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THE EFFECTS  
OF  
VICARIOUS PUNISHMENT  
ON  
PROCEDURAL JUSTICE


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JUDITH A. HEDGE STEPP



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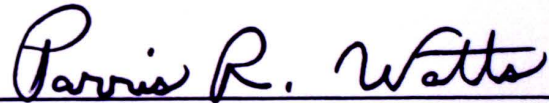


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December 1999

**THE EFFECTS  
OF  
VICARIOUS PUNISHMENT  
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**A Thesis Presented in Partial**

**Fulfillment for the Master of Arts Degree**

**Austin Peay State University**

**Judith A. Hedge Stepp**

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## ABSTRACT

This experiment was conducted to examine the effects of vicarious punishment on procedural justice. In this experiment, participants responded to a three-item survey. The survey was created for this study. It was hypothesized that observer perceptions of procedural justice will be lower in situations where a co-worker receives public punishment than in situations where the punishment is delivered privately. The main effect of delivery of punishment was significant. It was also hypothesized that observer perceptions of procedural justice will be lower in situations where a co-worker is punished in the face of performance constraints than in the absent of such constraints. The main effect for this hypothesis was also significant. The interaction of feedback delivery and constraints was not significant.

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VITA



## CHAPTER I

### INTRODUCTION

Today's market is highly competitive. Companies have to make the most of all their resources. Organizations not only want and expect more out of their resources, they need more out of them to stay competitive in today's aggressive marketplace. One of the most important is human resources. Organizations have to maximize the effectiveness of their human resources. Any behavior on behalf of the employee that is non-productive has to be corrected. The problem faced by many organizations is which method would be best for resolving the problem behavior. Several methods have been attempted, but none have been completely successful. Also, negative consequences could outweigh the positive effects. One method used is punishment. Some research has been conducted to determine the effectiveness of punishment for deterring the negative behavior. Researchers have begun to broaden the much needed literature on punishment. Arvey and Ivancevich (1980) state that there is agreement among some researchers that punishment may be a very effective procedure in accomplishing behavior change. Another author states different findings. Sims (1980) states that two preliminary conclusions can be derived from longitudinal research on punishment. The first conclusion is that the relationship between reward behavior and subordinate performance is much stronger than the relationship between punitive behavior and performance. He states that the second conclusion is that if a casual direction predominates between punishment and performance, it appears that low performance causes punishment.

Punishment is very hard to study because of the negative connotations surrounding the subject. However, it is a management tool that is widely used in



organizations. Punishment is defined as the presentation of an aversive stimulus or the removal of a positive stimulus following a response that decreases the frequency of that response (Arvey & Ivancevich, 1980). Managers are aware that punishment is a highly charged cognitive and emotional event with extensive and far-reaching effects that range well beyond punished subordinates and ingenuously changing their attitudes (Butterfield, Trevino, & Ball, 1996). The study also found that managers were almost as concerned with their other workers' emotional reactions as they were with those of the punished subordinates (Butterfield, et al., 1996). The observer's reaction to the punishment may be as important, if not more important, than the punished subordinate's reaction. There are usually a larger number of observers affected in a vicarious manner than the person being punished. The subordinate punished may decide to leave the organization due to the punishment, while the observers are likely to be staying. So, managers should take the observers' reactions into account before punishing subordinates since they will be the ones left to perform the needed work.

### Punishment: It's Delivery and Consequences

Even though punishment has negative connotations, there has been research that has found positive effects from the use of punishment. An experiment investigated the effects of punishment on the attitudes and behavior of co-workers who observed a peer receiving punishment that found main effects for output but not for satisfaction (Schnake, 1986). The subjects were exposed to observing either a co-worker receiving a reduction in pay, a co-worker receiving a threat of a reduction in pay, or no punishment. Subjects who observed a co-worker receiving a reduction in pay produced significantly more



output than subjects who observed a threat of a reduction in pay or subjects in the control group.

Schnake (1987) conducted another study that was concerned with the effects of vicarious punishment on the affective reactions and behavior of co-workers who observed a peer receive a punishment. Confederates provided an adverse response or no response at all to being punished for low output. It was found that while emotional reactions by recipients of punishment exerted a negative effect upon observers' satisfaction with supervision, no main effects were observed for punishment on the output of observers. This finding is just the opposite of the earlier study. Another study examined the strategy of vicarious punishment to offset the effects of negative social cues. The purpose of this study was to assess the magnitude of the effects of negative social cues regarding the task on behavioral and affective responses to the work setting. Another purpose was to examine the effectiveness of vicarious punishment as a strategy to reduce the effects of negative social cues. It was hypothesized that negative social cues regarding the task would result in decreased output, motivation, and job satisfaction. It was also predicted that workers who observe a co-worker receive a punishment for lack of output would increase their output, even when exposed to negative social cues regarding the task. The authors found that negative social cues have a deleterious effect on output, but not on motivation or satisfaction with the social aspects of the work environment (Schnake & Dumler, 1990). These studies support the use of vicarious punishment in the workplace, but their findings are conflicting. This could be due to the complexity of studying punishment. Procedural factors such as privacy, may be the most important determinants of

then justice evaluations. Ball, Trevino and Sims (1992) argue that a justice perspective



Procedural Justice and Punishment. When studying punishment, it is helpful to study it from a justice perspective. Justice refers to subjective evaluation judgments about the rightness of a person's fate or treatment by others (Furby, 1986). Procedural justice refers to the fairness of the procedures used to make decisions (Thibaut & Walker, 1975). A procedural justice view suggests that observers would evaluate the punishment outcome as fair if the punishment process is viewed as fair (Leventhal, 1976). Unless proper procedures are used, the fairness of receivers' outcomes will be doubted.

Studies have investigated and found significant correlations between perceptions of procedural justice and both attitudinal and behavioral reactions to punishment events (Ball, Trevino, & Sims, 1993, 1994). Employees who felt they had been disciplined fairly had positive reactions to discipline. Also, negative reactions to discipline were highly correlated with perceptions of fairness.

Private Punishment. Punishment does not just affect the supervisor and the subordinate. There are also effects on the observers. An article invoked the justice perspective to develop a conceptual framework for studying the effects of punishment on observers (Trevino, 1992). The author suggests that researchers should investigate how observers come to know about punishment procedures and the level of detail of their knowledge. She continues by stating that it is conceivable that procedural justice considerations are less important to observers than to punishment recipients simply because observers have less detailed information about the punishment process. She further states that distributive issues of severity and consistency, and perhaps more objective procedural factors such as privacy, may be the most important determinants of their justice evaluations. Ball, Trevino and Sims (1992) argue that a justice perspective



suggests that the privacy of punishment may be a fairness issue. These authors propose that privacy of punishment will be positively related to the subordinate's procedural justice evaluation. They found support for their proposition from previous literature. Sims (1980) suggested that private punishment is more constructive and instructive. Ball et al. (1992) cites Lane (1985) by stating that procedural pain refers to psychological and physiological states such as embarrassment, humiliation and stress caused by certain types of procedures. Lane suggested that procedural pain could be threatening because it is perceived as an attack on a person's dignity, thus eliciting a sense of injustice. In another study, Sheppard (1984) found that privacy was repeatedly identified as a criterion related to perceptions of procedural justice in dispute situations. Administering punishment in private may be a way of decreasing procedural pain and increasing perceptions of procedural justice in punishment situations (Sims, 1980).

Ball et. al (1993) cite the findings from Ball's (1991) unpublished dissertation. Ball (1991) conducted a second-order factor analysis of seventeen procedural justice characteristics that yielded six factors related to fairness in disciplinary action. Of the six, one was privacy. Another article investigated how punishment of varying severity in response to unethical organizational behavior influenced observers' outcome expectancies, justice evaluations, and emotional responses (Trevino & Ball, 1992). The authors found that harsh punishment for unethical behavior has positive outcomes in terms of observers' outcome expectancies, justice evaluations and emotional response. Another study found that the application of harsh discipline to one individual might influence the future ethical behavior of other individuals (Trevino & Youngblood, 1990). A previous study found that the disciplined individual might react negatively to harsh



punishment (Beyer & Trice, 1984). Brubaker (1989) found that to maintain high levels of commitment and motivation among employees, punishment events must meet coworkers' convictions that rule breakers get what they deserve. All authors do state that more research is needed in this area.

Public Punishment. Conflicting findings exist on the use of public punishment. O'Reilly and Weitz (1980) suggested that punishment might serve to make others in the work group aware of expected performance levels. Studies conducted do find fragile support for the use of vicarious punishment (Schnake, 1986, 1987, & Schnake et al., 1990). Public punishment may become more common as organizations become less and less conventional. A supervisor may have employees with whom they hardly ever have any personal contact. The supervisor may even work at a different location or a different work shift. This supervisor could choose to post the subordinate's reprimand on a bulletin board for the employee to see upon arrival at work. The supervisor may not have any choice since they may never have a chance to privately deliver the punishment. They may also choose to post the punishment to gain the social learning effects stated in the literature cited earlier. The author knows of at least one organization that has adopted this approach (Sonya Daddato, personal communication, September 1998). The punishment literature reviewed above suggests the following hypothesis:

**HYPOTHESIS 1:** Observer perceptions of procedural justice will be lower in situations where a co-worker receives public punishment than in situations where the punishment is delivered privately.

Situational Constraints. It is a given that punishment is used in the workplace. Arguments show support for delivering punishment privately while others argue that it is



best to deliver it publicly. Situational constraints are features of a work environment that act as obstacles to performance by preventing employees from fully translating their ability and motivation into performance (Peters, O'Connor, & Eulberg, 1985). Research has found that when faced with situational constraints, some employees become frustrated that they cannot perform well despite having the motivation and ability to succeed (Peters et al., 1985). Another study examined the relationships between situational constraints, leader-member exchange, goal commitment, and performance in a retail organization (Klein & Kim, 1998). The study was conducted in four branches of a retail organization. The authors found that situational constraints and leader-member exchange correlated significantly with commitment to assigned goals. The results of this study provided further evidence of the "demotivating" effects of situational constraints.

Peters, O'Connor, and Rudolf (1980) developed a taxonomy for identifying variables that adversely affect performance. The resource variables identified were: (1) job-related information, (2) tools and equipment, (3) materials and supplies, (4) budgetary support, (5) required services and help from others, (6) task preparation, (7) time availability, and (8) work environment. Each of these resources was described as varying along three dimensions. Poor performances were attributed to (1) the needed resource be inaccessible, (2) not receiving enough of the needed resource, or (3) receiving a needed resource but finding its quality to be poor. Dobbins, Cardy, Fecteau, and Miller (1993) found that situational constraints and facilitators have not been adequately considered in the area of performance appraisal. They stated that holding a ratee accountable for poor performance outcome when it was due to factors beyond his or her control will be dysfunctional for the ratee and eventually, for the organization since it may promote



feelings of resentment and prevent the true cause of the poor performance from being identified and resolved.

These findings demonstrate that situational constraints could cause an employee to perform poorly due to circumstances that are out of his or her control. This could cause observers to find punishment as being unjust when the punished subordinate was unable to control the circumstance that brought about the punishing event. Even if the subordinate is punished privately, the event could still be found as being unjust, but not as strongly as when publicly punished. The literature reviewed on situational constraints suggests the following hypothesis:

**HYPOTHESIS 2:** Observer perceptions of procedural justice will be lower in

situations where a co-worker is punished in the face of

performance constraints than in the absence of such constraints.

These two factors combine additively such that an observer's perceptions of procedural justice will be lowest when there is a situational constraint and the subordinate is publicly punished. If a subordinate is punished publicly for something that he/she is unable to control, then observers will find this process to be the most unfair. On the other hand, an observer's perceptions of procedural justice will be the highest when there are no situational constraints and the subordinate is privately punished. If a co-worker is punished in private while no performance constraints are present, then others who find out about the punishment will deem this process to be the most fair.

All four vignettes contain the same basic information with only certain

manipulations. Each vignette asks the subject to imagine that they are a production



## CHAPTER II

### METHODS

#### Participants

The participants in this study were undergraduate students in Psychology from Austin Peay State University in Clarksville, TN. Seventy-six students were recruited to participate in this study. Participation was completely voluntary and each participant received a copy of the informed consent form.

#### Materials

Each participant received a packet which consisted of a cover letter (See Appendix B), a vignette (See Appendix C, D, E, & F), three- item questionnaire (See Appendix G), a demographic information sheet (See Appendix H), an informed consent form (See Appendix A), and a two-item manipulation check (See Appendix I). A bin was provided at the front of the room for the packets to be returned.

#### Stimulus Material

Four vignettes were developed for use in this study. The use of vignettes has been criticized in the past. Dobbins, Lane, & Steiner (1988) show support for the use of vignettes. They state that when all of the empirical evidence is reviewed, it is apparent that the findings of laboratory research have substantial external validity. They further state that while laboratory experimentation may appear not to have external validity on the surface, it provides a method to rigorously test theoretical predictions and to increase our understanding of behavior in organizations.

All four vignettes contain the same basic information with only certain manipulations. Each vignette asks the subject to imagine that they are a production



worker at a local factory. A unisex named co-worker, Pat, is described as being punished for low production. Then each vignette differs in terms of delivery of punishment and whether a situational constraint exists. Pat is either punished publicly or privately. Also, either a situational constraint is present or absent. The situational constraint used for this study is defective machinery.

These vignettes were created specifically for this study. Each vignette was created to manipulate two conditions for delivering punishment and the presence of situational constraints. The first vignette is manipulated by containing punishment delivered publicly in the presence of a situational constraint. The second vignette contains the punishment being delivered privately in the presence of a situational constraint. The third vignette is manipulated by the punishment being delivered privately in the absence of a situational constraint. The fourth vignette differs from the other three vignettes by having the subject being punished publicly and no situational constraint being present.

### Perceptions of Procedural Justice

Perceptions of procedural justice will be measured with a three- item survey developed for use in this study. The survey will be rated on a five-point scale from *Strongly Agree* (1) to *Strongly Disagree* (5). Item one is 'The way Pat learned of the punishment was fair.' Item two is 'Pat's supervisor's method of punishment was unfair.' The second item was reversed scored. This item was scored on a five-point scale from *Strongly Disagree* (1) to *Strongly Agree* (5). Item three is 'Pat had a fair chance to demonstrate performance.' The third item was scored the same as the first item. The mean of these three items was used as the dependent measure. Low internal consistency was found with this composite ( $\alpha=.452$ ).



## Manipulation Check

A manipulation check (See Appendix I) was conducted to assess the effectiveness of the manipulation of each independent variable that was critical for being able to show support for each hypothesis. The first item was 'Pat's punishment was posted for others to see.' This item was measured on a five-point scale from (1) *Strongly disagree* to (5) *Strongly agree*. The second item was 'Pat was able to control the performance.' The second was a *yes* or *no* response item.

## Procedure

When conducting the experiment, instructions and information were given to each subject using an informed consent form. All participants were given an informed consent form (See Appendix A). Participants were randomly selected to receive one of the four vignettes. Only the researcher had access to the responses to insure confidentiality.

## Data Analysis Strategy

An independent t test was conducted to test the effect of the delivery manipulation and a chi-square analysis was conducted to assess the effect of the constraints manipulation. A two-way analysis of variance was performed to test the two hypotheses.



## CHAPTER III

### RESULTS

The data was examined to determine if it was univariate normal before further analyses were conducted. The separate confidence intervals for the values of skewness and kurtosis both included zero suggesting that the distribution was normal.

Manipulation Check. There was a manipulation check performed to establish if the stimulus scenarios functioned as intended. A significant difference in the desired direction existed between perceptions of the method by which punishment was delivered, i.e., public verses private, for the two conditions ( $t=2.063, p<0.001$ ). A significant difference in the desired direction was not found in terms of perceptions of the presence of situational constraints, i.e., constraints present verses constraints absent ( $X^2=2.063, p=.151$ ). The second manipulation check shows that there is no relationship between response choice and scenario received. The response to the manipulation check question appears not to have depended on the scenario received.

Descriptive Statistics. Cell means, standard deviations, and sample sizes for each condition are shown in Table 1.



TABLE 1

## DESCRIPTIVE STATISTICS FOR THE DEPENDENT VARIABLE BY CONDITION

Table 1

	Constraints	No Constraints	Row Marginals
<b>Public</b>	M=2.441 SD=.831 N=18	M=2.867 SD=.696 N=20	2.570 .816
<b>Private</b>	M=2.614 SD=.863 N=19	M=3.719 SD=.731 N=19	3.167 .967
<b>Column Marginals</b>	M=2.432 SD=.863	M=3.282 SD=.826	

The first hypothesis stated that observer perceptions of procedural justice would be lower in situations where a co-worker receives public punishment than in situations where the punishment is delivered privately. A two-way analysis of variance was performed to test the hypothesis (See Table 1 for the relevant means and standard deviations). The main effect of delivery of punishment was significant,  $F(1, 76) = 11.68$ ,  $p < .001$ . The second hypothesis stated that observer perceptions of procedural justice will be lower in situations where a co-worker is punished in the face of performance



constraints than in the absence of such constraints. The main effect for constraints was significant,  $F(1, 76) = 23.29, p < .001$  (See Table 2).

TABLE 2

TWO-WAY ANALYSIS OF VARIANCE FOR THE EFFECTS OF FEEDBACK  
DELIVERY AND PERFORMANCE CONSTRAINTS ON PROCEDURAL JUSTICE

Table 2

Source	df	F	p
Constraint(C)	1	23.29	.001
Delivery (D)	1	11.68	.001
CXD	1	1.79	.186

The interaction of feedback delivery and constraints was not significant. This is illustrated in Figure 1.

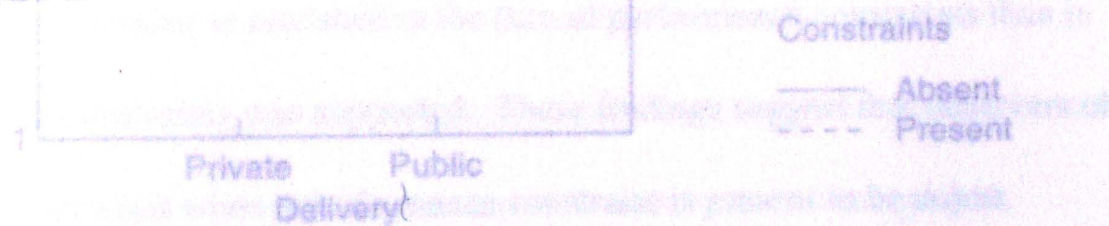
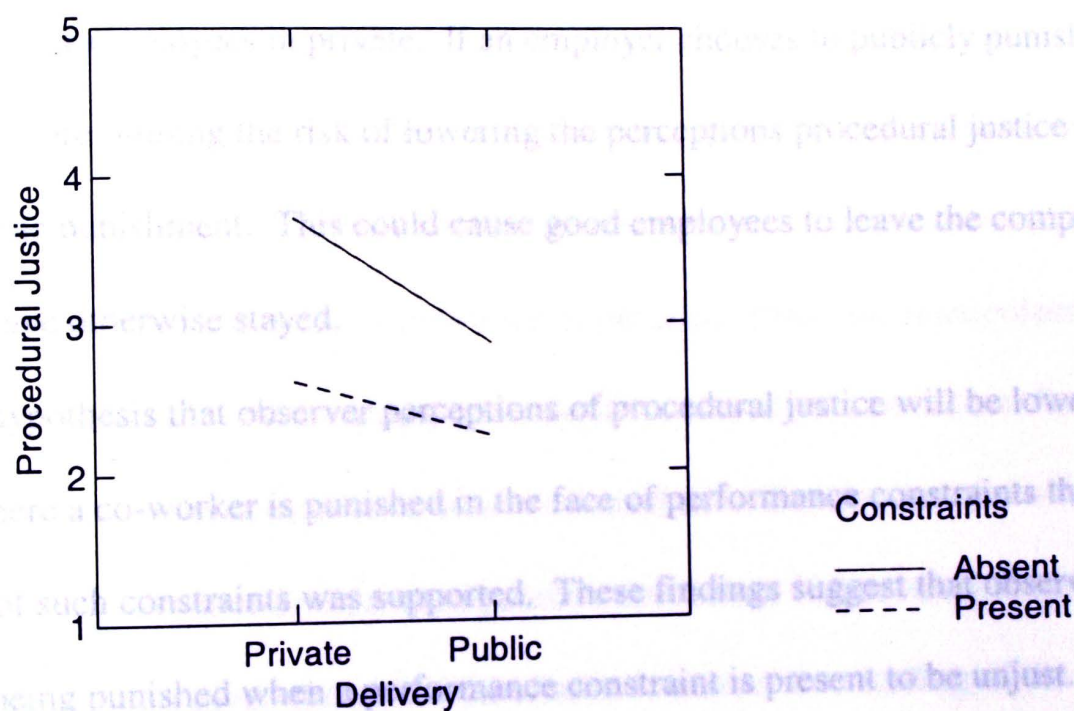




FIGURE 1

# THE INTERACTION OF FEEDBACK DELIVERY AND PERFORMANCE CONSTRAINTS ON PROCEDURAL JUSTICE

Figure 1





## CHAPTER IV

### DISCUSSION

The hypothesis that observer perceptions of procedural justice will be lower in situations where a co-worker receives public punishment than in situations where punishment is delivered privately was supported. These findings suggest that observers of co-workers being punished publicly do find the punishment to be unjust. Previous research has had conflicting findings on punishing employees publicly, but these findings support punishing employees in private. If an employer chooses to publicly punish an employee, they are running the risk of lowering the perceptions procedural justice of the observers of the punishment. This could cause good employees to leave the company who would have otherwise stayed.

The hypothesis that observer perceptions of procedural justice will be lower in situations where a co-worker is punished in the face of performance constraints than in the absence of such constraints was supported. These findings suggest that observers of co-workers being punished when a performance constraint is present to be unjust. Employers should not punish an employee for being a low producer when a performance constraint is present. The observers view this as unfair and the employer is running the risk of lowering their perception of procedural justice by doing so. The fact that the second manipulation check of this study did not work as intended makes it necessary to use caution in interpreting the results. Since no relationship existed between response choice and scenario received, the reason for the significance of the test of hypothesis two cannot clearly be attributed to the scenario manipulation. A test of an interaction was performed, but there was no support.



There were several limitations to this study. One was the low reliability of the dependent measure of procedural justice. Even though the low reliability was not a real liability statistically, it does call into question the degree to which the three-item composite was in fact measuring perceptions of procedural justice. This could have been due to the negative wording of the second item. This could have created some confusion for the subjects when rating this item. It may have been better to have all the items worded positively. Another limitation of this study would be the fact that the constraints scenarios may not have worked as intended. Even though there was a main effect for constraints, it is called into question since the manipulation check item suggests that subjects did not perceive a difference between the two conditions of constraints. A reviewer pointed out that given the significance of the main effect, the manipulation may have worked as intended but the manipulation check item used may have been flawed. Nevertheless, a pilot study should have been conducted beforehand to test the effectiveness of the scenarios and the manipulation check item before using either in the study. This would have given the author the chance to correct the wording of the scenarios and/or the manipulation check item as needed. Another limitation of this research is the lab study/ paper people paradigm. Even though previous research has shown that vignette studies have external validity, an actual punishment situation would have been more effective.

This study does further research on the effects of punishment. Punishment is very hard to research because of the negative connotations associated with it. So, any effort to broaden the literature on this subject is greatly needed. Even though vignette studies are of use, the findings would be more impressive if an actual punishment situation could







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## STATEMENT OF PURPOSE OF PERSONALITY PSYCHOLOGY

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## APPENDIX

### RESEARCH SUPERVISOR

Dr. D. Deaton, Ph.D., Professor, Psychology Department, Austin Peay State  
University, Clarksville, TN, E-mail: DDeaton@APSU.EDU

## THE PURPOSE OF THE RESEARCH

The purpose of this study is to further the empirical research of punishment effects  
on procedural justice.

## PROCEDURES FOR THIS RESEARCH

You will be given a packet containing a cover letter, vignette, and survey. The  
packet will be returned to a bin that will be placed at the front of the room.

## POTENTIAL RISKS TO YOU

There are no known risks for the subject in this study.



## APPENDIX A

### *Informed Consent to Participate in Research*

**Austin Peay State University  
Clarksville, Tennessee 37044**

You are being asked to participate in a research study. This form is designed to provide you with information about this study. This form is designed to provide you with information about this study and to answer any questions.

#### **1. TITLE OF RESEARCH STUDY**

The effects of vicarious punishment on procedural justice

#### **2. PRINCIPAL RESEARCHER**

Angie Stepp, Graduate Student, Austin Peay State University, Clarksville, TN,  
(901)584-5075

#### **3. FACULTY SUPERVISOR**

Dr. Denton, Ph.D., Professor, Psychology Department, Austin Peay State  
University, Clarksville, TN, E-mail: DentonD@APSU.EDU

#### **4. THE PURPOSE OF THE RESEARCH**

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#### **5. PROCEDURES FOR THIS RESEARCH**

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#### **6. POTENTIAL RISKS TO YOU**

There are no known risks for the subject in this study.



## 7. POTENTIAL BENEFITS TO YOU OR OTHERS

Hopefully, there will be a greater understanding of the delivery of punishment on procedural justice. This could be beneficial for you as well as the researcher.

## 8. INFORMED CONSENT

Completion and return of the survey constitutes consent to participate in this research.

If you have any questions, feel free to contact me. Thank you for your help.

Thank you.

Angie Sarge



## APPENDIX B

### Written Reprimand Survey

This is a study being conducted by a graduate student in the psychology department at Austin Peay State University who is interested in your opinion on a written reprimand situation. A vignette and survey are enclosed in the packet. The study will hopefully provide a better understanding of how managers use punishment to deter negative behavior. I would like to receive a broad cross-section of responses so your help is important.

Please take a few minutes to read the instructions on each page carefully and then answer the questions that follow. It is very important that you not skip any questions. The survey usually only takes about 15 minutes to complete. Upon completion, please return the survey enclosed in the envelope to the front of the room and deposit it in the bin provided.

Feel free to answer the questions openly and honestly as complete anonymity will be maintained. No one in your department will have access to the individual questionnaires. Only members of the research team will see your survey and you will not be asked for your name or any other identifiers on any part of the questionnaire. In addition, the results of the study will not be released in any way in which you could possibly be identified. Completion of the survey is also voluntary, but I would very much like to learn your opinions.

If you have any questions, feel free to contact me. Thank you for your help.

Thank you,

Angie Stepp



## APPENDIX C

### VIGNETTE A

You have been working at a local garment factory for five years. You are a press operator who works on production. The more pants you press, the more money you make. There is a standard production for pants that you must press each hour. You have to press at least seventy pair of pants per hour to meet the minimum standard of production. You are a production worker who operates a press.

You notice that there is a written reprimand on the bulletin board for one of your coworkers, Pat. The reprimand states, "Pat, you are receiving this written reprimand because of your continual low production". Pat's production has been lower for awhile now due to the machine being down on a regular basis.



## APPENDIX D

### VIGNETTE B

You have been working at a local garment factory for five years. You are a press operator who works on production. The more pants you press, the more money you make. There is a standard production of pants that you must press each hour. You have to press at least seventy pair of pants per hour to meet the minimum standard of production.

You have heard from the worker beside you that another coworker, Pat, received a written reprimand. You were told that Pat was called to the supervisor's office this morning. The supervisor told Pat, "You are receiving this written reprimand because of your continual low production". Pat's production has been lower for awhile now due to the machine being down on a regular basis.



## APPENDIX E

### VIGNETTE C

You have been working at a local garment factory for five years. You are a press operator who works on production. The more pants you press, the more money you make. There is a standard production of pants that you must press each hour. You have to press at least seventy pair of pants per hour to meet the minimum standard of production.

You notice that a written reprimand is on the bulletin board for one of your co-workers, Pat. The reprimand states, "Pat, you are receiving this written reprimand because of your continual low production". Pat's production has been lower for awhile now due to taking longer breaks than designated.



## APPENDIX F

### VIGNETTE D

You have been working at a local garment factory for five years. You are a press operator who works on production. The more pants you press, the more money you make. There is a standard production of pants that you must press each hour. You have to press at least seventy pair of pants per hour to meet that standard of production.

You have heard from the worker beside you that another coworker, Pat, received a written reprimand. You were told that Pat was called to the supervisor's office this morning. The supervisor told Pat, "You are receiving this written reprimand because of your continual low production". Pat's production has been lower for awhile due to taking breaks longer than designated.



## APPENDIX G

### WRITTEN REPRIMAND SURVEY

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I understand that by returning this survey that I am consenting that my information can be used for this research study. My responses will not be used on an individual basis; they will be used for group analysis only.

Use the following scale to indicate how much you agree or disagree with the following statements.

(1)	(2)	(3)	(4)	(5)
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

---

1. \_\_\_\_ The way Pat learned of the punishment was fair.
2. \_\_\_\_ Pat's supervisor's method of punishment was unfair.
3. \_\_\_\_ Pat had a fair chance to demonstrate performance.



## APPENDIX I

### MANIPULATION CHECK

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Use the following scale to indicate how much you agree or disagree with the following statement.

(1)	(2)	(3)	(4)	(5)
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

---

1. \_\_\_\_ Pat was able to control the performance.

Please circle *yes* or *no* for the question below.

2. \_\_\_\_ Pat's punishment was posted for others to see.

YES

NO



## VITA

Judith A. Hedge Stepp was born in Huntingdon, Tennessee on October 15, 1970.

She graduated from Hollow Rock-Bruceton Central High School in May 1988. She received a Bachelor of Science in Chemistry from Bethel College in May 1994. She entered Austin Peay State University in August 1997 and received a Master of Arts degree in Psychology in December 1999.

She is presently employed as Human Resources Supervisor at Inland Paperboard and Packaging, Inc. in New Johnsonville, Tennessee.