

RELATIONSHIP BETWEEN INCONGRUITY OF SUPERVISORY STRATEGY  
AND SATISFACTION WITH THE ORGANIZATION AND/OR SUPERVISION

by

Byron Leo Bissell

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A Dissertation Submitted to the Faculty of the  
COMMITTEE ON BUSINESS ADMINISTRATION  
In Partial  
Fulfillment of the Requirements  
For the Degree of  
DOCTOR OF PHILOSOPHY  
In the Graduate College  
THE UNIVERSITY OF ARIZONA

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**Relationship between incongruity of supervisory strategy and  
satisfaction with the organization and/or supervision**

**Bissell, Byron Leo, Ph.D.**

**The University of Arizona, 1992**

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THE UNIVERSITY OF ARIZONA  
GRADUATE COLLEGE

As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Byron Leo Bissell

entitled Relationship Between Incongruity Of Supervisory  
Strategy And Satisfaction With The Organization  
And/Or Supervision

and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy

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I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Joe Ray Beach  
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SIGNED:

A handwritten signature in black ink, appearing to read "Byron Bissell", written over a horizontal line.



## ACKNOWLEDGMENT

A very special thank you goes to Lee Beach, my director, for providing the guidance and support I needed to bring this to fruition. I would also like to thank David Tansik and Michael Gottfredson for their input as the dissertation developed. My family played a very special part in my being able to complete my education and this dissertation, I thank them for their patience and support during all of this time.

Finally, I want to acknowledge Charles M. Palmer, Ph.D., my mentor of some fifteen years ago, who planted the seed for the idea that is at the core of my dissertation .

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## ABSTRACT

Supervision is an increasingly important aspect of modern organizations and many organizations are struggling to change the old models of supervision to new models that will effectively meet the demands of the modern work environment. This study proposes a theory of supervision based on an interactional model of influence using a cognitive strategy of supervision. The supervisory strategy is made up of five tactics; 1) Administrator, 2) Parent, 3) Teacher, 4) Counselor, and 5) Peer. It is proposed that these tactics correspond to five basic needs that all persons in organizations have. By effectively facilitating the fulfillment of these needs through a supervisory strategy the supervisor is able to influence the supervisee's behavior and attitudes so that they are consistent with the needs of the organization. It was hypothesized that, as the incongruity increases between expected supervisory strategies and the perceived actual supervisory strategy, the level of satisfaction with the organization and with supervision would decrease.

A study was conducted to determine the correlations between incongruity of supervisory strategy and (1) satisfaction with the organization and (2) satisfaction with supervision, at various levels in the organization. The results yielded significant correlations and that they are in the expected direction.

It was concluded that those interested in organizational satisfaction need to take into account the supervisory process and its effects on employee attitudes, as satisfaction with supervision was

found to be a moderator variable for satisfaction with the organization. In addition, the findings provide support for a theory of supervision based on the idea of a supervisory strategy composed of behavioral tactics that meet a supervisee's psychological needs within the context of an organization.

## INTRODUCTION

Scholarly works in organizational behavior such as leadership, management, organizational culture, quality of work life, and organizational satisfaction have focused almost exclusively on managers and employees. Little attention has been given to supervisors and supervision, even though the role of first-line supervision has been increasingly identified as fundamental to the success of modern organizations (Doud & Miller, 1980; Kerr, Hill, & Broedling, 1986).

This oversight comes, at least in part, from the frequent failure to differentiate between the constructs of leadership, management and supervision. The traditional view of management sees the process as consisting of planning, controlling, and organizing segments of the larger organization, in order to develop systems that will achieve the goals of the organization. In addition to these system functions, the newer view of management includes the activities of creating a context for change, encouraging commitment, and balancing stability and innovation (Jonas, Fry & Srivastva, 1990).

In contrast, supervision involves directing and influencing the behavior of individuals and small groups within the organization (Imundo, 1980). Its function is to induce members of the organization to adopt attitudes and behaviors consistent with the systems developed by management, thereby contributing to achievement of the organization's goals. This is accomplished through the reconciliation and coordination of the needs and goals of the supervisee with organizational requirements (Mann, 1965). Indeed, supervision is the intermediary



between management's grand schemes and the line employee's efforts in execution of those schemes.

At first glance there appears to be greater intellectual appeal in studying management--the formulation of goals and the design of plans to achieve them. By contrast, supervision appears to be rather pedestrian--the mere conveyance of managerial directives to employees. However, closer examination reveals that, "the processes through which supervisor expectations are translated into changes in subordinate behavior is considerably more complex and problematic than has been commonly believed" (Sutton & Woodman, 1989, p.943).

For most subordinates, the supervisor is the point of contact with the larger structure of the organization. As such, the supervisor's behavior (supervisory strategy) serves as a form of communication from, and a reflection of, that larger organization. Therefore, it is reasonable to expect that a subordinate's attitudes, beliefs, and/or opinions, about the organization will be strongly influenced by his or her perceptions of the messages communicated by the supervisor's behavior (Graen, Dansereau, & Minami, 1972) and how those messages are communicated (Kelley and Michela, 1980), making satisfaction with supervision a moderator variable for satisfaction with the organization. Indeed, research shows that the employee's relationship with his/her supervisor (satisfaction with supervision) influences the psychological commitment to the organization (DeCotiis & Summers, 1978; Katz & Kahn, 1978). What is more, recent research (e.g., Shore, Newton & Thornton, 1990) suggests that employee turnover intentions are more strongly

related to attitudes toward the organization (organizational satisfaction) than to attitudes toward specific jobs. Clearly, it is important to better understand the effects of supervisor behavior.

#### BACKGROUND AND THEORY

Successful enactment of the supervisory role (achieving performance goals and supervisee satisfaction) involves three distinct but interrelated skills: 1) ability to deal knowledgeably and skillfully with technical task-related issues, 2) ability to coordinate activities to achieve the desired organizational ends, and 3) ability to effectively interact with and influence supervisees (Mann, 1965; Scarpello and Vandenberg, 1987). This third skill, commonly labeled human relations or interpersonal skill, is typically identified by supervisors as being the most difficult, causing the most problems, and requiring the most time. Indeed human relations training is typically ranked as the top training priority for supervisors (Richards and Inskeep, 1974; Mahoney, Jerdee, and Carroll, 1965; Solem, Onachilla, and Heller, 1961). Since one of the basic tenants of effective human relations, including the influencing of another person, lies in understanding the other person's needs, the foundation of supervision must be grounded in the psychological needs of persons in organizations.

The psychological needs of an individual have been identified by various theoreticians as: physiological, safety and security, belongingness, social and affiliation, esteem, and self-actualization (Maslow, 1943); existence, relatedness, and growth (Alderfer, 1969); working conditions and salary, job security, quality of interpersonal

relations with peers, supervisors, and subordinates, achievement or recognition, work responsibility, and advancement and growth (Herzberg, 1966); and need for affiliation, power, and achievement (McClelland, 1961, 1965). All of these contain the basic need to earn a living as well as the need to be happy or satisfied in a psychological sense, but they do not define how the needs actually are met in the organizational environment. The assumption in the leadership and management literature seems to be that the process that fulfills these needs is unidirectional, i.e., the leader behaves in specific ways and the followers react to what is done. In reality the process is bi-directional, involving interpersonal transactions between the supervisor and the subordinate (Linden and Graen, 1980).

One conceptualization of how interpersonal relationships work that gives a framework for thinking about the supervisory relationship is provided by Transactional Analysis (Berne, 1961). Transactional Analysis argues that an individual's personality consists of three ego states or roles--the parent, the adult, and the child. An ego state or role is defined as "a consistent pattern of feeling, thinking, and behaving" (Vellere, 1981, p.23). These roles provide the individual with an organized pattern of behavior for interacting with other persons, who will respond in turn based upon their own ego states or roles. When the communication between the ego states of the persons involved in the transaction is complimentary, each party is likely to be satisfied. If the transaction is not complementary, the parties are likely to be dissatisfied with the interaction.

Synthesizing the concept of the psychological needs cited above, with the construct of Berne's ego states that form the basis for interpersonal interactions, yields five consistent patterns of needs of organizational members and five general roles that a supervisor can initiate to fulfill those needs:

- Need to feel a part of the "society", to feel as an equal, to be valued and to value equals (peer need)
- Need to have order, to minimize uncertainty, to know what is expected, to have structure (directive need)
- Need to have access to information that will enable one to be a good employee, to know how to do the task, to be skilled (knowledge need)
- Need to share and believe in the values of the organization, to be psychologically nurtured, to be disciplined when appropriate (parenting need)
- Need to expand understanding of oneself within the context of the organization, to be able to vent emotion in a safe environment (counseling need).

It is through actual or potential fulfillment of these five primary needs, by activating the corresponding role, that the supervisor is able to direct and influence his or her subordinates. Of course a supervisee does not have needs in a linear fashion, they are all working at different levels at any one point. Thus the supervisor must initiate a package of roles when engaged in the act of supervision with a supervisee. This is supported by Majchrzak's (1984) research findings that it is not just one behavior by a supervisor that effectively influences a subordinate, but a package of such behaviors, i.e., a supervisory strategy.

Research (Dansereau, Graen & Haga, 1975; Jacobs, 1971) indicates that the supervisor's relationship with each subordinate, rather than

with groups of subordinates, is key to the success of the supervisory process. Recall that the supervisor's task is to influence the individual subordinate to behave in a manner consistent with the achievement of the organization's goals and at the same time to facilitate desired attitudes in the subordinate, including satisfaction with the organization. To do this, the literature suggests that the supervisor has two modes of influence: formal authority, which is granted by the organization through the vertical exchange process based upon the employment contract, and interpersonal exchange with the subordinate, which is based upon being able to fulfill the subordinate's psychological needs (Dansereau, Graen & Haga, 1975; Jacobs, 1971). However, it is both more general and more parsimonious to view the supervisory influence process as one in which one individual's attempts to influence another within an interpersonal relationship contains elements of both authority and of need fulfillment (Kavanagh, 1975; Lowin, Hrapchak & Kavanagh, 1969).

This perspective is generally consistent with the leadership literature, which defines leadership in terms of styles, but could also be seen as roles: Likert (1967) identifies four leadership styles -- exploitative authoritative, benevolent authoritative, consultative, and participative. House & Mitchell (1974) identify directive, supportive, participative, and achievement-oriented. Vroom and Yetton (1973) identify autocratic, consultative, group-dominated, and delegative. Fiedler (1967) identifies permissive, passive, considerate, controlling, and active and/or structuring. Bass and Valenzi (1974) identify and

label five management (supervisory) styles; (1) directive, (2) negotiative, (3) consultative, (4) participative, and (5) delegative. Hersey and Blanchard's (1982) situational leadership theory talks in terms of low - high task and low - high relationship leadership styles depending on the maturity level of the subordinates.

#### A Theory of Supervisory Influence

##### Supervisory Strategy

By integrating the 5 basic psychological needs, identified above, with the concepts of leadership and management styles that have been identified in the literature, a construct of how a supervisor influences a supervisee emerges. The supervisee has the need for direction, knowledge, parenting, counseling, and being a peer which shape his or her choices of behavior and attitudes in relation to his or her membership in the organization. The supervisor, who wants to influence the supervisee's chosen behavior, then fulfills the supervisee's needs through the interpersonal interaction with the supervisee by activating the appropriate role that corresponds to the supervisee's needs thereby influencing the behavior of the supervisee in the desired manner. To do this the supervisor activates the roles of administrator, teacher, parent, counselor, and peer at levels perceived by the supervisor to be appropriate to the fulfillment of the needs of the supervisee.

The supervisor assesses a supervisee in regards to the latter's level of need for each of the 5 needs in relation to the desired behavior and then develops a plan of how to fulfill the needs of the supervisee to achieve the desired behavior. This plan or strategy has

to do with how and at what levels the supervisor will activate each of the 5 roles to influence the supervisee to behave in a desired manner. The amount, intensity, and in what form the supervisor will activate a specific role is a supervisory tactic and accumulation of all five tactics is then the supervisory strategy. A successful supervisory strategy then leads to the desired behavior and attitudes of the supervisee.

#### Supervisee Perceptions

Graen, Dansereau, and Minami (1972) concluded that "leadership style does make a difference within organizations. This difference may be not so much in terms of what the leader does but may be in terms of how it (*leadership style*) is interpreted by his members." (p.235). Generalizing this idea to supervision, by watching the behavior of the supervisor the supervisee evaluates the meaning of the supervisor's behavior in terms of his or her perception of the context and his or her biases. The supervisee then uses the interpretation as, at least, one element in deriving his or her reported feelings of satisfaction with the organization. Additionally, there may be differences between the strategy the manager, or the subordinate, perceives the supervisor to be pursuing and the ideal strategy that he or she regards as appropriate (DePaulo, Kenny, Hoover, Webb & Oliver, 1987; Bass, 1981; Kelley, 1971) which could lead to reported feelings of dissatisfaction with supervision.

The picture of supervision that emerges from the forgoing literature sets the stage for the present research and provides the

beginning of a theory of supervisory influence. Using the concepts from the literature discussed above, five assumptions have been formulated that provide the basis for a set of propositions that make up a theory of supervisory influence.

#### Assumptions

Assumption A: Through the interpersonal relationship the supervisor attempts to exert influence on a subordinate's choice of behaviors and attitudes. This is accomplished by the supervisor matching his or her supervisory tactics (choice of supervisory behaviors) to his or her perception of the work related psychological need pattern of the subordinate.

Assumption B: There are five general categories of subordinate needs; 1) directive, 2) knowledge, 3) parenting, 4) therapeutic, and 5) peer.

Assumption C: The supervisor has a repertory of supervisory strategies which are used to influence the subordinate through effectively meeting the subordinate's needs. These supervisory strategies are created through the supervisor deciding "how much he or she should meet each of the subordinate's specific subordinate needs" (supervisory tactics) to influence the subordinate in the desired way. In addressing each of the subordinate's needs (Assumption B) the supervisor is using a supervisory strategy made up of a combination of five tactics. The five tactics are: 1) administrator, 2) teacher, 3) parent, 4) counselor, and 5) peer.



Assumption D: The strategy that the supervisor thinks addresses a particular subordinate's needs guides the supervisor's interactions with that subordinate, with the goal being to influence the subordinate's behavior and attitudes in a manner that is constructive for the organization.

Assumption E: A strategy may or may not actually address the subordinate's needs. The strategies that the supervisor may regard as appropriate may be perceived to be quite inappropriate by his or her subordinates (De Paulo et al., 1987; Sussman and Vecchio, 1982; Hinkin and Schriesheim, 1990). In addition, the supervisor's superiors (mid-managers and top-managers, see Figure 1 for a description of the 4 general levels of an organization), formulate their opinion of the supervisory process and/or of a specific supervisor based on their perceptions of the appropriateness of the supervisory strategies being implemented.

FIGURE 1

Descriptions of the 4 General Levels of Organization Used in this Study  
(Hellriegel and Solcum, 1989)

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Top-Management	= Generally, has only persons with managerial responsibilities reporting to him or her
Mid-Management	= Has supervisory personnel reporting to him or her
Supervisor	= Has 1st line supervisory responsibilities, has employees reporting to him or her
Subordinate	= Line staff, does not have managerial or supervisory responsibilities, also known as an employee

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### Propositions and Hypotheses

Proposition 1. The subordinate has a belief about how his/her supervisor ought to behave (a desired supervisory strategy). This comes in part from the subordinate's own needs, but it also comes from more general ideas about supervisors and supervisory behavior (perhaps based upon observations of previous supervisors or other supervisors in the organization). The subordinate observes the supervisor's behavior and infers the supervisory strategy that is being used. The latter is compared to the subordinate's ideal (desired supervisory strategy). To the degree that there are differences between the subordinate's perceived strategy and his or her ideal strategy, the subordinate will view the supervisor's behavior adversely (Vecchio and Sussmann, 1989). In contrast to the manager (see below), this supervisee's adverse view does not focus solely upon judgments about the supervisor's job performance. Instead, because the supervisor is the subordinate's point of contact with the larger organization, the effects of the adverse view tend to generalize to the organization and to the subordinate's role in it.

Hypothesis 1: As the incongruity between the supervisee's ideal and his or her perception of the strategy used by the supervisor increases, the supervisee will report:

- a. decreasing levels of satisfaction with the supervision he or she receives, and
- b. decreasing levels of satisfaction with the organization.

Proposition 2: The mid-manager has beliefs about how a supervisor ought to behave in particular circumstances (implement the desired

strategy). The mid-manager observes the supervisor's behavior with one or more subordinates and infers the supervisory strategy that is being used (the mid-manager's perception of the supervisor's strategy). The latter is then compared to the mid-manager's beliefs about how the supervisor ought to behave. To the degree that there is a difference between the perceived strategy and the ideal strategy, the mid-manager will view the supervisor's behavior adversely.

Hypothesis 2: As the incongruity increases between the mid-manager's perceptions of the supervisor's strategy and the mid-manager's ideal supervisory strategy, the mid-manager's level of satisfaction with supervision will decrease.

Proposition 3: Top-managers have beliefs about the ideal supervisory strategy they think is best for the organization. If top-managers perceive a congruity between their ideal supervisory strategy and the ideal supervisory strategies of the various supervisors who work under them, they will be satisfied more with the supervision in the organization.

Hypothesis 3: As the incongruity increases between the top-manager's ideal supervisory strategy and the mean ideal supervisory strategy for all the supervisors in the organization the top-manager's satisfaction with supervision will decrease.

#### METHODOLOGY

Participants. Members of two cooperating organizations, A and B, participated in the study. Participants were from four levels within each of the organizations: top-managers, mid-managers, supervisors, and

subordinates. There were a total of 192 participants in the study, with 140 from Organization A and 52 from Organization B. In Organization A, a financial department of a state institution, there were 89 employees, 40 supervisors, 5 mid-managers, and 6 top-managers. In Organization B, a pre-trial services department of a superior court system, there were 38 employees, 10 supervisors, 2 mid-managers, and 2 top-managers.

Instruments. Independent variables were measured using the Supervisory Strategy Questionnaire (SSQ), designed for this study to identify individual's beliefs about supervisory strategy. The instrument (for the general form see Appendix A) consists of 30 behavioral descriptions that illustrate the five supervisory tactics (administrator, parent, teacher, counselor, and peer) that comprise a supervisory strategy. Each of the 5 supervisory tactics has 6 specific behavioral descriptions (see Appendix B).

Respondents were asked to indicate how often each of the behaviors should be used or is used, by placing a 0 for never, 1 for sometimes, and 2 for often. When the ratings for the 6 behaviors representing a particular supervisory tactic were summed, the total provided a measure of how important the respondent considered that tactic to be to the supervisory strategy, the larger the sum the more important that tactic is to the strategy.

With the exception of top-mangers, who completed only the Ideal SSQ, all participants completed two forms of the SSQ, (see Appendix C for the instructions given to the respondents). One form identified the respondent's ideal supervision strategy and tactics (see Appendix D) and

the second identified the perceived supervision strategy and tactics being used by the target supervisor, (see Appendixes E, F, & G).

The SSQ was designed to provide a quantification of a person's perception about a supervisor's behavior, i.e., the supervisory strategy. To address the issue of content validity a series of pilot studies were conducted in which subjects identified a list of behaviors used by supervisors engaged in doing supervision. The subjects were asked to match a role that a supervisor was engaging when he/she was exhibiting each of the behaviors. This process yielded a ranked (by the number of times the behavior was listed) set of supervisory behaviors and the roles that people attach to each of those behaviors. The roles that were identified corresponded very closely to the tactics of Administrator, Parent, Teacher, Counselor, and Peer. From the total list of behaviors for each tactic the six behaviors that were listed most often were selected to be used in the SSQ.

Test-retest reliability of the SSQ was tested using a sample of 25 persons who work in a wide variety of organizations. After they had completed the forms once, they were asked to complete the same forms again, the time interval was at a minimum seven days. The test-retest correlations are presented in Tables 1 and 2 and indicate that the SSQ is moderately reliable over time.

The Ideal SSQ form (see Appendix D) was completed by all participants in the study. The Perceived SSQ form also was completed by all participants, but the details were altered to match the respondent's

level in the organization. The instructions for each organizational level were:

Top-managers: Were not asked to complete a PSS.

Mid-managers: How often do you believe (name of supervisor) does each of these types of behaviors when supervising his/her staff? (DOES SSQ, see Appendix E)

Supervisors: How often do you believe you do each of these types of behaviors? (I DO SSQ, see Appendix F)

Employees: How often do you believe you have observed your supervisor doing each of these types of behaviors? (DOES SSQ, see Appendix G)

Table 1  
Results of Test-Retest Procedure of Reliability For the  
IDEAL SUPERVISORY STRATEGY SSQ

Tactic	r	p
Administer	.58	<.01
Parent	.82	<.01
Teacher	.84	<.01
Counselor	.49	<.02
Peer	<u>.53</u>	<.01
Mean r = .652		

Table 2  
Results of Test-Retest Procedure of Reliability For the  
MY SUPERVISOR DOES SSQ

Tactic	r	p
Administer	.59	<.01
Parent	.76	<.01
Teacher	.84	<.01
Counselor	.73	<.01
Peer	.89	<.01
Mean r = .762		

For the most part, research on attitudes toward organizations has focused upon organizational commitment, or on the employee's sense of unity and shared values with the organization. Organizational commitment probably does contain an element of organizational satisfaction, but they are not precisely the same thing. For the purpose of this study organizational satisfaction was viewed as an affective state in which the organization member feels that the organization is a good place to work because his or her work-related psychological needs are being met (Schneider, 1983a, 1983b; Kozlowski & Doherty, 1989). This definition follows the lead of previous researchers by separating exchange-based (instrumental) commitment (Becker, 1960; Hrebiniak & Alutto, 1972; Rusbult & Farrell, 1983), in this case organizational satisfaction, and reported general psychological satisfaction (Buchanan, 1974; Morris & Simon, 1981; Mowday, Steers & Porter, 1979) one of the dependent variables of interest in this study<sup>1</sup>.

Reported satisfaction with the organization was measured with a modification of King's (1960) "About Your Company" questionnaire, which was designed to assess how an organization member feels about the organization in which he or she works. The tetrachoric inter-item correlation technique produced a correlation matrix with correlations ranging from +.43 to +.83 and a median of +.65. The matrix was factored using the complete centroid method and then orthogonally rotated

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<sup>1</sup> Because the primary interest of this study is the independent variable (supervision as a cognitive strategy comprised of a set of common tactics) and its relationship to the dependent variables of reported satisfaction with the organization and satisfaction with supervision, there was no need to gather data to establish the external validity of the two scales. In addition, one of the organizations was unable to provide turn-over data.

revealing the existence of a large general factor and two group factors. He labeled the two Group Factors as (A) "Respect for Personal Rights" and (B) "Opportunity for Self-Improvement". The General Factor (G) was found to be the dominant factor in that all the items had their highest loadings on this factor, providing a basis to conclude that it represents how the employee feels about his or her organization.

King's (1960) "About Your Company" questionnaire was modified for the purpose of this study and re-titled as "What Is It Like At The Organization Where I Work", (see Appendix H). It consisted of the 5 highest loadings from King's General Factor (G) and the 3 highest loadings from each of the two Group Factors (A) and (B), see Table 3. In addition, 8 unique items not in King's instrument were included in the "What Is It Like At The Organization Where I Work", 7 having to do with organizational satisfaction (items 1,2,3,4,7,16, and 18).

The second dependent variable, supervisor satisfaction, was measured using the Satisfaction With My Supervisor Scale (SWMSS). The SWMSS was developed by Scarpello and Vandenberg (1987) as an empirically derived scale to measure satisfaction with immediate supervision. The scale was developed over a 3-year period using a sample of 2,101 employees from seven manufacturing companies and a subsequent sample of 1,104 employees of a major insurance company. The scale was found to have relatively high levels of convergent and discriminate (residual correlations after correction for Supervisor, from .44 to .67), predictive and content validity (controlled  $r^2$  from .58 to .77), internal consistency (coefficient alpha range .95 to .96) and



Table 3  
Items from King's "About Your Company" Instrument Used In the "What  
Is It Like At The Organization Where I Work" Instrument and Their  
Rotated Factor Loadings

Item #	Item	Loading
General Factor (G):		
3	Considering everything about your company, are you fairly well satisfied with it?	89
8	Is there any other company around here where you would rather work?	86
5	Do you think your company has more dissatisfied employees than most companies?	85
20	Would you say that your company is a better place to work than most around here?	85
10	If you were starting over again, would you probably go to work here?	84
Factor A:		
4	Does the company sometimes interfere with personal rights?	45
15	Does the company ever take advantage of the employees?	38
7	If you were in real trouble would you probably get a square deal from the people at the top?	36
Factor B:		
19	Do the people at the top pay enough attention to ambition and effort?	55
13	Do you think the company is really trying to improve relations with its employees?	49
14	Does management usually keep you informed about the things you want to know?	49

reliability ( $r=.64$ ). For the purpose of this study, the instrument was titled Satisfaction with Supervision Scale (SWSS), as 12 items were added and the wording of the items was modified to be specific to each level of the two organizations. The first 18 of the 30 items are from Scarpello and Vandenberg's SWMSS. The next 10 items related directly to the 4 tactics of Counselor, Parent, Peer, and Teacher, (Administrator

was addressed in the SWMSS). The last two items related to the respondent's feeling of belonging to the organization. The wording of the items for employees (see Appendix I) was unaltered from the SWMSS, and the items for mid-management and top-management were altered only slightly to allow them to rate the supervisors under them, rather than their immediate supervisor (see Appendixes J & K). Supervisors were not asked to complete the SWSS.

Procedures. Participants were convened in small groups of from 2 to 15 people. Each group was made up of people from the same level in the organization. They were told that the purpose of completing the questionnaire package was twofold; first their input would be used in research on supervision in organizations, and second the results would be used to compile an organizational analysis that would be used by management to identify areas in which there was a need for change (which, in fact, was done). They were assured that their responses would be confidential, and they were encouraged to be honest in their responses.

Each participant was then asked to read the front page of the instrument package titled Introduction (see Appendix L) and then begin.

## RESULTS

### Organizational Comparisons

A comparison of the means from the Ideal SSQ for each tactic by organizational level revealed that there was a high level of consistency between the two organizations in terms of the perceived ideal supervisory strategy, as shown by the similarities between the means for

the two groups throughout Table 4 and the correlations between the means (at the bottom of Table 4).

TABLE 4  
Mean Tactic Scores for Organization A and B from the IDEAL SUPERVISORY STRATEGY SSQ, by Organizational Level

Tactics		EMPLOYEE		SUPERVISOR		MID MANAGEMENT		TOP MANAGEMENT	
		Org.		Org.		Org.		Org.	
		A	B	A	B	A	B	A	B
PARENT	Mean	8.8	8.6	7.0	6.9	9.2	8.5	8.8	7.0
	S.D.	1.7	1.6	1.6	2.5	1.3	2.1	2.7	1.4
ADMIN- ISTRATOR	Mean	10.4	10.3	9.5	9.3	10.6	10.5	11.0	11.0
	S.D.	1.6	1.4	1.8	1.7	1.6	2.1	0.8	0.0
PEER	Mean	6.2	6.5	7.3	6.7	6.2	7.0	7.0	7.0
	S.D.	1.9	1.4	2.2	2.0	1.7	1.4	1.7	0.0
TEACHER	Mean	8.7	8.8	7.3	6.7	10.0	8.5	9.0	9.5
	S.D.	2.2	2.0	2.3	2.6	2.0	3.5	3.3	2.1
COUNSELOR	Mean	8.1	8.5	7.5	7.0	9.4	8.5	8.1	7.5
	S.D.	2.2	2.1	2.0	1.7	2.3	3.5	2.4	0.7
Correlation Between Means		r = 1.00		r = 1.00		r = .87		r = .87	

The mean scores of the supervisors' responses, for each organization, to the I DO SSQ revealed more variance between the two organizations, but maintained a consistent pattern of strength for each supervisory tactic, as shown by the similarities between the means, the

small differences between the means for the two groups, and the correlation between the means shown in Table 5.

TABLE 5  
Mean Scores From the I DO SSQ, by Tactic, for Organization A and Organization B

Tactics		Org A	Org B	Differences
PARENT	Mean	9.2	8.6	0.6
	S.D.	1.8	1.2	
ADMINISTRATOR	Mean	10.9	11.2	0.3
	S.D.	1.2	0.7	
PEER	Mean	6.6	6.5	0.1
	S.D.	1.2	1.5	
TEACHER	Mean	9.5	8.7	0.8
	S.D.	1.9	2.2	
COUNSELOR	Mean	8.4	8.1	0.3
	S.D.	2.0	2.2	
		Total Difference		2.1
Correlation Between Means		r = .97		

The mean scores of the employees' responses on the MY SUPERVISOR DOES SSQ for each organization also revealed a relatively high level of consistency, as shown by the similarities between the means for the two organizations in Table 6 and the moderate correlation between the means (shown at the bottom of Table 6).

TABLE 6  
Mean Scores, by Tactic, for Organization A and Organization B From the  
MY SUPERVISOR DOES SSQ.

Tactics		Org A	Org B	Difference
PARENT	Mean	5.8	5.6	0.2
	S.D.	2.6	2.1	
ADMIN- ISTRATOR	Mean	8.6	8.3	0.3
	S.D.	2.5	2.3	
PEER	Mean	5.6	6.9	1.3
	S.D.	2.2	2.0	
TEACHER	Mean	5.9	6.1	0.2
	S.D.	3.0	2.6	
COUNSELOR	Mean	6.2	8.8	2.6
	S.D.	3.0	2.7	
			Total Difference	4.6
Correlation				
Between Means $r = .56$				

When the means of Organizations A and B for the employee IDEAL SSQ are compared to the supervisors' I DO SSQ, as was expected there are strong differences, as shown in Table 7. In addition the correlation is positive and strong (as shown at the bottom of Table 7).

Table 7  
 Combined Mean Scores for Organization A and Organization B From the DOES  
 SSQ and the I DO SSQ

Tactics		MY SUPERVISOR DOES	I DO	Differences
PARENT	Mean	5.7	9.0	3.3
	S.D.	2.5	2.1	
ADMINISTRATOR	Mean	8.5	11.0	2.5
	S.D.	2.5	1.9	
PEER	Mean	6.0	6.6	0.6
	S.D.	2.3	1.5	
TEACHER	Mean	5.9	9.4	3.5
	S.D.	2.9	2.4	
COUNSELOR	Mean	6.1	8.3	2.2
	S.D.	3.0	2.3	
		Total Difference		12.1
Correlation				
Between Means $r = .70$				

The What's It Like in My Organization measured the level of organizational satisfaction experienced by employees and supervisors (managers did not complete this instrument). The scale for this instrument was 1 = low satisfaction through 7 = high satisfaction. The mean levels of satisfaction with the organization are displayed in Table 8.

Table 8  
Mean Scores from What It Is Like In My Organization Reported by  
Employees and Supervisors for Organization A, Organization B, and  
Combined

Tactics		Org A	Org B	Combined
Employee	Mean	4.27	4.28	4.27
	S.D.	1.26	1.11	1.21
Supervisor	Mean	4.81	4.21	4.67
	S.D.	0.99	0.73	0.96

The SWSS was used to measure satisfaction with supervision for employees, mid-managers, and top-managers. On the SWSS scale the ratings were, 1 = very dissatisfied through 5 = very satisfied. The results for the three levels of the organization are presented in Table 9.

Table 9  
Mean Satisfaction Scores for Employees, Mid-Managers, and Top-Managers  
Reported for Organization A, Organization B, and Combined

Tactics		Combined	Org A	Org B
Employee	Mean	3.49	3.52	3.42
	S.D.	1.21	0.91	0.79
Mid-Manager	Mean	3.53	3.50	3.60
	S.D.	0.36	0.39	0.42
Top-Manager	Mean	3.35	3.67	3.30
	S.D.	0.38	0.43	0.28

There are statistically significant differences between all the tactics, except Peer, see Table 10. It appears that the method has merit in the study of supervision in organizations.

Table 10  
Tests of Differences Between Tactics From DOES SSQ and I DO SSQ

Tactics	t	df	p
Administrator	-6.69	175	<.001
Counselor	-4.90	175	<.001
Teacher	-7.49	175	<.001
Parent	-8.49	175	<.001
Peer	-1.61	175	.008

#### Hypotheses Testing

For the purpose of testing the hypotheses, incongruity (the independent variable) was defined as the magnitude of the sum of the absolute differences between various appraisals of supervisory strategies as measured by the SSQ. The hypotheses that were tested and results which were found were as follows:

Hypothesis 1: As the incongruity between the employee's ideal and his or her perception of the strategy used by the supervisor increases, the subordinate will report:

a. decreasing levels of satisfaction with the supervision received



Result: Pearson's  $r = -.59$  ( $df = 125$ ,  $p < .001$ ) between employees' Ideal Supervisory SSQ and employees' My Supervisor Does SSQ across all employees.

b.decreasing levels of satisfaction with the organization

Result: Pearson's  $r = -.37$  ( $df = 125$ ,  $p = .001$ ) between employees' Ideal Supervisory SSQ and subordinates' My Supervisor Does SSQ across all subordinates.

Hypothesis 2: As the incongruity increases between the mid-manager's perceptions of the supervisor's strategy and the mid-manager's ideal strategy, the mid-manager's level of satisfaction with supervision will decrease.

Result: Pearson's  $r = -.59$  ( $df = 19$ ,  $p = .005$ ) between the mid-managers' Supervisor Does SSQ and the mid-managers' Ideal Strategy SSQ across all mid-managers.

Hypothesis 3: As the incongruity increases between the top-manager's ideal supervisory strategy and the mean ideal supervisory strategy for all the supervisors in the organization the top-manager's satisfaction with supervision will decrease.

Result: Pearson's  $r = -.61$  ( $df = 6$ ,  $p = .N.S.$ ) between the top-managers' Ideal Strategy SSQ and mean of the supervisors' Ideal Strategy SSQ.

Alternative Analysis: Pearson's  $r = -.42$  ( $df = 45$ ,  $p = .003$ ) between top-manager's Ideal Strategy SSQ and the individual supervisor's Ideal Strategy SSQ (see discussion below).

#### DISCUSSION OF RESULTS

One indicator of whether the approach used in this study to identify supervisory strategy and its tactical components work is to

examine the means across the organizations. If there is such a thing as an overall ideal strategy of supervision, one would expect to see a fairly high level of consistency between the participants' responses in the two organizations, indicated by small differences and high correlations. As can be seen in Tables 1, 2, and 3 there, in fact, are small differences and high correlations, indicating consistency across the organizations.

At the same time, to be useful the technique must successfully identify important differences in perceptions when they exist. When employee perceptions of what they believed to be their supervisor's strategy is compared to what the respective supervisors perceive their supervisory strategy to be, clear differences emerged, as seen in Table 4.

As predicted, a significant negative correlation ( $r=-.59$ ) between incongruity of ideal and perceived supervisory strategy and supervisory satisfaction exists. Thus, an employee's satisfaction with his or her supervisor and/or supervision is negatively related to the degree of congruity between what the employee believes is the ideal supervisory strategy and her or his perception of the supervisor's actual strategy.

Also, as predicted, the employee's satisfaction with the organization is negatively correlated ( $r=-.37$ ) with the level of incongruity between his or her ideal supervisory strategy and his or her perception of the supervisor's strategy. Although there appears to be a relationship between the level of congruity of ideal and perceived supervisory strategy, it is confounded by the issue of satisfaction with

supervision. The correlation of satisfaction with supervision and satisfaction with the organization was found to be  $r=.61$  ( $df=125$ ,  $p<.001$ ). Partitioning out this shared variance yields semi-partial correlations of  $-.01$  between incongruity and satisfaction with the organization and  $-.40$  between incongruity and satisfaction with supervision. Thus satisfaction with supervision acts as a moderator variable for employee satisfaction with the organization, which has potentially important ramifications for organizations striving to increase or maintain satisfaction with the organization.

The findings for mid-managers indicate that as the incongruity between his or her perception of the supervisor's actual strategy and his or her ideal supervisory strategy increases the mid-manager's level of satisfaction with the supervision decreases ( $r=-.59$ ). It appears that mid-managers make assessments of the quality of supervision being delivered by their supervisors, at least partially, on a perception of the degree to which the supervisor's actual strategy deviates from the mid-manager's ideal.

This last result also holds for top-managers' perceptions of supervisors' strategies. Due to the small sample size (8) of top-managers in the study, the interpretation of the statistical results is difficult. A moderately strong negative correlation ( $r=-.61$ ) was obtained, but the degrees of freedom were insufficient to obtain significance. That is, the method by which the data were grouped and summarized provides a very conservative test of Hypothesis 4. A different, but less orthodox grouping consisted of calculating a

difference score between each supervisor and his or her top-manager, from their respective Ideal SSQ's, then matching the respective top-manager's satisfaction with supervision score to the difference score for each supervisor. This procedure produced a statistically significant correlation of  $r = .42$ . Thus, the conclusion that there is a negative relationship between the top-manager's satisfaction with supervision and the amount of congruity between his or her ideal supervisory strategy and the supervisor's ideal supervisory strategy is supported.

#### CONCLUSION

There are two levels of implication for the findings. First is the practical or applied level. The hiring of supervisors, the training of supervisors, and the management of the supervisory process by managers may be significantly improved if managers were to take into account the concept of supervisory strategy and its component tactics. That people are frequently hired into a supervisory position based on their longevity with the organization and/or their technical task abilities rather than on their ability to formulate an effective supervisory strategy explains some of the feelings of dissatisfaction with organizations that people express. Though the technical skills and the authority that a supervisor has are important in influencing a supervisee's behavior, the present findings indicate that the supervisor cannot rely solely on these two factors to achieve his or her supervisory goals. The level of congruity between the supervisor's total supervisory strategy and the supervisee's preference of a total supervisory strategy is an integral aspect of successful supervision.

Using the "wrong" strategy induces feelings of dissatisfaction with the organization, via dissatisfaction with the supervisor. Therefore, managers need to have a clear conceptualization of the supervisory strategy that they believe will best achieve the supervisory goals for their organization. Then, one must make sure that the expectations of the supervisory process are clearly communicated to both supervisors and employees. Without clear expectations, supervisors will implement supervisory strategies based solely upon their own personal experiences, which may or not be appropriate in the particular organization. If the result is a high level of incongruity between expected and perceived supervisory strategies there may very well be a significant decrease in the levels of satisfaction with the organization.

The second level of implication is the theoretical. What little theory of supervision there is comes from the field of leadership. Leadership has enjoyed intense study with scholars agreeing on very little. But, one thing that they agree on is that we still do not know much about leadership (Dansereau and Graen, 1975; Lord, 1977; Bass, 1981). Part of the reason for the lack of progress in understanding leadership may be, as Jacops (1971) points out, that there has been a failure to differentiate between the characteristics of a superior as a person and the process of leadership and the activity of providing supervision.

The conceptualization of supervision as a strategy made up of a set of stable behavioral tactics may offer a means to make this

separation and provide the beginning of a theory of supervision. The findings from this research support the view that we can go beyond the simple constructs of supervision and develop theories that explain the dynamics of how supervisors influence supervisees in the organizational environment. It was demonstrated here that there is a correlation between the level of incongruity of perceived supervisory strategy and satisfaction with supervision and therefore with the organization.

If satisfaction with an organization is an important issue and a desirable end, one is required to go beyond just the objective features of the organization (Rynes & Gerhart, 1990) to deal with the cognitive aspects of organizational life, one of those being the congruity or incongruity of supervisory strategies. On the basis of the evidence from this study a person has a "cognitive template" of how he or she should be supervised (ideal strategy) or for management how supervision should be done (ideal strategy) which then is used to make comparisons with the perception of how supervision is actually being done. The greater the incongruity between the two the less satisfaction there is with the organization and/or supervision.

Thus it appears that the conceptualization of supervision as an interpersonal interaction driven by (at least) five basic needs of the supervisee and addressed by a supervisor's formulation of a behavioral strategy to match those needs using a finite set of tactics may help us to begin to understand how supervision works. Perhaps the most important outcome of this research is that it shows supervision to be more important than simply telling employees what to do or not to do.

Supervision appears to have a significant impact on a person's view of his or her total quality of life in the organization. At least for employees supervision has an important role in framing their organizational social reality.

Supervision is a much richer and more complex construct than has been noted in the past (Sutton & Woodman, 1989). It appears that supervision is made up of a set of roles (tactics) that must be put together (strategy) based on a complex and almost infinite set of variables, making the supervisory process a complex cognitive and behavioral exchange between the supervisor and the employee, further complicated by such variables as the organizational culture and organizational climate (Bass, Farrow, Valenzi, & Solomon, 1975). Supervision is, indeed, an area of study that deserves significantly more attention than it is currently receiving.

Appendix A

General Form of the Supervisor Strategy Questionnaire (SSQ)

In column A --- HOW OFTEN do you believe you would do each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

A

In column B --- WHAT KIND OF ATTITUDE would you usually have when he/she is engaged in these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

B

In column C --- Indicate whether you believe you would be FORCEFUL, EASY-GOING, or NEUTRAL when doing each of these types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

C

PLEASE DO NOT LEAVE ANY BLANKS

A B C

Writing reports, keeping records, holding meetings, writing memos			
Saying hello in the mornings, wishing everyone a good day			
Providing instruction on how a task needs to be done			
Making sure that things are operating within expected standards			
Encouraging an employee to get it off of their chest, to talk it out			
Assuring that work unit materials and resources are available, organized, and accounted for			
Taking breaks and lunches with employees			
Telling employees what the "correct" work value or attitude is			
Sitting or standing around talking about working in this organization with employees; mutual complaining			
Setting the goals and priorities for the work unit			
Sharing ideas and thoughts on a variety of topics with employees			
Disciplining employees for their mis-behaviors			
Instructing and demonstrating ways employees can improve their work skills			
Sharing personal information with employees			
Listening to employees personal/work problems and helping them to gain insight into those problems			
Scheduling daily activities, scheduling people, organizing			

SSQA.IDL

Please turn page over and complete Page 2



Appendix A

General Form of the Supervisor Strategy Questionnaire (SSQ)

Page 2

In column A --- HOW OFTEN do you believe  
would do each  
of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

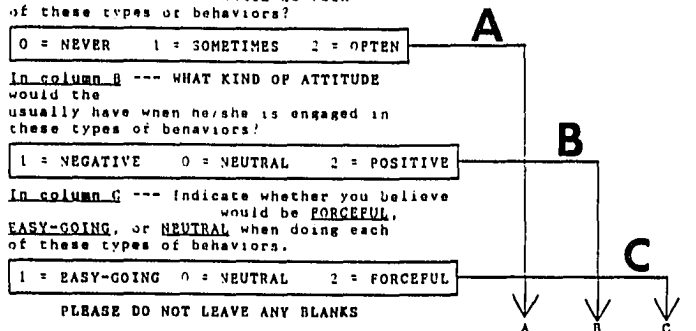
In column B --- WHAT KIND OF ATTITUDE  
would the  
usually have when he/she is engaged in  
these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe  
would be FORCEFUL,  
EASY-GOING, or NEUTRAL when doing each  
of these types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS



	A	B	C
Inspiring and encouraging staff to be better employees			
Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done			
Developing the written materials which can be used to teach how a job function can be best completed			
Inviting employees to express how they are feeling			
Assessing employee learning of material provided in training sessions			
Assisting employees in relieving the pressures/stress of the work			
Being available for consultation with the employees in regards to their personal development issues			
Going out for a drink or other types of socializing with employees			
Helping employees to sort things out			
Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people			
Helping employees to learn more about their job through giving reading assignments and other learning methods			
Making employees feel guilty as a means of getting them to change their behavior			
Notifying employees of new, or changes to the, operating policies and procedures			
Teaching employees through the demonstration of their expertise of the job skills related to the task			

Did you leave any blanks? If so, please go back and complete them now.

## Appendix B

The Six Behavioral Descriptions for Each of the  
Five Supervisory Tactics on the SSQ

Page 1 of 2

**Behavioral Descriptions for Administrator Tactic:**

Writing reports, keeping records, holding meetings, writing memos

Making sure that things are operating within expected standards

Assuring that work unit materials and resources are available, organized, and accounted for

Setting the goals and priorities for the work unit

Scheduling daily activities, scheduling people, organizing

Notifying employees of new, or changes to the, operating policies and procedures

**Behavioral Descriptions for Teacher Tactic:**

Providing instruction on how a task needs to be done

Instructing and demonstrating ways employees can improve their work skills

Developing the written materials which can be used to teach how a job function can be best completed

Assessing employee learning of material provided in training sessions

Helping employees to learn more about their job through giving reading assignments and other learning methods

Teaching employees through the demonstration of their expertise of the job skills related to the task

**Behavioral Descriptions for Parent Tactic:**

Telling employees what the "correct" work value or attitude is

Disciplining employees for their mis-behaviors

Inspiring and encouraging staff to be better employees

Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done

Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people

Making employees feel guilty as a means of getting them to change their behavior

## Appendix B

The Six Behavioral Descriptions for Each of the  
Five Supervisory Tactics on the SSQ

Page 2 of 2

**Behavioral Descriptions for Counselor Tactic:**

Encouraging an employee to get it off of their chest, to talk it out

Listening to employees personal/work problems and helping them to gain insight into those problems

Inviting employees to express how they are feeling

Assisting employees in relieving the pressures/stress of the work

Being available for consultation with the employees in regards to their personal development issues

Helping employees to sort things out

**Behavioral Descriptions for Peer Tactic:**

Saying hello in the mornings, wishing everyone a good day

Taking breaks and lunches with employees

Sitting or standing around talking about working in this organization with employees; mutual complaining

Sharing ideas and thoughts on a variety of topics with employees

Going out for a drink or other types of socializing with employees

Sharing personal information with employees

## Appendix C

## Instructions Given For the SSQ

Page 1 of 1

You are to indicate your response to each of the three items A, B, and C by placing the appropriate number that corresponds to your perception for that item in the boxes beside each of the behavioral descriptions.

There are 30 behavioral descriptions, please make sure that you have not left any of them blank, all of the boxes must have a number in them when you have finished.

As you complete the questionnaires in your packet you will note that there are two SSQ questionnaires in your packet . They are different, therefore it is very important that you read the questions at the top of the SSQ forms very carefully.

If you have any questions as you complete all of the questionnaires in your packet and please respond to all items on each questionnaire, do not leave any blanks, please feel free to ask the researcher.

Appendix D  
The Ideal SSQ Form

In column A --- HOW OFTEN do you believe THE IDEAL SUPERVISOR would do each of these types of behaviors?

0 = NEVER    1 = SOMETIMES    2 = OFTEN

In column B --- WHAT KIND OF ATTITUDE would the THE IDEAL SUPERVISOR usually have when he/she is engaged in these types of behaviors?

1 = NEGATIVE    0 = NEUTRAL    2 = POSITIVE

In column C --- Indicate whether you believe THE IDEAL SUPERVISOR would be FORCEFUL, EASY-GOING, or NEUTRAL when doing each of these types of behaviors.

1 = EASY-GOING    0 = NEUTRAL    2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Writing reports, keeping records, holding meetings, writing memos			
Saying hello in the mornings, wishing everyone a good day			
Providing instruction on how a task needs to be done			
Making sure that things are operating within expected standards			
Encouraging an employee to get it off of their chest, to talk it out			
Assuring that work unit materials and resources are available, organized, and accounted for			
Taking breaks and lunches with employees			
Telling employees what the "correct" work value or attitude is			
Sitting or standing around talking about working in this organization with employees; mutual complaining			
Setting the goals and priorities for the work unit			
Sharing ideas and thoughts on a variety of topics with employees			
Disciplining employees for their mis-behaviors			
Instructing and demonstrating ways employees can improve their work skills			
Sharing personal information with employees			
Listening to employees personal/work problems and helping them to gain insight into those problems			
Scheduling daily activities, scheduling people, organizing			

Appendix D  
The Ideal SSQ Form

Page 2

In column A --- HOW OFTEN do you believe THE IDEAL SUPERVISOR would do each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT KIND OF ATTITUDE would the IDEAL SUPERVISOR usually have when he/she is engaged in these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe THE IDEAL SUPERVISOR would be FORCEFUL, EASY-GOING, or NEUTRAL when doing each of these types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Inspiring and encouraging staff to be better employees			
Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done			
Developing the written materials which can be used to teach how a job function can be best completed			
Inviting employees to express how they are feeling			
Assessing employee learning of material provided in training sessions			
Assisting employees in relieving the pressures/stress of the work			
Being available for consultation with the employees in regards to their personal development issues			
Going out for a drink or other types of socializing with employees			
Helping employees to sort things out			
Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people			
Helping employees to learn more about their job through giving reading assignments and other learning methods			
Making employees feel guilty as a means of getting them to change their behavior			
Notifying employees of new, or changes to the, operating policies and procedures			
Teaching employees through the demonstration of their expertise of the job skills related to the task			

Did you leave any blanks? If so, please go back and complete them now.

Appendix E

The Mid-Manager's Supervisor Does SSQ Form

In column A --- HOW OFTEN do you believe \_\_\_\_\_ does each of these types of behaviors when supervising his/her staff.

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT ATTITUDE do you believe \_\_\_\_\_ usually has when doing these types of behaviors.

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe \_\_\_\_\_ is usually **FORCEFUL**, **EASY-GOING**, or **NEUTRAL**, when doing these supervisory types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Writing reports, keeping records, holding meetings, writing memos			
Saying hello in the mornings, wishing everyone a good day			
Providing instruction on how a task needs to be done			
Making sure that things are operating within expected standards			
Encouraging an employee to get it off of their chest, to talk it out			
Assuring that work unit materials and resources are available, organized, and accounted for			
Taking breaks and lunches with employees			
Telling employees what the "correct" work value or attitude is			
Sitting or standing around talking about working in this organization with employees; mutual complaining			
Setting the goals and priorities for the work unit			
Sharing ideas and thoughts on a variety of topics with employees			
Disciplining employees for their mis-behaviors			
Instructing and demonstrating ways employees can improve their work skills			
Sharing personal information with employees			
Listening to employees personal/work problems and helping them to gain insight into those problems			
Scheduling daily activities, scheduling people, organizing			

SSQA.MGT

Please turn page over and complete Page 2

Appendix E

The Mid-Manager's Supervisor Does SSQ Form

Page 2

In column A --- HOW OFTEN do you believe \_\_\_\_\_ does each of these types of behaviors when supervising his/her staff.

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT ATTITUDE do you believe \_\_\_\_\_ usually has when doing these types of behaviors.

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe \_\_\_\_\_ is usually **FORCEFUL**, **EASY-GOING**, or **NEUTRAL**, when doing these supervisory types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Inspiring and encouraging staff to be better employees			
Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done			
Developing the written materials which can be used to teach how a job function can be best completed			
Inviting employees to express how they are feeling			
Assessing employee learning of material provided in training sessions			
Assisting employees in relieving the pressures/stress of the work			
Being available for consultation with the employees in regards to their personal development issues			
Going out for a drink or other types of socializing with employees			
Helping employees to sort things out			
Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people			
Helping employees to learn more about their job through giving reading assignments and other learning methods			
Making employees feel guilty as a means of getting them to change their behavior			
Notifying employees of new, or changes to the, operating policies and procedures			
Teaching employees through the demonstration of their expertise of the job skills related to the task			

Did you leave any blanks? If so, please go back and complete them now.



Appendix F

The Supervisor's I Do SSQ Form

In column A --- HOW OFTEN do you believe YOU DO each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT KIND OF ATTITUDE do you believe YOU USUALLY HAVE when you are doing these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe YOU are FORCEFUL, EASY-GOING, or NEUTRAL when doing these types of supervisory behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Writing reports, keeping records, holding meetings, writing memos			
Saying hello in the mornings, wishing everyone a good day			
Providing instruction on how a task needs to be done			
Making sure that things are operating within expected standards			
Encouraging an employee to get it off of their chest, to talk it out			
Assuring that work unit materials and resources are available, organized, and accounted for			
Taking breaks and lunches with employees			
Telling employees what the "correct" work value or attitude is			
Sitting or standing around talking about working in this organization with employees; mutual complaining			
Setting the goals and priorities for the work unit			
Sharing ideas and thoughts on a variety of topics with employees			
Disciplining employees for their mis-behaviors			
Instructing and demonstrating ways employees can improve their work skills			
Sharing personal information with employees			
Listening to employees personal/work problems and helping them to gain insight into those problems			
Scheduling daily activities, scheduling people, organizing			

SSQA.SUP

Please turn page over and complete Page 2

Appendix F

The Supervisor's I Do SSQ Form

Page 2

In column A --- HOW OFTEN do you believe YOU DO each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

A

In column B --- WHAT KIND OF ATTITUDE do you believe YOU USUALLY HAVE when you are doing these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

B

In column C --- Indicate whether you believe YOU are FORCEFUL, EASY-GOING, or NEUTRAL when doing these types of supervisory behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

C

PLEASE DO NOT LEAVE ANY BLANKS

A B C

	A	B	C
Inspiring and encouraging staff to be better employees			
Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done			
Developing the written materials which can be used to teach how a job function can be best completed			
Inviting employees to express how they are feeling			
Assessing employee learning of material provided in training sessions			
Assisting employees in relieving the pressures/stress of the work			
Being available for consultation with the employees in regards to their personal development issues			
Going out for a drink or other types of socializing with employees			
Helping employees to sort things out			
Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people			
Helping employees to learn more about their job through giving reading assignments and other learning methods			
Making employees feel guilty as a means of getting them to change their behavior			
Notifying employees of new, or changes to the, operating policies and procedures			
Teaching employees through the demonstration of their expertise of the job skills related to the task			

Did you leave any blanks? If so, please go back and complete them row.

Appendix G

The Employee's My Supervisor Does SSQ Form

In column A --- HOW OFTEN do you believe you have observed **YOUR SUPERVISOR** doing each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT KIND OF ATTITUDE does **YOUR SUPERVISOR** usually have when he/she is engaged in these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe **YOUR SUPERVISOR** is usually **FORCEFUL**, **EASY-GOING**, or **NEUTRAL** when doing these types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Writing reports, keeping records, holding meetings, writing memos			
Saying hello in the mornings, wishing everyone a good day			
Providing instruction on how a task needs to be done			
Making sure that things are operating within expected standards			
Encouraging an employee to get it off of their chest, to talk it out			
Assuring that work unit materials and resources are available, organized, and accounted for			
Taking breaks and lunches with employees			
Telling employees what the "correct" work value or attitude is			
Sitting or standing around talking about working in this organization with employees; mutual complaining			
Setting the goals and priorities for the work unit			
Sharing ideas and thoughts on a variety of topics with employees			
Disciplining employees for their mis-behaviors			
Instructing and demonstrating ways employees can improve their work skills			
Sharing personal information with employees			
Listening to employees personal/work problems and helping them to gain insight into those problems			
Scheduling daily activities, scheduling people, organizing			

Appendix G

The Employee's My Supervisor Does SSQ Form

Page 2

In column A --- HOW OFTEN do you believe you have observed YOUR SUPERVISOR doing each of these types of behaviors?

0 = NEVER 1 = SOMETIMES 2 = OFTEN

In column B --- WHAT KIND OF ATTITUDE does YOUR SUPERVISOR usually have when he/she is engaged in these types of behaviors?

1 = NEGATIVE 0 = NEUTRAL 2 = POSITIVE

In column C --- Indicate whether you believe YOUR SUPERVISOR is usually FORCEFUL, EASY-GOING, or NEUTRAL when doing these types of behaviors.

1 = EASY-GOING 0 = NEUTRAL 2 = FORCEFUL

PLEASE DO NOT LEAVE ANY BLANKS

	A	B	C
Inspiring and encouraging staff to be better employees			
Providing "pats on the back" for doing a good job, expressing satisfaction with the job being done			
Developing the written materials which can be used to teach how a job function can be best completed			
Inviting employees to express how they are feeling			
Assessing employee learning of material provided in training sessions			
Assisting employees in relieving the pressures/stress of the work			
Being available for consultation with the employees in regards to their personal development issues			
Going out for a drink or other types of socializing with employees			
Helping employees to sort things out			
Protecting, defending and supporting employees from and to management, expressing the attitude that these are my people			
Helping employees to learn more about their job through giving reading assignments and other learning methods			
Making employees feel guilty as a means of getting them to change their behavior			
Notifying employees of new, or changes to the, operating policies and procedures			
Teaching employees through the demonstration of their expertise of the job skills related to the task			

Did you leave any blanks? If so, please go back and complete them now.

## Appendix H

"What Is It Like At The Organization Where I Work"  
 Employees and Supervisors Satisfaction With the Organization  
 Instrument

Page 1 of 2

Page 1

"WHAT IS IT LIKE AT  
 THE ORGANIZATION WHERE I WORK"

Instructions: Circle the number that most accurately reflects your belief about each of the statements below. Please note that there are statements on both the front and back of this page, so when you have completed this side turn the page over and complete the back.

Life where you work is:

7 6 5 4 3 2 1  
 very very  
 satisfying unsatisfying

People in your organization are treated:

1 2 3 4 5 6 7  
 very very  
 badly well

Based only on "What it is like to be a member of the organization where you work", your recommendation to a person you care about would be:

7 6 5 4 3 2 1  
 to get a job to avoid working  
 here if at here if at all  
 all possible possible

At your work place, how often do you hear people complaining about the organization?

1 2 3 4 5 6 7  
 all of almost  
 the time never

How much attention do people at the top pay to your ambition and effort?

1 2 3 4 5 6 7  
 none a great  
 deal

How hard do you think the company is really trying to improve or maintain good relations with its employees?

7 6 5 4 3 2 1  
 very hard not at all

The values held by this organization are:

1 2 3 4 5 6 7  
 a lot different very close  
 than my values to my values

How much effort do you feel management puts into keeping the employees informed about the things employees want to know?

7 6 5 4 3 2 1  
 a great almost  
 deal none

If you were in real trouble would you probably get a fair deal from the people at the top?

1 2 3 4 5 6 7  
 no! yes!

\*\*\*\*\*  
 \* PLEASE TURN OVER THIS PAGE AND COMPLETE PAGE 2 \*  
 \*\*\*\*\*

## Appendix H

"What Is It Like At The Organization Where I Work"  
 Employees and Supervisors Satisfaction With the Organization  
 Instrument

Page 2 of 2

Page 2

How often does the company take advantage of the employees?

7 6 5 4 3 2 1  
 never all of the  
 time

How often do you feel that the organization interferes with your personal rights?

1 2 3 4 5 6 7  
 every chance never  
 they get

Considering everything about the organization where you work, how satisfied are you with it?

1 2 3 4 5 6 7  
 very very  
 unsatisfied satisfied

How many other companies are there in this area for which you would rather work?

7 6 5 4 3 2 1  
 none a whole bunch

If you were guessing, how many other organizations would you say have more dissatisfied employees than the one for which you work?

1 2 3 4 5 6 7  
 none almost all  
 of them

How much better of a place to work is this organization than most?

1 2 3 4 5 6 7  
 it is worse much better  
 than most than most

Working for this organization makes me feel:

7 6 5 4 3 2 1  
 very very  
 gratified ungratified

If you were starting over again and you knew what you know now about this organization, what would be the odds that you would go to work here again?

7 6 5 4 3 2 1  
 very about the  
 good same as winning  
 the lottery

Do you believe that you will be able to fulfill your goals within this organization?

1 2 3 4 5 6 7  
 no very much  
 so

Apart from the organization, how much do you like your job?

7 6 5 4 3 2 1  
 very I just  
 little love it

ORGSAT4.QST

## Appendix I

## Employee's Satisfaction With Supervision Instrument

Page 1 of 2

Page 1

## SATISFACTION WITH SUPERVISION SCALE

Circle the number that best represents how satisfied you are with your supervision on each of the 30 items listed below. From 1 being VERY DISSATISFIED up to 5, VERY SATISFIED.

	very dissatisfied			very satisfied
1. The way my supervisor listens when I have something important to say.....	1	2	3	4 5
2. The way my supervisor sets clear work goals.....	1	2	3	4 5
3. The way my supervisor treats me when I make a mistake.....	1	2	3	4 5
4. My supervisor's fairness in appraising my job performance.....	1	2	3	4 5
5. The way my supervisor is consistent in his/her behavior toward subordinates.....	1	2	3	4 5
6. The way my supervisor helps me to get the job done.....	1	2	3	4 5
7. The way my supervisor gives me credit for my ideas.....	1	2	3	4 5
8. The way my supervisor gives me clear instructions.....	1	2	3	4 5
9. The way my supervisor informs me about work changes ahead of time... 1	2	3	4	5
10. The way my supervisor follows through to get problems solved..... 1	2	3	4	5
11. The way my supervisor understands the problems I might run into in doing the job..... 1	2	3	4	5
12. The way my supervisor shows concern for my career progress..... 1	2	3	4	5
13. My supervisor's backing me up with other management..... 1	2	3	4	5
14. The frequency with which I get a pat on the back for doing a good job, from my supervisor..... 1	2	3	4	5
15. The technical competence of my supervisor..... 1	2	3	4	5
16. The amount of time my supervisor gives me to learn a task before I'm moved to another task..... 1	2	3	4	5
17. The amount of time my supervisor lets me have to do the job right... 1	2	3	4	5
18. The way my supervisor clearly defines my job responsibilities.... 1	2	3	4	5
19. The way my supervisor helps me to resolve personal problems that may be affecting my work performance... 1	2	3	4	5

PLEASE TURN THIS PAGE OVER AND COMPLETE PAGE 2

## Appendix I

## Employee's Satisfaction With Supervision Instrument

Page 2 of 2

Page 2	very dissatisfied	2	3	4	very satisfied
20. The amount of skill training my supervisor provides for me.....	1	2	3	4	5
21. The way my supervisor makes me feel like she/he likes and trusts me.....	1	2	3	4	5
22. The way my supervisor provides me with support when I take on new responsibilities.....	1	2	3	4	5
23. The way my supervisor teaches me new material related to my job.....	1	2	3	4	5
24. The way my supervisor helps me to feel like I am an important member of this organization.....	1	2	3	4	5
25. The way my supervisor works with me in my attempt to gain a better understanding of myself.....	1	2	3	4	5
26. How often my supervisor communicates that he/she cares about me even when I "screw up".....	1	2	3	4	5
27. The way my supervisor helps me to understand the values which are important in this organization.....	1	2	3	4	5
28. The way my supervisor helps me to feel that what I do really means something to the organization.....	1	2	3	4	5
29. The way my supervisor says to me that "we really do want you working for us, rather than for someone else.....	1	2	3	4	5
30. The effort that my supervisor takes to really understand me.....	1	2	3	4	5



## Appendix J

## Mid-Manager's Satisfaction With Supervision Instrument

Page 1 of 2

Page 1

## SATISFACTION WITH SUPERVISOR SCALE

Circle the number that best represents how satisfied you are with  
on each of the 30 items listed below.  
With 1 being very dissatisfied and up to 5, being very satisfied.

	very dissatisfied	1	2	3	4	5	very satisfied
1. The way he/she listens when their employees have something important to say.....	1	2	3	4	5		
2. The way she/he sets clear work goals	1	2	3	4	5		
3. The way he/she treats employees when they make a mistake.....	1	2	3	4	5		
4. Her/his fairness in appraising their staff's job performance.....	1	2	3	4	5		
5. The way he/she is consistent in his/her behavior toward subordinates.....	1	2	3	4	5		
6. The way she/he helps the workers to get the job done.....	1	2	3	4	5		
7. The way he/she gives the employees credit for their ideas.....	1	2	3	4	5		
8. The way she/he gives the work unit clear instructions.....	1	2	3	4	5		
9. The way he/she informs staff about work changes ahead of time...	1	2	3	4	5		
10. The way she/he follows through to get problems solved.....	1	2	3	4	5		
11. The way he/she understands the problems staff might run into in doing the job.....	1	2	3	4	5		
12. The way she/he shows concern for employees career progress.....	1	2	3	4	5		
13. His/her backing up the employees with other management.....	1	2	3	4	5		
14. The frequency with which she/he gives employees a pat on the back for doing a good job .....	1	2	3	4	5		
15. His/her technical competence as a supervisor.....	1	2	3	4	5		
16. The amount of time she/he gives employees to learn a task before they are moved to another task....	1	2	3	4	5		
17. The amount of time he/she lets employees have to do the job right.	1	2	3	4	5		
18. The way she/he clearly defines the employee's job responsibilities....	1	2	3	4	5		
19. The way he/she helps employees to resolve personal problems that may be affecting their work performance.....	1	2	3	4	5		

PLEASE TURN THIS PAGE OVER AND COMPLETE PAGE 2

## Appendix J

## Mid-Manager's Satisfaction With Supervision Instrument

Page 2 of 2

Page 2		very dissatisfied			very satisfied
20.	The amount of skill training she/he provides for the employees.....	1	2	3	4 5
21.	The way he/she helps the workers feel like they are liked and trusted.....	1	2	3	4 5
22.	The way she/he provides employees with support when they take on new responsibilities.....	1	2	3	4 5
23.	The way he/she teaches staff new material related to their job..	1	2	3	4 5
24.	The way she/he helps employees to feel like they are important members of this organization.....	1	2	3	4 5
25.	The way he/she works with the staff in their attempts to gain a better understanding of themselves.....	1	2	3	4 5
26.	How often she/he communicates that he/she cares about the employees, even when they "screw-up".....	1	2	3	4 5
27.	The way she/he helps staff to understand the values which are important in this organization.....	1	2	3	4 5
28.	The way he/she helps workers to feel that what they do really means something to the organization.....	1	2	3	4 5
29.	The way she/he says to the staff that "we really do want you working for us, rather than for someone else.....	1	2	3	4 5
30.	The effort that he/she takes to really understand employees.....	1	2	3	4 5

## Appendix K

## Top-Manager's Satisfaction With Supervision Instrument

Page 1 of 2

Page 1

## SATISFACTION WITH SUPERVISOR SCALE

Circle the number that best represents how satisfied you are with supervision in general in your organization\_ on each of the 30 items listed below. With 1 being very dissatisfied and up to 5, being very satisfied.

Please note that when "they" is used below it refers to the supervisors in your organization.

	very dissatisfied			very satisfied
1. The way they listen when their employees have something important to say.....	1	2	3	4 5
2. The way they set clear work goals...	1	2	3	4 5
3. The way they treat employees when they make a mistake.....	1	2	3	4 5
4. Their fairness in appraising their staff's job performance.....	1	2	3	4 5
5. The way they are consistent in his/her behavior toward subordinates.....	1	2	3	4 5
6. The way they help the workers to get the job done.....	1	2	3	4 5
7. The way they give the employees credit for their ideas.....	1	2	3	4 5
8. The way they give the work unit clear instructions.....	1	2	3	4 5
9. The way they inform staff about work changes ahead of time...	1	2	3	4 5
10. The way they follow through to get problems solved....	1	2	3	4 5
11. The way they understand the problems staff might run into in doing the job.....	1	2	3	4 5
12. The way they show concern for employees' career progress.....	1	2	3	4 5
13. Their backing up the employees with management.....	1	2	3	4 5
14. The frequency with which they give employees a pat on the back for doing a good job .....	1	2	3	4 5
15. Their technical competence as supervisors.....	1	2	3	4 5
16. The amount of time they give employees to learn a task before they are moved to another task....	1	2	3	4 5
17. The amount of time they let employees have to do the job right.	1	2	3	4 5
18. The way they clearly define the employee's job responsibilities....	1	2	3	4 5

PLEASE TURN THIS PAGE OVER AND COMPLETE PAGE 2

## Appendix K

## Top-Manager's Satisfaction With Supervision Instrument

Page 2 of 2

Page 2		very dissatisfied			very satisfied
19.	The way they help employees to resolve personal problems that may be affecting their work performance.....	1	2	3	4 5
20.	The amount of skill training they provide for the employees.....	1	2	3	4 5
21.	The way they help the workers feel like they are liked and trusted.....	1	2	3	4 5
22.	The way they provide employees with support when they take on new responsibilities.....	1	2	3	4 5
23.	The way they teach staff new material related to their job..	1	2	3	4 5
24.	The way they help employees to feel like they are important members of this organization.....	1	2	3	4 5
25.	The way they work with the staff in their attempts to gain a better understanding of themselves.....	1	2	3	4 5
26.	How often they communicate that they care about the employees, even when they "screw-up".....	1	2	3	4 5
27.	The way they help staff to understand the values which are important in this organization.....	1	2	3	4 5
28.	The way they help workers to feel that what they do really means something to the organization.....	1	2	3	4 5
29.	The way they say to the staff that "we really do want you working for us, rather than for someone else.....	1	2	3	4 5
30.	The effort that they take to really understand employees.....	1	2	3	4 5

## Appendix L

The Cover Sheet For the Instrument Package Given  
To All Respondents

Page 1 of 1

## INTRODUCTION

Please read very carefully.

The following instrument presents 30 examples of behaviors that represent general types of behaviors that have been identified as commonly used in supervising.

You are asked to indicate three things about each type of behavior: 1) how often it is done; 2) what attitude is used when doing that type of behavior; and 3) whether that type of behavior is done forcefully, in an easy-going manner, or neutrally.

Please note that if you put a 0 (for never) in Column A then you should also put 0's in Columns B and C. Please do not leave any of the cells blank.

It is very important that you read all of the instructions at the top of each page very carefully. As this is an assessment of the supervisory process please answer the items as honestly as you possibly can, take this very seriously, and remember that your responses will be held in the strictest confidence. Your individual responses WILL NOT be shared with anyone in the organization.

You will receive feedback from your responses and that feedback will only be made available to you. The aggregated results from everyone's inputs (averages) will be the ONLY FEEDBACK provided to management, and you will also receive a copy of this feedback.

So, when you fill out the forms give your true feelings and observations, in order that we can get an accurate assessment of the supervisory process in this organization.

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