>2.33</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee that s/he cannot be off work for the funeral because it is not an immediate family member.</td>
<td>2.33</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee &quot;no&quot; because there are already too many other workers off.</td>
<td>2.17</td>
<td>0.98</td>
</tr>
<tr>
<td><strong>S5</strong></td>
<td>100%</td>
<td>Employee A and Employee B are having altercations and disagreements. Employee A goes to the supervisor and explains the situation.</td>
<td>The supervisor takes both employees off the line to discuss the issue and guides them to a solution.</td>
<td>4.33</td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor separates the employees so they can perform the job and not argue with each other.</td>
<td>3.50</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor speaks to Employee B about the situation but does not try to resolve the issue.</td>
<td>1.83</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor writes up both of the employees for causing a disruption.</td>
<td>1.67</td>
<td>0.82</td>
</tr>
<tr>
<td><strong>S6</strong></td>
<td>100%</td>
<td>An employee is being picked on by co-workers when s/he first starts because s/he is slow. The employee reports the situation to the supervisor.</td>
<td>The supervisor talks to the co-workers who are picking on the employee and tells them to stop.</td>
<td>4.17</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor investigates the situation by bringing everyone involved to the office to figures out what actually happened to figure out a solution.</td>
<td>4.17</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor writes the co-workers up to prevent the behavior in the future.</td>
<td>3.33</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor does nothing about the situation and shows no concern toward the employee who was being picked on.</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td><strong>S7</strong></td>
<td>100%</td>
<td>An employee who is known to put in effort and have a good attendance record is sick at work on a short-staffed day.</td>
<td>The supervisor has the PC fill the employee's spot so s/he can go home.</td>
<td>4.17</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor asks the employee to keep working and agrees to help him/her throughout the day.</td>
<td>3.50</td>
<td>1.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor explains to the employee that they are short-staffed and really need him/her to stay.</td>
<td>2.83</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor does not let the employee see the nurse and makes him/her continue working.</td>
<td>1.33</td>
<td>0.52</td>
</tr>
<tr>
<td>ID</td>
<td>Percentage</td>
<td>Scenario</td>
<td>Employee Actions</td>
<td>Supervisor Actions</td>
<td>Confidence Score</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>S8</td>
<td>100%</td>
<td>A supervisor tries to talk to an employee about an issue but the employee keeps talking over the supervisor.</td>
<td>- The supervisor listens and says s/he understands but this is how we will do it.</td>
<td>4.50 0.55 5.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor cuts the employee off and tells him/her to listen.</td>
<td>2.17 0.75 3.33 1.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor yells over the employee.</td>
<td>1.50 0.55 1.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor says, “you just need to shut up and listen.”</td>
<td>1.17 0.41 1.67 0.58</td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>100%</td>
<td>An employee tells the supervisor that s/he has a personal issue/family emergency and needs to leave work.</td>
<td>- The supervisor allows the employee to leave without an occurrence and finds another employee to fill in for the absent employee.</td>
<td>4.33 0.82 4.33 1.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor allows the line worker to leave and come back.</td>
<td>3.67 1.21 3.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor takes a long time to respond but eventually lets the employee leave work.</td>
<td>3.17 0.75 3.00 1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor tells the employee that s/he cannot leave because they are short-staffed.</td>
<td>2.67 1.21 3.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor lets the employee leave and gives him/her an occurrence.</td>
<td>2.50 1.05 3.33 0.58</td>
<td></td>
</tr>
<tr>
<td>S10</td>
<td>100%</td>
<td>An employee asks the supervisor to go to the bathroom.</td>
<td>- The supervisor tells the employee how many co-workers are waiting in the line to use the bathroom and how long the employee will need to wait.</td>
<td>4.50 0.55 4.33 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor provides a reason why s/he cannot go to the bathroom at this time.</td>
<td>4.17 0.75 3.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor tells the employee that s/he cannot go to the bathroom and does not provide an explanation.</td>
<td>1.83 0.75 1.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor tells the employee to wait and s/he will come back. However, s/he never does.</td>
<td>1.33 0.52 1.33 0.58</td>
<td></td>
</tr>
<tr>
<td>S11</td>
<td>100%</td>
<td>The employee comes in late for his/her shift due to a personal family issue. The employee is already at the max of occurrences allowed.</td>
<td>- The supervisor listens and provides the employee with information for how to handle the situation and does not give the employee another occurrence.</td>
<td>4.67 0.52 4.00 1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor listens to the situation and tells the employee to talk to HR.</td>
<td>3.33 0.82 4.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor does not listen to the employee's situation but allows him/her back on the line without an occurrence.</td>
<td>3.00 0.63 2.67 0.58</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor gives the employee an occurrence, which leads to termination.</td>
<td>1.33 0.52 2.67 0.58</td>
<td></td>
</tr>
<tr>
<td>S12</td>
<td>100%</td>
<td>An employee is sick and has to miss work, but the employee is out of occurrences. The employee calls the supervisor and explains the situation.</td>
<td>- The supervisor informs the employee that s/he can get a doctor's note for the absence due to illness to avoid an occurrence.</td>
<td>4.33 1.03 5.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- The supervisor tells the employee to find a replacement to avoid another occurrence.</td>
<td>3.50 0.84 4.00 1.00</td>
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<td></td>
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<td></td>
<td>- The supervisor tells the employee to call HR and have them handle it.</td>
<td>2.67 0.82 3.67 0.58</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- The supervisor tells the employee that s/he will be written up and terminated if s/he doesn't show up.</td>
<td>1.67 0.82 3.00 1.73</td>
<td></td>
</tr>
</tbody>
</table>

37
<table>
<thead>
<tr>
<th>Case</th>
<th>Percentage</th>
<th>Description</th>
<th>Actions</th>
<th>Scores</th>
</tr>
</thead>
</table>
| S13  | 100%       | An employee is trying to get the supervisor's attention, but the supervisor is busy. | - The supervisor stops and listens to the employee to see what s/he needs. 4.50 0.55 4.67 0.58  
- The supervisor goes back to the employee when s/he has time to listen to the employee. 4.17 0.41 4.33 0.58  
- The supervisor tells the employee to talk to him/her on break. 2.83 0.41 3.00 0.00  
- The supervisor tells the employee to hold on and that s/he will come back but never does. 1.33 0.52 1.00 0.00 |        |
| S14  | 100%       | An employee notifies the supervisor that s/he is sick and wants to go home. | - The supervisor allows the employee to go home and asks him/her to report back about his/her wellness from home. 4.50 0.84 4.33 0.58  
- The supervisor shows concern by checking on the employee ask s/he works to ensure that s/he was doing well. 3.83 0.41 3.00 1.00  
- The supervisor tells the employee to go to the nurse’s station and then come back to the line. 3.33 0.82 3.33 1.53  
- The supervisor lets the employee take a longer break. 3.17 0.75 2.67 0.58  
- The supervisor makes the employee keep working which may cause the employee to get worse and have to miss work. 1.50 0.55 1.67 0.58  
- The supervisor tells the employee s/he will get back to the employee later. 1.33 0.52 1.00 0.00 |        |
| S15  | 100%       | A line worker comes in late after break due to an emergency, which is now taken care of. | - The supervisor is understanding and does not punish the employee. 4.33 0.82 4.00 1.00  
- The supervisor asks the employee for more information about the situation and asks the PC what to do. 3.33 1.37 4.33 1.15  
- The supervisor understands, excuses him/her, and gives the employee the day off. 2.83 1.47 3.33 1.53  
- The supervisor does not believe the employee and sends him/her to the office. 1.67 0.52 3.00 0.00 |        |
| S16  | 100%       | An employee is 10 minutes late for his/her shift and tells the supervisor s/he was in a car accident. | - The supervisor listens to situation, believes the employee's reason, and doesn't write the employee up. 4.33 0.82 3.67 0.58  
- The supervisor allows the line worker to explain the situation and explains why the line worker still has to sign off on the verbal warning. 3.67 1.03 3.67 1.53  
- The supervisor approaches the employee and asks why s/he is late but does not listen when the employee tries to provide an answer. 1.67 0.52 3.00 1.73  
- The supervisor gives the employee a full day occurrence for being late. 1.67 0.82 1.67 0.58  
- The supervisor does not believe the worker about the reason for being late. 1.50 0.55 2.67 0.58  
- The supervisor tells the PC to deal with the situation; the PC then writes the line worker up. 1.50 0.55 1.67 0.58  
- The supervisor yells at the employee for being late. 1.33 0.82 1.00 0.00 |        |
<p>| | | | |</p>
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<thead>
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<tbody>
<tr>
<td>S17</td>
<td>100%</td>
<td>One employee calls another employee an offensive name.</td>
<td>The supervisor tries to understand the situation before making judgments. 4.33, 0.82, 5.00, 0.00 The supervisor writes both employees up to prevent future altercations. 3.17, 0.41, 2.00, 1.00 The supervisor ignores the situation and looks the other way. 1.50, 0.55, 1.00, 0.00 The supervisor takes both employees to the office and speaks in Spanish, but the non-Spanish speaking worker does not understand. 1.33, 0.52, 1.00, 0.00</td>
</tr>
<tr>
<td>S18</td>
<td>100%</td>
<td>An employee forgets to clock in and tells the supervisor.</td>
<td>The supervisor asks the employee why s/he didn't clock-in and determines a solution. 4.50, 0.84, 5.00, 0.00 The supervisor just fixes the problem. 4.00, 0.89, 3.67, 0.58 The supervisor sends the employee to HR to fix the issue. 3.17, 0.75, 4.00, 0.00 The supervisor hassles the employee about clocking in and says it was his/her responsibility. 2.00, 0.89, 1.67, 1.15 The supervisor ignores the situation and looks the other way. 1.50, 0.55, 1.00, 0.00</td>
</tr>
<tr>
<td>S19</td>
<td>83%</td>
<td>The supervisor's line workers need help because the line is getting backed up.</td>
<td>The supervisor leads by example by getting on the line and helping the workers. 5.00, 0.00, 5.00, 0.00 The supervisor encourages the workers to work faster. 3.50, 0.55, 2.67, 0.58 The supervisor ignores the back up on the line and hopes they will get caught up. 1.33, 0.52, 1.33, 0.58 The supervisor writes the line workers up for not being able to keep up. 1.17, 0.41, 1.67, 0.58</td>
</tr>
<tr>
<td>S20</td>
<td>83%</td>
<td>An employee has asked the supervisor for a vacation multiple times, but the vacation time is not feasible.</td>
<td>The supervisor does not let the employee go on vacation at the requested time but suggests another time that would work. 4.67, 0.52, 5.00, 0.00 The supervisor denies the request and explains the reason for that decision to the employee. 4.50, 0.55, 4.67, 0.58 The supervisor ignores the vacation request and does not update the employee on its status. 1.17, 0.41, 1.00, 0.00 The supervisor dismisses the employee's request and does not mention it again. 1.17, 0.41, 1.67, 0.58</td>
</tr>
<tr>
<td>S21</td>
<td>83%</td>
<td>Some employees leave right at end of shift even though the line work isn't finished. Another employee tries to leave too, but the supervisor sees him/her and makes him/her keep working.</td>
<td>The supervisor lets the employee who stayed leave early the next day. 4.33, 0.52, 3.67, 2.31 The supervisor makes sure that the employees who left are disciplined. 4.00, 1.10, 4.33, 0.58 The supervisor changes his/her mind and allows the employee to leave because the other employees did. 2.17, 1.17, 3.00, 1.73 The supervisor says s/he will discipline all of the employees that left early but never goes through with the punishments. 1.83, 0.75, 1.33, 0.58</td>
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<tr>
<td><strong>S22</strong></td>
<td>83%</td>
<td>An employee needs another pair of scissors, knife, or arm guard and notifies his/her supervisor.</td>
<td>The supervisor listens and quickly gives the employee the requested supplies.</td>
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<td></td>
<td>The supervisor tells the PC to replace the supplies for the employee.</td>
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<td></td>
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<td></td>
<td>The supervisor waits for others to need something so s/he can get it all at once.</td>
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<tr>
<td></td>
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<td>The supervisor does not listen or get the supplies the employee needed.</td>
</tr>
<tr>
<td><strong>S23</strong></td>
<td>83%</td>
<td>An employee is working on a machine when it breaks down; the employee informs the supervisor.</td>
<td>The supervisor provides the employees with directions while waiting for the machine to get fixed.</td>
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<td></td>
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<td>The supervisor listens to what the issue is and finds help to fix the machine.</td>
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<td></td>
<td>The supervisor blames the employee for the machine breaking down.</td>
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<td>The supervisor informs the superintendent that the employee did something wrong.</td>
</tr>
<tr>
<td><strong>S24</strong></td>
<td>83%</td>
<td>An employee tells the supervisor that his/her arm hurts from cutting wings all the time.</td>
<td>The supervisor places the current employee on rotation so the employee could reduce the repetitive arm movements.</td>
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<td>The supervisor gives the employee a 10-minute break.</td>
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<td>The supervisor tells the employee s/he understands the employee's pain and tells the employee to take the day off.</td>
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<td>The supervisor sends the employee to the office/HR to ask to transfer to another position.</td>
</tr>
<tr>
<td><strong>S25</strong></td>
<td>83%</td>
<td>An employee asks the supervisor for help when chicken backed up due to a hand cramp.</td>
<td>The supervisor helps the employee get caught up.</td>
</tr>
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<td></td>
<td>The supervisor finds another employee to help him/her get caught up.</td>
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<td>The supervisor gives the worker a few minutes to allow his/her hand to rest.</td>
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<tr>
<td></td>
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<td>The supervisor says the hand cramp will go away and ignores the problem.</td>
</tr>
<tr>
<td><strong>S26</strong></td>
<td>67%</td>
<td>A line water valve gets loose and watersprays out onto an employee.</td>
<td>The supervisor allows the employee to dry off and has a PC cover the empty position.</td>
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<td></td>
<td>The supervisor allows the employee to dry off without finding a replacement.</td>
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<td>The supervisor leaves the employee on the line while s/he goes to find maintenance.</td>
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<td></td>
<td>The supervisor has the employee stay on the line wet because there is no one to replace him/her.</td>
</tr>
</tbody>
</table>
An employee's knife needs to be sharpened at the beginning of the shift. The supervisor replaces the knife before finishing his/her morning paperwork.  

The supervisor asks a PC to replace the employee's knife.  

The supervisor tells the employee to wait until after s/he is done with his/her morning paperwork.  

The supervisor tells the employee that the knife couldn't be dull yet because s/he just got there.  

### Feedback

<table>
<thead>
<tr>
<th>Item</th>
<th>Retranslation</th>
<th>Situation</th>
<th>Behaviors</th>
<th>Graduate Students</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>F1</td>
<td>100%</td>
<td>New hires are assigned to knuckles without the appropriate amount of training. Because knuckles are hard to cut, the new hires may not do the best job.</td>
<td>The supervisor demonstrates, to the new hires, how to properly cut knuckles.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor has someone else help the new hires on the line to learn the correct way.</td>
<td>4.17</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor keeps the new hires on the training line longer.</td>
<td>4.00</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor doesn’t show the new hires how to cut the knuckle correctly; when they mess up, the supervisor sends them to the office for a write up.</td>
<td>1.67</td>
<td>1.63</td>
</tr>
<tr>
<td>F2</td>
<td>100%</td>
<td>While cutting the bird, an employee asks the supervisor if s/he is cutting the bird properly.</td>
<td>The supervisor shows the employee how to cut and encourages the employee.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor observes the employee and provides the appropriate feedback.</td>
<td>4.50</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor says “yes” without observing the employee's work.</td>
<td>2.00</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor says hold on but does not come back.</td>
<td>1.00</td>
<td>0.00</td>
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<tr>
<td>F3</td>
<td>100%</td>
<td>There is meat on the floor. A line worker picks it up to get it out of the way.</td>
<td>The supervisor tells the employee s/he is not supposed to do that and shows the employee the proper way to handle the situation.</td>
<td>4.83 0.41 5.00 0.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor explains why the employee isn’t allowed to touch meat on the floor and tells him/her not to do it again.</td>
<td>4.17 0.75 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor scolds the employee.</td>
<td>1.33 0.52 3.00 1.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor says nothing to the employee.</td>
<td>1.33 0.52 1.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F4</td>
<td>100%</td>
<td>An employee does not cut the thigh meat down all the way. The PC tells the supervisor to take the employee to the office because the employee is not performing up to standards.</td>
<td>The supervisor recognizes the employee may need help and provides feedback by demonstrating the proper way to perform the task.</td>
<td>4.67 0.52 4.67 0.58</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor talks to the PC about the situation and explains that employees need to be given feedback before sending them to the office.</td>
<td>4.33 0.52 5.00 0.00</td>
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<td></td>
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<td></td>
<td>The supervisor observes the employee perform the job him/herself before taking the employee to the office.</td>
<td>4.00 0.89 4.00 0.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor listens to the PC and takes the employee to the office.</td>
<td>2.00 0.63 3.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F5</td>
<td>100%</td>
<td>An employee can’t properly cut a no-wing bird so the line has to slow down.</td>
<td>The supervisor takes the employee to the still cones and teaches him/her how to properly cut before the employee goes back on the line.</td>
<td>4.67 0.82 5.00 0.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor guides the employee on how to make the cut correctly while on the line.</td>
<td>4.67 0.52 5.00 0.00</td>
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<tr>
<td></td>
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<td></td>
<td>The supervisor moves the employee to a different position.</td>
<td>2.83 0.98 3.33 0.58</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor talks to the whole line instead of just the one employee who is messing up.</td>
<td>2.67 1.03 2.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>100%</td>
<td>An employee is performing poorly by making the wrong cut.</td>
<td>The supervisor points out the mistake, explains the proper way, and shows the worker the correct cut.</td>
<td>5.00 0.00 5.00 0.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor has the PC show the employee the correct technique.</td>
<td>4.00 0.00 4.33 0.58</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the employee and threatens to take the employee to the office.</td>
<td>1.17 0.41 1.00 0.00</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor says, “my grandma can cut better than you.”</td>
<td>1.00 0.00 1.00 0.00</td>
<td></td>
</tr>
<tr>
<td>F7</td>
<td>100%</td>
<td>An employee is trying to figure out how to run the wing machine.</td>
<td>The supervisor shows the employee how to do it correctly and remains close by for questions.</td>
<td>5.00 0.00 5.00 0.00</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor skims over the directions quickly without showing the proper technique.</td>
<td>3.00 0.89 2.00 1.00</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor waits for something to go wrong before providing feedback.</td>
<td>1.67 0.82 1.67 0.58</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells when the employee does something wrong.</td>
<td>1.17 0.41 1.00 0.00</td>
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<tr>
<td>F8</td>
<td>100%</td>
<td>An employee is not pulling down the breast skin all the way, as s/he should.</td>
<td>The supervisor explains the importance of pulling the breast skin down all the way. 4.33 0.52 4.33 0.58</td>
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<td></td>
<td>The supervisor pulls the employee to the side away from other employees and explains that the employee needs to pull the breast skin all the way. 3.67 1.03 4.67 0.58</td>
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<td></td>
<td>The supervisor moves the employee to a new position on a different line. 2.83 0.41 3.00 0.00</td>
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<td></td>
<td>The supervisor yells at the employee for not pulling down the breast skin all the way. 1.33 0.52 1.00 0.00</td>
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</tr>
<tr>
<td>F9</td>
<td>100%</td>
<td>An employee needs more training on the line.</td>
<td>The supervisor takes note and trains the employee how to make the cut properly. 4.83 0.41 5.00 0.00</td>
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<td></td>
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<td></td>
<td>The supervisor has a PC work with the employee that needs help. 4.00 0.63 4.33 0.58</td>
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<td>The supervisor tells the employee to figure it out or the next time s/he will get a write up. 1.50 0.84 1.33 0.58</td>
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<td></td>
<td>The supervisor doesn't say anything about the employee's work quality until upper management comes around. 1.33 0.52 1.67 0.58</td>
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<tr>
<td>F10</td>
<td>83%</td>
<td>During his/her first week on line, an employee misses two bones at breast inspection.</td>
<td>The supervisor gets on the line to show the employee how to check for bones more effectively. 4.83 0.41 5.00 0.00</td>
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<td></td>
<td>The supervisor sits the employee down and explains that the employees have to move as a team to get better. 3.83 0.41 3.67 0.58</td>
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<td></td>
<td>The supervisor excuses the behavior because the employee is new. 2.83 0.75 2.67 0.58</td>
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<td></td>
<td>The supervisor takes the employee off the line and says s/he won't tolerate poor performance. 1.33 0.52 1.67 0.58</td>
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<tr>
<td>F11</td>
<td>83%</td>
<td>Employees up the line are not pulling skins correctly, and an employee farther down the line approaches the supervisor for a rotation.</td>
<td>The supervisor approaches the skin pullers and evaluates if they need additional training. 4.67 0.52 4.67 0.58</td>
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<td></td>
<td></td>
<td></td>
<td>The supervisor shows the skin pullers how to correctly perform the job. 4.33 0.52 4.67 0.58</td>
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<td></td>
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<td></td>
<td>The supervisor rotates the employee to a new position. 3.67 0.52 2.67 0.58</td>
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<td></td>
<td></td>
<td>The supervisor writes up the skin pullers for not performing correctly. 2.00 0.63 2.67 0.58</td>
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<td></td>
<td></td>
<td>The supervisor ignores the situation. 1.33 0.82 1.00 0.00</td>
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<tr>
<td>F12</td>
<td>83%</td>
<td>There is a hold up on the line at the breast cut.</td>
<td>The supervisor determines where the problem is and then talks to that part of the line. 4.83 0.41 5.00 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor jumps on the line to help. 4.17 0.41 4.00 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the entire line. 1.50 0.55 1.00 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor writes up the whole line so it doesn't happen again. 1.50 0.55 1.00 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The employees who are supposed to pop thighs and pull the skin are not doing their job properly. By the time the chicken gets to another employee down the line, s/he is not able to do his/her job.</td>
<td>The supervisor speaks to the thigh poppers/skin pullers on how to correct their performance.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>A chicken falls off the belt and a worker, without thinking, picks the bird back up and starts to put it back on the line.</td>
<td>The supervisor explains to the employee why s/he can't do that.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>New rules are put in place and the employees are stacking boxes incorrectly.</td>
<td>The supervisor, in the morning, tells the employees the new rules and how they are stacking wrong.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>An employee is struggling to cut wings and is cutting them incorrectly.</td>
<td>The supervisor shows the employee how to cut the wings properly.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>When an employee is cutting knuckles, too much meat is being wasted.</td>
<td>The supervisor gets on the line and demonstrates the proper technique to the worker.</td>
<td></td>
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<td></td>
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<td>---</td>
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</tr>
<tr>
<td>F18</td>
<td>83%</td>
<td>The line runs well all day and no re-work is necessary.</td>
<td>The supervisor gives the entire line drink tokens after the shift.</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells all the employees good job.</td>
<td>4.60</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the line workers to do even better the next day.</td>
<td>2.20</td>
<td>1.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor doesn't acknowledge the employees good work.</td>
<td>1.40</td>
<td>0.55</td>
</tr>
<tr>
<td>F19</td>
<td>83%</td>
<td>An experienced worker is on the line teaching new workers how to properly perform cuts.</td>
<td>The supervisor tells the experienced worker s/he is doing a good job teaching the new workers.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the experienced worker to do his/her assigned job, and s/he would train the new workers.</td>
<td>3.50</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor doesn't acknowledge the experienced employee's extra effort.</td>
<td>1.67</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor criticizes the experienced employee for not doing his/her own work.</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td>F20</td>
<td>83%</td>
<td>An employee is new on the job and doesn't know how to pack materials.</td>
<td>The supervisor explains and trains the new employee before leaving him/her to work on his/her own.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor has a PC show the new employee how to pack materials.</td>
<td>4.17</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee how to pack materials without showing him/her.</td>
<td>2.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the employee for not knowing.</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td>F21</td>
<td>67%</td>
<td>A worker isn't performing well on the line.</td>
<td>The supervisor talks to the employee and lets him/her know what s/he is doing wrong.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor watches the employee work and indicates the trouble area.</td>
<td>4.33</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor uses intimidation and threat of write up to correct the behavior.</td>
<td>1.50</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor approaches the employee yelling.</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td>F22</td>
<td>67%</td>
<td>An employee is doing rework and finishes more than is expected in a short time period.</td>
<td>The supervisor says s/he is proud of the employee for getting that much done.</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employee s/he is doing really well.</td>
<td>4.67</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor thanks the employee.</td>
<td>4.00</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor doesn't say anything to the employee.</td>
<td>1.67</td>
<td>0.82</td>
</tr>
<tr>
<td>F23</td>
<td>67%</td>
<td>On a short-staffed day, some employees are put on the line to breast inspect but are not trained in that position.</td>
<td>The supervisor trains the employees before putting them in that position.</td>
<td>4.83</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employees to ask an experienced co-worker.</td>
<td>3.83</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor moves the employees to another position.</td>
<td>3.17</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the employees when they are doing a poor job.</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td>Case</td>
<td>Percentage</td>
<td>Description</td>
<td>Example Scenario</td>
<td>Rating</td>
<td></td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>F24</td>
<td>67%</td>
<td>An employee is cutting oysters for the first time.</td>
<td>The supervisor demonstrates, in detail, how to do the cut and then watches the employee perform the cut.</td>
<td>5.00 0.00 5.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor shows the employee how to do it and tells the employee s/he is doing a good job.</td>
<td>4.67 0.52 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor knows the employee is new and lets them learn through experience on the job.</td>
<td>2.50 0.84 2.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor takes the knife out of the employee's hand and does it him/herself without explaining the technique.</td>
<td>2.33 1.21 2.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F25</td>
<td>67%</td>
<td>A machine breaks down and meat begins to pile up.</td>
<td>The supervisor tells everyone what to do and calms people down.</td>
<td>4.83 0.41 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the employees to work faster.</td>
<td>2.50 0.84 2.00 1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor yells at the workers.</td>
<td>1.50 0.55 1.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor blames all the employees for breaking the machine.</td>
<td>1.00 0.00 1.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F26</td>
<td>67%</td>
<td>The line breaks and an employee helps with re-work.</td>
<td>The supervisor says, &quot;I saw you help out, and I appreciate it. Thank you.&quot;</td>
<td>5.00 0.00 5.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor gives the employee drink tokens.</td>
<td>4.67 0.52 4.33 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor ignores the extra work.</td>
<td>1.50 0.84 1.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor says, &quot;Stop, I didn't tell you to do that.&quot;</td>
<td>1.17 0.41 1.00 0.00</td>
<td></td>
</tr>
<tr>
<td>F27</td>
<td>67%</td>
<td>Good meat is falling off the lines onto the trash line. The employees have to pull good meat out of the trash line and rework it.</td>
<td>The supervisor shows the employees how to avoid dropping good meat on the trash line.</td>
<td>4.67 0.52 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor gives the line workers incentives for keeping meat on the line.</td>
<td>4.17 0.75 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor writes the employees up for performing sloppy work.</td>
<td>2.33 0.52 3.00 1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor doesn't say anything because s/he knows the re-work employees will salvage it.</td>
<td>2.17 0.98 1.33 0.58</td>
<td></td>
</tr>
<tr>
<td>F28</td>
<td>67%</td>
<td>Some employees are not performing well, and the line is getting backed up.</td>
<td>The supervisor shows all employees a more efficient way to prevent future backups.</td>
<td>4.83 0.41 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor talks to the entire line about what caused the backup and how to avoid it.</td>
<td>4.67 0.52 5.00 0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor ensures there is enough help to do the jobs and helps on the line.</td>
<td>4.33 0.82 4.67 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor instructs the poor performing employees on how to prevent backups.</td>
<td>4.17 0.41 4.33 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor helps move excess birds over to another line.</td>
<td>3.00 0.89 4.33 0.58</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The supervisor tells the entire line to pick it up.</td>
<td>2.67 1.21 2.67 0.58</td>
<td></td>
</tr>
</tbody>
</table>
There are a lot of new workers on the line and many of them are unsure how to do their job properly.

<table>
<thead>
<tr>
<th>F29</th>
<th>67%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There are a lot of new workers on the line and many of them are unsure how to do their job properly.</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supervisor talks the new employees through the procedures, gets on the line to show them, and doesn't leave them by themself until they have it down.</td>
<td>5.00</td>
<td>0.00</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>The supervisor teaches the employees the proper cutting techniques.</td>
<td>4.17</td>
<td>0.41</td>
<td>4.33</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor has an experienced employee teach the new employees how to cut.</td>
<td>3.83</td>
<td>0.75</td>
<td>4.33</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor tells the employees how to do it without demonstrating.</td>
<td>3.17</td>
<td>0.75</td>
<td>3.33</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor shows the employees how to do the job once then walks off.</td>
<td>2.83</td>
<td>0.41</td>
<td>2.67</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor leaves the employees and has them learn on their own.</td>
<td>1.67</td>
<td>0.52</td>
<td>1.33</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor writes them up to shape their behavior.</td>
<td>1.33</td>
<td>0.52</td>
<td>1.33</td>
<td>0.58</td>
</tr>
<tr>
<td>The supervisor yells at the workers for not doing well.</td>
<td>1.17</td>
<td>0.41</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Displaying Supervisor Citizenship Behaviors

&

Providing Effective Feedback

Developed For: PPP

May 2015
INTRODUCTION

WHAT IS IN IT FOR YOU?

1. Improved performance of supervisors in terms of providing feedback and displaying supervisor citizenship behavior.
2. Improved relationships with subordinates.
3. Improved performance of subordinates through effective performance feedback.

WHY IS THIS TRAINING IMPORTANT?

1. The management at PPP thinks supervisor training is important.

2. Supervisors are a critical component to any organization: 
   1. Supervisors serve as a liaison between upper management and hourly employees and are often required to fill a variety of organizational roles such as mentors, trainers, motivators, disciplinarians, evaluators, and leaders.

3. The supervisor role is evolving to become more people-focused rather than production-focused: The supervisory techniques of pushing production and using intimidation will not work in today’s workplace as it did in the past.

4. There is little doubt that supervisors are a crucial component of ensuring effective organizational operations. This is because of the indirect effect they have on the organization through their subordinates. In fact, there is evidence that worker behavior can be influenced by the attitudes and behaviors of immediate supervisors.

5. As you likely know first hand, the supervisory role consists of much more than simply overseeing the hourly employees.

Chinese factory example: Over 600 Chinese migrant workers were surveyed examining the increasing labor turnover problem in China. It was found that payment and working conditions could be tolerated by the migrant workers; however, turnover was highest when human resources practices and production and operations management procedures were poor. In fact, if the labor turnover issue does not improve in China, it could be troublesome for the global supply chain. This clearly demonstrates that supervisors have potential impact well beyond their immediate organization.
SUPERVISOR CITIZENSHIP BEHAVIOR

DEFINITION

Supervisor Citizenship Behavior (SCB) is similar to interpersonal skills. That is, SCB is demonstrating respect for subordinates while maintaining successful levels of production.\footnote{vi}

An earlier term for this concept, consideration, is defined as “the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates’ ideas, and consideration of their feelings. This dimension emphasizes a deeper concern for group members’ needs and includes such behavior as allowing subordinates more participation in decision making and encouraging more two-way communication.”\footnote{vii}

Two different kinds of respect:\footnote{viii}

- Recognition respect: respect for people (i.e., the “golden rule”)  
  - It is respect of others as individuals and treating others how one likes to be treated in return.
- Appraisal respect: respect given to others for notable achievements (e.g., mastering a skill or exceptional job performance).

Recognition respect has been found to be more desirable than appraisal respect in the organizational setting, although both are considered important. Also, respect from supervisors was held in much higher esteem than respect from colleagues.

IMPORTANCE OF SUPERVISOR CITIZENSHIP BEHAVIOR

Several positive organizational outcomes have been found to be related to SCB and consideration. Specifically, consideration has been associated with the following:

- Increased productivity\footnote{ix}
- Increased quality of work\footnote{x}
- Increased job satisfaction\footnote{xi}
- Increased motivation\footnote{xii}
- Increased organizational commitment\footnote{xiii}
- Reduced racial conflict within an organization by establishing and maintaining a respectful work environment\footnote{xiv}
- Loyal and well-run workplace\footnote{xv}

Researchers indicated consequences that occurred in a factory when it was poorly managed: supervisors yelled at subordinates, fired them without warning, and failed to maintain equipment. Consequentially, employees intentionally broke machines, undermined management positions, and participated in other antics to disrupt production.\footnote{xvi}
Research has found SCB to be one of the most important predictors of worker citizenship behavior (i.e., going above and beyond job requirements) and harmony in the workplace. This reduced conflict is not only found between colleagues, but between supervisors and subordinates as well. It appears that workers are especially attuned to the behavior of management and motivated by it, which makes the concept of SCB a critical one.\textsuperscript{xvii}

**HOW TO DISPLAY SUPERVISOR CITIZENSHIP BEHAVIOR**

Underlying themes of SCB include:\textsuperscript{xviii}

- Trust
- Legitimacy (e.g., recognizing the importance of each employee)
- Reciprocity (e.g., two-way communication, mutual respect)
- Organizational justice (treating employees fairly in making decisions, distributing organizational resources, and in interpersonal treatment).

**Verbal behaviors:**\textsuperscript{xix}

- Two-way communication
- Expressing concern for subordinates
- Emphasizing comfort and satisfaction

**Non-verbal behaviors:**\textsuperscript{xx}

- Leaning towards subordinates
- Maintaining eye contact
- Displaying positive facial expressions

**Interactional behaviors:**\textsuperscript{xxi}

- Friendly towards employees
- Appreciative of employees
- Responsive to questions and concerns
- Willingness to listen
- Empathy: concern for employees’ feelings while making effective business decisions\textsuperscript{xxii}
- Social skills: purposeful friendliness (i.e., understanding that work requires other people and that managing relationships is the means to that end)\textsuperscript{xxiii}
EXAMPLES

*Note: All situations provided are situations provided from PPP employees. Therefore, it is important NOT to consider these examples “unrealistic” or think “that would never happen.”

Many PPP employees noted that their supervisor acknowledges them when they come in for their shift by greeting them, asking how they are doing, and socializing with the employees. Below are some general consequences of this simple gesture, as told by the employees:

- Makes the employee feel good and gives him/her a chance to explain how they feel or explain any problems.
- Creates a common ground for the employee-supervisor relation.
- Allows the employee to feel comfortable at work.
- The employee feels like his/her supervisor cares about his/her wellbeing and motivates the employee to work harder for the supervisor.

The examples below should be used to illustrate appropriate responses involving displaying SCB. Trainees (i.e., supervisors) will practice these skills through role-playing. Ineffective behaviors should be role-played first. Trainees should be asked to generate additional effective responses. Discussion will follow ineffective and effective examples.

Example 1 Situation: An employee complains to the supervisor that the PC isn't respecting the employee's requests to use the restroom.

**Great Behavior:** The supervisor asks the PC about the situation and explains how to handle it in the future.

**Good Behavior:** The supervisor allows the employee to go and steps in to cover the line position without talking to the PC.

**Ok Behavior:** The supervisor asks the PC to cover for the employee.

**Poor Behavior:** The supervisor talks to the PC about the problem in front of the employees.
Example 2 Situation: An employee has a flat tire on the way to work, calls in late to let the supervisor know, and shows evidence of the flat tire.

Great Behavior: The supervisor thanks the employee for telling him/her and gives the employee an extension so s/he will not be late.

Ok Behavior: The supervisor gives the employee fewer occurrence points because of the situation.

Poor Behavior: The supervisor yells at the employee and tells him/her to hurry up.

Example 3 Situation: The supervisor asks an employee to stay late to finish work. Although the employee usually stays late, s/he cannot stay this time.

Great Behavior: The supervisor is understanding and lets the employee go home.

Good Behavior: The supervisor explains why s/he really needs the employee to stay.

Ok Behavior: The supervisor tells the employee to find someone to stay for him/her.

Poor Behavior: The supervisor writes the employee up the next day for not staying.

Example 4 Situation: An employee asks the supervisor for a day off for a funeral of a close family friend.

Great Behavior: The supervisor makes an exception and tries to find a solution to make it work so that the employee can take the time off.

Good Behavior: The supervisor lets the employee take the day off if s/he finds some one to replace him/her.

Ok Behavior: The supervisor tells the employee that s/he cannot be off work for the funeral because it is not an immediate family member.

Poor Behavior: The supervisor tells the employee "no" because there are already too many other workers off.
Example 5 Situation: Employee A and Employee B are having altercations and disagreements. Employee A goes to the supervisor and explains the situation.

**Great Behavior:** The supervisor takes both employees off the line to discuss the issue and guides them to a solution.

**Ok Behavior:** The supervisor separates the employees so they can perform the job and not argue with each other.

**Poor Behavior:** The supervisor writes up both of the employees for causing a disruption.

Example 6 Situation: An employee tells the supervisor that s/he has a personal issue/family emergency and needs to leave work.

**Great Behavior:** The supervisor allows the employee to leave without an occurrence and finds another employee to fill in for the absent employee.

**Good Behavior:** The supervisor allows the line worker to leave and come back.

**Ok Behavior:** The supervisor tells the employee that s/he cannot leave because they are short-staffed.

**Poor Behavior:** The supervisor lets the employee leave and gives him/her an occurrence.

Example 7 Situation: An employee asks the supervisor to go to the bathroom.

**Great Behavior:** The supervisor tells the employee how many co-workers are waiting in the line to use the bathroom and how long the employee will need to wait.

**Good Behavior:** The supervisor provides a reason why the employee cannot go to the bathroom at this time.

**Poor Behavior:** The supervisor tells the employee that s/he cannot go to the bathroom and does not provide an explanation.
Example 8 Situation: The employee comes in late for his/her shift due to a personal family issue. The employee is already at the max of occurrences allowed.

   Great Behavior: The supervisor listens and provides the employee with information for how to handle the situation and does not give the employee another occurrence.

   Ok Behavior: The supervisor does not listen to the employee's situation but allows him/her back on the line without an occurrence.

   Poor Behavior: The supervisor gives the employee an occurrence, which leads to termination.

Example 9 Situation: An employee is sick and has to miss work, but the employee is out of occurrences. The employee calls the supervisor and explains the situation.

   Great Behavior: The supervisor informs the employee that s/he can get a doctor's note for the absence due to illness to avoid an occurrence.

   Good Behavior: The supervisor tells the employee to find a replacement to avoid another occurrence.

   Ok Behavior: The supervisor tells the employee to call HR and have them handle it.

   Poor Behavior: The supervisor tells the employee that s/he will be written up and terminated if s/he doesn't show up.

Example 10 Situation: An employee is trying to get the supervisor's attention, but the supervisor is busy.

   Great Behavior: The supervisor stops and listens to see what the employee needs.

   Good Behavior: The supervisor goes back to the employee when s/he has time to listen to the employee.

   Ok Behavior: The supervisor tells the employee to talk to him/her on break.

   Poor Behavior: The supervisor tells the employee to hold on and that s/he will come back but never does.
Example 11 Situation: An employee notifies the supervisor that s/he is sick and wants to go home.

Great Behavior: The supervisor allows the employee to go home and asks him/her to report back about his/her wellness from home.

Good Behavior: The supervisor shows concern by checking on the employee as s/he works to ensure that s/he was doing well.

Ok Behavior: The supervisor lets the employee take a longer break.

Poor Behavior: The supervisor tells the employee s/he will get back to the employee later.

Example 12 Situation: A line worker comes in late after break due to an emergency situation, which is now taken care of.

Great Behavior: The supervisor is understanding and does not punish the employee.

Good Behavior: The supervisor asks the employee for more information about the situation and asks the PC what to do.

Ok Behavior: The supervisor is understanding, excuses him/her, and gives the employee the day off.

Poor Behavior: The supervisor does not believe the employee and sends him/her to the office.

Example 13 Situation: An employee forgets to clock in and tells the supervisor.

Great Behavior: The supervisor asks the employee why s/he didn't clock-in and determines a solution.

Good Behavior: The supervisor just fixes the problem.

Ok Behavior: The supervisor sends the employee to HR to fix the issue.

Poor Behavior: The supervisor lets it go and leaves it to the employee to figure out.
**Example 14 Situation**: The supervisor's line workers need help because the line is getting backed up.

**Great Behavior**: The supervisor leads by example by getting on the line and helping the workers.

**Ok Behavior**: The supervisor encourages the workers to work faster.

**Poor Behavior**: The supervisor writes the line workers up for not being able to keep up.

**Example 15 Situation**: An employee needs another pair of scissors, knife, or arm guard and notifies his/her supervisor.

**Great Behavior**: The supervisor listens and quickly gives the employee the requested supplies.

**Good Behavior**: The supervisor tells the PC to replace the supplies for the employee.

**Ok Behavior**: The supervisor waits for others to need something so s/he can get it all at once.

**Poor Behavior**: The supervisor does not listen or get the supplies the employee needed.

**Example 16 Situation**: An employee asks the supervisor for help when chicken backed up due to a hand cramp.

**Great Behavior**: The supervisor helps the employee get caught up.

**Good Behavior**: The supervisor finds another employee to help him/her get caught up.

**Ok Behavior**: The supervisor gives the worker a few minutes to allow his/her hand to rest.

**Poor Behavior**: The supervisor says the hand cramp will go away and ignores the problem.
**Example 17 Situation**: A line water valve gets loose and water sprays out onto an employee.

**Great Behavior**: The supervisor allows the employee to dry off and has a PC cover the empty position.

**Good Behavior**: The supervisor allows the employee to dry off without finding a replacement.

**Ok Behavior**: The supervisor leaves the employee on the line while s/he goes to find maintenance.

**Poor Behavior**: The supervisor has the employee stay on the line wet because there is no one to replace him/her.

**Example 18 Situation**: A supervisor tries to talk to an employee about an issue but the employee keeps talking over the supervisor.

**Great Behavior**: The supervisor listens and says s/he understands but this is how we will do it.

**Ok Behavior**: The supervisor cuts the employee off and tells him/her to listen.

**Poor Behavior**: The supervisor says, "You just need to shut up and listen."
FEEDBACK

DEFINITION

Feedback is collecting information about some aspect of employee performance and delivering the information back to the employee to change or guide behavior.\textsuperscript{xxiv}

IMPORTANCE OF FEEDBACK

Successful communication between supervisors and subordinates has been shown to be related to the following:

- Improved job performance\textsuperscript{xxv}
- Increased job satisfaction\textsuperscript{xxvi}
- Increased communication satisfaction\textsuperscript{xxvii}
- Increased organizational commitment\textsuperscript{xxviii}
- Increased trust\textsuperscript{xxix}

HOW TO PROVIDE EFFECTIVE FEEDBACK

Characteristics of effective feedback:\textsuperscript{xxx}

- Based on pre-determined goals and performance standards
- Provides negative, descriptive neutral, and positive feedback
- Gives specific examples and guidelines
- Has clear motives of the individual providing the feedback
- Relays negative, constructive information even if it could cause minor discomfort
- Applies to specific situations and behaviors, not the person or his/her general traits
- Timed appropriately
- Direct and constructive

Other tips to increase the effectiveness of feedback to subordinates:\textsuperscript{xxxi}

- Presence of mutual trust between supervisor and subordinate
- Avoidance of humiliation and/or disrespect
- Opportunity for the recipient to discuss the feedback

Bidirectional communication between supervisors and subordinates allows for the most effective feedback. Bidirectional communication provides the opportunity for subordinates to respond to the feedback, for the supervisor to listen to the subordinate’s opinions, and for the supervisor to clarify if necessary.\textsuperscript{xxxii}

Certain communication characteristics, when providing feedback to subordinates, facilitate trust within the supervisor-subordinate relationship. For example, allowing subordinates to maintain face when providing feedback enables the formation of a trusting working environment.\textsuperscript{xxxiii}
In order for supervisors to achieve the most favorable perceptions, positive feedback should be delivered and impression management tactics should be utilized. Impression management is behaviors that are used to enhance one’s image within an organization.

*Note: All situations provided are situations provided from PPP employees. Therefore, it is important NOT to consider these examples “unrealistic” or think “that would never happen.”*

The examples below should be used to illustrate appropriate responses involving providing feedback. Trainees (i.e., supervisors) will practice these skills through role-playing. Ineffective behaviors should be role-played first. Trainees should be asked to generate additional effective responses. Discussion will follow ineffective and effective examples.

**Example 1 Situation:** While cutting the bird, an employee asks the supervisor if s/he is cutting the bird properly.

**Great Behavior:** The supervisor shows the line worker how to cut the bird and encourages the employee.

**Ok Behavior:** The supervisor says yes without actually observing the employee's work.

**Poor Behavior:** The supervisor says hold on but does not come back.

**Example 2 Situation:** An employee is trying to figure out how to run the wing machine.

**Great Behavior:** The supervisor shows the employee how to do it correctly and remains close by for questions.

**Ok Behavior:** The supervisor skims over the directions quickly without showing proper technique.

**Poor Behavior:** The supervisor waits for something to go wrong before providing feedback.
**Example 3 Situation:** An employee is not pulling down the breast skin all the way, as s/he should.

**Great Behavior:** The supervisor explains the importance of pulling the breast skin down all the way.

**Good Behavior:** The supervisor pulls the employee off to the side away from other employees and explains that the employee needs to pull the breast skin all the way.

**Ok Behavior:** The supervisor moves the employee to a new position on a different line.

**Poor Behavior:** The supervisor yells at the employee for not pulling down the breast skin all the way.

**Example 4 Situation:** During his/her first week on line, an employee misses two bones at breast inspection.

**Great Behavior:** The supervisor gets on the line to show the employee how to check for bones more effectively.

**Good Behavior:** The supervisor sits the employee down and explains that the employees have to move as a team to get better.

**Ok Behavior:** The supervisor excuses the behavior because the employee is new.

**Poor Behavior:** The supervisor takes the employee off the line and says s/he won't tolerate poor performance.

**Example 5 Situation:** Employees up the line are not pulling skins correctly, and an employee farther down the line approaches the supervisor for a rotation.

**Great Behavior:** The supervisor approaches the skin pullers and evaluates if they need additional training.

**Good Behavior:** The supervisor shows the skin pullers how to correctly perform the job.

**Ok Behavior:** The supervisor rotates the employee to a new position.

**Poor Behavior:** The supervisor writes up the skin pullers for not performing correctly.
**Example 6 Situation:** A chicken falls off the belt and a worker, without thinking, picks the bird back up and starts to put it back on the line.

**Great Behavior:** The supervisor explains to the employee why s/he can’t do that.

**Ok Behavior:** The supervisor stops the employee before the bird is thrown back on the belt and says someone else will get it.

**Poor Behavior:** The supervisor gets angry with the worker.

**Example 7 Situation:** New rules are put in place and the employees are stacking boxes incorrectly.

**Great Behavior:** The supervisor, in the morning, tells the employees the new rules and how they are stacking wrong.

**Good Behavior:** The supervisor has the employees read the new policy on how to stack boxes.

**Poor Behavior:** The supervisor writes up the employees for doing it wrong in order to guide their behavior.

**Example 8 Situation:** An employee is struggling to cut wings and is cutting them incorrectly.

**Great Behavior:** The supervisor shows the employee how to cut the wings properly.

**Ok Behavior:** The supervisor moves the employee to another line.

**Poor Behavior:** The supervisor takes the employee to the office and writes him/her up for poor performance.

**Example 9 Situation:** When an employee is cutting knuckles, too much meat is being wasted.

**Great Behavior:** The supervisor gets on the line and demonstrates the proper technique to the worker.

**Good Behavior:** The supervisor tells another employee that s/he is doing a good job and should show the other employee how to not waste meat.

**Poor Behavior:** The supervisor tells the employee to do the job right.
Example 10 Situation: The line runs well all day and no re-work is necessary.

**Great Behavior:** The supervisor gives the entire line drink tokens after the shift.

**Good Behavior:** The supervisor tells all the employees good job.

**Poor Behavior:** The supervisor doesn't acknowledge the employees good work.

Example 11 Situation: An employee is new on the job and doesn't know how to pack materials.

**Great Behavior:** The supervisor explains and trains the new employee before leaving him/her to work on his/her own.

**Good Behavior:** The supervisor has a PC show the new employee how to pack materials.

**Ok Behavior:** The supervisor tells the employee how to pack materials without showing him/her.

**Poor Behavior:** The supervisor yells at the employee for not knowing.

Example 12 Situation: On a short-staffed day, some employees are put on the line to breast inspect but are not trained in that position.

**Great Behavior:** The supervisor trains the employees before putting them in that position.

**Good Behavior:** The supervisor tells the employees to ask an experienced co-worker.

**Ok Behavior:** The supervisor moves the employees to another position.

**Poor Behavior:** The supervisor yells at the employees when they are doing a poor job.
Example 13 Situation: An employee is cutting oysters for the first time.

**Great Behavior:** The supervisor demonstrates, in detail, how to do the cut and then watches the employee perform the cut.

**Good Behavior:** The supervisor shows the employee how to do it and tells the employee s/he is doing a good job.

**Poor Behavior:** The supervisor knows the employee is new and lets them learn through experience on the job.

Example 14 Situation: A machine breaks down and meat begins to pile up.

**Great Behavior:** The supervisor tells everyone what to do and calms people.

**Ok Behavior:** The supervisor tells the employees to work faster.

**Poor Behavior:** The supervisor blames the employees for breaking the machine.

Example 15 Situation: Good meat is falling off the lines onto the trash line. The employees have to pull good meat out of the trash line and rework it.

**Great Behavior:** The supervisor shows the employees how to avoid dropping good meat on the trash line.

**Good Behavior:** The supervisor gives the line workers incentives for keeping the meat on the line.

**Poor Behavior:** The supervisor doesn't say anything because s/he knows the re-work employees will salvage it.

Example 16 Situation: Some employees are not performing well, and the line is getting backed up.

**Great Behavior:** The supervisor shows all employees a more efficient way to prevent future backups.

**Good Behavior:** The supervisor instructs the poor performing employees on how to prevent back ups.

**Ok Behavior:** The supervisor helps move excess birds over to another line.

**Poor Behavior:** The supervisor tells the entire line to pick it up.
Example 17 Situation: There are a lot of new workers on the line and many of them are unsure how to do their job properly.

Great Behavior: The supervisor talks the new employees through the procedures, gets on the line to show them, and doesn’t leave them by themself until they have it down.

Good Behavior: The supervisor teaches the employees the proper cutting techniques.

Ok Behavior: The supervisor tells the employees how to do it without demonstrating.

Poor Behavior: The supervisor writes them up to shape their behavior.
CONCLUSION

It is clear that supervisors are a critical component to the organization, and therefore, it is important to train them in effective supervisory techniques. Through this training, you have learned the importance of SCB and feedback, have learned how to display SCB and to provide effective feedback, and were given examples provided by actual PPP employees of situations in which supervisors have been effective and ineffective. Hopefully, in the future, you will be able to apply the skills you learned today and notice a positive impact on the organization.

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3 Greer (2013)


5 Evans (1965)


Madlock (2008)


Willemyns et al. (2003)

Schein (1988)


Johlke & Duhan (2000)

Willemyns et al. (2003)
