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Using An Evaluative Case Study to Determine the Impact of a Learning Intervention for Newly Promoted Supervisors Using The Core Feedback Model

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USING AN EVALUATIVE CASE STUDY TO DETERMINE THE IMPACT OF A LEARNING INTERVENTION FOR NEWLY PROMOTED SUPERVISORS USING THE CORE FEEDBACK MODEL

by

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Abstract

Newly promoted supervisors face new roles and responsibilities. A primary responsibility is a supervisor's ability to enhance performance among the staff. Delivering effective and productive feedback to their subordinates contributes to human performance improvement which leads to a successful working environment. Organizations have a responsibility to provide their supervisors with the necessary management tools to deliver summative and formative feedback. This evaluative case study examines a program that includes a comprehensive feedback model based on summative and formative feedback that addresses interactions with subordinates in various situations. An evaluative case study is used to evaluate the impact of the CORE Feedback Model and the effectiveness of the supervisors using the model. Questions surrounding the study include the impact, changes and obstacles supervisors experienced when practicing learned feedback techniques. The CORE Feedback Model was used to assist new supervisors with the delivery of performance feedback. Evaluation of the data indicates a practical use of the model.
Dedication

I dedicate this dissertation to my husband Tom, who made it possible for me to pursue my educational dreams and who brings love and laughter to my life every day. This work is also dedicated to the loving memory of my mother, Tina Goodman and my father, George Goodman. Who knew you would inspire your middle child to go so far in life!
Acknowledgments

As I end my long doctoral journey, I would like to convey my gratitude to all of those who have helped me through this unforgettable passage. To my mentor, Dr. Lois Bartelme, I thank you so much for your patience, your kindness, and your never ending guidance and encouragement. You taught me to be logical in my thoughts and not to overlook the obvious.

Second, I am appreciative to my Committee Members, Dr. Cyd Strickland, and Dr. Sharon Korth, who gave me practical advice and shared their thoughts and ideas for this study. I sincerely hope our paths will cross often.

Third, I am forever grateful to those who helped me personally and professionally through the highs and lows of my study: My teammates in the Training & OD department, Jerry Moran, Linda Desrosiers, Jason Heon, friends at Native American Casino, and Dr. Robert Fahey.

Fourth, I am most appreciative to my husband Tom (Boats), my son Tanner (Bud), my daughter Tara (Weisha), my sisters Valerie and Carol, and all of my extended family. Thank you all for encouraging me to continue the journey and to never give up on my dream.
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CHAPTER 1: INTRODUCTION

Introduction to the Problem

When employees at Native American Casino (NAC) are promoted to supervisory positions, they are often promoted due to their technical expertise and potential for successful leadership abilities. Many times the company's managers assume their new supervisors will have the leadership skills to operate the department and at the same time properly supervise their employees. Upon promotion, most supervisors are required to attend some type of management skills training. How a company chooses to develop its management team through training speaks volumes about the company's commitment to performance improvement. To coincide with the management training, new supervisors must also transition their performance perceptions from line employee to supervisor. Part of the transition includes newly promoted supervisors needing to restructure their operational feedback from a coworker perspective to a supervisor's perspective. Effective feedback between members of management and line employees is a pivotal piece of a company's leadership culture. Fournies (2000) estimates that approximately 50% of the nonperformance problems in business occur because of the lack of feedback. The problem facing new supervisors is their lack of skill in providing appropriate and productive feedback to their subordinates.

The Native American Casino (NAC) is a gaming and hospitality company that has over 10,000 employees at one facility. Approximately, 1000 of those employees are at the supervisory level. NAC, like many other companies, has basic leadership training programs, including a course in communication, but NAC has not established a
communication training course that places emphasis on the delivery of performance feedback. In examining other companies' curricula for the development of the communication course, the training development staff did not discover any companies that focused their training on the specifics of delivering performance improvement feedback, particularly for newly promoted supervisors. It was concluded from their search that many courses in leadership communication contain only generic or basic oral and written communication skills for supervisors. There is a need for a communication training module for new supervisors to learn how to deliver what Tosti and Jackson (1999) refer to as summative and formative feedback. Summative feedback from the supervisor encourages a subordinate to continue a positive performance. The supervisor must deliver formative feedback to change the action when a subordinate demonstrates sub par performance. This study will analyze and assess the effectiveness of a new model for training newly promoted supervisors in using feedback.

Background of the Study

The Native American Casino (NAC) has been in operation for 11 years. The company offers products and services in gaming, hospitality, entertainment, retail and food and beverage. The first year recruitment wave employed approximately 4000 employees. The fifth year recruitment wave employed an additional 4000 employees. Continuous recruitment throughout the past 11 years has raised the workforce number to 10,000. The company initially hired its management level employees (Vice Presidents, Directors, Managers, and Supervisors). As the company grew, many line employees were soon promoted to the supervisory position. With such a large workforce and a new company to launch and maintain, the NAC executive team presumed that the company's
management staff was well qualified to run the operation successfully. Currently, the company employs approximately 1500 employees at the management level (i.e. Vice Presidents, Directors, Managers, and Supervisors). Each level of management has its own unique roles and responsibilities. To help define the role of a good leader at NAC, the executive staff has developed a list of leadership standards (Appendix A). Currently there are approximately 1000 supervisors in the company. The supervisor level is of particular importance to NAC's management staff because supervisors spend the most amount of time interacting with the line employees. In most cases supervisors are responsible for the distribution of tasks in their departments and for the disciplining of their line employees. Supervisors are responsible for assuring that subordinates carry out their job responsibilities appropriately. Supervisors are responsible for handling any difficult and demanding customer service situations, and supervisors are responsible for updating and informing their managers of any and all departmental situations and issues. Supervisors need job knowledge skills to keep the department running smoothly and communication skills to speak with their subordinates effectively. Supervisors must coach and counsel their subordinates by giving summative and formative feedback to their subordinates on a daily basis. As a part of professional development at NAC, all supervisors are offered training programs in supervisory skills.

When the casino opened, the training department became responsible for the development of various training initiatives. Training programs such as new hire orientation, customer service, and supervisory skills were developed without formal research. In the first four years of operation, the training department developed and implemented the following supervisory classes: Leadership Skills; Performance
Enhancement; Performance Appraisals; Interviewing Skills; Creating a Visionary Company; Sexual Harassment and Discrimination; Effective Communication. The supervisory classes were developed using a practical and informative approach. Presently, the original supervisory classes are being used to train the company's management staff. As employees are being promoted from within the company to the supervisor level, many of them have little to no leadership experience. In an effort to develop supervisors, all newly promoted supervisors are required to attend a four hour supervisory certification class prior to taking on the responsibilities of their new position. The supervisory certification class is a four hour program designed to provide new supervisors with an introduction to the leadership skills necessary to perform appropriately in their new position. This four hour prerequisite class touches on the basics of the seven core leadership classes with a strong emphasis on a supervisor's obligations toward sexual harassment, discrimination, and disciplinary issues. Upon successful completion of the supervisory certification class, supervisors are required to attend the seven core leadership classes which are designed to provide basic and philosophical information about various aspects of leadership abilities, but do not have a primary focus on feedback.

NAC offers various opportunities for new supervisors to enhance their supervisory skills, such as attending the core leadership classes, using tuition reimbursement toward external courses, and seeking guidance from the career development department. In spite of the training opportunities that NAC offers its supervisors, many of the new supervisors are not demonstrating or do not have the skills and capabilities to communicate with their subordinates productively and effectively.
According to the frequent number of complaints to the Employee Relations department, supervisors, particularly new supervisors, are demonstrating poor communication skills by conducting inappropriate and/or ineffective dialogue with their subordinates. Many of the new supervisors focus their attention on running the department's operation and answering to their manager. It is speculated that these new supervisors are not speaking straightforwardly with their subordinates or providing them with constructive feedback. According to Malandro (2003), speaking straightforwardly is an essential skill in business today; without it, employees are disgruntled and unhappy, and leaders are frustrated. The company's newly promoted supervisors are not accustomed to speaking straightforwardly with a subordinate. The transition for new supervisors may be causing feedback to their staff to be too subtle or too harsh. Poor communication between the supervisor and the subordinate is jeopardizing performance improvement initiatives.

Statement of the Problem

Newly promoted supervisors are in need of a program that will provide them with the necessary skills to deliver effective feedback on a regular basis to their managers, their coworkers, and in particular their subordinates, which in turn will contribute to an effective operating department. Currently, supervisors, particularly new supervisors, are not properly trained in the delivery of feedback. Review of the literature indicates that programs in management skills such as leadership, communication, and feedback are available but do not offer a comprehensive feedback model. Evaluation of the CORE Feedback Model and its effectiveness will be viewed as a possible contribution to the literature on supervisory training programs.
Native American Casino (NAC) is a large corporation that is susceptible to communication inefficiencies and poor communication skills of their newly promoted supervisors. Communication training is incorporated in the company's core curriculum, but methods for delivering feedback are not emphasized. If new supervisors are not trained in the delivery of feedback, then operational performances by the supervisors and line employees may not meet company expectations and performance may suffer. According to Malandro (2003), many competent members of a management staff have been formally or informally educated in the field of leadership; but few have learned how their words can impact not only their future, but the future of their company.

Insufficient or ineffective feedback can create unproductive and sometimes hostile work environments. The lack of skills for new supervisors to deliver effective summative or formative feedback is leading to a noticeable rise in employee relations complaints. Therefore, the problem that will be addressed in this study is how to help new supervisors communicate with and deliver feedback to their subordinates, in order to diminish the risk of miscommunication and misunderstandings.

Purpose of the Study

The purpose of this study is to evaluate the impact of the supervisors trained to use the CORE Feedback Model to improve feedback skills. This study provides an opportunity to assist new supervisors with developing specific management skills in the delivery of feedback using the CORE Feedback Model. This case study will evaluate to what extent supervisors, who will be trained using the CORE Feedback Model (Figure 1), use effective, corrective feedback techniques that impact employee performance. The CORE Feedback Model was developed from the work of Tosti and Jackson (1999) on
summative and formative feedback along with the models of Hathaway, Conlow, and Patterson (2002) and Grenny, McMillan, and Switzler (2002). CORE was named after NAC's core curriculum philosophy of core values, opportunity, responsibility, and expectations. The intervention developed to provide supervisors with CORE skills will consist of two 2-hour modules delivered through instructor led-training. This qualitative case study will allow both new supervisors who are participating in the learning intervention and their managers to make recommendations and evaluate the applicability of the program. The results of this study may also be of importance for other practitioners in the field of training and performance improvement who are faced with similar supervisory feedback problems. As will be demonstrated by the CORE Feedback Model, a guideline for delivering summative and formative feedback will provide procedures for various performance situations.

Through the intervention and use of the CORE Feedback Model, new supervisors will be trained on how to recognize the positive and negative aspects of summative or formative performance and the steps for providing appropriate feedback. This model will be described in depth in Chapter 2. The CORE Feedback process (Figure 2) guides new supervisors through the stages of a subordinate's performance. Supervisors will identify a subordinate's performance as positive or negative and then determine if the performance requires summative or formative feedback using the techniques provided in the CORE Feedback Model.
**CORE FEEDBACK MODEL**

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>SUMMATIVE FEEDBACK</th>
<th>FORMATIVE FEEDBACK</th>
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<tr>
<td></td>
<td>Sums up or evaluates performance</td>
<td>Attempts to change the form of performance</td>
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<table>
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<tr>
<th>Positive</th>
<th>Negative</th>
<th>Positive</th>
<th>Negative</th>
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<tr>
<td>Perceived as praise &amp; encouragement</td>
<td>Perceived as discouragement</td>
<td>Perceived as advice</td>
<td>Perceived as criticism</td>
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</table>

**Feedback**

- **Positive Feedback**
  - Given immediately after performance
  - Be specific about performance
  - Given in public or private
  - Give formal recognition

- **Negative Feedback**
  - Given before next opportunity to perform
  - Be specific about performance
  - Given in public or private
  - Set expectations and goals

- **Positive Feedback**
  - Given before next opportunity to perform
  - Be specific about performance
  - Given in public or private

- **Negative Feedback**
  - Given before next opportunity to perform
  - Be specific about performance
  - Give in private
  - Set expectations and goals

**Casual Situation**

- Given before next opportunity to perform
- Be specific about performance
- Give in private
- Set expectations and goals

**Crucial Situation**

- Give before next opportunity to perform
- Be specific about performance
- Stay focused on what you want
- Determine if level of feedback is for direction, problem solving, or teaching
- Watch for content and conditions
- Create safe dialogue
- Keep control of conversation
- Speak persuasively, not abrasively
- Listen for aggression or silence
- Move to action

*Figure 1: CORE Feedback Model*
Figure 2. CORE Feedback Process
Rationale

Newly promoted or newly hired supervisors at NAC do not receive formal training in the art of delivering feedback. A variety of classes in supervisory leadership are offered to all members of the management team, but none of these classes focus on a specific model for delivering feedback. It is becoming apparent to the company's management and executive management teams that many of these new supervisors are not having a positive influence on their subordinates. The Human Resources Employee Relations manager informed this researcher of a seemly noticeable increase of line employee complaints concerning inappropriate comments and criticisms by supervisors. Newly promoted supervisors are faced with the responsibilities of running an efficient department, answering to their managers, and leading their line employees toward performance improvement. Due to the inexperience in leadership skills of these new supervisors, conflict is rising between supervisors and their subordinates. Inappropriate discipline is being administered by the supervisors and unfair treatment by supervisors is being reported by subordinates. Implementation of a feedback intervention will provide new supervisors with the tools to provide appropriate summative and formative feedback to their subordinates.

Research Questions

To address the problem of the lack of proper feedback from new supervisors to their subordinates, a learning intervention using the CORE Feedback Model will be developed and implemented. The following research questions are the basis of this study.
1. What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?

2. What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model?

3. What are the challenges supervisors encounter as they apply the CORE Feedback Model?

4. What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model?

Prior to and after the intervention, new supervisors will be asked to evaluate their feedback skills through surveys and interviews (see Appendix B and L). Prior to and after completion of the intervention, managers will be asked to evaluate their supervisors' feedback skills (see Appendix D and E). Before and after the intervention, subordinates will be asked to evaluate their supervisor's feedback skills (see Appendix F and G). The researcher will assess all responses after the intervention.

Significance of the Study

This research study will include the evaluation of the CORE Feedback Model, which is based on giving formative and summative feedback to better understand the effect that feedback has on subordinates. The study will determine the impact of supervisors using the feedback model, which will provide information that has the potential to improve subordinates' performance. As NAC expands its number of employees at the supervisory level and as new supervisors are promoted almost every day, improving supervisory skills becomes increasingly important. Every day these newly
promoted supervisors are communicating with their subordinates. The communication from these new supervisors may be lacking professionalism and productiveness. Leadership integrated with effective communication skills plays a major role in the lives of these new supervisors. If this intervention proves ineffective in the initial study, then continuous evaluations, modifications, and implementation will occur in hopes of promoting change. This study will also give the new supervisors' managers insight and knowledge about the importance of delivering effective feedback. Summative and formative feedback can have an immense impact on NAC's leadership culture and the company's customer service success. There is a potential for the model and the intervention to be useful to other professionals in the field of training and performance improvement.

Definition of Terms

*Casual level of feedback.* refers to the day-to-day, non-critical conversations regarding departmental standard performance.

*Coaching.* is to enhance an employee's expected performance; to take them to a higher level.

*Constructive and productive feedback.* is the conversations that new supervisors conduct with their subordinates that encourages performance improvement (Hathaway, 1997)

*Counseling.* is to address or change an employee's sub par performance.

*Crucial level of feedback.* refers to the less frequent, critical conversations about performance that require immediate attention (Patterson et al., 2002).
Feedback. refers to the information one offers to let an employee know how well he or she is doing compared to expectations, how one perceives his or her performance, and how he or she is affecting coworkers and customers (Duke Corporate Education Staff, 2006).

Formative feedback. refers to the quality of performance. Formative feedback gets people to change their performance toward improvement or change disapproving performance (Tosti & Jackson, 1999).

Newly promoted supervisors. are the employees with 1 to 12 months supervisory experience from various departments who have been selected to participate in the feedback intervention study. These supervisors are responsible for the day to day operations of their departments, updating their managers, and interacting with their subordinates.

Performance. is behavior that is measured and evaluated according to a standard or expectation. If the performance meets standards, then it is considered good performance. If the performance does not meet standards, then it is considered poor performance (Desimone, Werner, & Harris, 2002).

Summative feedback. sums up or evaluates the quantity or amount of performance. Summative feedback serves as a motivational purpose; it is intended to encourage a person to continue with more of a performance or discontinue an unacceptable performance (Tosti & Jackson, 1999).

Assumptions

The researcher is assuming that the new supervisors, managers, and subordinates participating in the study will be honest and open with their responses to the pre and/or
post interviews. All participants will be asked to sign an acknowledgement of confidentiality form.

Limitations

Limitations of this study include the limited amount of time the researcher has to deliver the feedback intervention. Due to demanding operational needs, selection of the new supervisor participants is limited to a select few of supervisors from one or two shifts. Because of language barriers, the study is limited to supervisors who only speak English; the researcher is unable to conduct a cross cultural study of communication and feedback. A limitation is that subordinates may experience apprehension when providing feedback about their supervisor's delivery techniques. Another limitation may be the researcher's possible conflict of interest as the developer of the intervention and the researcher of the study. This study may be impacted by the Pygmalion effect in which supervisors internalize a higher expectation placed on them and then act in ways to fulfill those expectations (Kierein & Gold, 2000). This study may also be subject to the Hawthorne effect which suggests that employee's are motivated to perform because they are being noticed and consulted (Oechsli, 1994).

Nature of the Study

This evaluative case study was conducted at the NAC to assess the impact of the CORE Feedback Model and the training designed to teach new supervisors how to deliver summative and formative feedback. The instructional system design reflecting the ADDIE model: analysis, design, development, implementation, and evaluation will be the basis for a suggested intervention addressing feedback. The informal analysis was information provided by the Employee Relations department regarding the suggested
increase in the number of complaints from subordinates regarding their new supervisors' inappropriate feedback. The design, development, implementation, and evaluation of an intervention for delivering feedback will be completed through an evaluative case study. The ADDIE model seems to be the most appropriate diagnostic tool for aligning human performance improvement with the company's goals.

The study focused on six newly promoted supervisors at NAC. The six newly promoted supervisors were from different departments depending on the availability for participation in the study. The participants will be in good standing with the company. Every effort will be made to prevent any disruption of departmental operations that may be caused by the participation of this study. The feedback intervention will include two sessions. Session one will introduce the types of leadership, the importance of effective communication, and the types of performance feedback. Session two will introduce the CORE Feedback Model. During the intervention participants will be asked to role play feedback situations using the steps of the Model. Immediately upon completion of the intervention, participants will be asked to use the steps outlined in the CORE Feedback Model when delivering feedback to their subordinates while on the job. Each session will be two hours in duration. The sessions will occur on-site within a one week period.

According to Creswell, (2003) case studies allow the researcher to explore an event of one or more individuals. Cases are bound by time and activity and the researcher will collect information using a variety of data collection procedures (Stake, 1995). The partnership between the researcher and the supervisors in this study is designed to monitor the actions, reflect on them (and learn), and use the new learning to inform future actions (McNiff, 2000).
This iterative process will provide the researcher the opportunity to ask and answer questions on the effectiveness and purpose of the intervention and supervisors will ask questions about what they have learned about delivering feedback which may uncover new problems regarding supervisory leadership skills. Pre intervention surveys and post intervention interviews were conducted with the managers of the supervisors, the supervisors, and the subordinates of the participating supervisors. These instruments were used to collect responses that answered the proposed research questions. Interview questions were designed to solicit responses by participants to determine if the feedback intervention had an impact on the communication skills of the supervisors which in turn impacted the performance enhancement of their subordinates. Collected data will be validated using a peer/colleague examination.

Organization of the Remainder of the Study

Chapter 2 is a review of the literature that discusses studies that have been conducted on feedback as a tool for organizational development. The relationship between leadership, communication skills, interpersonal skills, and feedback skills will also be discussed. Chapter 3 provides a review of the research methodology used, including an outline of the study, the population being studied, and the measurement tools to be used in the study. Finally, in chapter 4 the researcher will discuss and present the data and chapter 5 will include an analysis of the data, summary and recommendations.
CHAPTER 2: LITERATURE REVIEW

Introduction

The purpose of this literature review is to examine existing research concerning communication between newly promoted supervisors and their subordinates, specifically, in the area of performance feedback. Newly promoted supervisors' ability to conduct summative and formative feedback will be examined. Much has been written about leadership, communication and performance feedback as independent management skills. An opportunity presented itself to research how closely the three areas are connected. The literature indicates that without the knowledge of effectual feedback skills between newly promoted supervisors and their subordinates, supervisors will not effectively impact subordinates' performance. Effective feedback from supervisors is vital to the success of the employees. A review of the literature showed that much of the information published in these areas focused on the practical application of leadership, communication, and feedback skills independently (Avolio, 2004) (Benis & Goldsmith, 2003) (Rothwell & Kazanas, 1999) (Mai, 2003) (Malandro, 2003) (McConnell, 2004) (Smith, 2005) (Tosti & Jackson, 1999) (Hathaway, 1997) (Conlow, 2004) (Patterson, Grenny, McMillan, & Switzler, 2002). The literature did not point to or suggest any publications that integrated the three areas into a managerial feedback model.

The purpose of this literature review is to identify the importance of summative and formative feedback as a component or an element of supervisory development. In addition, the literature review will discuss how feedback methods or models are absent in the supervisory areas of leadership, communication, and interpersonal skills.
The literature review was organized into the following topics: role of the supervisor, leadership, communication, interpersonal skills, and feedback.

First time supervisors sometimes find they have entered into an unknown work world. One day an employee can be working side-by-side with fellow coworkers where they have learned to establish work habits, job experience, and social relationships then the next day that same employee becomes the boss of those fellow coworkers. These newly promoted supervisors have now gone from a seemingly comfortable work environment where their job knowledge and skill sets were proficient to a leadership role where their job knowledge and skill sets are now limited and nominal. Transitioning from the comfortable line employee position to the demanding responsibilities of the supervisory position can be challenging, frustrating, and daunting. First time or commonly referred to as newly promoted supervisors are not just responsible for things anymore; they are now responsible for people, budgets, time, and production (Broadwell & Broadwell-Dietrich, 1998). Newly promoted supervisor's responsibility for people include the development of people's performance through the delivery of feedback.

Role of the Newly Promoted Supervisor

Tony Moglia, president of Competitive Solutions and author of Partners in Performance: Successful Performance Management and Supervising for Success: A Guide for Supervisors writes about the important roles of a supervisor. Moglia (1997) states that new supervisors will be expected to take on the role of leader instead of follower. New supervisors will become the liaison between their boss and their subordinates (p. 23). Finally, new supervisors will be establishing the performance standards as a leader (Moglia, p. 3). Moglia's writings talk about how supervisors must
create relationships with their subordinates and how supervisors must build partnerships to create a work environment conducive to successful performance. Moglia believes that supervisors have various duties as a front-line supervisor, one of which includes the ability to effectively communicate with subordinates; employees should know what is expected of them. Moglia does not provide methods or steps to communicate those expectations, but he does indicate that supervisors should contact their managers if any problems arise (Moglia).

Before a new supervisor takes over his or her new position, he or she should first meet with the manager to get a clear understanding of the job and to discuss the manager's standards and expectations (Cottringer, 2004). William Cottringer, Ph.D., author of articles such as “From Employee to Supervisor” (2004) and books titled Re-Braining for 2000: Forgetting to Remember (1998), Clues for Getting More by Doing Less (2000), and You Can have Your Cheese and Eat It Too (2001) states that a new supervisor must take the initiative to read books on management and supervision and know exactly what is expected of them. Once a new supervisor understands the expectations and operational standards from the manager, the supervisor should set the example by demonstrating those standards to the employees; walking the talk will speak louder than words and will have a positive influence on employee performance (Cottringer, 2004). Cottringer is a proponent of new supervisors growing professionally by attending meetings, continuing education opportunities, training seminars, and annual conferences. He also recommends that new supervisors seek the advice of more experienced supervisors to tap into their experiences. According to Cottringer, good communication requires more listening than speaking. Communication should be simple
and clear and never assume the message was received correctly (Cottringer). Cottringer's philosophy and advice to new supervisors is sound and concrete. His work provides a general contribution to the role of the supervisor and the importance of communication.

According to Broadwell and Broadwell-Dietrich (1998), newly promoted supervisors will take on a new attitude toward their subordinates. Supervisors must now challenge themselves and their employees to create a successful working relationship. Subordinates must also adjust their attitude toward the new supervisor; when subordinates are working for their new boss, they want to know how they will now relate to the supervisor, how they will fit into the supervisor's thinking, and what impression the supervisor will have of their work (Broadwell & Broadwell-Dietrich). Transition from line employee to supervisor requires a new mind set of job responsibilities. New supervisors are now responsible for organizing the workflow and evaluating performance. Early in a supervisor's position they realize they must stop doing tasks themselves and start distributing the tasks to others. Assigning of tasks will eventually lead to the evaluation and measurement of the performance, which requires the need for performance feedback. Broadwell and Broadwell-Dietrich writings help new supervisors to understand the importance of communication and feedback skills. Broadwell and Broadwell-Dietrich believe that constructive feedback is to be used to encourage change and improvement in an employee's performance and discipline is used when the constructive feedback is not effective and the negative performance continues. Martin Broadwell has authored multiple books in supervision and training; along with his daughter Carol Broadwell-Dietrich, they have authored the book *The New Supervisor: Essential Tool for Delegation, Communication, and Leadership*. Both authors have vast
experience in management and training systems. These two author's contribution to the literature regarding the role of the supervisor is fundamental and comprehensive; their work provides new supervisors with a reference guide to management skills.

New supervisors are now responsible for learning and practicing the necessary skills for providing summative and formative feedback. Such skills include knowing the purpose for the feedback; new supervisors should recognize if the feedback is meant to motivate or develop a subordinate. Other skills may include knowing how to identify who the performer is and what the performance is that needs to be addressed. The setting and timing for feedback are skills that new supervisors must take into consideration when delivering feedback. The characteristics of why, who, what, where, and when to deliver feedback will be discussed later (Tosti & Jackson, 1999). New supervisors may eventually learn that feedback is a critical part of learning and essential to all levels of performance (Duke Corporate Education Staff, 2006).

Some newly promoted supervisors have a natural instinct for demonstrating the supervisory skills that will help them organize their department and evaluate their employees' performance; while other supervisors, must first learn the basics of supervision.

Leadership

What does a newly promoted supervisor need to know about leadership and feedback? Effective supervisors are expected to set the example for their subordinates, organize tasks efficiently, resolve conflicts, and promote growth and development to enhance performance. For newly promoted supervisors to be effective leaders, they must evaluate their environment by “reviewing the situation they are in”—incorporating the
work environment, followers, and industry challenges—this can best determine the leadership behaviors that would make a supervisor most effective” (Topping, 2002, p. 18). Peter Topping, Ph.D. is a director of executive education at Emory University and author of Managerial Leadership (2002). His concept of managerial leadership and communication includes a leader's ability to provide constructive feedback to help subordinates perform at a higher level. According to Topping, giving constructive feedback is an activity that provides an important reaction to an event or a situation; it is a way of expressing a perception that is useful to the receiver for continuing or revising an action. Topping puts special emphasis on the importance of receiving feedback. Good leadership includes the ability to receive feedback as a new supervisor. The willingness to receive feedback from subordinates sets the tone for an open and caring working relationship.

Warren Bennis is a professor of business administration and author of articles and over twenty-four books on leadership, change, and creative groups. Joan Goldsmith is an organizational consultant and former faculty member at Harvard University who has authored six books on leadership. Bennis and Goldsmith's (2003) book Learning to Lead provides a guideline for transitioning into leadership. When newly promoted supervisors start their new position, they are working from a line employees' work perspective. This foundation of job experience has been established by their previous supervisor. In order for new supervisors to see themselves as effective leaders, they must first understand the responsibilities of their new position by creating a paradigm shift (Bennis & Goldsmith, 2003). Bennis and Goldsmith stated, “Like a three-legged stool on which true leadership sits—ambition, competence, and integrity—must remain in balance if the leader is to be a
constructive force” (p. 2). The key to balancing ambition, competence, and integrity is trust. Bennis and Goldsmith believe that trust is the foundation for excellent leaders and those good leaders who experience criticism often balance the discomfort as the trust level increases helping them to make better decisions.

Bennis and Goldsmith (2003) discuss how to view the leader role and the importance of trust, competence, and integrity as a balance for good leaders. However, models or methods of feedback were not discussed. The delivery of feedback is inferred in this literature within the topic of communication and vision of a good leader.

Supervisors who want to take on a more active leadership role may want to explore the leadership styles that effectively motivate employees. In an effort to define and describe leadership styles, two particular types of leadership will be discussed. The first type is transformational leadership. Transformational leadership was introduced by John McGregor Burns in 1978 and extensively researched by Bass in 1985 (Bryant, 2003). Bruce Avolio, Ph.D., is the Clifton Chair in Leadership at the College of Business Administration at the University of Nebraska-Lincoln. Avolio has published six books and numerous articles on leadership. His books include *Transformational and Charismatic Leadership: The Road Ahead* (2002), *Full Leadership Development: Building the Vital Forces in Organizations* (1999), *and Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership* (2000), *Leadership Development in Balance* (2005), *The High Impact Leader: Moments Matter in Accelerating Leadership Development* (2006) with Fred Luthans, and *Authentic Leadership Theory and Practice* (2006) with William Gardner and Fred Walumbwa. Avolio discusses the importance of transformational and transactional leadership in
conjunction with feedback. According to Avolio (2001), leaders who practice the transformational leadership theory motivate others to do more than they originally intended and often even more than they thought possible (p. 1). Avolio stated that transformational leaders go above and beyond expectations when interacting and establishing commitments with their coworkers and subordinates; they act in ways that will attain superior results by their subordinates by employing one or more of the four components of transformational leadership.

1. Leadership is idealized when followers seek to identify with their leaders and emulate them.
2. The leader inspires the followers with challenge and persuasion that provide meaning and understanding.
3. The leader is intellectually stimulating, expanding the followers' use of their abilities.
4. The leader is individually considerate, providing the followers with support, mentoring, and coaching.

Transactional leadership, first described by Bass (1985) is the second leadership style. Transactional leaders use rewards or discipline, depending on the capability of the follower's performance (Avolio, 2001). According to Avolio, transactional leadership depends on contingent reinforcement, either positive contingent reward or the more negative active or passive forms of management by exception. Bryant (2003) discusses the three primary characteristics of transactional leadership:

1. Transactional leaders work with their team members to develop clear, specific goals and ensure that workers get the reward promised for meeting the goals.
2. Transactional leaders exchange rewards and promises of rewards for worker effort.

3. Transactional leaders are responsive to the immediate self-interests of workers if their needs can be met while getting the work done.

New supervisors may find that both transformational and transactional leadership styles may be effective, dependent on the performer and/or the performance. Transformational leaders inspire performance and transactional leaders aspire to achieve consistent performance. Both types of leadership establish a new supervisor's credibility and effectiveness for delivering feedback.

Avolio (2004) believes that feedback begins with one's own reflection and then expands to other's observations and reflections about a behavior or interaction. His interpretation of the specific types of feedback varies from minor adjustments up to fundamental changes. He suggests that feedback can be corrective depending on one's perspective. Avolio (2004) suggests that a condition for providing useful feedback has not been well developed in the leadership culture. Avolio does not provide a model or method for the delivery of feedback, but he does provide the following questions that a leader should reflect upon in regards to feedback:

1. How can you as a leader develop a feedback environment?

2. Can we make sure before survey feedback is ever introduced that the source of feedback is viewed as being credible?

3. How should feedback be spaced over time when it is of the more formal 360 type?

4. How can we ensure that feedback is interpreted as it was intended?
5. Are there ways to know what feedback is relevant and what feedback is out of bounds?

Avolio (2004) suggests that people should be developmentally ready to receive positive or negative feedback in order to make adjustments to performance. He also believes that further research is needed to determine how the type of feedback, the timing and the developmental readiness of the individual all interact with each other to influence the positive contribution of feedback to development (Avolio).

Leadership Development

Manuel London, Ph.D. is a professor and director of the Center for Human Resource Management in the Harriman School of Management at the State University of New York. He is also the author of such books as *Self and Interpersonal Insight: How People Learn About Themselves and Others in Organizations* (2001), *Job Feedback: Giving, Seeking, and Using Feedback for Performance Improvement* (1997), and *360 Degree Feedback: A Tool and Process for Continuous Self-directed Management* (1998). London (2001) indicates that “organizations should continuously calibrate, revise, and refine the skills and training needed to ensure a competent pool of leaders for today and the future” (p. 102). He notes that feedback is essential to leadership development and feedback is the key to the supervisor's self-insight. London's writings include basic elements of the feedback process such as sources; some feedback sources are objective and are derived from areas of financial reports, human resources turnover and training reports, and business reports (London, 2001).
Some sources of feedback are subjective and are derived from comments or appraisals from supervisors, subordinates, peers, and customers. London advocates and contributes to the importance of integrating feedback practices in leadership development.

In slight contrast, Ferdinand Fournies (2000), an international management consultant specializing in programs to improve human productivity in business suggests that “the emphasis in management training has been primarily theoretical: increasing supervisors' knowledge, but not teaching them what to do to apply that knowledge” (p. 6). Ensuring successful employee performance requires the supervisor to know how to converse and motivate his or her staff though feedback. Fournies (1999) believes that books on management skills do not express to supervisors how much feedback influences performances, which leads subordinates to think that their performance is acceptable and they have no reason to change.

Priestland and Hanig (2005) discussed how one company, BP Group, took the initiative to develop an in-house leadership training model using 250 senior managers to change the perception of the first-level leaders (supervisors) and teach them to be thoughtful and deliberate. At the BP Group a first-level leader (frontline supervisor) may find him self or her self promoted to lead a team, but with no instruction about how to manage people, how to handle appraisals, and how to discuss high stress subjects. After an extensive needs analysis, a training program was developed that included in-depth training on how to develop better communication, management, and leadership skills, along with sessions on how to build greater confidence and self-awareness (Priestland, & Hanig). The training initiative was based on a theory of corporate change referred to as the “generative spiral model,” developed by Dialogos founder William Isaacs and
colleagues in the organizational learning movement (Priestland & Hanig). This model specifies that organizational change begins with small groups of committed participants that gradually expands in support and deepens in awareness (Priestland & Hanig). The generative spiral model included the participation of senior managers, first-level leaders, and their subordinates. Priestland and Hanig state that since the program was first offered, more than 8,000 first-level leaders have attended training sessions and those who have been through the program are consistently ranked higher in performance than those who have not attended the training. The BP Group was proactive in initiating a leadership development program for its front-line supervisors to create awareness and guidance.

The findings of the BP Group leadership development program showed that first-level leaders who have gone through the program perform more effectively than those who have not, according to the people they report to and the people who report to them (Priestland & Hanig). Similar to the BP Group's leadership development program, this study will examine an intervention that provides awareness and guidance to new supervisors with instruction on how to manage people and discuss high stress subjects through an effective feedback intervention.

Some new supervisors take the initiative to prepare themselves for a leadership role, while others may wait until the company provides them with leadership training. Avolio (2004) states that many people who feel they have little or no control over the number of training initiatives they must participate in find that the programs they choose do impact their leadership development.
When a company's executive team becomes involved in the development of leadership training programs, they are knowingly trying to direct their staff toward effective leadership thus influencing leadership development (Avolio).

William Rothwell is a Professor of Human Resource Development at the College of Education at Pennsylvania State University. Rothwell is the author of many books in organizational development and training. H. C. Kazanas is a Professor Emeritus at the University of Illinois. Kazanas has written or coauthored 80 articles and numerous books regarding organizational development and human resource development. Some organizations offer what Rothwell and Kazanas (1999) refer to as Leadership and Management Development (L&MD) programs. Leadership and management development programs are “viewed by some supporters as a tool for changing culture, the unspoken roles and norms that guide people's behavior in organizational settings” (Rothwell & Kazanas, p. 7). As with the addition of any human resource development program, the elements of assessment, design, implementation, and evaluation should be included in the process. Management development programs should be deliberate, long-term oriented, specific to the organizations, and tied to the organization's strategic plan (DeSimone, Werner & Harris, 2002). According to Rothwell and Kazanas, the days of ordering people around is fading; supervisors are now becoming facilitators and team leaders who are empowering their employees to make informed performance decisions.

Rothwell and Kazanas (1999) introduce feedback under the guise of coaching. They use the terms on-the-job management or leadership coaching when referring to the delivery of feedback. Rothwell and Kazanas suggest that feedback can range from simple advice to mandated direction. According to Rothwell and Kazanas, this oral coaching
occurs when there is a need to improve performance and/or the supervisor feels it is their responsibility to develop those reporting to them. Rothwell and Kazanas suggest that on-the-job management or leadership coaching be incorporated into leadership development programs and they also suggest the integration of feedback as a management skill, however; they do not provide a comprehensive method for the delivery of feedback.

Effective Communication Skills

In addition to leadership, effective communication is a primary management skill for new supervisors to learn through training and development. According to Topping (2002), creating an open communication environment between a supervisor and his or her subordinates is critical and prevents communication barriers which contributes to discord and distrust among staff. Knowing how to eliminate communication blockades and other performance enhancement issues, new supervisors must learn the skills and techniques for effective communication and other management skills that will inevitably help them to deliver effective feedback. Effective communication skills are vital to NAC's organizational development with special emphasis on supervisory communication skills. NAC, like other companies, are faced with new organizational and communication challenges.

Robert Mai, Ed.D. is Vice President of Fleishman-Hillard Communications and Co-Director for the Center for Organizational Learning and Renewal. Dr. Mai is the author of *The Leader as Communicator: Strategies and Tactics to Build Loyalty, Focus Effort, and Spark Creativity* (2003) and *Learning Partnerships: How Leading American Companies Implement Organizational Learning* (1996). According to Mai, leadership communication is usually given a minor role in an organization's business strategy;
Dr. Mai indicates that leadership communication should be treated as a technical skill to be developed. Mai believes that leadership communication involves nurturing and maintaining an environment in which communication is given and received openly from everyone with minimal miscommunication or delays. Like Moglia, Mai believes that the many phases of relationship building are based on good leadership communication; strong, purposeful and informed working relationships are attained from well managed communication which leads to good working environments. Mai believes that through effective communication “trust levels are higher, and information is freely shared; and there is a commitment to mutual education and feedback, such that things learned are spread and used within the organization.” (p. 15) Mai’s philosophy on leadership communication is clear and concise, but the concepts are presented from a strategic, not a tactical point of view.

Loretta Malandro is a renowned communication authority who has published four books in the area of communication theory and research. According to Malandro (2003), the spoken word is a powerful tool—leaders can use this tool to either motivate their people to reach for higher goals or to de-motivate them completely—a leader's comments will always have an affect on people. Leaders “who fail to recognize the power of their words will find themselves frustrated with the constant cycle of rework and communication breakdowns” (Malandro, p. 16). NAC's newly promoted supervisors do not recognize the complexities that are relating to their communication breakdowns. New supervisors must first identify their principles of communication in order to become effective communicators to their subordinates. Malandro provides examples of key communication principles for newly promoted supervisors:
1. He or she is not one of the gang and never will be again.

2. He or she is the last person to hear about what is truly going on.

3. He or she cannot not communicate.

4. Real power is what others give you—the gifts of their trust, alignment, and support.

Malandro provides concise information regarding the elements of effective communication. However, her work does not put specific emphasis on a communication model or method for the delivery of feedback.

Communication breakdowns are almost expected for newly promoted supervisors. Daily communication between new supervisors and their subordinates requires commitment, responsibility, and dedication. Communication may seem like a relatively normal process. In a corporate environment, employees communicate every day, all day with supervisors and fellow workers. Supervisors may have to converse on a regular basis with staff members that may range from one to one hundred. New supervisors with no previous experience at delivering feedback must learn the best practices for effective communication and experienced supervisors should consistently keep their communication skills current. When new supervisors are thinking about leadership communication, they may address three topics: what they are going to say and how they will say it; who the supervisor will talk with; and how will the supervisor get people to talk to them and each other (Mai, 2003).

According to Smith (2005) author of Effective Internal Communication, it is more important to front-line employees to have their work related comments delivered to them directly from their supervisors. Smith suggests that a supervisor's ability to develop his or
her staff is based on the supervisor's competence in delivering face-to-face feedback. Face-to-face feedback is a frequent human interaction that will impact a new supervisor's attempt to modify performance. Smith's points are fundamental concepts of effective communication. Smith's writings refer to the importance of face-to-face operational feedback; she does not focus specifically on performance based feedback methods. Charles McConnell (2004) an authority in health care management, an author, and an editor suggests that every face-to-face communication should have an objective. According to McConnell, having an objective requires that something arise from the interaction to serve that objective. Aside from day-to-day pleasantries, most people have an objective in mind before engaging in feedback. Establishing objectives before delivering feedback provides a supervisor with a clear outline to addressing performance, thus becoming more efficient communicators.

**Interpersonal Skills**

An addition to communication skills is a supervisor's knowledge of interpersonal skills. Interpersonal skills are “necessary skills involved with and relating to other people usually on a one-to-one basis” (McConnell, 2004, p. 177). Supervisors use interpersonal skills to shape and enhance performance which create an environment for a dyad dialogue. Supervisors must have a clear meaning to their message. In order to have a meaningful message, the supervisor must first be cognizant of his or her own attitude and performance before speaking with a subordinate. Interpersonal skills can be verbal or nonverbal communicative interactions. A supervisor's words and/or body language can be interpreted positively or negatively by his or her subordinates. Supervisors are in frequent communication with their subordinates. Thus, the supervisor should be familiar with his
or her subordinates' performance. McConnell states, the more familiar a supervisor is with the moods, tendencies, and personalities of his or her subordinates, the more prepared the supervisor will be when dealing with the person's behaviors. McConnell's perspective on interpersonal skills and effective communication raises awareness to the humanistic side of performance interactions between supervisors and their subordinates. McConnell connects personalities and behaviors to work performance and results. McConnell suggests supervisors can become skilled in face-to-face interactions by observing others behaviors and adjusting their own behavior to meet the objective of the interaction. McConnell's human touch approach to communication is perceptive and it looks at the delivery of feedback from a more personal people relationship that deals with personalities and behaviors and less of a procedural work relationship.

Interpersonal communication does not just mean the exchange of messages; it involves the creation and exchange of meaning (Hartley, 1999). Like McConnell, Peter Hartley, a professor in Communication Studies, believes that if one is trying to understand the communication between people, then one should take into account the history of the relationship as this may well affect how the remarks were interpreted (Hartley). Newly promoted supervisors are generally hesitant the first few times they must speak to their staff, particularly, concerning a performance issue. However, interpersonal communication skills can be improved through experience and practice.

Although communication skills are essential, they may not be effective if the communicator lacks sufficient knowledge about what to communicate (Gaynor, 2003, p. 153). Demonstrating competent interpersonal skills when communicating with employees is just as important, if not more, than knowing what to communicate to employees.
Directing employee performance is a challenge that most new supervisors are not prepared to apply due mostly to their inability to deliver appropriate dialogue. When a new supervisor is directed by his or her boss to communicate more with the staff, the supervisor may seek the nearest management magazine for communication techniques that may not include the importance of interpersonal competence. According to Harris (2002), the magazine suggestions for communication techniques are usually concise, but often times the supervisor finds that applying the techniques are not as easy as they appear. When engaging in one-on-one interactions with subordinates, new supervisors may or may not be able to determine if the subordinate's or their own attitudes or performance are conducive to a feedback interaction. Being familiar with a subordinate's moods, personalities, and behavioral tendencies, will help a new supervisor to establish a productive working relationship. Of course, searching for information about interpersonal skills through self-help publications might provide some useful information and techniques but it will not assure effective communication.

Performance Feedback

Departmental operations and employee performance are two responsibilities of a new supervisor. If employee performance is sub par, then operational products and services may decline. If employee performance is high, then operations might be profitable. Aubrey Daniels, Ph.D. is Chairman and CEO of Aubrey Daniels & Associates, Inc. Daniels is the founder and publisher of Performance Management Magazine, and is the author of *Performance Management: Improving Quality Productivity Through Positive Reinforcement and Other People's Habits*. In Daniels's book *Bringing Out the Best in People* (1999), he states that supervisors who do not receive a desired
performance from their subordinates when telling them what to do oftentimes will repeat the same message to the same people expecting different results. Daniels conducted an informal survey and discovered that managers spend approximately 85 percent of their time telling people what to do, deciding what to tell them to do, or deciding what to do because their subordinates were not doing what they were told to do; Daniels believes that things have not changed much since his survey. According to Daniels, insufficient feedback is a major contributor to all problems of low performance, yet most companies have no system in place for providing performance feedback to their employees. Daniels suggests the use of graphed data to determine the appropriate times for providing performance feedback. Performance graphs allow the supervisor to track trends early enough to respond to potential problems and/or to give immediate positive reinforcement. Using a systematic feedback approach can improve performance because people receive feedback more frequently therefore, learning more quickly.

New supervisors may learn quickly that they have to conduct effective and productive conversations, but what they may not recognize is that performance conversations are a method of delivering feedback. Positive and negative feedback is a process that will impact an employees' performance. Gerard Gaynor author of *Innovation by Design* and *What Every New Manager Needs to Know: Making a Successful Transition to Management*, (2003) states, that supervisors like to work in an environment with positive interaction with their subordinates, but when a subordinate does not meet expectations, the supervisor must decide if and when the time is right for delivering negative feedback. Gaynor believes that employees should not be protected from negative
feedback and that supervisors should not try and put a positive spin on performance that has not met standards. Gaynor's recommendations are to address behavior or performance at the onset; immediate feedback will help to prevent larger or more serious performance situations. Providing performance improvement feedback can be a constant challenge for all levels of management.

According to Tosti and Jackson (1999), feedback is either summative (evaluative) or formative (developmental). Summative affects the quantity of performance; “it gets people to continue doing something they are already doing, or to do more or less of it” (Tosti & Jackson, p. 396). Formative affects the quality of performance; “it gets people to change the way they do something” (Tosti & Jackson, p. 396). Tosti and Jackson have provided further characteristics of each skill in the following table:
Table 1  
**Characteristics of Summative and Formative Feedback**

<table>
<thead>
<tr>
<th></th>
<th>Summative Feedback</th>
<th>Formative Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Information that evaluates performance</td>
<td>Information that provides guidance about how to change performance</td>
</tr>
<tr>
<td><strong>Why: The Purpose</strong></td>
<td>To “motivate”; typically affects the quantity of performance</td>
<td>To “develop”; typically affect the quality or form of performance</td>
</tr>
<tr>
<td><strong>Who: Performer Needs</strong></td>
<td>Should fit motivational needs and expectations of performers: match their perceptions of what is appropriate reward or punishment</td>
<td>Should fit the developmental needs of performers; match their abilities, skills, and knowledge</td>
</tr>
<tr>
<td><strong>What: Performance Needs</strong></td>
<td>Should focus on specific performance to be affected</td>
<td>Should focus on the specific performance to be affected</td>
</tr>
<tr>
<td><strong>Where: Setting Needs</strong></td>
<td>Can be given in either private or public settings; often has greater impact when given publicly</td>
<td>Usually best given in a setting; may have diminished or unpredictable impact when given publicly</td>
</tr>
<tr>
<td><strong>When: Timing Needs</strong></td>
<td>Usually most effective when given soon after given performance</td>
<td>Usually most effective when soon before the next opportunity to perform</td>
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</table>


The characteristics of summative and formative feedback outlined above will be the basis for the CORE Feedback Model to be used in the intervention. First, new supervisors will identify the subordinate whose performance must be addressed. Second, the supervisor will learn to identify the specific performance that needs to be changed or
strengthened (Tosti & Jackson, 1999). Third, the supervisor will learn that the public or private setting for providing feedback will be based on the summative or formative performance. Fourth, the supervisor will learn when the appropriate times are for providing feedback.

For new supervisors, the art of delivering summative and/or formative feedback is likely a learned skill. According to Daniels (1999), performance feedback allows individuals to change his or her performance; feedback explains to the individual the relationship between current and past performance and a goal that accompanies the performance. According to Smith (2005), “Surveys of staff attitudes show workers prefer to hear the good and the bad news from those that have day-to-day supervision of their workload.” (p. 23) Employees want to be told on a regular basis how they are doing. Feedback affects all levels of management daily as either a sender or a receiver.

Often new supervisors are given basic training in the essential areas of leadership (such as performance appraisals, documenting discipline, interviewing skills, and etc.) but are not properly trained in delivering feedback. Tosti and Jackson (1999) suggest that “time invested in training would be better used in developing fluency of performance through feedback and practice.” (p. 395) Feedback has been such an essential part of everyday life that most of us take it for granted (Daniels, 1999, p. 101).

A cause or event that precedes a behavior is known as an antecedent. “Antecedents set the occasion for a behavior, they do not cause the behavior;” “consequences alter the probability that the behavior will occur, more or less, in the future” (Daniels, 1999, pp. 18, 19). Many companies use antecedents, such as customer service training, policies and procedures, and company core values to initiate
performance for employees. New supervisors have been subjected to company antecedents as line employees. At the time, supervisors may not have seen the inefficiencies of performance expectation, performance antecedents.

To reiterate Tosti and Jackson's (1999) point that feedback is either summative or formative, one must determine if the feedback should be evaluative or developmental. Daniels (1999) states that behavior can be changed by addressing the person before the behavior occurs or addressing them after the behavior occur. When the supervisor decides if the quantity or the quality of the performance is to be addressed then he or she must take action to identify the employee, the purpose of the feedback, the setting for the feedback, and when the feedback should be delivered (Tosti & Jackson, 1999). When change or behavior is to be addressed, supervisors will engage their subordinates in dialogue that is crucial to the success of the change or behavior.

New supervisors are responsible for the delivery of summative and formative to their subordinates to enhance performance. Supervisors should not rely on departmental operational standards and expectation antecedents to support and enhance performance. The lack of management training in the delivery of feedback is contributing to inefficient communication. It seems reasonable to conclude that a company's core curriculum for supervisory training should include a comprehensive program on communication, with a strong emphasis on feedback.

*Feedback Models*

New supervisors may use their performance management skills to establish a setting for ongoing dialogue about performance; this involves the joint and continual review of achievements against objectives, requirements and plans (Armstrong, 2006).
Performance management uses communication to create an environment for continual dialogue between a supervisor and his or her staff; dialogue is used to define expectations and share information about the company's expectations and objectives (Armstrong). Some of the experts, discussed in this review, who specialize in the fields of leadership, communication, and management have provided suggested steps for delivering feedback in conjunction with their area of expertise. However, experts in the field of performance management, such as Hathaway (1997), Conlow (2004), and Patterson, Grenny, McMillan, and Switzler (2002) have designed feedback processes or procedures for providing feedback that were reviewed and will be incorporated in the CORE Feedback Model. The Hathaway and Conlow models outline types of feedback as positive or negative. Patterson et al. outline feedback that is crucial and negative. None of the processes researched include procedures for addressing the various reasons for feedback. Depending on the situation supervisors may find any one of the above mentioned processes useful and effective for delivering feedback. Regardless of the work environment or behavioral dynamics, newly promoted supervisors will be held responsible for providing feedback to their staff. Currently, NAC's new supervisors' first feedback interaction with a subordinate is delivered without the benefit of a performance feedback model.

Patti Hathaway (1997), who calls herself The Change Agent™ had a mission to change people's perspective to produce results. Hathaway is the author of Giving and Receiving Feedback: Both Critical and Positive. Hathaway (1997) suggests the following steps for delivering summative and formative feedback:
1. Set realistic goals–Letting the employee know before the constructive feedback your expectations and standards. If you never informed the employee then you have no basis for criticism.

2. Research the Facts–Be sure you have accurate information about what the person did and why. Investigate

3. Be Immediate–Positive feedback should be given as close as possible to the actual event or accomplishment to have the greatest impact. However, for negative feedback, you need to consider your timing. You can do it immediately following the behavior, as constructive criticism or you can do it just prior to the next opportunity to improve or grow.

4. Be Specific–When giving constructive feedback then this is not a conversation or dialogue. It is one-way communication to the receiver. You are redirecting someone back to the goal or expectation he or she missed.

The steps provided by Hathaway for delivering summative or formative feedback are clear and concise. Hathaway's model is practical and focuses on the negative and constructive aspects of feedback but the procedures do not address the day-to-day positive feedback process in detail. Nor does the model address critical or crucial situations.

Conlow (2004) is president of Conlow Consulting Group and senior partner with Watsabaugh-Conlow Solutions. Conlow is the author of Excellence in Management and Excellence in Supervision: Essential Skills for the New supervisor. In Excellence in Supervision, Conlow refers to feedback as “the breakfast of champions.” Either positive or negative feedback “when used correctly, both are acceptable means of managing
employee performance” (p. 27). Conlow suggests the following steps for delivering summative and formative feedback:

1. Be as immediate as possible
2. Be specific about the problem
3. Clarify your expectations, goals, and plans
4. Avoid judgmental criticism
5. Treat the person respectfully

Conlow's steps for providing summative or formative feedback are concise but they lack the attention to detail for each step. Step 1 of the procedures does not discuss how or why the feedback should be given immediately. Step 2 does not discuss how to determine the severity of a problem. Step 3 does not provide suggestions for setting goals or expectations or when they should be set. The last two steps of avoiding judgmental criticism and treat the person respectfully are common knowledge. These steps do not add substantive help for delivering constructive feedback.


1. “Start with heart” This step discusses how to stay focused on what the sender (supervisor) really wants.
2. “Learn to look.” This step describes how to notice when safety is at risk.
3. “Make it safe.” This step describes how to make it safe to talk about anything.
4. “Master the stories.” This step describes how to stay in dialogue when the sender is angry, scared, or hurt.

5. “STATE the path.” This step demonstrates how to speak persuasively, not abrasively.

6. “Explore other's paths.” This step discusses how to listen when others blow up or clam up.

7. “Move to action.” This step describes how to turn crucial conversations into actions and results.

Patterson, Grenny, McMillan, and Switzler's feedback model is structured and detailed. This model would be helpful for more critical conversations. However, this particular process does not specifically address the less critical, day-to-day positive or negative conversations between supervisors and their subordinate. The Patterson, et al. method would be an effective supplement to a more comprehensive feedback model that addresses casual to crucial, positive or negative interactions.

Although the three processes, Hathaway (1997), Conlow (2004), and Patterson et al. (2002) presented offer practical and some detailed steps of the feedback delivery process, none of the methods address the steps for handling levels of feedback from casual to crucial feedback. Casual levels of feedback are the daily evaluation of non-critical positive or negative performances that require either recognition or suggestion for change. Crucial or critical levels of feedback are the intermittent performance situations that require immediate attention to implement change. Hathaway's process is the most practical method for delivering feedback. Conlow's process is informative, but lacks details. Patterson et al.'s process for feedback is detailed for crucial conversations.
The search of the literature on performance feedback models, written by practitioners in the fields of business and education revealed a number of useful processes but none of the methods provided a comprehensive process for all levels of feedback interactions. NAC's new supervisors need to learn how to deliver feedback in every performance situation from the casual to the crucial. After reviewing the literature, it was apparent to the researcher that a feedback model would have to be developed to train the new supervisor in evaluating if a subordinate's performance requires the delivery of summative or formative feedback and the procedures for implementing the feedback. Combining the strengths of the three methods of delivering feedback will contribute to a workable process for the delivery of feedback.

CORE Feedback Model

When a researcher determines that performance improvement is warranted for a new supervisor, then a question the researcher must ask and answer is what will be in it for the supervisor? By improving the newly promoted supervisor's performance of delivering appropriate feedback, the supervisor may in turn improve the performance of his or her subordinates. Improved subordinate performance will contribute to the overall performance of the department then to the entire company. A supervisor's responsibility is to recognize, develop, correct, and modify their subordinate's expected performance using feedback. Currently, NAC's new supervisors are provided with courses that offer basic managerial skills but they are not provided with a method that teaches the intricacies of when and how to provide summative or formative feedback when addressing performance.
The purpose of the CORE Feedback Model is to give new supervisors an instructional guide that offers suggested steps for delivering casual or crucial feedback. The CORE Feedback Model (Figure 1.) was designed to integrate the most useful components of all three aforementioned feedback methods. Using the practicality of Hathaway's method will provide new supervisors with a guideline for determining the, what, who, and when of delivering predominately casual summative or formative feedback. The informative nature of Conlow's method provides a guideline for determining what actions or goals should be set for the subordinate. Often times new supervisors are faced with more crucial feedback conversations, Patterson et al. provided the suggested steps for handling summative and formative feedback of a more crucial or critical nature. It was determined by the researcher that a comprehensive feedback model that addresses various types of feedback could be designed using the strengths of the aforementioned feedback methods. The CORE Feedback Model as shown in Figure 1 depicts the various steps taken from each of the three experts.

Summary

This literature review has discussed characteristics of the roles of new supervisors and how leadership, communication, and interpersonal skills impacts feedback delivery skills. According to Moglia (1997), new supervisors will take on a leadership role and become the liaisons between the line employees and their managers. Newly promoted supervisors will be expected demonstrate their leadership skills by coordinating work assignments, resolving conflicts, and promoting growth and development (Straub, 2000). Bennis and Goldsmith (2003) provided information on how new supervisors will have to shift their leadership paradigm in order to see themselves and their capacity for
leadership in a new way and how leadership skills include feedback, but they do not provide a method or model for the delivery of feedback. The researcher introduced the motivational based transformational leadership style and the reward style of transactional leadership (Bryant, 2003).

The importance of leadership development was discussed (London, 2001) and the need for companies to continuously calibrate, revise and refine the skills and training needed to ensure a competent pool of leaders. According to Avolio (2004), “when companies intervene with leadership development training programs, they are consciously trying to alter the life stream in a direction that will result in more effective leadership” (p. 17). Avolio suggested questions that supervisors should ask themselves regarding the delivery of feedback, but he did not provide a method or model for the delivery of feedback.

Effective communication was denoted as a primary leadership skill for new supervisors. When leaders manage communication effectively, work relationships are strong, well informed, and purposeful (Mai, 2003). Malandro (2003) suggests that failing to recognize the power of their words will lead supervisors to a cycle of rework and communication breakdown, thus causing frustration for the supervisor. New supervisors will be responsible for knowing how to conduct day-to-day conversations with their subordinates concerning performance. Day-to-day conversations will require the supervisor to have excellent interpersonal communication skills when receiving and sending communication. According to Gaynor (2003), communication skills may not be effective if the communicator lacks sufficient knowledge about what and how to communicate.
The supervisor's communication responsibilities include knowing how to deliver summative (evaluative) and formative (developmental) feedback to his or her subordinates to enhance performance. Daniels (1999) discusses the two ways to change behavior: is to do something before the behaviors occur or does something after the behaviors occur. Changing performance requires the need to deliver feedback. Feedback dialogue is used to define expectations and share information about the company's expectations and objectives (Armstrong, 2006). Three feedback methods were analyzed to determine applicability to the training of new supervisors in a corporate environment. The steps or procedures for the preparation and delivery of summative or formative feedback for each of the methods were described. The methods were found to be informative and useful, but none of the methods provided a comprehensive process for delivering all levels of feedback, which led to the development of the CORE Feedback Model. The literature review clearly revealed the need for a more comprehensive customized feedback model that was developed for this study.
Overview

This chapter describes the methodology used in this research study. Incorporated in this chapter are the research questions, the research design, the feedback intervention, selection of participants, ethical issues, instrumentation, data collection and analysis, and limitations. This evaluation research will use a case study to assess the effectiveness of a feedback intervention that addresses the current ineffective or inappropriate feedback methods of NAC’s newly promoted supervisors. The purpose of this study is to evaluate the impact of training newly promoted supervisors utilizing the CORE Feedback Model to provide performance enhancement feedback. Improved feedback interactions may contribute to a productive working environment which can lead to a successful operation.

Methodology

According to Creswell (2003), “qualitative research uses multiple methods that are interactive and humanistic.” (p. 181) Inquirers using qualitative approaches make knowledge claims based on learners constructing knowledge for themselves; learners construct meaning as they learn (Creswell, 2003). According to Merriam and Simpson (2000), evaluation research is used to collect data or evidence on the practicality or value of a program, process, or technique. Trochim (2006) states that evaluation can be defined as a systematic attempt at acquiring and assessing information to provide useful feedback about a program that requires group skills, management ability, and sensitivity to multiple stakeholders.
According to Gall, Gall, and Borg (2003), a case study is conducted to produce detailed descriptions of a phenomenon, to develop possible explanations of it, or to evaluate the phenomenon. According to Yin (2003), case studies may be used to investigate a situation in which the intervention being evaluated has no clear, single set of outcomes. The problem that impacts the newly promoted supervisors at NAC is their lack of skill in delivering summative and formative feedback to their subordinates. This evaluation research using a case study will be conducted to assess the impact of feedback delivered by newly promoted supervisors who have been trained in using the CORE Feedback Model. Evaluation research is a type of applied research used to address immediate problems and have an immediate impact when practiced (Merriam & Simpson, 2000). Evaluative studies are categorized as formative or process evaluation and summative or outcome evaluation (O'Leary, 2004). This study will conduct summative evaluation which determines the impact of the intervention and if the intervention met the goals and objectives set by the researcher (O'Leary, 2004). Merriam and Simpson (2000) state that case studies provide large amounts of rich, detailed information about a phenomenon. Along with the strengths of case studies are the limitations as outlined by Merriam and Simpson:

1. Case studies can be expensive and time consuming.
2. Training in observation and interview techniques and/or documentary analysis is necessary.
3. Case study narratives tend to be lengthy documents, which policy makers and others have little time to read.
4. Findings from case studies cannot be generalized in the same manner as findings from random samples; generalizability is related to what each user is trying to learn from the study. (p. 111)

Despite the suggested limitations of using a case study, this qualitative research method is appropriate for data collection and analysis of a learning intervention utilizing of the CORE Feedback Model and evaluation of the use of the model.

Research Questions

The researcher's responsibility is to figure out the emic perspective, or how to view the phenomenon as the participants will view it (Gall, Gall, & Borg, 2003). The researcher must take into consideration his or her own perspective of the phenomenon (Gall, Gall, & Borg, 2003). In an attempt to understand the emic perspective of the feedback phenomenon, the following questions will be the basis of the study to identify the quality of work and professional development of newly promoted supervisors.

1. What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?

2. What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model?

3. What are the challenges supervisors encounter as they apply the CORE Feedback Model?

4. What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model?
Research Design

The purpose of this evaluative case study is to assess the impact of the supervisors who use the feedback model. The focus of the study will be to assess the change and improvements in the feedback skills that newly promoted supervisors use while interacting with their subordinates as a result of a training intervention. The intervention will use the CORE Feedback Model developed by the researcher. Data collection will consist of surveys (see Appendix B, D, F, O, P, and Q), unstructured interviews using open-ended questions (see Appendix E, G, and L), and journal entries. Data collected will be coded and organized into categories or patterns. A brief narrative will be used to describe “lessons learned” (Creswell, 2003, p. 194). Post intervention reflection from researcher will stimulate modification to the CORE feedback model based on the interpretation of the data collected for analysis.

Preparation for the study included approval from the NAC Executive staff. A proposal outlining the study was presented to the Vice President of human resources requesting permission to conduct the study. Upon approval from the Vice President, arrangements were made for selecting a time and location for implementing the intervention (Appendix H). Notification was sent to various departments requesting voluntary participants for the study. If the feedback model is effective, then the model will be provided to all levels of management at NAC.

Selection of Participants

Supervisors volunteering for the study will have from 1 day to 12 months of supervisory experience in their positions. In addition to the six newly promoted supervisors, this study will include two to three volunteering subordinates of each
selected supervisor and managers of the selected supervisors. Participants in the study must have an understanding of their position and must be able to articulate their thoughts and actions as confirmed by their managers. Selection of the supervisors was based on their willingness to commit to the study through an informal interview process with their managers. Managers selected the volunteering supervisors based on their English speaking skills, potential for learning, growth, and development. Table 2 outlines the experience and departmental background of the participating supervisors.

Table 2
Supervisors’ Years of Experience and Departmental Background

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>Department</th>
<th>Months of Experience</th>
<th>Number of Subordinates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (male)</td>
<td>Executive Host</td>
<td>9</td>
<td>55-60</td>
</tr>
<tr>
<td>2 (male)</td>
<td>Slot Operations</td>
<td>11</td>
<td>180</td>
</tr>
<tr>
<td>3 (male)</td>
<td>Slot Operations</td>
<td>11</td>
<td>120</td>
</tr>
<tr>
<td>4 (male)</td>
<td>Receiving</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5 (female)</td>
<td>Food &amp; Beverage</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>6 (female)</td>
<td>Food &amp; Beverage</td>
<td>10</td>
<td>50</td>
</tr>
</tbody>
</table>

Feedback Intervention

A purpose of the intervention is to teach supervisors how to apply the CORE Feedback Model. This human performance improvement process is driven by using the ADDIE model. An analysis of the problem led to a needs-based approach that allows for the implementation of an intervention to address the performance gap. An intervention
was designed to solve problems and improve performance. The intervention process includes the phases of launching, assessment, design, implementation, and monitoring/adjusting (Powers, 1999). The launching phase of this intervention lays the foundation for the participants and the researcher to discuss the concepts that will impact the change in performance. The assessment phase examines the effect of the processes in place that impact the supervisors' current performance. The design phase provides the structural design for accomplishing the purpose of the performance change. The implementation phase of the intervention includes the commitment of all participants and the researcher. Implementation also includes tracking of the process and steps for progression of the program. The monitoring/adjusting phase allows the participants and the researcher to assess the results of the intervention and examine if knowledge has been gained and if the desired performance of delivering appropriate feedback have been attained. Each phase of the feedback intervention will be designed to support the execution of the CORE Feedback Model.

This systematic approach to human performance improvement focuses not only on the interrelationships between the elements of the ADDIE model, but it also focuses on the interrelationships between the supervisors and their subordinates. Sanders and Thiagarajan's (2001) HPI model requires the following process: a business analysis is to be conducted to ensure that HPI activities are in alignment with the company's goals. A performance analysis is conducted to reveal a performance gap. A cause analysis is conducted to identify the reason for the gap. An intervention is selected to relate to the performance gap. An evaluation is conducted to determine if the performance has changed or if the gap still exists.
Each process of Sanders and Thiagarajan's model was represented in the development of this learning intervention to enhance overall performance.

Subordinates of the participating supervisors will be asked to evaluate their supervisor's feedback delivery before and 30 days following the intervention. The subordinates' evaluation will be based on their supervisor's ability to deliver feedback using a calm professional tone, remaining focused on the conversation, actively listening, and offering constructive and productive solutions.

Before the start of the intervention, the manager of the participating supervisor will be informally interviewed to determine the perception of the intervention, its importance and what he or she expects from their supervisor 30 days after the intervention. The managers will be invited to attend the feedback intervention and/or informed of the CORE Feedback Model and given a brief overview of the steps.

The learning intervention will include two instructor led sessions by the researcher. The learning intervention was designed to accommodate the various learning styles and differences of the participating supervisors. Session 1 (Appendix M) will introduce the importance of performance management and communication. In this session, new supervisors will learn the various management and leadership styles and how they are integrated with various communication skills. Session 2 (Appendix N) will introduce the CORE Feedback Model to be applied and role playing will be used to practice the steps of the feedback model. This session will provide the opportunity for the supervisors to learn about and practice with a model that was developed by the researcher. Each session will be two hours in duration. The sessions will occur on-site a week apart. Participating supervisors will participate in a pre-intervention survey and
post-intervention interviews regarding the use of their feedback skills. Managers will be surveyed before the intervention and interviewed 30 days following the intervention. Managers will be asked about the supervisor's pre- and post intervention method of delivering feedback and its effectiveness.

New supervisors will be asked to keep a journal of their performance interactions with their subordinates. As a part of the evaluative research, supervisors and the researcher will meet privately, in one week then again on the fourth week, to interview the post intervention interactions. Continuous evaluation of the feedback intervention will guide the researcher to an effective feedback model that will promote communicative successes in the organization.

Ethical Issues

All responses will be kept confidential. Prior to the study, volunteering subordinates will meet with the researcher to discuss the importance of the study and they will be encouraged to be open and honest with their feedback. Subordinates will be told that their jobs will not be in jeopardy due to their participation and subordinates should not fear any departmental retaliation. The responses from the subordinates' surveys and interviews regarding their supervisor's method for delivering feedback will be reported on an anonymous basis. Consent forms from executive management (Appendix H), supervisors (Appendix I), the department managers (Appendix J), and subordinates (Appendix K) will be signed.

Description of Instrumentation

The research instruments used for this evaluative case study research are comprised of pre-intervention surveys and post-intervention unstructured interviews with
the managers, the subordinates, and the supervisors. Supervisor interviews (see Appendix L) will be conducted by the researcher and journal entries will be discussed. Preset questions were developed for facilitation of the interviews. The researcher will take notes and if agreed upon by the supervisors, a recording device will be used to record interview responses. Open-ended interview questions were used to stimulate further discussion between the researcher and the supervisors to investigate the findings as noted in Table 3.

Table 3  
*Research Questions and Data Collection Instruments*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Collection Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?</td>
<td>Surveys and interviews with managers and supervisors (see Appendix B, D, E, L, O, and Q)</td>
</tr>
<tr>
<td>What changes or improvement in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model?</td>
<td>Surveys and interviews with subordinates using open-ended questions (see Appendix F, G, and P)</td>
</tr>
<tr>
<td>What are the challenges supervisors encounter as they apply the CORE Feedback Model?</td>
<td>Week one and week four interviews with supervisors (see Appendix L)</td>
</tr>
<tr>
<td>What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model?</td>
<td>Week one and week four interviews with supervisors and analysis of their journal entries (see Appendix L)</td>
</tr>
</tbody>
</table>

Validity of the research is important to “determine whether the findings are accurate from the standpoint of the researcher, the participants, or the readers of the
account” (Creswell & Miller, 2000, p. 196). To check for validity, the researcher will use peer/colleague examination—asking the colleague to examine the data and to comment on the plausibility of the emerging findings (Merriam & Simpson, 2000).

Data Collection

This study will require the participants and the researcher to observe and monitor their actions and reflect on them; monitoring and reflecting on practice generates a theory (McNiff, 2000, p. 228). According to McNiff (2000), “when a practitioner considers the knowledge base of their own work, and how they came to that knowledge, they are generating their own epistemology of practice” (p. 228). Supervisors will be asked to keep a journal of feedback interactions. Journal entries will be discussed during week one and week four interviews. The researcher will collect journals and categorize data. The researcher will collect, categorize, and analyze the data that is relevant to the study. Merriam and Simpson (2000) believe that “data collected systematically provide only a partial glimpse of the total picture” (p. 144). However, research of the total picture “does require some type of measurement procedure: a technique for collecting data, plus a set of rules for using these data” (Merriam & Simpson, 2000, p. 144).

The questions for the data collection, such as interviews are designed to examine the impact among all participants. Pre-intervention surveys were administered to evaluate the level of knowledge that new supervisors have on the delivery of feedback. Post-intervention assessments were administered to evaluate the level of learning from the two training sessions. The researcher conducted surveys and unstructured interviews with the managers before and after the implementation of the intervention to gather and evaluate data of the managers' responses regarding the supervisors' progress. Surveys (see
Appendix B, D, F, O, P, and Q) and interviews (see Appendix E, G, and L) for managers, supervisors, and subordinates were designed to examine the impact of the feedback intervention. Each survey and interview questions were based on the following categories:

1. The art of feedback
2. Casual day-to-day feedback
3. Crucial or critical feedback
4. Appropriate feedback
5. Inappropriate feedback
6. Giving praise or requesting change
7. Setting expectations
8. Good working relationships
9. Speaking clearly
10. Giving advice

When conducting interviews, Creswell (2000) suggests using an interview protocol for recording information. The protocol includes a heading, instructions to the interviewer, the key research questions, probes to follow key questions, transition messages for the interviewer, space for recording the interviewer's comments, and space in which the researcher records reflective notes (Creswell, 2000). Pre-intervention surveys will be given to subordinates. Post-intervention interviews using open-ended questions will be used to evaluate how each subordinate feels about the delivery of feedback methods of his or her supervisor. Accurate data collection will be dependent upon the objectivity and facilitation skills of the researcher. The researcher will try to
prevent her beliefs, perceptions, and biases from impacting the data collection process.

Once all interviews and surveys are completed and collected, the researcher will organize the data for analysis.

**Data Analysis**

The first step in analyzing data is to determine what data will be recorded and the procedures for recording data (Creswell, 2003). This evaluative case study will require the collection of survey responses and weeks one and four of supervisors' interview responses. Managers' and subordinates' pre-intervention survey responses and post-intervention interview responses will be collected. Upon collection of each survey and interview response, data will be categorized and coded according to like responses and patterns. According to Merriam and Simpson (2000), in a case study researchers cannot determine data categories prior to the collection of data; the data is used as the base from which categories are inductively derived (p. 157). Peer/colleague examination will be used to validate the findings. Data from surveys and open-ended interviews will be cross-checked to determine similarities and to verify findings by the researcher using quantitative and qualitative analysis.

Coding will be conducted using Auerbach's (2003) six steps for constructing a theoretical narrative:

1. Making the text manageable
2. Select the relevant text for further analysis
3. Record repeating ideas by grouping together related passages of relevant text.
4. Organize themes by grouping repeating ideas into coherent categories.
5. Develop theoretical constructs by grouping themes into more abstract concepts consistent with the theoretical framework.

6. Create a theoretical narrative by retelling the participant's story in terms of the theoretical constructs.

Categorizing will include labeling the category, providing a description of the category, listing data associated with category, relationships among categories, and sequencing of categories. Data will be developed to answer research questions.

Limitations

As previously mentioned in chapter one, limitations of this study include the limited amount of time the researcher has to deliver the feedback training program. Due to demanding operational needs, selection of the new supervisor participants is limited to a select few of supervisors from one shift. Because of language barriers, the study is limited to supervisors who only speak English; the researcher is unable to conduct a cross cultural study of communication and feedback. A limitation is that subordinates may experience apprehension when providing feedback about their supervisor's delivery techniques. Another limitation may be the researcher's own biases towards the intervention and/or the participants. Biases may include favoritism toward certain supervisors or skepticism toward subordinate's responses. The study is also limited because the researcher developed and will deliver the intervention. This study may be impacted by the Pygmalion effect in which supervisors internalize a higher expectation placed on them and then act in ways to fulfill those expectations (Kierein & Gold, 2000).
Summary

This evaluative case study methodology allows the researcher to gather the quantitative and qualitative data necessary to answer the proposed research questions. Answering the proposed research questions will accomplish the objectives of the study. The case study shows how the researcher implemented the feedback intervention, conducted the interviews, and conducted the surveys for the participants. Upon completion of the data collection, the researcher will analyze the data. The researcher will convert the raw data into relevant information using categorization and coding methods. Content analysis was conducted to determine the answers of the proposed research questions.
CHAPTER 4: DATA COLLECTION AND ANALYSIS

Introduction

This evaluative case study explores the impact of the CORE Feedback Model for newly hired and newly promoted supervisors and the effect of their feedback skills on subordinates. The intent of the study was not only to design and implement a feedback model, but also to determine the impact of the feedback model and whether or not it is effective enough to integrate into supervisory training programs. Training in the art of feedback provides new supervisors with the tools to deliver productive and effective feedback to their subordinates. Effective and productive feedback from supervisors would help to diminish the amount of employee relations issues among supervisors and their subordinates.

Chapter 1 identified the need for training new supervisors in the art of feedback. Also, provided in chapter 1 were the research questions, an examination of the study's significance, terms and definitions, and the assumptions and limitations of the study.

Chapter 2 provided a review of the literature focusing on the four topics: (a) Leadership, (b) Effective Communication, (c) Interpersonal Skills, and (d) Performance Feedback.

Chapter 3 discussed the reasoning for conducting a qualitative, evaluative case study design as an appropriate method for this study. Chapter 3 included the details of the criteria of the selected participants in the study and detailed the concerns for the participants' anonymity and confidentiality. Finally, the chapter discussed the methods of data collection, analysis, validity, and ethical issues.
To reiterate, the problem at NAC is that the front-line supervisors do not have the proper skills to deliver productive and effective feedback to their subordinates, which in turn contributes to ineffective operating departments. Improperly trained supervisors are leading to a noticeable rise in employee relations complaints due to miscommunication and misunderstandings. The purpose of the study is to evaluate the impact of training when newly promoted supervisors use the CORE Feedback Model. The following research questions are the basis of this study.

1. What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?

2. What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model?

3. What are the challenges supervisors encounter as they apply the CORE Feedback Model?

4. What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model?

This chapter presents the results of the collected data. This evaluative case study included surveys and in-depth interviews with six supervisors, five managers, and eleven subordinates. Words expressing opinions and perceptions were collected from participants before and after the intervention using the CORE Feedback Model. The collected data was analyzed by the researcher; qualitative data was categorized into patterns, and related back to the research questions. Survey results will be introduced first, followed by a presentation of the findings related to post intervention interviews.
Surveys were conducted as a first step in the data collection process to establish a perception level of feedback skills from participating managers, supervisors, and subordinates. A post intervention assessment (see Appendix C) was given to the supervisors to evaluate their learning of the CORE Feedback Model. Each supervisor passed the assessment. The results from the post assessment were not included as part of the data collection process.

To check for validity of the data the researcher asked a colleague to examine the data and to comment on the plausibility of the emerging findings. The colleague confirms the credibility of the data and the findings.

Surveys

Prior to the intervention, the first to be surveyed were the managers of the participating supervisors (see Appendix D). The managers were asked to fill out a ten question survey regarding their supervisor's ability or inability to deliver effective feedback to subordinates. Five managers of six supervisors were surveyed. Table 4 depicts the managers' overall responses regarding their supervisors' pre intervention feedback abilities.
<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>You trained your newly promoted supervisor in the art of feedback</td>
<td>3 <em>Always</em></td>
<td>12</td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving casual day-today feedback to his or her subordinates</td>
<td>1 <em>Always</em></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving crucial or critical feedback to his or her subordinates</td>
<td>1 <em>Always</em></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Sometimes</em></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Not at all</em></td>
<td>01</td>
<td>3.00</td>
</tr>
<tr>
<td>Your new supervisor gives appropriate feedback for the performance situation</td>
<td>1 <em>Always</em></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td>3.00</td>
</tr>
<tr>
<td>Your new supervisor gives inappropriate feedback to a subordinate</td>
<td>1 <em>Often</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Not at all</em></td>
<td>16</td>
<td>3.50</td>
</tr>
<tr>
<td>Your new supervisor can determine if a subordinate's performance should be praised or changed</td>
<td>2 <em>Always</em></td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Sometimes</em></td>
<td>04</td>
<td>3.00</td>
</tr>
<tr>
<td>Your new supervisor knows how and when to set performance expectations for his or her subordinates</td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Not at all</em></td>
<td>01</td>
<td>2.50</td>
</tr>
<tr>
<td>Your new supervisor has a good relationship with his or her subordinates</td>
<td>2 <em>Always</em></td>
<td>08</td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor speaks clearly and concisely (in brief) to his or her subordinates</td>
<td>2 <em>Always</em></td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td>3.17</td>
</tr>
<tr>
<td>Your new supervisor asks you for advice on giving feedback to employees</td>
<td>1 <em>Always</em></td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>
Table 4 continued
Managers Pre Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Sometimes 04 2.83

Always responses were given a weight value of 4
Often responses were given a weight value of 3
Sometimes responses were given a weight value of 2
Not at all responses were given a weight value of 1

Prior to the intervention, the next to be surveyed were the supervisors (see Appendix B). The supervisors were asked to fill out a ten question survey regarding their ability to deliver effective feedback to their subordinates. Six supervisors were surveyed, four men and two women. Table 5 depicts the overall responses regarding the pre intervention supervisors' feedback abilities.

Table 5
Supervisors Pre Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your manager trains you in the art of feedback 2 Often 06
3 Sometimes 06
1 Not at all 01 2.17

You provide your employees with day-to-day feedback 3 Always 12
3 Often 09 3.50

You provide your employees with critical feedback 1 Always 04
4 Often 12
1 Sometimes 02 3.00
Table 5 continued

Supervisors Pre Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>You give appropriate feedback for various</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance situations</td>
<td>2 Always</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Often</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>You give your employees inappropriate feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Sometimes</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Not at all</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>You can determine if an employee's performance should be praised or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>changed</td>
<td>1 Always</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Often</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>You know how and when to set performance expectations for your</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employees</td>
<td>4 Often</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Sometimes</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Not at all</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>You have a good relationship with your employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Always</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Often</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>You speak clearly and concisely (in brief)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to your employees</td>
<td>1 Always</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Often</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Sometimes</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>You ask your manager for advice on giving feedback to your employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Always</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Often</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Sometimes</td>
<td>06</td>
<td></td>
</tr>
</tbody>
</table>

Prior to the intervention, the subordinates of the participating supervisors were asked to fill out a survey (see Appendix F). The subordinates were asked to fill out a ten question survey regarding their supervisors' ability to deliver effective feedback. Eleven subordinates were surveyed. Table 6 depicts the pre intervention overall responses of the subordinates.
Table 6
*Subordinates Pre Intervention Survey Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your supervisor gives you feedback</td>
<td>8 <em>Always</em></td>
<td>32</td>
<td>4.10</td>
</tr>
<tr>
<td></td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>Your supervisor provides you with day-to-day feedback</td>
<td>6 <em>Always</em></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Not at all</em></td>
<td>01</td>
<td>3.60</td>
</tr>
<tr>
<td>Your supervisor provides you with critical feedback</td>
<td>6 <em>Always</em></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Your supervisor gives you appropriate feedback for various performance</td>
<td>7 <em>Always</em></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>situations</td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td>3.90</td>
</tr>
<tr>
<td>Your supervisor gives you inappropriate feedback</td>
<td>1 <em>Sometimes</em></td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 <em>Not at all</em></td>
<td>40</td>
<td>4.30</td>
</tr>
<tr>
<td>Your supervisor gives you praise</td>
<td>3 <em>Always</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 <em>Often</em></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Sometimes</em></td>
<td>06</td>
<td>3.30</td>
</tr>
<tr>
<td>Your supervisor tells you about performance expectations</td>
<td>4 <em>Always</em></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Sometimes</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Not at all</em></td>
<td>01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>No response</em></td>
<td>0</td>
<td>2.90</td>
</tr>
<tr>
<td>You have a good relationship with your supervisor</td>
<td>9 <em>Always</em></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td>4.20</td>
</tr>
<tr>
<td>Your supervisor speaks clearly and concisely (in brief) to you</td>
<td>8 <em>Always</em></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td>4.00</td>
</tr>
</tbody>
</table>
The results of the Pre Intervention Responses of the Feedback Surveys illustrate that the participants in the study varied in their perceptions of the use of feedback skills. The analysis of the survey responses found a pre intervention variance between the managers and supervisors' perception of feedback ability. In the questions regarding the art of feedback, inappropriate feedback, speaking clearly, and providing advice about feedback, the managers rated the skills higher than the supervisors. This indicates that managers had a higher perception of the supervisors' feedback abilities than the supervisors had of themselves.

The analysis of the data between the subordinates and the supervisors showed a variance in the responses. In the questions regarding crucial feedback, appropriate feedback, inappropriate feedback, expectations, relationships, and speaking clearly, the subordinates rated the skills higher than the supervisors. This data shows a positive perception of the supervisors' feedback abilities.

A series of Analyses of Variance (ANOVA) were performed in order to determine if the observed differences in pre-intervention ratings across managers, supervisors and subordinates were significant. Results are presented in Table 7:

Table 6 continued
Subordinates Pre Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have spoken to your manager about your supervisor's feedback</td>
<td>2 Often</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Sometimes</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Not at all</td>
<td>06</td>
<td>1.70</td>
</tr>
</tbody>
</table>
Table 7
ANOVA Results on Pre-Intervention Feedback Ratings, grouping by Managers, Supervisors and Subordinates

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P value</th>
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</thead>
<tbody>
<tr>
<td>Art of Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Between Groups</td>
<td>9.565</td>
<td>2</td>
<td>4.782</td>
<td>11.457</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>8.348</td>
<td>20</td>
<td>.417</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17.913</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casual Day-to-Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.753</td>
<td>2</td>
<td>.376</td>
<td>.550</td>
<td>.585</td>
</tr>
<tr>
<td>Within Groups</td>
<td>13.682</td>
<td>20</td>
<td>.684</td>
<td></td>
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<tr>
<td>Total</td>
<td>14.435</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crucial or Critical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3.599</td>
<td>2</td>
<td>1.799</td>
<td>2.943</td>
<td>.076</td>
</tr>
<tr>
<td>Within Groups</td>
<td>12.227</td>
<td>20</td>
<td>.611</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>15.826</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.157</td>
<td>2</td>
<td>.578</td>
<td>1.435</td>
<td>.262</td>
</tr>
<tr>
<td>Within Groups</td>
<td>8.061</td>
<td>20</td>
<td>.403</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9.217</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.475</td>
<td>2</td>
<td>.737</td>
<td>2.569</td>
<td>.102</td>
</tr>
<tr>
<td>Within Groups</td>
<td>5.742</td>
<td>20</td>
<td>.287</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>7.217</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise or Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.123</td>
<td>2</td>
<td>.062</td>
<td>.114</td>
<td>.893</td>
</tr>
<tr>
<td>Within Groups</td>
<td>10.833</td>
<td>20</td>
<td>.542</td>
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</tr>
<tr>
<td>Total</td>
<td>10.957</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>.873</td>
<td>2</td>
<td>.436</td>
<td>.463</td>
<td>.636</td>
</tr>
<tr>
<td>Within Groups</td>
<td>17.900</td>
<td>19</td>
<td>.942</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18.773</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.349</td>
<td>2</td>
<td>.675</td>
<td>3.135</td>
<td>.065</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4.303</td>
<td>20</td>
<td>.215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5.652</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between</td>
<td>1.839</td>
<td>2</td>
<td>.919</td>
<td>1.960</td>
<td>.167</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
As can be gleaned from this table, significant differences at the 0.05 level were observed only for Art of Feedback ($p < 0.001$) and Advice ($p = 0.011$). Post-hoc analyses (Least Significant Difference procedure) were performed in order to assess the nature of the differences for these two constructs. In Art of Feedback, it was found that Supervisors had significantly lower scores than both Managers ($p = 0.005$) and Subordinates ($p < 0.001$). On the other hand, no significant differences were found between Managers and Subordinates in terms of Art of Feedback scores. In Advice, it was found that Subordinates had significantly lower ratings than both Managers ($p = 0.008$) and Supervisors ($p = 0.019$). On the other hand, no significant differences in terms of Advice were found between Supervisors and Managers. Finally, no other significant differences (in terms of other constructs such as Casual Day-to-Day, Crucial, etc.) were found in feedback ratings among these three groups. Therefore, overall, it would not seem that there were important differences in terms of feedback ratings across the three groups. Only 2 of the 10 constructs exhibited significant variation across groups.

Post Intervention Surveys

Approximately two months after the intervention was delivered to the supervisors, the researcher concluded that it was necessary to conduct post intervention surveys with the three participating groups.
More data was needed to evaluate pre and post performance. A post intervention survey was not included in the initial design of the study.

After the intervention, managers of the participating supervisors were surveyed (see Appendix O). The managers were asked to fill out a ten question survey regarding their supervisor's post intervention ability or inability to deliver effective feedback to subordinates. Five managers of six supervisors were surveyed. Table 8 depicts the overall responses regarding the supervisors' post intervention feedback abilities.

Table 8
Managers Post Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>You trained your newly promoted supervisor in the art of feedback</td>
<td>3 Often</td>
<td>09</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td>3 Sometimes</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving casual day-today feedback to his or her subordinates</td>
<td>3 Always</td>
<td>12</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>3 Often</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving crucial or critical feedback to his or her subordinates.</td>
<td>3 Always</td>
<td>12</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>3 Often</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor gives appropriate feedback for the performance situation</td>
<td>2 Always</td>
<td>08</td>
<td>3.33</td>
</tr>
<tr>
<td></td>
<td>4 Often</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor gives inappropriate feedback to a subordinate</td>
<td>1 Sometimes</td>
<td>03</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>5 Not at all</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Your new supervisor can determine if a subordinate's performance should be praised or changed</td>
<td>4 Always</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Often</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Sometimes</td>
<td>02</td>
<td>3.50</td>
</tr>
</tbody>
</table>
### Table 8 continued

*Managers Post Intervention Survey Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your new supervisor knows how and when to set performance expectations for his or her subordinates</td>
<td>2 <em>Always</em> 4 <em>Often</em></td>
<td>08</td>
<td>3.33</td>
</tr>
<tr>
<td>Your new supervisor has a good relationship with his or her subordinates</td>
<td>4 <em>Often</em> 2 <em>Not at all</em></td>
<td>12</td>
<td>2.33</td>
</tr>
<tr>
<td>Your new supervisor speaks clearly and concisely (in brief) to his or her subordinates</td>
<td>5 <em>Always</em> 1 <em>Often</em></td>
<td>20</td>
<td>3.83</td>
</tr>
<tr>
<td>Your new supervisor asks you for advice on giving feedback to employees</td>
<td>4 <em>Often</em> 2 <em>Sometimes</em></td>
<td>12</td>
<td>2.67</td>
</tr>
</tbody>
</table>

*Always* responses were given a weight value of 4
*Often* responses were given a weight value of 3
*Sometimes* responses were given a weight value of 2
*Not at all* responses were given a weight value of 1

After the intervention, the next to be surveyed again were the supervisors (see Appendix Q). The supervisors were asked to fill out a ten question survey regarding their post intervention ability to deliver effective feedback to their subordinates. Six supervisors were surveyed, four men and two women. Table 9 depicts the overall responses regarding the post intervention supervisors' feedback abilities.
Table 9

*Supervisors Post Intervention Survey Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your manager trains you in the art of feedback</td>
<td>1 <em>Always</em> 04</td>
<td>1 <em>Often</em> 03</td>
<td>1 <em>Sometimes</em> 08</td>
</tr>
<tr>
<td>You provide your employees with day-to-day feedback</td>
<td>1 <em>Always</em> 04</td>
<td>3 <em>Often</em> 09</td>
<td>2 <em>Sometimes</em> 04</td>
</tr>
<tr>
<td>You provide your employees with critical feedback</td>
<td>3 <em>Always</em> 12</td>
<td>1 <em>Often</em> 03</td>
<td>1 <em>Sometimes</em> 02</td>
</tr>
<tr>
<td>You give appropriate feedback for various performance situations</td>
<td>2 <em>Always</em> 08</td>
<td>4 <em>Often</em> 12</td>
<td></td>
</tr>
<tr>
<td>You give your employees inappropriate feedback</td>
<td>2 <em>Sometimes</em> 06</td>
<td>4 <em>Not at all</em> 16</td>
<td></td>
</tr>
<tr>
<td>You can determine if an employee's performance should be praised or changed</td>
<td>2 <em>Always</em> 08</td>
<td>4 <em>Often</em> 12</td>
<td></td>
</tr>
<tr>
<td>You know how and when to set performance expectations for your employees</td>
<td>1 <em>Always</em> 04</td>
<td>5 <em>Often</em> 15</td>
<td></td>
</tr>
<tr>
<td>You have a good relationship with your employees</td>
<td>5 <em>Always</em> 20</td>
<td>1 <em>Often</em> 03</td>
<td></td>
</tr>
<tr>
<td>You speak clearly and concisely (in brief) to your employees</td>
<td>3 <em>Always</em> 12</td>
<td>3 <em>Often</em> 09</td>
<td></td>
</tr>
<tr>
<td>You ask your manager for advice on giving feedback to your employees</td>
<td>4 <em>Often</em> 12</td>
<td>2 <em>Sometimes</em> 04</td>
<td></td>
</tr>
</tbody>
</table>

After the intervention, the subordinates of the participating supervisors were asked to fill out a post intervention survey (see Appendix P). The subordinates were
asked to fill out a ten question, post intervention, survey regarding their supervisors' ability to deliver effective feedback. Eleven subordinates were surveyed. Table 10 depicts the post intervention overall responses of the subordinates.

Table 10
*Subordinates Post Intervention Survey Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your supervisor contribute to a positive work environment?</td>
<td>7 <em>Always</em></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Sometimes</em></td>
<td>04</td>
<td>3.80</td>
</tr>
<tr>
<td>Your supervisor provides you with day-to-day feedback</td>
<td>6 <em>Always</em></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Often</em></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Sometimes</em></td>
<td>04</td>
<td>3.70</td>
</tr>
<tr>
<td>Your supervisor provides you with critical feedback</td>
<td>4 <em>Always</em></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 <em>Often</em></td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Sometimes</em></td>
<td>08</td>
<td>3.10</td>
</tr>
<tr>
<td>Your supervisor gives you appropriate feedback for various performance situations</td>
<td>6 <em>Always</em></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 <em>Sometimes</em></td>
<td>02</td>
<td>3.80</td>
</tr>
<tr>
<td>Your supervisor gives you inappropriate feedback</td>
<td>11 <em>Not at all</em></td>
<td>44</td>
<td>4.40</td>
</tr>
<tr>
<td>Your supervisor gives you praise</td>
<td>2 <em>Always</em></td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Often</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 <em>Sometimes</em></td>
<td>08</td>
<td>2.80</td>
</tr>
<tr>
<td>Your supervisor tells you about performance expectations</td>
<td>3 <em>Always</em></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 <em>Often</em></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 <em>Sometimes</em></td>
<td>06</td>
<td>3.30</td>
</tr>
</tbody>
</table>
Table 10 continued
Subordinates Post Intervention Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Weight</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a good relationship with your supervisor</td>
<td>6 Always 5 Often</td>
<td>24</td>
<td>3.90</td>
</tr>
<tr>
<td>Your supervisor speaks clearly and concisely (in brief) to you</td>
<td>7 Always 3 Often 1 Sometimes</td>
<td>28</td>
<td>3.90</td>
</tr>
<tr>
<td>You have spoken to your manager about your supervisor's feedback</td>
<td>4 Sometimes 7 Not at all</td>
<td>08</td>
<td>1.50</td>
</tr>
</tbody>
</table>

A series of Analyses of Variance (ANOVA) were performed in order to determine if the observed differences in post-intervention ratings across managers, supervisors and subordinates were significant. Results are presented in Table 11:

Table 11
ANOVA Results on Post-Intervention Feedback Ratings, grouping by Managers, Supervisors and Subordinates

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>5.229</td>
<td>2</td>
<td>2.615</td>
<td>4.459</td>
<td>.025</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11.727</td>
<td>20</td>
<td>.586</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16.957</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casual Day-to-Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.556</td>
<td>2</td>
<td>.778</td>
<td>1.430</td>
<td>.263</td>
</tr>
<tr>
<td>Within Groups</td>
<td>10.879</td>
<td>20</td>
<td>.544</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.435</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crucial or Critical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.820</td>
<td>2</td>
<td>.910</td>
<td>.861</td>
<td>.438</td>
</tr>
<tr>
<td>Within Groups</td>
<td>21.136</td>
<td>20</td>
<td>1.057</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22.957</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

77
As can be gleaned from this table, significant differences at the 0.05 level were observed only for Art of Feedback ($p = 0.025$), Relationship ($p = 0.002$) and Advice ($p < 0.001$). Post-hoc analyses (Least Significant Difference procedure) were performed in order to assess the nature of the differences for these two constructs.

In Art of Feedback, it was found that Subordinates had significantly higher ratings than both Managers ($p = 0.023$) and Supervisors ($p = 0.023$).
On the other hand, no significant differences were found between Managers and Supervisors in terms of Art of Feedback ratings.

In Relationship, it was found that Managers had significantly lower ratings than both Subordinates ($p = 0.002$) and Supervisors ($p = 0.001$). On the other hand, no significant differences were found between Subordinates and Supervisors in terms of Relationship ratings.

In Advice, it was found that Subordinates had significantly lower ratings than both Managers ($p < 0.001$) and Supervisors ($p < 0.001$). On the other hand, no significant differences in terms of Advice were found between Supervisors and Managers.

No other significant results were found. Therefore, overall, it would not seem that there were important differences in terms of feedback ratings across the three groups. Only 3 of the 10 constructs exhibited significant variation across groups.

Results of the Pre Intervention Surveys and the Post Intervention Surveys show how the participants in the study varied in their perceptions of the use of feedback skills (see Figures 3 and 4).

The difference between the pre and post intervention survey responses shows a slightly favorable improvement to the supervisors' feedback skills using the CORE Feedback Model (see Figure 5).
Figure 3: Pre – Intervention Surveys

Figure 4: Post – Intervention Surveys
Figure 5: Variances of Weighted Averages

The data shows that 16 positive variances among the responses of managers, the supervisors, and the subordinates were favorable to a positive effect of the CORE Feedback Model. The data also shows that 11 negative variances, among the same group, were unfavorable and 3 no variances were denoted. Table 12 depicts the pre and post intervention survey variances.
Table 12
Pre and Post Intervention Survey Responses

<table>
<thead>
<tr>
<th>Category</th>
<th>Managers</th>
<th>Subordinates</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of Feedback</td>
<td>-0.83</td>
<td>-0.30</td>
<td>0.33</td>
</tr>
<tr>
<td>Casual Day-to-Day</td>
<td>0.50</td>
<td>0.10</td>
<td>-0.67</td>
</tr>
<tr>
<td>Crucial or Critical</td>
<td>1.00</td>
<td>-0.70</td>
<td>0.00</td>
</tr>
<tr>
<td>Appropriate</td>
<td>0.33</td>
<td>-0.10</td>
<td>0.00</td>
</tr>
<tr>
<td>Inappropriate</td>
<td>0.33</td>
<td>0.10</td>
<td>0.33</td>
</tr>
<tr>
<td>Praise or Change</td>
<td>0.50</td>
<td>-0.50</td>
<td>0.17</td>
</tr>
<tr>
<td>Expectations</td>
<td>0.83</td>
<td>0.40</td>
<td>0.67</td>
</tr>
<tr>
<td>Relationship</td>
<td>-1.00</td>
<td>-0.30</td>
<td>0.50</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>0.67</td>
<td>-0.10</td>
<td>0.50</td>
</tr>
<tr>
<td>Advice</td>
<td>-0.17</td>
<td>-0.30</td>
<td>0.00</td>
</tr>
<tr>
<td>Totals:</td>
<td>2.17</td>
<td>-1.70</td>
<td>1.83</td>
</tr>
</tbody>
</table>

T-tests were conducted in order to determine whether the changes in ratings from pre-intervention to post-intervention were significant. These analyses were performed for each of the 10 constructs, using the whole sample (i.e. pooling Managers, Subordinates and Supervisors) and also separately for each group.

Results for the overall sample show that variations in feedback ratings from pre-intervention to post-intervention were not significant at the 0.05 level for any of the ten
constructs. The lowest test $p$ value (0.066) corresponded to that of Expectations. Given that this $p$ value was close to 0.05, it could be argued that the difference in Expectations ratings from pre- to post-intervention were “marginally” significant. The mean pre-intervention Expectations score was 2.68, while the mean post-intervention rating was 3.13. Although this would indicate an increase in the Expectations score, the fact that the $p$ value was higher than 0.05 suggests that this finding is somewhat questionable.

These findings would thus suggest that the intervention was ineffective in increasing ratings.

Variations from pre- to post-intervention ratings were also assessed individually for each group (Managers, Supervisors, and Subordinates). As in the previous case, $t$ tests were conducted in order to assess the significance of the variations. Results from these analyses showed no significant variations from pre- to post-intervention for any of the constructs in any of the groups.

Analysis of Individual Interviews

This section will present the findings from the interviews of five managers (see Appendix E), six supervisors (see Appendix L), and eleven subordinates (see Appendix G). Interviews, approximately 30 minutes in duration, were conducted in private to elicit the opinions and perceptions regarding feedback skills of new supervisors through the practice of the CORE Feedback Model. Per Auerbach's (2003) six steps for constructing a theoretical narrative, the researcher managed the text by sorting the interview responses according to groups, selected the responses from each group that coincided with the categories, recorded the repeating ideas, organized themes by grouping repeating ideas into coherent categories.
According to Boyatzis (1998), a theme is a pattern found in data that at the least describes and organizes the possible observations and at the most interprets features of the phenomenon. Evaluation of the qualitative data collected from the interviews of the three groups showed a pattern that moderately interpreted the aspects of the phenomenon. The following themes emerged from the interview responses: (1) Managers do not spend much time with their supervisors. (2) Supervisors face barriers that may prevent the use of the model. (3) Subordinates receive feedback on a regular basis.

Before finding the themes of the interviews, the researcher first categorized interview questions from the three groups based on the following classifications: Art of Feedback, Casual Day-to-Day, Crucial or Critical, Appropriate, Inappropriate, Praise or Change, Expectations, Relationships, Speaks Clearly, and Advice. Interview data was then labeled into two categories: (a) use of new skills, and (b) noticeable performance changes. The results of the interviews with each of the sub groups, managers, supervisors, and subordinates, are discussed in the following paragraph.

Individual Managers

Five managers participated in the research. One manager had two supervisors in the study. The managers varied in job position and responsibilities. Manager #1 represents the Executive Hosts department. Manager #2 and Manager #3 represent the Slot Operations department. Manager #4 represents the Receiving department. Manager #5 represents the Food and Beverage department. Each manager has a working relationship with his or her supervisor. One week after the intervention program using the CORE Feedback Model, managers were asked the following questions:
1. Since the training program, do you feel your new supervisor is using new skills to give casual day-to-day feedback to his or her subordinates?

2. Since the training program, do you feel your new supervisor is using new skills to give crucial or critical feedback to his or her subordinates?

3. Do you feel the training program has impacted your new supervisor's ability to give appropriate feedback to his or her subordinates' performance situations?

4. In the past few weeks, have you observed or do you know if your new supervisor has given inappropriate feedback to a subordinate since the training program?

5. Since the training program, have you noticed any significant changes in the performance of the new supervisor's subordinates?

6. Since the training program, have you noticed if your new supervisor is setting performance expectations for his or her subordinates after delivering feedback?

7. Since the training program, have you noticed any changes in the relationship between your new supervisor and his or her subordinates?

8. Since the training program, have you observed or noticed any differences in your new supervisor's feedback skills?

9. Since the training program, has any subordinates of the new supervisor spoken to you about the supervisor's feedback skills?

10. Since the training program, has your new supervisor asked you for advice on giving feedback to employees?

The responses collected from the managers were assessed and calculated based on the use of feedback skills and change in performance. Table 13 outlines the findings.
Table 13
*Managers Post-Intervention Responses*

<table>
<thead>
<tr>
<th>Question</th>
<th>Used skills</th>
<th>Not used skills</th>
<th>Changes</th>
<th>No changes</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your new supervisor using new skills to give casual day-to-day feedback to his or her subordinates?</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel your new supervisor is using new skills to give crucial or critical feedback to his or her subordinates?</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the training program impacted your new supervisor's ability to give appropriate feedback to his or her subordinates?</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you observed or do you know if your new supervisor has given inappropriate feedback to a subordinate?</td>
<td>1</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you noticed any significant changes in the performance of the new supervisor's subordinates?</td>
<td></td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you noticed if your new supervisor is setting performance expectations for his or her subordinates?</td>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table 13 continued
Managers Post-Intervention Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Used skills</th>
<th>Not used skills</th>
<th>Changes</th>
<th>No changes</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you noticed any changes in the relationship between your new supervisor and his or her subordinates?</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Have you observed or noticed any differences in your new supervisor's feedback skills?</td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Has your new supervisor asked you for advice on giving feedback to employees?</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>20</td>
<td>7</td>
<td>16</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of Points</td>
<td>37%</td>
<td>13%</td>
<td>30%</td>
<td>4%</td>
<td>17%</td>
</tr>
</tbody>
</table>

The chart above shows favorable ratings toward “used skills” and “changes.”

Comments were given by the managers highlighting the use of new feedback skills by their supervisors.

Manager #1

Manager #1 a manager in the Executive Host department talked about the use of new feedback skills by his supervisor.

I believe my supervisor has picked up a couple of new skills and is working on applying them. I believe that he has learned more about what is/is not appropriate.
Manager #4

Manager #4 works in the Shipping and Receiving department. Manager #4 spoke about his supervisor's new approach to feedback.

I believe he understands the importance of timeliness, consistency and most importantly the need to deliver feedback and performance expectations in a private/one-on-one setting.

Manager #5

Manager #5 works for the Food and Beverage department. She discussed how the intervention impacted her two participating supervisors. Manager #5 speaks first about Supervisor #5's new skills, and then she speaks about supervisor #6's skills.

Supervisor #5 is more specific and is clearer about the message; she is more specific and sets expectations using details.

Supervisor #6 is direct and to the point. Sometimes she forgets to use empathy.

Manager #2

Manager #2 is a manager in the Slot Operations department on day shift. He expressed his perceptions about his supervisor's new skills.

I have not had a lot of time with my supervisor, but I feel that he has used his new skills. My supervisor is a perfect candidate for this study.

Manager #3

Manager #3 is another manager in the Slot Operations department who works on the swing shift. He talked about his supervisor's new skills.

My supervisor seems to have a different perspective. When he provides non-critical feedback, he gives reasons why.

The managers also discussed various performance changes of either their supervisor and/or the subordinates as a result of the intervention.
Manager #1

Manager #1 discussed how his staff is constantly on the go, but has noticed minor changes with his supervisor and his staff.

I haven't noticed significant changes, but I have noticed small changes in my supervisor's group. My supervisor works very closely with his team. I believe the relationships may have gotten even better over the last few weeks with a good part of my supervisor's team. My supervisor and I talk about each employee on his team and how to try to get them to improve.

Manager #4

Manager #4 talked about how his staff is responsible for distribution of all of the company's products. He talked about the changes he noticed with his supervisor and/or with his subordinates.

Yes, I have noticed changes in a positive way; the subordinates are more aware of their errors and seek feedback, either good or bad for what they do.

My supervisor and I set staff expectations and my supervisor is responsible for feedback within a certain period of time. My supervisor has not missed these opportunities to build relationships with the staff.

Morale seems high and I notice more smiles. The staff seems very comfortable with his style and that style compliments my management style as well. It’s a win/win. My supervisor gets an opportunity for personal development outside the normal scope of development available here at MS, I get a more rounded and experienced supervisor and our staff gets a more confident and mature supervisor who is concerned with the balance between feedback, performance and morale. I see improvement since he began your program.

Manager #5

Manager #5 has two supervisors in the study. She admitted that she has not had a lot of opportunities to work with them both. However, she has noticed some changes in the department.
This program has helped Supervisor #5 to grow and she seems to feel more confident. She gets feedback from others and is good at praise and encouragement. We discuss her feedback skills from time to time.

Overall, the class has helped Supervisor #6. She is now using peers to follow expectations of staff. Supervisor #6's relationships with her staff are about the same although; she does spend more time talking to the staff. She now checks with me to see if her feedback is correct.

Manager #2

Although, he has not spent a lot of time with his supervisor over the past week, he has noticed some changes in his supervisor and/or his staff.

My supervisor is using new ideas when giving feedback. I noticed that he has not given any inappropriate feedback to his staff. I have noticed some changes in the staff, but nothing I can put into words.

Manager #3

Manager #3 works on the swing shift which is generally a very busy time. His staff is constantly helping the guests, especially on busy nights. He talked about how he has noticed some changes in his area.

I have not directly noticed any significant changes; the operation seems to be running smoothly. My supervisor has never asked for further advice about feedback, but now we do discuss the topic.

The managers were very excited about having their supervisors participate in the feedback study. Each manager expressed how important it is to have their supervisors provide productive and effective feedback.

First Pattern

Although the data from the managers' interview responses (Table 13) showed favorable scores toward “used skills” and “changes,” the actual responses also showed a common response. The first pattern emerging from the interview responses was that
managers do not spend a lot of time with their supervisors. Eight out of ten questions included statements regarding a manager's inability to directly know if a skill was used or if changes were noticed. Various responses indicated that the manager did not have time and/or did not have direct knowledge of a use of skill or a change in performance.

Manager #1

Manager #1 made the following statements when asked questions about use of skills or change in performance. These responses show indirect knowledge.

Yes, I believe that Jason has learned more about what is/is not appropriate.

Nothing that I have observed lately has been negative in regards to Jason’s feedback.

I believe the relationships may have gotten even better over the last few weeks with a good part of Jason’s team.

Manager #2

Manager #2 made the following statements when asked questions about use of skills or change in performance. These responses show indirect knowledge.

Not sure if Supervisor #2 is using new skills to give casual day-to-day feedback, I haven't worked with him too often.

No, I have never heard that he has given inappropriate feedback.

I have not directly noticed if there are any changes in the subordinates' performance, the operation seems to be running smoothly.

Manager #3

Manager #3 made the following statements when asked questions about use of skills or change in performance. These responses show indirect knowledge.

I have not had a lot of time with Supervisor #3, but I feel that he has used his new skills.
Supervisor #3 is probably not, if there is an issue, he may or may not be giving crucial or critical feedback.

He may have mentioned that he is setting expectations for his subordinates. No, need more time to notice any differences in my supervisor's feedback skills.

Manager #5

Manager #5 made the following statements when asked questions about use of skills or change in performance. These responses show indirect knowledge.

I believe Supervisor #5 is giving crucial or critical feedback.

The above mentioned narratives show that the managers did not directly observe a use of skill or a change in performance which may be a result of a lack of time with the supervisor. It is worth noting that Manager #4 had no comments reflecting a lack of time; this manager has a significantly smaller number of employees compared to the other five managers.

Individual Supervisors' Interviews

Six supervisors participated in the research. The supervisors varied in job position and responsibilities. Supervisor #1 represents the Executive Hosts department. Supervisors #2 and #3 represent the Slot Operations department. Supervisor #4 represents the Receiving department. Supervisors #5 and #6 represent the Food and Beverage department. Each supervisor has a working relationship with his or her subordinates.

One week and four weeks after the intervention program, supervisors were asked individually and privately the following questions regarding any impact while using the CORE Feedback Model:

1. Since the intervention, have you used your new feedback skills to give summative and/or formative feedback to your employees? If so, how?
2. Since the intervention, have you given summative and/or formative, crucial feedback to an employee? If so, what were the results?

3. Since the intervention, what changes have you noticed in the performance of your employees due to your feedback?

4. Since the intervention, are you setting performance expectations for your employees while delivering feedback? If so, give example.

5. Since the intervention, has your manager observed or mentioned any differences in your feedback skills? If so, what was mentioned?

6. Since the intervention, have any of your employees spoken to you about your feedback skills? If so, what was said?

7. With your current knowledge of the intervention (model), do you have any suggestions or recommendations for improvement?

8. When delivering feedback using the CORE Feedback Model, what barriers did you experience?

9. Do you feel there were any advantages to using the CORE Feedback Model?

10. Do you feel there were any disadvantages to using the CORE Feedback Model?

11. Since the intervention, have you used your new feedback skills to give summative and/or formative feedback to your employees? If so, how?

12. Will you continue to use the CORE Feedback Model?

The data collected from the supervisors was assessed and calculated based on the responses regarding use of feedback skills and change in performance. Table 14 outlines the findings.
Table 14  
**Supervisors Post-Intervention Responses**

<table>
<thead>
<tr>
<th>Question</th>
<th>Used skills</th>
<th>Not used skills</th>
<th>Changes</th>
<th>No changes</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a new supervisor, are you using new skills to give casual day-to-day feedback to your subordinates?</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>As a new supervisor, do you feel you are using new skills to give crucial or critical feedback to his or her subordinates?</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>As a new supervisor, are you setting performance expectations for your subordinates?</td>
<td>4</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you noticed any changes in the relationship between you and your subordinates?</td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>14</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of Points</td>
<td>58%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>

The following comments were given by the supervisors stressing the use of their new feedback skills.

*Supervisor #1*

Supervisor #1 has been a supervisor for nine months. His primary job is to develop his staff, maintain the budget, and handle all guest requests and complaints.
within the Executive Host department. He has 55-60 employees. When asked about the use of his new feedback skills, he indicated that he has tried to use what he learned in the CORE Feedback Model starting the first week through to the fourth week.

Employees receive feedback on performance almost daily, although the feedback now tends to be more specific than a general “good job” or “you need to improve your work” statements. The model was easy to memorize and recall mentally when using it. It is a great outline to use for any situation.

Determining the direction I wanted the conversation to go in before the sit down helped to keep the conversation on topic and under control, and ensure that future expectations were understood.

Supervisor #1 talked about any noticeable changes he felt about himself when using the CORE Feedback Model. He also mentioned the changes he noticed about his staff.

In particular my team of Hosts has increased their new patron sign-ups by 38% due to knowing their expectation and receiving summative/formative, positive/negative feedback.

Most employees are not in need of the formative feedback. Of those employees that received summative positive/negative feedback have increased performance and or knowledge of their job.

**Supervisor #2**

Supervisor #2 is a floor supervisor for the Slot Operations department. He has been a supervisor for eleven months and has up to 180 line employees. Similar to Supervisor #3's situation, Supervisor #2 is not allowed to give crucial or counseling feedback to his staff. He did discuss how he was able to use his new feedback skills.

On several occasions I have used summative/positive for hard and productive work. There were two occasions where I had to give formative/counseling. One was casual and one was crucial.
I have started giving those (subordinates) expectations in the form of a game. I tell them what the goal is for the day and they compete with each other to meet the goal.

They thank me for giving them positive feedback in a timely manner and they thank me for acting on a situation. I think I have been setting performance expectations a little more than in the past. After a task is completed (keeping the areas surrounding the slot machines clean) and feedback is given, I try to set the next task at a little higher level.

Supervisor #2 discussed any noticeable changes in himself and/or his staff. He mentioned that it is difficult to observe changes in his staff because he does not get to work with them on a regular basis. He rotates areas and works with different subordinates weekly.

There was one case where I spoke to a Slot Attendant because he was not wearing his earpiece on the casino floor. Several days later, it happened again. The Shift Manager informed me to ask him to come into the office so I could speak to him. The Attendant seemed to understand the situation and it has not happened since.

Supervisor #3

Supervisor #3 is a Floor supervisor for the Slot Operations department. He frequently works in the high limits section, which means the environment, is always busy and fast, paced. He has been a supervisor for just under a year; he has up to 120 subordinates in his area. During the two interviews, he talked about his experience with using the CORE Feedback Model.

I personally need to incorporate the skills into my daily work routine. I had to prepare myself and think about how to deliver the feedback properly and effectively.

When delivering feedback about customer service, I explained how important it is and how setting performance goals will benefit them. I will use the coaching steps. What I learned about feedback really opened my eyes toward effective coaching.
Supervisor #3 explained that in his position, he is not allowed to give crucial or
counseling feedback. Any counseling issues must be given by the shift-manager.
However, he did discuss some of the changes that may or may not have occurred because
of his feedback to his subordinates.

The Spirit of Aquai (a company wide training initiative) motivated the employees
a great deal. It's difficult to assess what changes or effect that I had on them.

I haven't noticed direct changes. If changes occur, it only lasts for the eight hours
and/or until they work with you again.

Supervisor #4

Supervisor #4 is a supervisor in the Receiving department. He is responsible for
making sure his staff delivers ordered products throughout the company. He has been a
supervisor for three months. He has eight employees working for him. He talked about
using his new skills in delivering feedback.

The first week I used my new skills mostly coaching my existing employees with
STAR cards and daily feedback on results as well as concentrating on quality. I
needed to do some positive formative feedback with the Shared Labor help in
order to improve their work ethic and quality.

I found the model to be very helpful by keeping these tips and guidelines in the
back of my mind (focus). Hence, when I feel I need help to determine the best
path to handle situations, I check the model.

The model helps reinforce the way I handle people and hopefully prevent me
from taking the wrong path or direction.
Supervisor #4 discussed the changes that occurred as he practiced the steps in the
CORE Feedback Model. He mentioned that his staff is rather small so not all of the steps
were needed when delivering feedback.

I found that my employees' morale as well as Shared Labor employees improved
and they are working hard while having fun at the same time. The main changes
are that everyone is happier; they know where I am coming from. Morale is
better.
A few private talks with the Shared Labor employees helped to improve quality and checking pallets for the most part they showed good improvement as they began to understand our expectations hence, hardly any complaints from our customers.

Supervisor #5

Supervisor #5 is a supervisor in the Earth Food Court. She has been a supervisor for just under a year. She has up to 50 employees reporting to her. She spoke about how the CORE Feedback Model helped her, but she did face some challenges when dealing with her international employees. She discussed how she used her new skills for the past few weeks.

I've used both types of feedback. Although I find it's easier to use the positive summative feedback. I find more opportunity to use the summative (positive) feedback. This model has been used when I give reviews.

I only used the formative crucial a couple of times. Only I laid out what was expected, and the problem was resolved.

Supervisor #5 discussed any changes she made to her own feedback skills. She also talked about any noticeable changes she observed from her staff.

I can suggest things as opposed to telling. They understand the importance of information given at pre-shift. We have an open dialog. It has become a two-way communication.

My shift managers are always observing. Both sat in on my coaching sessions and gave me positive feedback.

Supervisor #6

Supervisor #6 is also a supervisor in the Earth Food Court. She has been a supervisor for eight months. She works various shifts and has up to 50 line employees on her team. She talked about her experience with using steps from the CORE Feedback Model.
The model is very good. It makes me realize that there are several ways to compliment employees or to find the best way to approach a problem. Time is my only barrier when giving feedback.

At first, it seemed a little complicated and I still have to review it when I need to give coaching or counseling. I also feel this would be an excellent guide for new supervisors. I keep a copy of the model posted in my office to use as a reference. I recommend it to other supervisors.

Supervisor #6 expressed some small changes in her performance. She also noticed some appreciation from her staff for more positive feedback.

When I gave feedback to my staff during pre-shift, performance seemed to improve. I have learned to give them a reason for performance.

While giving positive feedback, I realized that they appreciate it and they smile more for that whole day.

Some of them said that they appreciate being thanked by supervisors when they do something above and beyond. When I needed to get a bad habit broken (i.e., nail biting) they said they didn't realize this was happening.

The participating supervisors expressed various thoughts concerning the use of their new feedback skills and the obstacles that prevented them from delivering productive and effective feedback. Supervisors from the Executive Hosts, Food and Beverage, and Slot Operations departments find it challenging to give feedback and coaching to such a large number of subordinates. The supervisors from the Slot Operations department expressed their frustration with the inability to provide their subordinates with counseling as a follow-up to coaching interactions. The data from the supervisors' interview responses (Table 14) show favorable ratings toward “used skills” and “changes” in regards to applying their feedback skills. Of the four questions, only one or two out of six supervisors expressed their uncertainty about using their new skills.
The narratives of the supervisors illustrate the opportunities for supervisors to deliver feedback. The narratives also demonstrate a positive reaction to the model.

*Second Pattern*

Although the data from the supervisors' interview responses (Table 14) showed favorable scores toward “used skills” and “changes,” the actual responses also showed a common response. The second pattern emerging from the interview responses was that supervisors face barriers that may prevent the use of the model. Six out of six supervisors expressed the barriers that hindered their use of the CORE Feedback Model. These barriers were: unresponsive subordinates, operational constraints, no authority to counsel subordinates, and time. The following responses reflect the barriers of the supervisors.

*Supervisor #1*

Supervisor #1 made the following statements when asked about barriers to using the model.

Employees that were not use to receiving feedback were sometimes defensive or inattentive. Keeping them focused on the issue was the challenge.

The only barrier is really dependent on the employee. Some employees don't respond well to any type of feedback.

*Supervisor #2*

Supervisor #2 made the following statements when asked about barriers to using the model.

Sometimes it was difficult to give immediate feedback due to different constraints on the casino floor.

The only barrier is that I am not allowed to counsel the employees.
Supervisor #3

Supervisor #3 made the following statements when asked about barriers to using the model.

The only barrier is my inability to counsel employees due to my limited authority.

Supervisor #5

Supervisor #5 made the following statements when asked about barriers to using the model.

My barriers are just around when to have a private or public dialog.

Supervisor #6

Supervisor #6 made the following statements when asked about barriers to using the model.

Some employees have issues on believing what you may be telling them. It is a good model to follow in most situations. I still find that there are still some people that can push buttons that you would prefer them not to.

Time is my only barrier when giving feedback.

All of the supervisors stated that the model was practical, useful, and should be taught to all new supervisors. It was also worthy of noting that supervisor #4 listed no barriers to using the model. Supervisor #4 has eight subordinates.

Individual Subordinates' Interviews

This section will present the findings from the interviews of eleven subordinates (see Appendix G). Interviews were conducted to extract the opinions regarding feedback from the subordinates' supervisors. Eleven subordinates participated in the research. The subordinates reported directly to the participating supervisors. The subordinates included
two males from the Executive Hosts department, two males and one female from the Slot Operations department, two females from the Receiving department, and three females and one male from the Food and Beverage department. Each subordinate has a working relationship with his or her supervisor.

One week after the intervention program using the CORE Feedback Model, subordinates of the participating supervisors were asked the following ten questions. The researcher met with each subordinate individually in a private setting.

1. Has your supervisor given you feedback in the last week, if so, what was the reason?
2. Describe the day-to-day feedback your supervisor has given you.
3. Describe any critical feedback your supervisor has given you.
4. Describe when your supervisor has given you appropriate feedback for various performance situations.
5. Describe when your supervisor has given you inappropriate feedback.
6. Describe how your supervisor has given you praise.
7. How does your supervisor tell you about performance expectations?
8. Describe your relationship with your supervisor.
9. Does your supervisor speak clearly and concisely (in brief) to you?
10. Lately, have you spoken to your Manager about your supervisor's feedback? If so, why?

The data collected from the subordinates was assessed and calculated based on the responses regarding use of feedback and coaching. Table 15 outlines the findings.
<table>
<thead>
<tr>
<th>Question</th>
<th>Gave feedback</th>
<th>No feedback</th>
<th>Coached</th>
<th>No coaching</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your supervisor giving you day-to-day feedback?</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Is your supervisor giving you crucial or critical feedback?</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Does your supervisor give you appropriate feedback?</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your supervisor give you inappropriate feedback?</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your supervisor tell you about performance expectations?</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Gave feedback</th>
<th>No feedback</th>
<th>Coached</th>
<th>No coaching</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a good relationship with your supervisor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points | 23 | 12 | 16 | 0 | 15 |

| Percentage of Points | 35% | 18% | 24% | 0% | 23% |
Subordinates offered their responses regarding the performance improvement skills of their supervisor. Subordinates' responses often represented the feedback they received as a means of coaching.

Two subordinates working for Supervisor #1 in the Executive Host department participated in the one-on-one interviews. They both commented on their supervisor's approach to giving them feedback through coaching.

*Subordinate #1*

My supervisor lets us know which promotions are going on from day to day. He tells me that I handled situations well.

*Subordinate #2*

He advises me of certain company related issues. Sometimes it would be nice if his praise was given more frequently.

Two subordinates who work for Supervisor #2 in the Slot Operations department participated in the one-on-one interviews. They both offered comments about their supervisor's coaching and feedback skills.

*Subordinate #1*

My supervisor makes me feel appreciated for working hard, by noticing when I'm working harder than expected. He always thanks me for hustling on busy days, making sure guests are satisfied and keeping my pit clean. He is a supervisor who doesn't let anything go unnoticed. He will always thank me for going above and beyond for a guest. He is always professional toward me. I consider him a good friend. I can always confide in him regardless of the situation.

*Subordinate #2*

My supervisor keeps us up to date on events and constantly reminding us to keep up the customer service standards. This is a good thing. He shows me how to fill out certain forms on the floor. He will say good job and thanks.
Only one subordinate who works for Supervisor #3 in the Slot Operations department participated in the one-on-one interview. The subordinate provided responses to questions regarding his supervisor's coaching and feedback skills.

*Subordinate #1*

My supervisor gives us feedback regarding events, activities, promotions, and reminders on policy. He has spoken to me about ways to service high end players better. We have 23 different relationships with supervisors, all are respectful.

Two of the eight subordinates working for Supervisor #4 in the Receiving department responded to questions regarding his feedback skills through coaching.

*Subordinate #1*

When we were caught up with our work, he spoke to me about our reports. When he talks about expectation, he gets me to talk about the end result of a task.

*Subordinate #2*

We work independently, but as a team. Feedback usually is given when we address a problem or issue. He always gives me positive performance feedback. He told me that he can count on me to do the job and do it well. We have improved in the last year as far as supervisors. We are a very busy department; it is good being on the same page. Communication is good, my supervisor is approachable.

Two of the subordinates that work for Supervisor #5 in the Food and Beverage department participated in the one-on-one interviews. They commented on their supervisor's coaching skills.

*Subordinate #1*

We have pre-shifts each day and the supervisor lets us know anything going on during the day. She gave me appropriate feedback with following up on a few things we needed to do our job better. My supervisor always thanks us for work well done everyday. I feel I have a great relationship with my supervisor. She is very approachable and always ready to listen and give advice.
Subordinate #2

When a customer needed information from another department, information was given correctly to us by the supervisor. Our supervisor also keeps us informed of the Richey and Sterling reports.

Two of the subordinates who work for Supervisor #6 in the Food and Beverage department participated in the one-on-one interviews. They offered a comment regarding their supervisor’s coaching skills.

Subordinate #1

She gives us feedback everyday by the way of a preshift. She has never had to give me critical feedback. She gives me appropriate feedback when I do all she expects from me without her telling me what to do next. It is a good relationship. If I need to talk to her, she is always there to give good and bad feedback.

Subordinate #2

My supervisor gives us all the day to day feedback from preshift to lunch times, to helping with our customer complaints. She realizes when you use the Core Values and shows her appreciation for that. My supervisor and I get along good together. I would like to think my supervisor is a very nice person with a bigger heart than most.

Participating subordinates expressed a good working relationship with their supervisor. The data collected from the subordinates' interviews (Table 15) shows favorable ratings from the subordinates towards their supervisors who gave productive feedback through coaching. Out of six questions, only three or four subordinates out of eleven were uncertain about their supervisors' feedback skills. The aforementioned narratives support the ratings.

Third Pattern

The data from the subordinates' interview responses (Table 15) showed favorable ratings toward productive feedback through coaching. However, the actual responses did
show a common response. The third pattern emerging from the interview responses was the frequency with which subordinates received feedback from supervisors. The aforementioned responses indicated that subordinates receive feedback on a daily basis.

The third pattern of frequency with which subordinates receive feedback was also found among the interview responses with the supervisors. According to the analysis of the supervisors' interview responses (Table 14), supervisors frequently give feedback to their subordinates on a daily basis regardless of using the feedback model.

Journals

After the intervention, supervisors were asked to keep a journal of the feedback interactions with their subordinates. The supervisors were asked to denote any situations evolving around the use of the CORE Feedback Model. The journal entries of the six supervisors varied in duration and content. The entries made by the supervisors reflected day-to-day operational interactions. Supervisors wrote more about operational situations than the coaching and counseling of their subordinates. None of the entries discussed the advantages or disadvantages of using the CORE Feedback Model. All of the supervisors apologized to the researcher for their lack of commitment to the journaling process. The supervisors indicated to the researcher that time constraints were the biggest barrier to keeping up with journal entries.

Research Questions

The collected data shows a relationship to the following research questions.

What is the impact on subordinate performance in connections to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?
According to the quantitative data, there was no statistical significance indicating that the model had an impact on subordinates' performance.

What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model? Comments from the subordinates did not necessarily point out any changes or improvement in their supervisors' feedback skills although various subordinates stated in their comments that they had a good working relationship with their supervisor. All eleven subordinates scored their supervisors high when asked if they have a good relationship with their supervisor.

What are the challenges supervisors encountered as they applied the CORE Feedback Model? It was the intent of the journals to denote any challenges or obstacles the supervisors had when using the CORE Feedback Model, but the supervisors did not denote such challenges or obstacles however, they did discuss the barriers to implementing the model during their last interview. Many of the supervisors indicated that they had very little time to practice using the feedback model. Some of the supervisors indicated that their obstacle was that they were not empowered to deliver crucial or critical feedback.

What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model? Because supervisors did not complete the journals as requested by the researcher, there was insufficient data collected to answer this question.
CHAPTER 5: RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study evaluated the impact of training NAC’s newly promoted supervisors in how to use the CORE Feedback Model (see Figure 1). This case study evaluated to what extent supervisors used corrective feedback techniques that impacted employee performance after taking a training program that taught them how to use the CORE Feedback Model. This chapter includes a summary of the study, a summation of the literature review, and a review of the methodology. Analysis of the data and conclusions of the data will be discussed along with recommendations for further research and final reflections.

Summary of the Study

The purpose of this evaluative case study was to evaluate the impact of the CORE Feedback Model and the effectiveness of the supervisors in using the model. The statement of the problem explains how newly promoted supervisors are in need of a program that will provide them with the necessary skills to deliver effective feedback on a regular basis to their managers, their coworkers, and in particular their subordinates, which in turn will contribute to an effective operating department. Newly promoted supervisors are faced with the responsibilities of running an efficient department, answering to their managers, and leading their line employees toward performance improvement.
Due to the inexperience in leadership skills of these new supervisors, there was often conflict between supervisors and their subordinates. The research questions for this study were:

1. What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model?
2. What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model?
3. What are the challenges supervisors encounter as they apply the CORE Feedback Model?
4. What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model?

The significance of the study was to determine if supervisors, who used the feedback model, improved employee performance as demonstrated by having subordinates perform their operational duties. Developing a body of research and data is essential to help new supervisors shape their abilities to deliver effective and productive feedback to subordinates.

Literature Review

The literature review for this study included a review of research studies, articles, and books published within the last thirteen years in the field of performance improvement and supervisory development. The literature review began by developing the idea that much of the published information focused on the areas of leadership, communication, and feedback skills independently of each other. The literature did not
suggest any publications that integrated the three areas into a managerial feedback model. A section of the literature on leadership showed that leadership styles such as transformational and transactional should include the integration of oral coaching techniques. A study of the BP Group showed that first-level leaders who attended their leadership development program performed more effectively than those who did not attend (Priestland & Hanig, 2005). However, the study did not discuss a comprehensive method for the delivery of effective feedback as part of their leadership development program.

The review also discussed the importance of supervisors learning effective communication skills. Communication breakdowns may often occur between new supervisors and his or her subordinates. It is important to front-line employees to have their daily work related comments delivered to them face-to-face from their supervisors (Smith, 2005). Along with communication skills, the literature showed that interpersonal skills played an equally important role in the delivery of feedback. Supervisors should use interpersonal skills to enhance performance which create an environment for a dyad dialogue.

The literature review discussed how to deliver summative (evaluative) and formative (developmental) feedback to subordinates to enhance performance (Tosti & Jackson, 1999). After review of the literature, it was apparent to the researcher that a feedback model would have to be developed to train new supervisors to deliver effective and productive feedback.
The concept and steps for delivering summative and formative feedback were used in the development of the CORE Feedback model along with the works of Hathaway (1997), Conlow (2004), and Patterson, Grenny, McMillan, and Switzler (2002).

Methodology

The methodological framework for this study in the art of feedback started as a qualitative method of inquiry. According to Creswell (2003), inquirers using qualitative approaches make knowledge claims based on learners constructing knowledge for themselves; learners construct meaning as they learn. This study is an evaluative case study which explores the feedback phenomenon. According to Merriam and Simpson (2000), evaluation research is used to collect data or evidence on the practicality or value of a program, process, or technique. According to Yin (2003), case studies may be used to investigate a situation in which the intervention being evaluated has no clear, single set of outcomes. This study is a detailed description of the analysis that describes the phenomenon regarding the impact of the CORE Feedback Model and those who were trained to use the model.

Intervention

The instructor-led intervention was designed to provide new supervisors with the knowledge and skills associated with the delivery of feedback to their subordinates. The four hour intervention introduced concepts in communication styles, leadership styles, and types of feedback and used coaching techniques to practice the new skills. The CORE Feedback Model was introduced and instruction was provided on the steps for delivering various types of feedback.
Selection of Participants

Participation in the study was on a voluntary basis. A company wide e-mail was sent to all managers requesting participation in the study. Participating managers chose supervisors who were in good standing with the company, had an understanding of their position, and who were able to articulate their thoughts and actions. Supervisors selected the voluntary subordinates who were willing to participate in the study. Five managers, six supervisors, and eleven subordinates from various departments participated in the study.

Instrumentation

The data collection instruments used in the study included pre-intervention surveys and post-intervention interviews for the managers, supervisors, and subordinates. Questions on the surveys and interviews were focused on the supervisors' ability to give effective feedback and their observation of performance improvement of the subordinates due to the feedback. Surveys and interviews contained ten questions for each group.

Data Analysis

A series of Analysis of Variance (ANOVA) was performed to determine if the observed differences in pre-intervention and post-intervention ratings across managers, supervisors, and subordinates was significant. The data showed no significant differences in terms of feedback ratings across the three groups. T-tests were conducted to determine whether the changes in ratings from pre-intervention to post-interventions were significant. Results from these analyses showed no significant variations from pre- to post-intervention for any of the constructs in any of the groups. The analysis procedure
for qualitative data was inductive reasoning. Through analysis of the data, the researcher begins to detect patterns and regularities that developed some general conclusions.

The researcher identified three patterns which emerged from the collected qualitative data; a theme being a pattern found in data that at the least describes and organizes the possible observations and at the most interprets features of the phenomenon (Boyatzis, 1998). The first pattern showed that the managers do not spend a lot of time with their supervisors. The second pattern showed that supervisors face barriers that may prevent the use of the model. The third pattern showed that subordinates receive feedback on a daily basis regardless of the supervisors' training in feedback.

The Results

Findings of the research questions showed the following: 1). What is the impact on subordinate performance in connection to delivering a performance improvement intervention designed to teach new supervisors how to deliver feedback using the CORE Feedback Model? Statistical tests indicated that there was no significant difference in subordinates' performance. Therefore, one can conclude that the use of the CORE Feedback Model was neither effective nor ineffective for the supervisors. 2). What changes and improvements in feedback skills do subordinates see in their supervisors who were taught the CORE Feedback Model? Subordinates did not indicate any noticeable changes in their supervisors' feedback skills. However, all eleven of the subordinates indicated they had a good relationship with their supervisor. One may conclude those interactions between supervisors and their subordinates' remains status quo. 3). What are the challenges supervisors encountered as they applied the CORE Feedback Model? Interview responses from the supervisors indicated that they
encountered obstacles and barriers to using the model. Most of the supervisors said high volume business limited their time for giving feedback. Two of the supervisors said they had no authority to counsel their employees, which prevented them from practicing the feedback skills for crucial situations. The researcher surmised that such barriers prevented the application of the CORE Feedback Model. 4). What differences in their own feedback abilities do supervisors notice when delivering feedback as outlined in the CORE Feedback Model? Insufficient data was collected to determine if differences were noticed by the supervisors.

Conclusions

Although the results of the responses to surveys and interviews was disappointing in indicating any substantial impact of the model, nevertheless the CORE Feedback Model created awareness for the supervisors in the area of coaching using summative and formative feedback skills. Supervisors expressed their gratitude for the techniques and skills learned during the intervention. Responses from the pre-intervention surveys from the managers, supervisors, and subordinates established a baseline regarding the supervisors' feedback abilities. The results of the surveys indicated that supervisors had a fundamental knowledge of delivering productive and effective feedback to subordinates.

Responses from the supervisors' interview questions reflect a general use of the CORE Feedback Model; however, in-depth use of the model was not apparent. Interestingly, the supervisor with the least amount of subordinates (8) found the use of the CORE Feedback Model to be useful and effective as opposed to those supervisors with a large number of subordinates. Interview responses show that the managers of the participating supervisors were under the impression that the intervention program had
positive and/or effective results. Overall, the managers' interview responses showed a more positive impact from the intervention than that of the supervisors'. Due to scheduling differences, interactions between a few of the subordinates and their supervisors were limited. Subordinates, who had limited contact with their supervisor, gave minimal to no response to interview questions regarding their supervisor's feedback skills.

Based on the interview responses of the supervisors, the CORE Feedback Model is a useful tool for determining when and how to deliver summative and formative feedback to their subordinates. However, limited authority prevented a few of the supervisors from using their new skills to deliver crucial feedback. For those supervisors, crucial situations are typically handled at the manager level. Supervisors talked about how they now give positive feedback in a specific and timely manner as opposed to nonspecific praise and recognition. Each of the supervisors expressed their willingness to continue using the CORE Feedback Model as a guide for delivering summative and formative feedback. After the data was collected and analyzed, the researcher noted the following characteristics in the design of the study that might have impacted the results:

1. Supervisors had too many subordinates. Supervisors with a small staff seemingly have more opportunities and fewer barriers to applying steps for delivering feedback.

2. Supervisors did not have the authority to coach and counsel their subordinates. Some supervisors were unauthorized to counsel their subordinates and had no opportunities to provide feedback for casual or crucial situations.
3. Managers were unaware of the CORE Feedback Model. The managers were unable to encourage the use of the new skills for their supervisors.

4. Upon completion of the supervisors' training, managers should have observed their supervisor's performance to evaluate abilities to deliver feedback. Managers who personally observe and record his or hers supervisor's feedback skills are tracking leadership abilities which can be used for performance appraisals.

   Recommendations for Further Research

   There is very little literature available concerning models for delivering performance improvement feedback. Continuing the study of supervisory feedback skills appears logical for new and existing supervisors, corporate trainers, and all professionals in the fields related to leadership and performance improvement. This study expanded this researcher's overall understanding of the area of performance improvement through effective feedback. The results of the analysis do not show a significant impact as a result of the application of the model. The recommendation is to not replicate this study, but to research the advancements and enhancements of performance feedback training for supervisors. Future research on performance improvement feedback for supervisors would involve the implementation and evaluation of training initiatives using the CORE Feedback Model.

   The CORE Feedback Model (Figure 1.) was designed to integrate the most useful components of three experts in the field of feedback. Hathaway's (1997) methods provides new supervisors with a guideline for determining the, what, who, and when of delivering predominately casual summative or formative feedback. The informative nature of Conlow's (2004) work provides a guideline for determining what actions or
goals should be set for the subordinate. For times when new supervisors are faced with
more crucial feedback conversations, Patterson et al. (2002) provides steps for handling
summative and formative feedback of a more crucial or critical nature. A
recommendation would be made to conduct future research of the CORE Feedback
Model.

This study showed the researcher that more focus has to be placed on training
supervisors on how to give effective feedback to their subordinates; supervisors,
particularly new supervisors, are not well versed in delivering feedback, nor are they
likely to be taught by their managers. The CORE Feedback Model is a step-by-step guide
for supervisors to deliver various types of feedback. The following recommendations for
future research are made to assess the impact of the CORE Feedback Model.

The purpose of an evaluative case study would be to assess the impact of the CORE
Feedback Model. First, control groups of supervisors would be selected to learn the
model. Supervisors with less than ten subordinates could be compared to supervisors with
more than ten subordinates. To expand the scope of the research supervisors who receive
training could be compared to those who do not receive training. Such control groups
would provide comparative analysis.
Second, to assess the applicability of the model focus groups could be conducted for
participating supervisors. Focus groups provide participants and the researcher with
viable feedback concerning the impact of the model. Third, supervisors could keep
journals to log any obstacles, barriers, or advantages to using the model. Journal entries
would be used as reference material when supervisors participate in focus groups. Fourth,
simplifying the terminology from summative and formative to feedback for praise,
feedback for advice, and feedback for change provides practical labels for the types of feedback to be administered to subordinates. Lastly, training and/or reviewing the CORE Feedback Model with the managers prior to training the supervisors would help to reinforce the learned skills.

An issue raised was “Is training the answer to teaching new supervisors to deliver effective and productive feedback or was another method of performance improvement needed?” Gilbert's Behavior Engineering Model (1996) was used as a diagnostic tool to determine if training was the answer to the supervisors' inefficient feedback skills. The researcher first looked at the environmental supports, starting with the information block of Gilbert's model. The question was posed, “were supervisors receiving clear and concise information from their managers to adequately provide feedback?” According to the pre-intervention surveys (see Table 5), only two of the six supervisors indicated they often receive training, three of the six supervisors responded with sometimes, and one of the six supervisors said they never received training. Moving to the instrumentation block in Gilbert's model, the researcher explored if supervisors had the materials or tools to provide effective feedback. According to NAC's past and present leadership programs, supervisors were not provided the skills or resources in the art of feedback. The motivation block of the model asks the question, were supervisors motivated by their managers to improve feedback skills? The researcher speculated that supervisors were not motivated to seek out skills in delivering feedback; this was based on the post-intervention survey responses (see Table 9). When asked the question, “You ask your manager for advice on giving feedback to your employees,” four of the six supervisors
said they often ask their managers for advice and two of the six supervisors said they sometimes ask for advice in giving feedback.

The researcher concluded that supervisors did not have the environmental support it takes to provide effective and productive feedback to their subordinates. This conclusion led the researcher to believe that supervisors did not have the depth of knowledge, the tools and materials, and the motivation necessary to effectively deliver feedback. The negative answers to the first three blocks in Gilbert's model led to the need for knowledge for the supervisors. In order for the supervisors to receive the knowledge, an intervention was recommended. To conclude, the last two blocks in Gilbert's model, the results of the data, show that supervisors have the capacity to deliver feedback and the motive to try new skills.

Final Reflections

The field of supervisory skills is consistently evolving through research and development. Continual training of supervisory skills gives every level of management insight and knowledge about the importance of delivering effective feedback. If supervisors don't appropriately deliver feedback to their subordinates, this may lead to miscommunication or misunderstandings. Misunderstandings may be misinterpreted as hostile work environments and result in conflict. Employee conflicts contribute to employee relations issues. This study demonstrated that performance feedback can be a rich learning and developmental research arena in the study of performance improvement. By providing supervisors with the tools necessary to appropriately and effectively deliver effective feedback, companies create working environments that promote professional development and open communication among its employees.
Studying the use of the CORE Feedback Model, as an instructional guide for delivering feedback, may potentially be a performance improvement benefit to all supervisory levels of management.

Finally, this study contributes to the academic and professional communities who specialize in human resource development, leadership development, and performance improvement. While the findings of this study do not specifically reflect all studies involved with feedback skills, this evaluative case study contributes to the body of work surrounding the development of supervisory skills.
REFERENCES


APPENDIX A. NAC’S LEADERSHIP STANDARDS

Good Leaders are always visible, available, and open to interaction

Good Leaders always take the time to listen.

Good Leaders always gather all the information that is available before responding to a problem or passing judgment.

Good Leaders always try to build trust and confidence.

Good Leaders are always patient in stressful situations.

Good Leaders always try to give positive feedback.

Good Leaders are fair and consistent.

Good Leaders always discipline in private.

Good Leaders never lose objectivity and become emotional.

Good Leaders avoid issuing orders preferring to request, imply, or make suggestions

(Native American Casino Executives, 1976).
APPENDIX B. PRE-INTERVENTION SURVEY

How long have you been a supervisor for NAC? ______________________
How many subordinates work for you? ________________________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your manager trains you in the art of feedback.</td>
<td>Not at all</td>
</tr>
<tr>
<td>You provide your employees with day-to-day feedback.</td>
<td>Sometimes, Often</td>
</tr>
<tr>
<td>You provide your employees with critical feedback.</td>
<td>Always</td>
</tr>
<tr>
<td>You give appropriate feedback for various performance situations.</td>
<td>Not at all</td>
</tr>
<tr>
<td>You give your employees inappropriate feedback.</td>
<td>Sometimes, Often</td>
</tr>
<tr>
<td>You can determine if an employee's performance should be praised or changed.</td>
<td>Always</td>
</tr>
<tr>
<td>You know how and when to set performance expectations for your employees.</td>
<td>Not at all</td>
</tr>
<tr>
<td>You have a good relationship with your employees.</td>
<td>Sometimes, Often</td>
</tr>
<tr>
<td>You speak clearly and concisely (in brief) to your employees.</td>
<td>Always</td>
</tr>
<tr>
<td>You ask your manager for advice on giving feedback to your employees.</td>
<td>Not at all</td>
</tr>
</tbody>
</table>
APPENDIX C. INTERVENTION POST-ASSESSMENT

1. What type of leader motivates others to do more than they originally intended and often even more than they thought possible?

2. What type of leader uses rewards or discipline, depending on the capability of the follower's performance?

3. Employees who want their supervisors to show them how to perform appropriately have what type of communication style?

4. Employees who want their supervisors to tell them how to perform appropriately have what type of communication style?

5. Employees who want to practice the performance with their supervisor have what type of communication style?

6. Feedback that sums up or evaluates an employee's performance is known as what type of feedback?

7. Feedback that attempts to change the form of performance is known as what type of feedback?

8. According to the CORE Feedback Model, what are the levels of feedback?

9. According to the model, feedback that is given immediately is for what type of feedback?

10. According to the model, feedback that is given before the next opportunity to perform is for what type of feedback?
APPENDIX D. PRE-INTERVENTION SURVEY FOR MANAGERS

How long have you managed your supervisor? _______________________________

How many subordinates work for your new supervisor? _______________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You trained your newly promoted supervisor in the art of feedback.</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving casual day-to-day feedback to</td>
<td>Not at all</td>
</tr>
<tr>
<td>his or her subordinates.</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor is skilled at giving crucial or critical feedback to</td>
<td>Not at all</td>
</tr>
<tr>
<td>his or her subordinates.</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor gives appropriate feedback for the performance</td>
<td>Not at all</td>
</tr>
<tr>
<td>situation.</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor gives inappropriate feedback to a subordinate.</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor can determine if a subordinate's performance should</td>
<td>Not at all</td>
</tr>
<tr>
<td>be praised or changed.</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor knows how and when to set performance expectations</td>
<td>Not at all</td>
</tr>
<tr>
<td>for his or her subordinates?</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor has a good relationship with his or her subordinates?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor speaks clearly and concisely (in brief) to his or his</td>
<td>Not at all</td>
</tr>
<tr>
<td>subordinates?</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Your new supervisor asks you for advice on giving feedback to employees.</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
</tbody>
</table>
APPENDIX E. POST-INTERVENTION INTERVIEW FOR MANAGERS

1. Since the training program, do you feel your new supervisor is using new skills to give casual day-to-day feedback to his or her subordinates?

2. Since the training program, do you feel your new supervisor is using new skills to give crucial or critical feedback to his or her subordinates?

3. Do you feel the training program has impacted your new supervisor's ability to give appropriate feedback for his or her subordinates' performance situations?

4. In the past few weeks, have you observed or do you know if your new supervisor has given inappropriate feedback to a subordinate since the training program?

5. Since the training program, have you noticed any significant changes in the performance of the new supervisor's subordinates?

6. Since the training program, have you noticed if your new supervisor is setting performance expectations for his or her subordinates after delivering feedback?

7. Since the training program, have you noticed any changes in the relationship between your new supervisor and his or her subordinates?

8. Since the training program, have you observed or noticed any differences in your new supervisor's feedback skills?

9. Since the training program, have any subordinates of the new supervisor spoken to you about the supervisors feedback skills?

10. Since the training program, has your new supervisor asked you for advice on giving feedback to employees?
How long have you worked for supervisor for NAC? ______________________

How long have you worked for your current supervisor? ______________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your manager gives you feedback.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor provides you with day-to-day feedback.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor provides you with critical feedback.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor gives you appropriate feedback for various performance situations.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor gives you inappropriate feedback.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor gives you praise.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor tells you about performance expectations.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>You have a good relationship with your supervisor.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>Your supervisor speaks clearly and concisely (in brief) to you.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
<tr>
<td>You have spoken to your manager about your supervisor's feedback.</td>
<td>Not at all     Sometimes   Often   Always</td>
</tr>
</tbody>
</table>
APPENDIX G. POST INTERVENTION SUBORDINATE INTERVIEWS

1. Has your supervisor given you feedback in the last week, If so, what was the reason?
________________________________________________________________________
________________________________________________________________________

2. Describe the day-to-day feedback your supervisor has given you.
________________________________________________________________________
________________________________________________________________________

3. Describe any critical feedback your supervisor has given you.
________________________________________________________________________
________________________________________________________________________

4. Describe when your supervisor has given you appropriate feedback for various performance situations.
________________________________________________________________________
________________________________________________________________________

5. Describe when your supervisor has given you inappropriate feedback.
________________________________________________________________________
________________________________________________________________________

6. Describe how your supervisor has given you praise.
________________________________________________________________________
________________________________________________________________________

7. How does your supervisor tell you about performance expectations?
________________________________________________________________________
________________________________________________________________________

8. Describe your relationship with your supervisor.
________________________________________________________________________
________________________________________________________________________

9. Does your supervisor speak clearly and concisely (in brief) to you?
________________________________________________________________________
________________________________________________________________________

10. Have you spoken to your manager about your supervisor's feedback? If so, why?
________________________________________________________________________
________________________________________________________________________
APPENDIX H. EXECUTIVE CONSENT FORM

MORGEN SUN EXECUTIVE CONSENT FORM

Director of Organizational Development & Training

I am the human resources training manager here at Morgen Sun. I am also a doctoral candidate in the Doctor of Philosophy Degree Program at Capella University, Minneapolis, MN. I would like to conduct a case study research program titled A Learning Intervention on Feedback for Newly Promoted Supervisors Using an Evaluative Case Study here at Morgen Sun. The purpose of this study is to aid newly promoted supervisors to deliver effective and productive feedback to their subordinates.

I am requesting permission to conduct an evaluative case study at Morgen Sun, as outlined in the aforementioned executive summary. Identities of all participants will be kept confidential. As the researcher, I will be the only person handling the collected data. Names will not appear in any collected data and it will not be used in the final report of my dissertation.

Benefits and risks of this study:

1. This study has the potential to contribute to my supervisor's communication skills which may help to create a productive work environment.
2. No risks are involved in this research study. All responses to interviews and questionnaires will be kept confidential and anonymity will be maintained.
3. Withdrawing from the research will have no consequences.

Thank you considering my request to conduct this research study. I am allowed to conduct this study. Then please sign below, if you have any questions. I can be contacted at the following:

Tina Grove, Training Manager
Morgen Sun Company
FAX: 862-3023
jsgrove@morgen.com

The Capella University faculty advisor for this project is:

Lori Hanfland, Ph.D.,
Capella University
275 South 4th Street, 9th Floor
Minneapolis, MN 55402
LHanfland@AOL.com

I, Tina Grove agree to defend, indemnify and hold Morgen Sun harmless from and against any claims, actions, costs and expenses including all liabilities whatsoever arising out of researching from any. Tina Grove's failure to abide by the terms and conditions contained herein specifically including those warranties and representations of me, Tina Grove regarding privacy and confidentiality.

I, Tina Grove agree to strictly hold all information obtained by or on behalf of myself, Tina Grove confidential and to take all safeguards reasonable and necessary to maintain the confidentiality of this information.

Consent Form:

Name: Tony Morgan
(Please print)
Date: 6-6-06

Director's Signature: [Signature]

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Dear Supervisor:

I am the human resources training manager here at NAC; I am also a doctoral candidate in the Doctor of Philosophy Degree program at Capella University, Minneapolis, MN. I am conducting a case study research program titled *A Learning Intervention on Feedback for Newly Promoted Supervisors Using an Evaluative Case Study* here at NAC. The purpose of this study is to assist newly promoted supervisors to deliver effective and productive feedback to their subordinates.

You are invited to participate in this case study based on your interest in volunteering for the study. As a participant, you will be asked to participate in a feedback training program. Length of participation is approximately one month. If you consent to participate in this study, please sign below. Your identity will be kept confidential. As the researcher, I will be the only person handling the collected data. Your name will not appear in any collected data and it will not be used in the final report of my dissertation.

Benefits and risks of participating in this study:

1. As a participant you will have an opportunity to learn new communication skills that will enhance your leadership skills and help to create a productive work environment.
2. As a participant you will be given a $10 gift certificate as a reward for your participation.
3. No risks are involved in this research study. All responses to interviews, questionnaires and focus groups will be kept confidential and anonymity will be maintained.
4. Withdrawing from the research will have no consequences.

Thank you for participating in this case study research. A copy of this consent form will be provided to you. If you have any questions, I can be contacted at the following:

Tina Grove, Training Manager
Native American Casino, Ext. 7825
tgrove@mohegansun.com

The Capella University faculty advisor for this project is:
Lois Bartelme, Ph.D.
Capella University
225 South 6th Street, 9th Floor
Minneapolis, MN 55402
LoisBart@AOL.com

I, Tina Grove agree to defend, indemnify and hold NAC harmless from and against any claims, actions, costs and expenses including all liabilities whatsoever arising out of or resulting from my, Tina Grove's failure to abide by the terms and conditions contained herein specifically including those warranties and representatives of me, Tina Grove regarding privacy and confidentiality.

I, Tina Grove agree to strictly hold all information obtained by or on behalf of myself, Tina Grove confidential and to take all safeguards reasonable and necessary to maintain the confidentiality of this information.

Consent Form:

Name: _____________________________ Date: __________________
(Please Print)
Supervisor's Signature: __________________________________________
APPENDIX J. MANAGER CONSENT FORM

Dear Manager:

I am the human resources training manager here at NAC; I am also a doctoral candidate in the Doctor of Philosophy Degree program at Capella University, Minneapolis, MN. I am conducting a case study research program titled A Learning Intervention on Feedback for Newly Promoted Supervisors Using an Evaluative Case Study here at NAC. The purpose of this study is to assist newly promoted supervisors to deliver effective and productive feedback to their subordinates.

You are invited to participate in this case study based on your interest in volunteering for the study. As a participant, you will be asked to provide a pre- and post evaluation of your supervisor's feedback skills. Length of participation is approximately one week. If you consent to participate in this study, please sign below. Your identity will be kept confidential. As the researcher, I will be the only person handling the collected data. Your name will not appear in any collected data and it will not be used in the final report of my dissertation.

Benefits and risks of participating in this study:

1. As a participant you will have an opportunity to contribute to your supervisor's communication skills which will enhance your leadership skills and help to create a productive work environment.
2. No risks are involved in this research study. All responses to interviews and questionnaires will be kept confidential and anonymity will be maintained.
3. Withdrawing from the research will have no consequences.

Thank you for participating in this case study research. A copy of this consent form will be provided to you. If you have any questions, I can be contacted at the following:

Tina Grove, Training Manager
Native American Casino, Ext. 7825

tgrove@mohegansun.com

The Capella University faculty advisor for this project is:
Lois Bartelme, Ph.D.
Capella University
225 South 6th Street, 9th Floor
Minneapolis, MN 55402
LoisBart@AOL.com

I, Tina Grove agree to defend, indemnify and hold NAC harmless from and against any claims, actions, costs and expenses including all liabilities whatsoever arising out of or resulting from my, Tina Grove's failure to abide by the terms and conditions contained herein specifically including those warranties and representatives of me, Tina Grove regarding privacy and confidentiality.

I, Tina Grove agree to strictly hold all information obtained by or on behalf of myself, Tina Grove confidential and to take all safeguards reasonable and necessary to maintain the confidentiality of this information.

Consent Form:
Name: _____________________________ Date: __________________
(Please Print)
Manager's Signature: _____________________________
Dear Employee:

I am the human resources training manager here at NAC; I am also a doctoral candidate in the Doctor of Philosophy Degree program at Capella University, Minneapolis, MN. I am conducting a case study research program titled A Learning Intervention on Feedback for Newly Promoted Supervisors Using an Evaluative Case Study here at NAC. The purpose of this study is to assist newly promoted supervisors to deliver effective and productive feedback to their subordinates.

You are invited to participate in this case study based on your interest in volunteering for the study. As a participant you will be asked to provide feedback regarding your supervisor's newly learned feedback skills. Length of participation is approximately one week. If you consent to participate in this study, please sign below. Your identity will be kept confidential. As the researcher, I will be the only person handling the collected data. Your name will not appear in any collected data and it will not be used in the final report of my dissertation.

Benefits and risks of participating in this study:

1. As a participant you will have an opportunity to contribute to your supervisor's communication skills which will help to create a productive work environment.
2. No risks are involved in this research study. All responses to interviews and questionnaires will be kept confidential and anonymity will be maintained.
3. Withdrawing from the research will have no consequences.

Thank you for participating in this case study research. A copy of this consent form will be provided to you. If you have any questions, I can be contacted at the following:

Tina Grove, Training Manager
Native American Casino, Ext. 862

The Capella University faculty advisor for this project is:
Lois Bartelme, Ph.D.
Capella University
225 South 6th Street, 9th Floor
Minneapolis, MN 55402

I, Tina Grove agree to defend, indemnify and hold NAC harmless from and against any claims, actions, costs and expenses including all liabilities whatsoever arising out of or resulting from my, Tina Grove's failure to abide by the terms and conditions contained herein specifically including those warranties and representatives of me, Tina Grove regarding privacy and confidentiality.

I, Tina Grove agree to strictly hold all information obtained by or on behalf of myself, Tina Grove confidential and to take all safeguards reasonable and necessary to maintain the confidentiality of this information.

Consent Form:
Name: _____________________________ Date: __________________
(Please Print)
Employee's Signature: ____________________________________________
APPENDIX L. SUPERVISOR WEEK ONE AND WEEK FOUR INTERVIEW

QUESTIONS

WEEK ONE INTERVIEWS

1. Since the intervention, have you used your new feedback skills to give summative and/or formative feedback to your employees? If so, how?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Since the intervention, have you given summative and/or formative, crucial feedback to an employee? If so, what were the results?
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3. Since the intervention, what changes have you noticed in the performance of your employees due to your feedback?
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4. Since the intervention, are you setting performance expectations for your employees while delivering feedback? If so, give example.
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5. Since the intervention, has your manager observed or mentioned any differences in your feedback skills? If so, what was mentioned?
___________________________________________________________________________
___________________________________________________________________________
6. Since the intervention, have any of your employees spoken to you about your feedback skills? If so, what was said?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

7. With your current knowledge of the intervention (model), do you have any suggestions or recommendations for improvement?

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8. When delivering feedback using the CORE Feedback Model, what barriers did you experience?

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__________________________________________________________________
__________________________________________________________________

9. Do you feel there were any advantages using the CORE Feedback Model?

__________________________________________________________________
__________________________________________________________________
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10. Do you feel there were any disadvantages using the CORE Feedback Model?

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__________________________________________________________________
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WEEK FOUR INTERVIEWS

1. In the past few weeks, have you given summative and/or formative, crucial feedback to an employee? If so, what were the results?
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______________________________________________________________

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2. In the past few weeks, what changes have you noticed in the performance of your employees due to your feedback?
______________________________________________________________

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______________________________________________________________

3. In the past few weeks, are you setting performance expectations for your employees while delivering feedback? If so, give example.
______________________________________________________________

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4. In the past few weeks, has your manager observed or mentioned any differences in your feedback skills? If so, what was mentioned?
______________________________________________________________

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5. In the past few weeks, have any of your employees spoken to you about your feedback skills? If so, what was said?
______________________________________________________________

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______________________________________________________________
6. With your current knowledge of the model, do you have any suggestions or recommendations for improvement?

__________________________________________________________________

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__________________________________________________________________

7. When delivering feedback using the CORE Feedback Model, what barriers are you experiencing?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

8. Do you feel there were any advantages using the CORE Feedback Model?

__________________________________________________________________

__________________________________________________________________

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9. Do you feel there were any disadvantages using the CORE Feedback Model?

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10. Will you continue to use the CORE Feedback Model?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Slide # 1  
“Core Feedback Model Study”

Slide # 2  
“Agenda”

| Slide # 1  
“Core Feedback Model Study” | Welcome supervisors to the room  
(2 Hrs.) | This course was designed to help new supervisors with the delivery of appropriate feedback to their subordinates |
|---|---|---|
| Supervisor Journals | • Introduce self and thank them for participating in the study  
• Provide supervisors with business card  
• Have participants introduce themselves  
• Talk about the purpose of the journal | Discuss how this course will hopefully provide them with the tools to do their job effectively, thus creating a productive work environment. |
| Slide # 2  
“Agenda” | Objectives:  
Agenda  
• Know the role of a supervisor  
• Identify the types of leadership styles  
• Identify the types of communication styles  
• Identify the types of feedback | Journals will help supervisors to track their opportunities and challenges when delivering feedback |
| Handout of survey | Remind supervisors that all data collected will be confidential  
State:  
Before we begin it would be helpful for me to learn what you know about your new role as a supervisor and your responsibilities in the areas of communication and feedback  
Please take a few minutes to take this survey. The results will not be discussed, however; I will use the responses to help me to determine if the course was helpful to you. | (10 min) |
| --- | --- | --- |
| State:  
This session will provide a foundation for the supervisor in the areas of leadership, communication, and feedback. Discussion will include:  
• The role and responsibilities of a new supervisor?  
• What leadership has does to do with being a supervisor?  
• Communication styles of an employee may help a new supervisor?  
• Can positive and negative feedback be effective?  
• Does a supervisor know how or when to give feedback | (5 min) |
<table>
<thead>
<tr>
<th>Slide # 3</th>
<th>Start the class:</th>
<th>Solicit responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Questions”</td>
<td>Ask each supervisor the following questions and wait for each person's response.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are your job responsibilities?</td>
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<tr>
<td></td>
<td>• What are your short term goals as a supervisor?</td>
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<td></td>
<td>• What are your long term goals?</td>
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<tr>
<td></td>
<td>• What is the best part of being a supervisor?</td>
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<tr>
<td></td>
<td>• What is the most challenging part of being a supervisor?</td>
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<tr>
<td></td>
<td>Ask:</td>
<td></td>
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<tr>
<td></td>
<td>Why do you think you were promoted?</td>
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<tr>
<td></td>
<td>Ask:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do you think your employees see you?</td>
<td></td>
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<tr>
<td>(10 min)</td>
<td>State:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of the strange things about being a supervisor is that we have to learn that it’s possible for our employees to</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide # 4</th>
<th>Possible responses:</th>
<th>Point out any similarities and differences in responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Employees”</td>
<td>• Knowledgeable of the job.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrated good leadership abilities.</td>
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</tr>
<tr>
<td></td>
<td>• You were next in line to be promoted.</td>
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<td></td>
<td>Possible responses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• friendly</td>
<td></td>
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<tr>
<td></td>
<td>• strict</td>
<td></td>
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<tr>
<td></td>
<td>Ask:</td>
<td></td>
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<tr>
<td></td>
<td>How do you think your employees see you?</td>
<td></td>
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<tr>
<td></td>
<td>State:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is someone who tells them what to do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is someone who</td>
<td></td>
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<tr>
<td>Slide # 5</td>
<td>Managers</td>
<td>like us and dislike us at the same time. Our employees see us in two different ways.</td>
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<tr>
<td></td>
<td></td>
<td>• First, as a supervisor, they see us as an authority figure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Second, they see us as someone who represents and cares about them</td>
</tr>
<tr>
<td>Ask:</td>
<td>How do you think your manager sees you?</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td>Managers want their supervisors to help them by being:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Competent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Independent</td>
<td></td>
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<tr>
<td>Ask:</td>
<td>How do you think your fellow supervisors see you?</td>
<td></td>
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<tr>
<td>State:</td>
<td>Keep in mind that each supervisor has their own responsibilities</td>
<td></td>
</tr>
<tr>
<td>Read excerpts from the book about being chosen for</td>
<td>helps them to develop and enhance their career</td>
<td></td>
</tr>
</tbody>
</table>

Possible responses:
• Supportive
• Manipulative
• Inexperienced

Solicit responses from everyone
State:
If we are supervisors with all these responsibilities, does this mean that we have become the leaders in our department?

Ask:
What is the difference between being a leader and being a supervisor?

Is leading people the same as supervising people?

<table>
<thead>
<tr>
<th>Slide # 8</th>
<th>Ask participants to list characteristics of these leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Abraham Lincoln, the Pope, a military general)</td>
<td>Flip Chart Responses for both</td>
</tr>
<tr>
<td><strong>Slide # 9</strong></td>
<td>Ask participants to list characteristics of a good supervisor.</td>
</tr>
<tr>
<td>“Characteristics of a supervisor”</td>
<td>Ask:</td>
</tr>
<tr>
<td></td>
<td>Can a good leader be a good supervisor of people? Can a good supervisor be a good leader?</td>
</tr>
<tr>
<td>Slide # 10</td>
<td>Show characteristics of both</td>
</tr>
<tr>
<td>characteristics of both leader and supervisor</td>
<td>Is it likely that supervisors can acquire the characteristics of a leader?</td>
</tr>
</tbody>
</table>
Referring back to the leaders, introduce the concepts of leadership styles.

**State:**

Experts have suggested various leadership styles.

- Authoritative (supervisor bosses people around)
- Democratic (supervisor includes employees in the decision making process)
- Delegation (supervisor allows employees to make decision)

The most recent types of leadership styles are “transformational” and “transactional”

These particular leadership styles may be considered out dated or old fashioned

<table>
<thead>
<tr>
<th>Slide # 11</th>
<th>“Leaders Pictures”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Referring back to the leaders, introduce the concepts of leadership styles.</td>
</tr>
<tr>
<td></td>
<td><strong>State:</strong></td>
</tr>
<tr>
<td></td>
<td>Experts have suggested various leadership styles.</td>
</tr>
<tr>
<td></td>
<td>- Authoritative (supervisor bosses people around)</td>
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<tr>
<td></td>
<td>- Democratic (supervisor includes employees in the decision making process)</td>
</tr>
<tr>
<td></td>
<td>- Delegation (supervisor allows employees to make decision)</td>
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<table>
<thead>
<tr>
<th>Slide # 12</th>
<th>“Transformational, Transactional”</th>
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<tbody>
<tr>
<td></td>
<td>Referring back to the leaders, introduce the concepts of leadership styles.</td>
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<tr>
<td></td>
<td><strong>State:</strong></td>
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<tr>
<td></td>
<td>- Delegation (supervisor allows employees to make decision)</td>
</tr>
<tr>
<td></td>
<td>The most recent types of leadership styles are “transformational” and “transactional”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide # 13</th>
<th>“Transformational leaders are”</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>State:</strong></td>
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<tr>
<td></td>
<td>- Transformational leaders motivate their people to do more.</td>
</tr>
<tr>
<td></td>
<td>- These types of leaders develop and care for their employees</td>
</tr>
<tr>
<td></td>
<td>Transformational leaders will act in ways that will achieve better performance from their employees by using one of these components:</td>
</tr>
<tr>
<td></td>
<td>1. Behave in ways that make them role models to their employees.</td>
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<td></td>
<td>2. Inspire their employees with challenges that provide meaning to the employee</td>
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<tr>
<td></td>
<td>3. Use intellectual stimulation to expand their employees’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ask participants if they have ever known this type of leader</th>
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</table>

Ask participants if they have ever known this type of leader
abilities
4. Provide the employee with support, mentoring, and coaching

<table>
<thead>
<tr>
<th>Slide #14</th>
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<tbody>
<tr>
<td>“Transactional leaders are”</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>State:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transactional leaders use rewards or discipline, depending on the capability of the employee’s performance</td>
</tr>
<tr>
<td>• Transactional leaders depend on positive rewards or negative actions</td>
</tr>
</tbody>
</table>

Transactional leaders:
1. Work with their employees to develop clear, specific goals and ensure that employees get the reward promised for meeting the goals
2. Exchange rewards and promises of rewards for worker effort.
3. Respond to the immediate self-interests of employees if their needs can be met while getting the work done

Ask:
• Which do you think is more effective, transformational or transactional?
• Do you think as a supervisor that you may display one of these types of leadership styles?

Transactional leaders encourage exchanges and connection between goals and rewards

Ask if anyone has ever known this type of leader

Solicit responses from everyone
| Slide # 15  | State:  
The one thing that leaders and managers have in common is their ability to communicate with their people.  
Ask:  
- Do you communicate effectively with your staff?  
- How do you know?  
Discuss how communication is between a sender and a receiver and it can be verbal and non-verbal (give examples of non-verbal)  
Solicit responses from everyone  
Non-verbal facial and body language speaks volumes to employees |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>“Communication”</td>
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</table>
### Slide # 16  “Answers”

<table>
<thead>
<tr>
<th>State:</th>
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<tbody>
<tr>
<td>• Listening is just as important a communication skill as sending</td>
</tr>
<tr>
<td>• I hope everyone agrees</td>
</tr>
<tr>
<td>• I hope everyone is a good listener</td>
</tr>
</tbody>
</table>

OK, you said you were good listeners. Let's test you.

Ask the following questions:
1. Is there a 4th of July in England?
2. How many days have 28 days?
3. Can a man marry his widowed sister?
4. How many types of each species did Moses take on the ark?

One might anticipate the answer without thinking about the question.

### Slide # 17  “Visual, auditory, kinesthetic”

<table>
<thead>
<tr>
<th>Ask:</th>
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<tbody>
<tr>
<td>How do people communicate?</td>
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</table>

People communicate in different ways. People like to send or receive communication in different ways. The three communication styles are:
1. Visual
2. Auditory
3. Kinesthetic

Choose one of the supervisors and ask them the name of their first pet. Tell the class the reason why you asked the question is to see which way the supervisor's

Solicit responses from everyone.

Visual communicators usually look up auditory communicators look side to side and kinesthetic communicators look down
eyes went when thinking back on the answer.

State:
Some people can have two styles. Some people like to see things, some people like to hear things, and some people like to experience things.

Ask:
How do you like to receive your communication?

State:
It helps to know how your employees like to receive communication, but it is more important to know the what, when, and why of communication.

Solicit responses from everyone

Slide # 18
“What is feedback”

Ask:
What type of information do you think is most important to communicate to your employees?

State:
A primary communication piece is the feedback you give your employees regarding their performance.

Possible answers:
- Changes in dept
- Information about changes in the company

The word feedback can be very specific or very broad.
employees or ourselves?

“feedback is information about performance or about its impact, that is 'fed back' to an individual or group”

Ask:

How do we as supervisors know when, how, and why to give feedback for performance?

How did we learn to deliver feedback?

<table>
<thead>
<tr>
<th>Slide # 19</th>
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</table>

Ask:

What does “feedback” have to do with performance or behavior?

When you were a line employee, did you receive “feedback” from your supervisor?

As an employee, how and why do you like to receive “feedback” from your manager?

Do you think you can enhance or change a person's performance/behavior through the use of feedback?

Ask:

How many of you feel that you are pretty good at giving feedback?

| Solicit responses from everyone |
| Solicit responses from everyone |
| Solicit responses from everyone |
| Solicit responses from everyone |
“Giving Feedback”

<table>
<thead>
<tr>
<th>State:</th>
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<tbody>
<tr>
<td>The ability to give effective and productive feedback is a skill that anyone in a management position has to learn and practice daily.</td>
</tr>
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<table>
<thead>
<tr>
<th>Feedback:</th>
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<tbody>
<tr>
<td>Feedback is used to enhance or improve performance, address behavior, and/or give praise and recognition</td>
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</table>

Feedback comes in two forms:

- Summative
- Formative

<table>
<thead>
<tr>
<th>Summative feedback:</th>
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<tbody>
<tr>
<td>Summative feedback affects the quantity of performance. It gets people to continue doing something they are already doing or to do more or less of it.</td>
</tr>
</tbody>
</table>

Summative feedback can be used to give someone praise for their performance

Summative feedback can also be used to get an employee to stop a performance or behavior.

<table>
<thead>
<tr>
<th>Summative feedback sums up or evaluates a performance/behavior</th>
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</thead>
<tbody>
<tr>
<td>Summative feedback can be used to give someone praise for their performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative feedback:</th>
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</thead>
<tbody>
<tr>
<td>Formative feedback affects the quality of performance. It gets people to change the way they do something.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative feedback attempts to change the “form” of performance</th>
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<tbody>
<tr>
<td>Formative feedback attempts to change the “form” of performance</td>
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<table>
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<tr>
<th>You want the employee to keep up the good work.</th>
</tr>
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<tbody>
<tr>
<td>You want the employee to stop doing something that is wrong or inappropriate</td>
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<table>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
| Core Feedback Model | State: Summative and formative feedback can be given for positive or negative performance. | Ex: positive summative feedback An employee went above and beyond to assist a guest. You give them praise and/or recognition.  
Ex: negative summative feedback An employee is chewing gum on the job. You ask them to stop.  
Ex: positive formative feedback An employee gives average service. You provide employee with steps to improve the service.  
Ex: negative formative feedback An employee demonstrates inappropriate guest service. You deliver counseling feedback. |
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<tr>
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<tbody>
<tr>
<td></td>
<td>1. Positive summative feedback is used for praise and encouragement</td>
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<td></td>
<td>2. Negative summative feedback is used to discourage performance</td>
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<td></td>
<td>3. Positive formative feedback is given as advice</td>
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<td></td>
<td>4. Negative formative feedback is given as constructive criticism</td>
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<td></td>
<td>State: As a supervisor, you are expected to address your employee’s performance/behavior through</td>
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</tbody>
</table>
your words and actions.

Determining if the performance requires summative or formative feedback helps the supervisor to deliver the appropriate feedback for developing employee performance.

Review what has been learned:
• New role as a supervisor
• Types of leadership
• Communication styles
• Types of feedback

State:

Thank you for participating in the first session. Next time we meet we will learn a feedback model that will help to guide you in your efforts to enhance performance among your employees

Question/Answers
Welcome supervisors back to class
- Thank supervisors again for participating in the study
- Ask how their work has been going since the last time we met
- Handout journals and explain how they will be used to document experiences

Objectives:
By the end of this session you will be able to:
- Identify and demonstrate the types of feedback
- Learn, comprehend and demonstrate feedback methods using the CORE Feedback Model

This session will provide a foundation for communicating through feedback.

Discussion will include:
- How can positive and negative feedback be effective?
- How does a supervisor know how or when to give feedback
- Feedback for coaching

Journal entries can start at the conclusion of the class.
<table>
<thead>
<tr>
<th>Slide # 24</th>
<th>“coaching/counseling”</th>
<th>(10 mins)</th>
<th>Slide # 25</th>
<th>“Core Feedback Model”</th>
</tr>
</thead>
<tbody>
<tr>
<td>and counseling</td>
<td></td>
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<tr>
<td>• The use of the CORE Feedback Model.</td>
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<tr>
<td>State:</td>
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<tr>
<td>Last time we met, we talked about how your role as a supervisor has changed from when you were a line employee.</td>
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<tr>
<td>We also talked about how leadership styles such as transformation or transactional can help you establish your management style.</td>
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<tr>
<td>We also touched on how the communication styles of visual, auditory, and kinesthetic may help you to identify the best way to communicate with your employees.</td>
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</tr>
<tr>
<td>We also talked about the two types of feedback, summative and formative.</td>
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</tr>
<tr>
<td>Today we are going to talk about using the appropriate feedback when coaching or counseling your employees.</td>
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</tr>
<tr>
<td>Coaching – means to enhance an employee's expected performance; to take them to a higher level.</td>
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</tr>
<tr>
<td>Counseling – means to address or change an employee's sub par performance.</td>
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</tbody>
</table>
| (5 mins) | State:  
As a review, let's start at the top of our model, we go back to the last class discussion on how performance or behavior can be addressed by using summative and/or formative feedback.  
Summative feedback is used to *sum up or evaluate* an employee's performance or behavior.  
Formative feedback is used to attempt to *change* the form of an employee's performance or behavior.  
State:  
Employees demonstrate either positive and/or negative performance or behavior, which is why supervisors must learn how to properly address the positive or negative performance or behavior through their coaching and counseling skills.  
Positive performance or behavior should be recognized and praised. This type of feedback is used for coaching. We want the employee to continue with the performance or behavior. (Recognition documentation is used). |
| --- | --- | --- |
| **Slide # 26**  
“summative/positive” | It is important to remember that documentation for coaching or counseling is necessary to complete.  
For this program we will briefly discuss the proper use of documentation | **Summative positive**  
*(positive/praise)* |
<table>
<thead>
<tr>
<th>Demonstration and practice exercise</th>
<th>Workbook Pages 1 &amp; 2</th>
<th><strong>State:</strong> Let's start with using feedback to coach our employees. Coaching employees requires daily feedback. Coaching feedback is meant to recognize and encourage positive performance or discourage inappropriate performance. (Steps for progressive discipline and documentation are used).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workbook Pages 3 &amp; 4</strong></td>
<td><strong>(15 mins)</strong></td>
<td><strong>Group exercises consist of one demonstration and one practice. Observers will indicate if appropriate steps were taken.</strong></td>
</tr>
<tr>
<td><strong>Slide # 27</strong></td>
<td><strong>“Summative/negative”</strong></td>
<td><strong>Summative negative (stop the performance or behavior)</strong></td>
</tr>
<tr>
<td><strong>Slide # 28</strong></td>
<td><strong>“Formative/positive”</strong></td>
<td><strong>Summative negative feedback is given when you want the employee to stop (no replacement performance is suggested)</strong></td>
</tr>
<tr>
<td><strong>Workbook Pages 3 &amp; 4</strong></td>
<td></td>
<td><strong>Formative positive (advice for better performance or behavior)</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Giving positive feedback is the easiest type of feedback to deliver.</strong></td>
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<td></td>
<td><strong>When giving feedback for a good or great performance or behavior, a supervisor could take the following steps:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>1. Give immediately</strong></td>
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<tr>
<td>Group Exercise: Scenarios A &amp; B</td>
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<td>--------------------------------</td>
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<tr>
<td>Break the class into small groups. Once they are in their groups they will decide who the supervisor is, the employee and the observer. Instructor will ask for a willing participant to be apart of the demonstration. Instructor will then read one of the scripted scenarios and demonstrate the proper way to deliver feedback. Group will then act out practice scenario. When giving feedback to stop a performance or behavior, a supervisor could take the following steps:</td>
<td></td>
<td></td>
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<tr>
<td>1. Give immediately during or after performance</td>
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<tr>
<td>2. Be specific about performance or behavior (describe the performance)</td>
<td></td>
<td></td>
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<tr>
<td>3. Give in public or private (some people get embarrassed by public recognition)</td>
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<tr>
<td>4. Give formal recognition (ie. Employee of the Month, STAR card, Letter of commendation, etc.)</td>
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</tbody>
</table>

Group exercises consist of one demonstration and one practice. Observers will indicate if appropriate steps were taken.
When giving feedback as advice to change and improve performance or behavior, supervisors could take the following steps:

1. Give before the next opportunity to perform
2. Give in public or private
3. Be specific about performance or behavior
4. Set expectations and goals (explain the department standard and use the next opportunity as the goal)

Group Exercise: Scenarios C & D

Break the class into small groups. Once they are in their groups they will decide who the supervisor is, the employee and the observer.
Instructor will ask for a willing participant to be apart of the demonstration. Instructor will then read one of the scripted scenarios and demonstrate the proper way to deliver feedback. Group will then act out practice scenario.
<table>
<thead>
<tr>
<th>Slide # 30 “Formative/negative casual”</th>
<th>State: Discouraging behavior (summative negative) and giving advice (formative positive) often work together. As a supervisor, we want the performance of behavior to stop, and we will give advice to improve the performance or behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Exercise: Scenarios E &amp; F</td>
<td>Give examples</td>
</tr>
<tr>
<td>Break the class into small groups. Once they are in their groups they will decide who the supervisor is, the employee and the observer. Instructor will ask for a willing participant to be apart of the demonstration. Instructor will then read one of the scripted scenarios and demonstrate the proper way to deliver feedback. Group will then act out practice scenario.</td>
<td></td>
</tr>
<tr>
<td>State: The steps for delivering coaching feedback are recommendations. What is important to remember is that supervisors should give positive feedback to their employees who deserve it. Never take good or great performance by an employee for granted.</td>
<td></td>
</tr>
</tbody>
</table>
Now let's look at using feedback for counseling.

Counseling an employee is not easy!

When counseling an employee, the feedback delivery is quite different from coaching feedback.

The reason for counseling an employee is to raise subpar performance to appropriate and expected levels.

Evaluating or changing an employee’s negative performance or behavior requires careful and sensitive feedback.

On occasion, some employees demonstrate negative performance.

Negative performance vary in seriousness. Some situations are less serious and some situations are more serious or even crucial.

Delivering feedback for negative performance is not usually a natural skill for supervisors.

No one wants to hear that they are or have done something wrong.
As new supervisors, we are not that experienced at giving appropriate feedback for negative performance.

Sometimes supervisors react instinctively to negative performance and give ineffective and or inappropriate feedback.

They say things without thinking about the impact it may have on the employee and/or the situation.

In an effort to help supervisors with the delivery of counseling feedback, I have provided steps for:

- casual (less serious) situations
- crucial (more serious) situations

State:

The recommended steps for counseling feedback include the when, where, what, and how of the conversation.

When – when is the appropriate and most effective time for delivering the feedback

Where – where is the most appropriate place for delivering the feedback?

Group exercises consist of one demonstration and one practice. Observers will indicate if appropriate steps were taken.

Counseling in private is very important to remember.
| (20 mins) | What – what were the specifics of the inappropriate performance or behavior. Supervisors should not assume that employees know their performance was inappropriate.  
How – how does the supervisor want the employee's performance or behavior to change? Supervisors must remind employees of departmental expectations and supervisors must set goals for future performance.  
State:  
When an employee has demonstrated a less than serious performance or behavior that is determined to be inappropriate and the supervisor wants the behavior to stop and change, then the supervisor would deliver feedback using the following recommended steps:  
• Give before next opportunity to perform  
• Give in private  
• Be specific about performance  
• Set expectations and goals |  
| (5 mins) | Group Exercise: Scenarios G & H  
Break the class into small |
groups. Once they are in their groups they will decide who the supervisor is, the employee and the observer. Instructor will ask for a willing participant to be apart of the demonstration. Instructor will then read one of the scripted scenarios and demonstrate the proper way to deliver feedback. Group will then act out practice scenario.

If an employee has demonstrated a crucial or serious performance or behavior that is determined to be inappropriate and the supervisor wants the behavior to change, then the supervisor would deliver formative feedback using the following recommended steps:

1. Give before next opportunity to perform
2. Give in private
3. Stay focused on what you want
4. Determine if level of feedback is for direction, problem solving, or teaching

Direction – Directs attention to performance that needs to be changed or suggestions for change. Best used when change is
Problem solving – Involves interaction with performer about what or how to change performance. Best used when change is complex for the performer.

Teaching – Used when desired change requires skills or knowledge that the performer does not have and cannot be expected to develop through problem-solving.

5. Watch for content and conditions
Supervisors should watch for aggressive content and conditions of a crucial conversation. Supervisors must recognize a transition to irrational dialogue and cease further conversation until emotions are under control.

6. Create safe dialogue
Create a safe dialogue by stepping out of a conversation to restore safety by establishing a mutual purpose, a mutual respect, and apologize when appropriate.

7. Keep control of conversation
Supervisor or subordinate may become angry, scared,
<table>
<thead>
<tr>
<th><strong>or hurt during feedback.</strong> Steps to control are: notice behavior, get in touch with feelings, analyze the dialogue, and then get back to the facts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Speak persuasively, not abrasively</strong> Steps for persuasion are: share the facts of the performance, explain what you are concluding, ask subordinates for their version of the facts and understanding of the conversation, speak tentatively, make is safe for subordinates to express differing or opposing view.</td>
</tr>
<tr>
<td><strong>9. Listen for aggression or silence</strong> When subordinates are becoming aggressive or are holding back their feelings, supervisors should practice the following listening skills: Asking, mirroring, paraphrasing, make a guess at the feelings (if silent), agree, build, and compare.</td>
</tr>
<tr>
<td><strong>10. Move to action</strong> Determine who does what and when for change in performance. Set expectations and goals (consider a Development Plan).</td>
</tr>
</tbody>
</table>

**Group Exercise: Scenarios I & J**

Break the class into small groups. Once they are in their groups they will decide who the supervisor
is, the employee and the observer. Instructor will ask for a willing participant to be apart of the demonstration. Instructor will then read one of the scripted scenarios and demonstrate the proper way to deliver feedback. Group will then act out practice scenario.

Final Group Exercises: Scenarios K-P

Break the class into small groups. Once they are in their groups they will decide who the supervisor is, the employee and the observer. Instructor will ask participants to read one of the scripted scenarios and identify and demonstrate the proper way to deliver feedback. Observer will determine if proper steps were taken.

State:

Every situation that addresses sub par performance or behavior must be properly documented.

Learning, understanding, and practicing the suggested steps for delivering feedback will not eliminate negative performance, but the steps may guide and prepare a
supervisor for delivering effective and productive feedback to address an employee's performance or behavior.

State:

In summary, we have talked about the responsibilities of a new supervisor, leadership styles, communication styles, and types of feedback.

For the next week, you are asked to use the steps you have learned in the CORE Feedback Model when coaching and/or counseling your employees.

You will use your journals to track any changes, barriers, challenges, or successes when delivering feedback.

We will meet in one week to discuss your progress and any recommendations for modifications to the model.

Session Two

Praise and Encouragement (summative/positive) -- Demonstration

Scenario A -- Thomas has been in your department for four years. He is always thorough in checking his work for accuracy and you can’t think of a time when he has missed a deadline. A new system was recently installed in your area and Tom took the lead working with the vendor, supporting and training other employees. All you had to do was assign the project to him and he came to you with a project and communication plan within three weeks. This project then went smoothly with Thomas as the lead.
Demonstration:

Thomas has been outstanding with this project. The appropriate feedback is praise and encouragement. A conversation with Thomas may go like this. The coaching steps are listed in parentheses.

Supervisor: I saw the results of the project and wanted to talk to you before we got started on the next one. (Give immediately after performance.) (Given in private: you know this is what Thomas prefers.)

Thomas: I hope everything is OK. I know I worked hard on it.

Supervisor: Our internal customer was very happy with the results, not to mention you beat their deadline by two weeks. Some of your coworkers told me you really helped them a lot. You helped me because I was able to spend more time on my own project. (Be specific about performance.)

Thomas: Thanks. I’m glad it worked out so well.

Supervisor: To show our appreciation I would like to give you a Letter of Commendation. When I told our Manager what you had done, she was very impressed and asked me to write this. Your hard work and great attitude are valuable to us. Thank you very much. (Give formal recognition.)

Praise and Encouragement (summative/positive) -- Practice

Scenario B -- Katherine has been an employee on your shift for almost a year. She always completes tasks well before the deadline. Once they have been completed, you notice that she is always asking for additional assignments, helping her coworkers, and ensuring that other departmental tasks are completed before the next shift comes in. She is always looking to do things a better way and has lots of ideas. You have learned to respect her ideas, many of which have helped you and the department.

Advice on improvement (formative/positive) – Demonstration

Scenario C -- Ben has worked in your department for four months. He is really starting to understand his job. He is friendly to his internal and external guests, but he is becoming hesitant when helping a guest. You have noticed that whenever someone asks him a question about the department, he is responding with “I'm not sure” or “I really don't know.”

Demonstration:
Ben works hard, but he has not learned to “own a request.” He needs some advice to help him improve by finding answers to questions. Coaching steps are in parentheses.

(You have sent a message to Ben asking him to meet with you in your office during his next break)

Supervisor: Hi Ben, come on in, thanks for stopping by. (Give before next opportunity to perform). (Give in private).

Ben: Is there anything wrong?

Supervisor: No, you are doing a good job. However, I have noticed lately that you are not helping your external or internal guests with information about either the department or the casino. When you say things like “I don't know” or I'm not sure,” it makes the guest feel like you don't care about their request. (Be specific about performance)

Ben: Yeah, but sometimes I “really don't know the answer.”

Supervisor: I understand. I know you have only been with us for four months and believe me you are doing a good job, but part of your job is finding the answers to your guest's questions. (Set expectations)

Ben: Well, how am I supposed to learn about everything in the department?

Supervisor: Well you can't know everything, but you can work on finding the answers to the frequently asked questions. Take some time to keep a list of facts about the department and the casino. Of course, I will help you to learn more about the department. The next time a guest asks you a question, you will either know the answer or at least know where to find the answer. (Set goals)

Ben: I never thought of that. I'll give it a try.

You: Good. Remember, I'm always here to help you.

Advice on improvement (formative/positive) – Practice

Scenario D -- Toby is a very a hard working, capable, conscientious employee, but he does not always get his work done despite his efforts. He is very shy and goes about his business carefully and to the best of his ability every day; in general his work is above average. Occasionally he struggles to finish important assignments on time and he gets frustrated, yet he is too shy to let you know that he cannot finish in time.

Toby is with his co-worker Bernie talking just outside your office.
Bernie: How are you doing with the project Toby?

Toby: Oh, well. I am having a lot of trouble with it. I don’t know if I’m gonna get it done.

Bernie: Oh, can I help?

Toby: No, it’s my project. It’s my job to finish. It doesn’t seem right to go running to other people just because I having trouble.

Bernie: But... you have to get the project done and if you don’t get some help you're not going to finish in time.

Toby: Well, I'll just have to do my best.

(Bernie leaves, you come out of your office)

Discourage one conduct/Advice on change (positive/formative) -- Demonstration

Scenario E -- Jim is an employee who performs very well; however, you see that when he is talking with guests, he talks too much, potentially making guests uneasy. You are a few feet behind Jim when you overhear his conversation while he is walking with two guests who have asked for directions.

Guest: Excuse me, can you tell me where the Wombi Rock is?
Jim: Certainly! As a matter of fact, I am going in that direction, I'll take you there.
(walking along together)
Jim: (Jim points to one of the night club and says to the guest) “that’s the club that had a big fight in it last night. Security and police had to be called in to break it up.”
Guest: Oh my. Was anyone hurt?
Jim: I don't know, but it sure did cause a lot of attention. There were so many people around that I was late coming back from my break.

Demonstration:

Jim’s tries hard to provide good customer service. If he would avoid talking so much, his guest service skills could be excellent. You want to discourage him from talking too much, but at the same time give advice on how to converse more appropriately with guests. Following is a coaching conversation with Jim. Coaching steps are in parentheses.

After Jim says good-bye to the guest, you approach Jim. (Give immediately after performance)
Supervisor: Hey, Jim, you got a minute?
Jim: Sure.
Supervisor: Let’s go over here where we can talk. (Give in private) I noticed your conversation with the guests just now. I like the way you escorted them. They really love that.
Jim: Thanks.
Supervisor: One thing though. I heard you talking about the big fight at the night club. Some guests may not enjoy hearing about that. They’re here to have fun; they don't want to worry about getting involved in a fight at one of our outlets. You have to keep your conversations with the guest positive; you can't tell them about the negative things that may happen in the casino. (Be specific about performance)
Jim: I never thought about that, but sometimes I get nervous talking to people, and I just keep talking.
Supervisor: I know. It can be stressful dealing with people. Trying asking them simple questions, like “Is this your first time here?” or “Are you from the area?” Don’t ask something that they may think is prying. Then listen to what they say. You don’t need a long conversation. Does that make sense? Make it a goal to ask a simple question or two. (Set expectations and goals)
Jim: Yeah, I can do that. Thanks.
Supervisor: OK, let’s get back to work.

Discourage one conduct/Advice on change (positive/formative) – Practice

Scenario F -- Andrea, an outgoing young woman, has worked as a Server in the same restaurant for over a year. She is very friendly and efficient, and she is well liked by her co-workers. You recently became the supervisor and have been observing your staff. You notice Andrea is outstanding in many parts of her job. However, one thing you overhear concerns you. Andrea approaches a table with an older couple and says, “Hi, guys, how’re ya doin’ today?” You know that the way she greeted the guest is not in accordance with the company's service standards.

Formative Negative (casual) -- Demonstration

Scenario G –Willie is an employee who has above average customer service skills. He has a pretty good attendance record and he completes his tasks adequately. He gets along with most of his co-workers, but on one occasion you over hear Willie speaking to a new employee in the department about how most of the people in the department are OK, but a couple of them are useless and should leave the company.

Demonstration: Willie's behavior in this situation is not serious, but he needs to stop making negative comments and change his attitude.

You wait until the new hire leaves and then you approach Willie.
Supervisor: Willie, I would like to speak with you for a moment at your next break (give before next opportunity to perform)

Willie: OK, I only have ten minutes before my break

Willie shows up in the office during his break to see you. (give in private)

Supervisor: Willie, I over heard you talking to the new employee and I have to tell you that your conversation about how some of your co-workers are useless and should leave the company was inappropriate. (be specific about performance)

Willie: I'm sorry about that, but you know it's true.

Supervisor: Whether it is true or not, you shouldn't be making such statements to anyone, especially to a new employee.

Willie: I'm sorry, but sometimes I get frustrated and I don't realize what I'm saying.

Supervisor: I know that sometimes things get hectic around here and we all can get frustrated, but you have to remember that we are a team and we support each other especially during tough times. (set expectations)

Whenever you have a concern about any of your co-workers, I want you to come and speak with me. Together we will work things out. (set goals)

*Note: A note of the discussion should be placed in Willie's personnel file.*

Formative Negative (casual) -- Practice

Scenario H—Connie has worked in your department for five years. She has above average customer service skills and she gets along great with her co-workers. Connie shows up for work on time, but this is the second time that Connie has forgotten her badge and sledge card.

Formative Negative (crucial) -- Demonstration

Scenario I—Louis has worked in your department for two years. In the last month you have noticed that Louis' attitude has changed. His external customer service is not meeting standards and his attitude toward the department and the company is becoming negative. Just before the end of the shift you hear Louis telling a guest that “he doesn't know who is playing in the Wolf Den and it's really not his job to know who is playing at the casino.”
Demonstration: Louis' negative behavior needs to stop and he needs to change his customer service attitude.

You step in and apologize to the guest. When you have finished assisting the guest, you go back to speak to Louis.

Supervisor: Louis, please come back to the office with me (give before next opportunity to perform and give in private)

Louis: Why? What did I do?

Supervisor: I need to speak to you about your conversation with that guest. (stay focused on what you want)

Louis: OK, but I didn't do anything wrong

Discussion continues in the office

Supervisor: Louis, why did you tell the guest that “it isn't your job to know who is playing in the casino”?

Louis: I can't believe this, are you kidding me. You are always yelling at me about something. Guests are always asking stupid questions. I can't possibly know all the answers.

Supervisor: Louis, I can see that you are upset and since you have ten minutes left on your shift, I think you should go home and we will discuss this tomorrow when you arrive for work (watch for content and conditions)

Louis: Fine!

Day Two: Louis reports to you the next day at the beginning of his shift. You take him to the office.

Supervisor: Louis, we need to discuss the conversation you had with the guest last night. Your comment about not being your job to know who is playing at the casino was very inappropriate.

Louis: Well, maybe I should've just said I don't know.

Supervisor: I know this is a big place and sometimes it's difficult to know everything about the casino. We all try our best to find out as much information as possible for our guests (create a safe dialogue)
Louis: You don't understand. Customers are always interrupting me and I can't get my work done. “This one time, a guest stopped me and wanted me to help him find his car.” I sent him to a Security officer. “Why can't people leave me alone so I can do my work?”

Supervisor: I know you're upset, but let's focus on this situation for now (keep control of the conversation)

It is everyone's job to help our internal and external guests. Helping our guests is our number one priority. Part of helping our guests, is knowing what is happening at the casino, which is why we have asked everyone to carry an event calendar. Did you have an event calendar with you when the guest approached you?

Louis: (stops talking and focuses on the floor)

Supervisor: I'm guessing from your reaction that you didn't have a calendar with you. (listen for aggression or silence)

Louis, I'm going to meet with you everyday for a few minutes to go over any events or promotions scheduled at the casino for the week. I also want you to assist any internal or external guests that ask for your help. I expect you to meet and hopefully, exceed our customer service standards. I will provide you with a copy of the standards. Everyday I would like you to demonstrate one of the core value standards. (move to action)

Louis, I really think you can turn this situation around. Instead of thinking our guests are preventing you from doing your job; you should take every opportunity to help our guests as part of your job. I will let the manager know about our meeting and I will follow-up with you at the end of the week.

Do you have any questions?

Louis: Not right now. I'm sorry and thanks for your help. (Note to file)

Formative Negative (crucial) -- Practice

Scenario J—Kate transferred to your department three months ago. She gets along with everyone in her department, but she is having trouble learning her new job. Kate is certainly qualified for the job, but she is making more and more mistakes, which is starting to cost the department money. You've tried to help Kate by having her work with one of your best employees, but Kate gets defensive when another employee tries to help her.
One day Kate is working on her own when she makes a mistake that results in having to call you over to her station. When you arrive, Kate starts yelling about how she doesn't understand why things keep going wrong and then begins to cry.

Scenario K

Wesley is an average employee. He does his work without having to give him too much guidance. He has been tasked with keeping track of and ordering supplies for the department. When someone in the department needs something to be ordered, Wesley sends an e-mail to the office coordinator. Wesley gets up to two or three requests a day. It would be more efficient if Wesley consolidated the orders to once a week.

What type of feedback is required? Formative positive (give advice)

Scenario L

Your employee Lisa has come to you to ask about a new process she would like to try in the department. Lisa has come up with a process that will help everyone in the department to be more efficient in a daily procedure that is often times tedious and time consuming. Lisa's idea is good and as far as you can tell, the new process should work out very well.

What type of feedback is required? Summative positive (praise/recognition)

Scenario M

Sharon is an extremely strong problem solver and our internal guests rely on her heavily for support and training. People who work with her appreciate her friendly, helpful attitude. Sharon has a habit of finishing people’s sentences and saying “Yep” before they are done speaking as though she is rushing them. Sometimes the people she is talking with lose track of what they were going to say.

What type of feedback is required? Summative Negative (stop the behavior)

Scenario N

Your employee, Randy has come to you about another employee named Phil. Randy tells you that on more than one occasion, Phil has been late relieving Randy for his lunch break. Randy tells you that ordinarily he doesn't mind, but it is becoming more frequent and Phil is relieving him more than five minutes late.

What type of feedback is required? Formative Negative - Casual
Scenario O

Your manager shows you a copy of an e-mail that he received about one of your employees. The e-mail, from a shift-manager in another department, indicates that your employee, Cathy, was observed using a guest restroom on the gaming floor.

Cathy is an average employee. She does have a tendency to think that policies and procedures don't apply to her as long as she isn't hurting anyone.

What type of feedback is required? Formative Negative - Crucial

Scenario P

Bob has been in your department for three years. He knows his job pretty well and he gets along with most of his co-workers. You have asked Bob to help out one of the new employees by letting them work with him for two weeks. After two weeks, you have observed Bob giving the new employee all the tasks without helping them.

Bob doesn't seem to realize that he and the new employee should be working as a team.

What type of feedback is required? Formative positive (change behavior and give advice
APPENDIX O. POST-INTERVENTION MANAGER SURVEY

Manager’s Name: ____________________________  Supervisor’s Name: ______________

Please mark the following questions regarding your supervisor’s ability to deliver effective and productive feedback.

All questions start with, since your supervisor attended the training program…

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you provided your supervisor with further training in feedback?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Is your supervisor skilled at giving casual day-to-day feedback to his or her subordinates?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Is your supervisor skilled at giving crucial or critical feedback to his or her subordinates?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Does your supervisor give appropriate feedback for the performance situation?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Does your supervisor give inappropriate feedback to a subordinate?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Can your supervisor determine if a subordinate's performance should be praised or changed?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Does your supervisor know how and when to set performance expectations for his or her subordinates?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Has the relationship between your supervisor and his or her subordinates’ changed?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Does your supervisor speak clearly and concisely (in brief) to his or her subordinates?</td>
<td>Not at all</td>
</tr>
<tr>
<td>Has your supervisor asked you for advice on giving feedback to employees?</td>
<td>Not at all</td>
</tr>
</tbody>
</table>
APPENDIX P. POST-INTERVENTION SUBORDINATE SURVEY

Supervisor’s Name: ___________________________

Please mark the following questions regarding your ability to deliver effective and productive feedback.

All questions start with, since you attended the training program…

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your manager given you further training in the art of feedback?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Have you provided your employees with day-to-day feedback?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Have you provided your employees with critical feedback?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Do you give appropriate feedback for various performance situations?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Have you given your employees inappropriate feedback?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Can you determine if an employee's performance should be praised or changed?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Do you know how and when to set performance expectations for your employees?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Do you have a good relationship with your employees?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Do you speak clearly and concisely (in brief) to your employees?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
<tr>
<td>Have you asked your manager for advice on giving feedback to your employees?</td>
<td>Not at all  Sometimes Often  Always</td>
</tr>
</tbody>
</table>
APPENDIX Q. POST-INTERVENTION SUPERVISOR SURVEY

Your supervisor's name: _________________________

Please mark the following questions regarding your supervisor’s ability to deliver effective and productive feedback.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your supervisor contribute to a positive working environment?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor provide you with day-to-day feedback?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
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<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor provide you with critical feedback?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor gives you appropriate feedback for various performance situations?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Recently, has your supervisor given you inappropriate feedback?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
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<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor give you praise?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor tell you about performance expectations?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Do you have a good relationship with your supervisor?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Does your supervisor speak clearly and concisely (in brief) to you?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>Do you speak to your manager about your supervisor's feedback?</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
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<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Always</td>
</tr>
</tbody>
</table>