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McCalla, Nena E. *Performance Appraisal Process: Exploring the Effects of Distributive Justice Perceptions and Perceived Accountability*

Abstract

Employees' organizational justice perceptions are an integral part of research regarding performance appraisal process. Organizational justice is broadly described as the perceived level of fairness employees have in an organization (Greenberg, 1987). The current paper is an empirical test of a portion of the performance appraisal process model proposed by Erdogan (2002), which suggests that the perceived fairness of one's performance ratings leads to accountability perceptions, which, in turn impacts performance-related outcomes (i.e., motivation to improve and task performance). The researcher hypothesized positive relationships between favorable ratings, distributive justice perceptions, perceived accountability, and performance-related outcomes. In addition, distributive justice and perceived accountability were predicted to mediate the relationship between performance ratings and subsequent performance behaviors and motivation. To examine the hypotheses, a true experimental design (N = 91) was implemented utilizing a Midwestern University sample of undergraduate students. Participants were asked to participate in proof reading and editing tasks, as well as asked about rating their level of perceptions on a variety of questions. Results showed that favorability ratings were positively associated with justice perceptions and justice perceptions were positively related to perceived accountability, but the serial mediation was not supported.

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Chapter I: Introduction

Despite the popularity of using performance ratings to measure individuals' work performance (DeNisi & Murphy, 2017; Ellington & Wilson, 2017), there are some concerns with the process of making these ratings. Broadly, performance appraisals are a formal, organizationally prescribed process, which are held regularly by organization members who evaluate employees' performance (DeNisi & Murphy, 2017; DeNisi & Pritchard, 2006). According to Scullen, Mount, and Goff (2000), three factors often impact performance ratings: 1) employees' actual performance, 2) rater biases, and 3) measurement error.

The employee experience during performance appraisal process has been of interest to researchers and practitioners for over two decades (Byrne & Cropanzano, 2001; Colquitt et al., 2001). One heavily researched concern has been justice perceptions during the process of performance appraisals. Succinctly, justice perceptions refer to an individual's perceptions of fairness in the workplace (Cheng, 2014; Colquitt, 2001). A feeling of unfairness can occur when the ratee hardly has any influence over the process of the performance appraisal (Goksoy & Alayoglu, 2013). As a result, negative outcomes, such as counterproductive work behaviors (CWBs) are expected to occur from ratees who experience this unfairness (Greenberg, 1990). Previous research has, in fact, shown an association between performance ratings and negative work-related outcomes when the performance appraisal process is perceived as biased or unfair (Bretz, Milkovich, & Read, 1992; Lunenburg, 2012; Mahmoud & Mehrdad, 2015; Miller & Thornton, 2006; Skarlicki, Folger, & Murphy, 1997). On the other hand, when the performance appraisal process is perceived as fair, positive outcomes can occur. For example, Konovsky and Cropanzano (1991) surveyed 204 laboratory employees whose organization implemented a drug testing program and held performance appraisals. As expected, justice perceptions had

significantly impacted employee attitudes. Additionally, the study indicated justice perceptions were often associated with organizational commitment, trust in management, lower turnover intentions, and organizational citizenship behaviors (OCBs) related to performance. In relation to OCBs, Farrell and Finkelstein (2011) utilized 228 Midwestern university students and observed an association between justice perceptions and positive work behaviors. The findings suggested that individuals had higher OCB motives when justice perceptions were high, compared to when individuals motive was perceived as unfair.

DeNisi and Smith (2014) indicated a need to further explore the roles of organizational justice perceptions in reactions to performance ratings. Recently, DeNisi and Murphy (2017) concluded only a small amount of research regarding individuals' reactions to fairness in performance ratings has been done. Erdogan (2002) proposed one of the earliest articles to incorporate models relating to justice perceptions during the appraisal context, which has not been tested at the time of this project. The purpose of the current study is to test a portion of a process model proposed by Erdogan (2002; see Figure 1) using a sample of students.

Experiencing feedback on one's performance takes place in both the contexts of work and school in which people are motivated to work for compensation and grades.

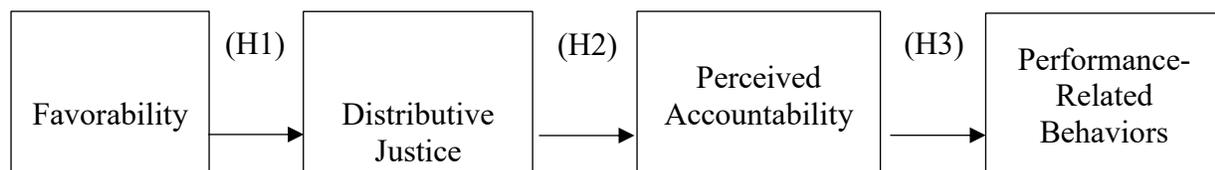


Figure 1. Performance appraisal process model. (representing a portion of a larger model from Erdogan [2002])

Erdogan (2002) proposed a nine-part model of apparent relationships of fairness perceptions during performance ratings. The model described the three forms in organizational

justice theory (i.e., procedural, interactional, and distributive) and recognized the need for future research in the performance appraisal context. The current study investigates justice perceptions during the performance appraisal process, the role of accountability, and subsequent performance behaviors. The following sections will first offer a description of employee performance – the primary outcome of interest in the current study. Next, the theoretical basis for predictions – organizational justice theory, is described. The literature review will then describe prior relevant research, as well as specific hypotheses. Methodology and results are presented, followed lastly by a discussion of the findings, limitations, and future directions for research.

One important factor of performance appraisal to consider has been the context in which it is held (Murphy & Cleveland, 1995). As mentioned above, the performance appraisal process is a formal event that occurs occasionally in an organizational setting (DeNisi & Murphy, 2017). According to Murphy and Cleveland (1995), the process of performance appraisals comes with several benefits when implemented properly. For example, Wiese and Buckley (1998) explained the appraisal process can aid in important organizational decisions (e.g., promotion/demotion). More specifically, when performance appraisals are implemented correctly, the process can assess an employee's performance during a specific period of time (DeNisi, Cafferty, & Meglino, 1984; DeVries, Morrison, Shullman, & Gerlach, 1981).

The actual process of a performance appraisal may vary, as it is dependent on the rater conducting the performance appraisal. According to Wiese and Buckley (1998), the most basic process occurs by first providing the ratee a list of her practiced duties during the job. The ratee then evaluates her performance against the list of responsibilities. Attainable goals between the rater and ratee are to be established for the ratee to address during the job. The last step takes place at the end of the evaluation where goals are actually assessed. A new cycle begins after

new goals and the next evaluation occurs. DeNisi and Murphy (2017) explained the appraisal process occurs when employees are evaluated to some degree by a rater. During the appraisal itself, the rater assesses the ratee's performance based on a given dimension, in which the rater can inform the ratee of their assessment through a numeric rating. The overall assessment allows the rater to make organizational decisions based on the given rating. The literature on performance appraisal becomes heavily debated when it comes to the actual assessment of employee performance (DeNisi & Pritchard, 2006; Landy, Barnes-Farrell, & Cleveland, 1980; Lunenburg, 2012; Miller, & Thornton, 2006).

Performance and Drive to Improve

According to Campbell (1999), performance is generally defined as any performance-related behavior aimed at contributing to an organization, which is often measured by the achievement of a certain set of actions. One of the more influential models of job performance is Campbell's (1990) multi-dimensional model of job performance. Campbell (1990) suggested that there are eight dimensions for job performance: job-specific task proficiency, non-job specific task proficiency, oral and written communication tasks, maintaining personal discipline, facilitating peer and team performance, supervision, and management (Campbell, 1990). At the most basic level, the dimensions are said to have either behavioral or outcome aspects (Sonnentag, Volmer, & Spsychala, 2008). The behavioral aspect is represented by what employees do on the job (Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993). The outcome dimension refers to results of that employee's behavior (Sonnentag et al., 2008).

While there are certainly a variety of performance dimensions that make up an employee's total level of performance, not every job requires all dimensions of performance (e.g., supervision). Thus, the focus in the current paper will be primarily on job-specific task-

proficiency, which spans across all jobs. In addition, one of the goals of a performance appraisal is to motivate changes to behaviors. As such, a second outcome of interest here will be on motivation to improve. Individual performance and the practice of performance appraisals can be linked as tools organizations implement to meet individual goals that overall drive organizational goals (Ayers, 2015; DeNisis & Pritchard, 2006; Frink & Ferris, 1998). Before introducing the current study's model and proposed predictions, an examination of the theoretical framework will be introduced.

Theoretical Framework: Organizational Justice Theory

Over two decades of research have demonstrated evidence regarding employee justice perceptions as they relate to work-related outcomes such as job attitudes and behaviors (Cropanzano et al., 2001; Erdogan, 2002; Farndale & Kelliher, 2013; Poon, 2012). One theory that has received considerable attention is organizational justice theory. Organizational justice has been broadly defined as the amount of fairness individuals perceive from certain attitude or behavior outcomes (Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Cropanzano & Byrne, 2001; Greenberg, 1987). More specifically, the theory describes the way individuals perceive or judge multiple outcomes of injustice in the workplace (Colquitt et al., 2001; Paterson, Green, & Cary, 2002; Warokka, Gallato, Thamendren, & Moorthy, 2012). Injustice is an individual's perception of an unfair treatment due to the act or non-act of an outcome (Greenberg & Cropanzano, 2001). Greenberg and Cropanzano (2001) indicated that unfair treatment can be described as measuring the ratio of an individual's inputs (e.g., effort) compared to their outcomes (e.g., pay). For example, if an individual perceives she put forth equal or more effort compared to another employee, but receives lesser outcomes, she may perceive that outcome as unfair. Organizational justice theory provides ways to enhance the

appraisal system through understanding the perceptions of employees throughout the process (Cohen-Charash & Spector, 2001)

According to Thurston and McNall (2010), justice perceptions largely influence positive and negative outcomes at the employee and organization-wide level. Prior research has examined trust (Aryee, Budhwar, & Chen, 2002; DeConick, 2010; Thomas & Bretz, 1994), job satisfaction (Al-Zu'bi, 2010; Bakhshi, Kumar, & Rani, 2009; McFarlin & Sweeney, 1992), job performance (Karriker & Williams, 2009; Konovsky & Cropanzano, 1991), OCB (Moorman, 1991; Wong, Ngo, & Wong, 2006), and CWBs (Devonish & Greenidge, 2010; Fox, Spector, & Miles, 2001). Specific to the current study, Warokka et al., (2012) reported organizational justice plays a large role in the performance appraisal process when measuring the level of employee perceived fairness of appraisal outcomes. Three distinct dimensions of organizational justice are often described as interactional, procedural, and distributive justice (Cropanzano et al., 2001; Usmani & Jamal, 2013; Warokka et al., 2012), which correspond broadly as fairness perceptions associated with one's dealings with those involved in the process, the procedures themselves, and the outcomes of the process. Thus, each of these dimensions is described in turn below.

Interactional justice. One form of justice is interactional, which is described as the perceived *fairness of a treatment or procedure* an individual receives (Colquitt et al., 2001; Cropanzano et al., 2001; Usmani & Jamal, 2013). Colquitt et al., (2001) provided evidence indicating there are two dimensions of interactional justice. The authors described the first as interpersonal justice, or how employees are treated (e.g., respect from others). Usmania and Jamal (2013) described interpersonal justice as the perception one has towards the amount of respect received during the process. Colquitt et al., (2001) described the second dimension as

informational justice. The authors defined this dimension as how others explain information about specific procedures and why those certain outcomes resulted in the way they did. More specifically, Usmani and Jamal (2013) described informational justice as the perceptions of outcomes in terms of the information quality or feedback after the process occurs. An example often occurs when decision-makers interact with individuals in a respectful way, such as providing corrective feedback or acknowledging individuals' talents (Colquitt et al., 2001; Usmani & Jamal, 2013). Masterson, Lewis, Goldman, and Taylor's (2000) study utilized a sample of 651 employees to gather information about work-related interactions. Researchers found that interactional justice affected perceptions of supervisor-related outcomes through the mediation of leader-member exchange (LMX; Masterson et al., [2000]). The results suggest employees who feel interactional *injustice*, are likely to react negatively toward the supervisor or the unfair interaction, compared to the procedure or outcome.

To further show evidence of outcomes associated with perceptions of fairness, a study conducted by Otto and Mamatoglu (2015) examined the relationship between interactional justice and outcomes related to organizational commitment. The researchers surveyed 218 participants employed in fields related to computer technology. The results of the study revealed there was a positive relationship between high perceptions of interactional justice and organizational commitment. Thus, the study revealed when perceived fairness is experienced during interactions, outcomes of organizational commitment were present. When unfairness was experienced, it was expected that individuals would react negatively toward the source (e.g., supervisors; Cohen-Charash & Spector, 2001).

Procedural justice. A second form of justice refers to the perceived *fairness of the procedures* administered that determine the outcome employees received (Colquitt et al., 2001;

Goksoy & Alayoglu 2013). Leventhal (1980) argued procedural fairness must be characterized as being applied consistently, free from bias, perceived as accurate, a mechanism to correct mistakes, and perceived as ethical (Paterson et al., 2002). It is important to note that there is an equal importance in perceived fairness and actual fairness (DeNisi & Smith, 2014). The authors indicated that if individuals perceive the procedure as fair, regardless of how they feel emotionally, they will likely perceive the process of the decision was made fairly.

It is important to consider the impact of high levels of procedural justice (Poon, 2012). Positive outcomes that have been associated with perceptions of procedural justice have been linked to organizational commitment (Cropanzano et al., 2001). Lambert, Hogan, and Griffin (2007) utilized a sample of 160 participants employed at a correctional facility. The researchers aimed to examine the effects of procedural justice on employee outcomes such as job satisfaction and organizational commitment. The results indicated that procedural justice, indeed, had positively influenced job satisfaction and organizational commitment for correctional staff.

On the other hand, when there are low levels of procedural justice, there are negative consequences that may impact an organization. For example, Jacobs, Belschak, and Hartog (2014) contributed to the small amount of current literature regarding unethical behavior in relation to performance appraisal ratings. The researchers indicated that employees view performance appraisals as a symbolic process, in that they expect fair treatment. When participants perceived any unfairness during the treatment, it generally motivated negative reactions such as anger or frustration. Jacobs et al., (2014) utilized a sample of 332 law enforcement employees to examine the relationship between performance appraisals from an ethical standpoint. Law enforcement officers assessed their performance ratings in relation to

fairness, which supported the literature indicating injustice perceptions had a strong relationship with unethical work behaviors.

Distributive justice. A last type of justice refers to the perceived *fairness of outcomes* individuals received (Colquitt et al., 2001; Folger & Konovsky, 1989; Harris, Andrews, & Kacmar, 2007; Warokka et al., 2012). Usmani and Jamal (2013) indicated resources associated with this perception of fairness can be either tangible or intangible. For example, characteristics of tangible resources are those that can be physically touched (e.g., pay) whereas, intangible resources are valued items that are not physical in existence (e.g., workplace relationships or experiences; Molloy, Chadwick, Ployhart, & Golden, 2011). A hypothetical example to further describe outcomes of distributive justice during performance appraisals may be receiving a promotion or an outstanding review (Thurston & McNall, 2010). The importance of studying distributive justice during performance reviews lies in understanding of the outcomes associated with fairness perceptions. Empirical studies support this conclusion. For example, Harris et al. (2007) found that turnover intentions and job satisfaction were weaker when distributive justice perceptions were high. The empirical evidence further reveals when individuals perceive outcomes as fair, those individuals are likely to engage in positive organizational behavior. Jawahar (2007) found that procedural justice influenced perceptions of the entire appraisal process, whereas distributive justice only influenced fairness perceptions of the ratings. Therefore, the current study aims to solely examine perceptions of distributive justice in the appraisal context.

Favorability of Ratings

Boachie-Mensah and Seidu (2012) described favorability of ratings from the rates' standpoint, as their reactions to the performance appraisal process and their overall perceptions

of the given performance ratings. There has been an extensive amount of research examining the relationship between accuracy and favorability of ratings (Barrick, Shaffer, & DeGrassi, 2009; Gordon, 1972; Mero & Motowidlo, 1995). However, little research has been captured on the relationship between ratees' perception of ratings and the actual performance rating given (Boachie-Mensah & Seidu, 2012). Research regarding perceptions of fairness in the workplace has indicated that individuals with high performance ratings often have higher perceptions of distributive justice and perceive the ratings as favorable (Evans & McShane, 1988; Sharma, Sharma, & Agarwal, 2016) – meaning, individuals who perceive the process and/or outcome as fair tend to perceive their performance rating as such.

While, there has been a great deal of performance appraisal research, few studies (Harris & Schaubroeck, 1988; Van den Bos, Vermunt, & Wilke, 1997) have explored the relationship between favorability ratings and justice perceptions. Evans and McShane (1988) surveyed 397 employees in two Canadian organizations regarding their perceptions of fairness throughout the appraisal process. The survey data revealed high performance ratings were positively related to higher perceptions of fairness perceptions. Thus, the following is hypothesized:

Hypothesis 1: Favorability of ratings in performance appraisals are positively related to distributive justice.

Perceived Accountability

According to Schroeder, Caruso, and Epley (2016), individuals who overemphasize their contributions towards group performance are more likely to perceive high ratings as fair. The same process applies to individual work. Gordon (1972) found that people rated more positive performance reviews as more accurate compared to less flattering performance review ratings. Similarly, Mero and Motowidlo (1995) examined the effects of rater accountability in terms of

the level of accuracy and favorability of performance ratings. The findings suggested participants generally rated their subordinates higher when they were informed that their subordinates' earlier rating was low, but only if there was no accountability held on the rater associated with the rating. Therefore, perceived accountability will be an important factor to consider the relationship between favorability of ratings and justice perceptions (Erdogan, 2002).

Early work from Tetlock and colleagues described accountability as the perceived need to rationalize or justify the actions of others. Thus, when an individual is being observed, that person will place large effort towards meeting the expectations of those observing them (Lerner & Tetlock, 1999; Tetlock 1985; Tetlock & Kim, 1987). Schlenker, Britt, Pennington, Murphy, and Doherty (1994) defined accountability as, "being answerable to audiences for performing up to certain prescribed standards, thereby fulfilling obligations, duties, expectations, and other charges" (p. 634). Thus, perceived accountability is one's own perceptions towards fulfilling certain demands or justifying one's actions (Goodman, Evans, & Carson, 2011). The influence of perceived accountability of ratings has heavily impacted the performance appraisal context (Mero, Guidice, & Brownlee, 2007; Roch & McNall, 2007).

Folger and Cropanzano's (2001) fairness theory of justice as accountability has had a relatively large influence on the research examining justice perceptions and perceived accountability. The premise of the fairness theory resides in the fact that, when there is no one to blame, then there is no unfairness. Thus, suggesting accountability is a fundamental aspect of justice perceptions. Evidence suggests there is a positive relationship between justice perceptions and perceived accountability. Horvath and Andrew (2007), for example, sampled 48 employees who recently completed a performance review that they perceived as unfair. The employees reported perceptions of accountability or blame. The researchers found that blame

was often directed towards the employee's supervisor, compared to the organization itself. When perceptions of blame were high, perceptions of *injustice* likely occurred (Horvath & Andrew, 2007). Erdogan (2002) proposed individuals who perceived distributive justice during the appraisal process would have higher perceptions of accountability after the performance appraisal. Thus, in addition to the absence of research exploring the association between perceived accountability and distributive justice and aid from Erdogan's (2002) proposal, the following is hypothesized:

Hypothesis 2: Distributive justice perceptions in performance appraisals are positively related to perceived accountability.

Indeed, there has been an extensive amount of research conducted on the relationship of performance ratings and accountability (Hochwarter et al., 2007; Klimoski & Inks, 1990; Mero & Motowidlo, 1995). However, little research has been done in that of the relationship between accountability and performance- and motivation-related behaviors. Erdogan (2002) indicated accountability theory states how justice perceptions during performance appraisals can be utilized as a technique for enhancing perceived accountability to improve performance-related behaviors.

As mentioned above, there are two forms of performance behavior important to consider; task performance and motivation to improve. More importantly, few studies have investigated the interactive effect of perceived accountability on the two forms of performance (Davis, Mero, & Goodman, 2007; Erdogan, 2002; Frink & Ferris, 1998). Frink and Ferris (1998) depicted that performance appraisals are accountability mechanisms utilized by organizations. Furthermore, the study shed importance that high accountability likely serves as a function for performance improvement. Erdogan (2002) suggested when perceptions of accountability are high during

performance appraisal, it is expected that the levels of accountability for performance will be high as well. Thus, further predicting high performance-related behaviors after performance appraisals (Erdogan, 2002). With previous research suggesting so, the current study predicts the following:

Hypothesis 3: Perceptions of accountability in performance appraisals are positively related to performance-related behaviors, including a) task-specific performance and b) motivation to improve.

The overall relationship between performance ratings and actual performance has been a complex area of research. In fact, it is not as simple for managers to assume behavior in performance will change by telling employees to work harder (e.g., through a poor performance review). According to Erdogan (2002), it is likely a cognitive process influences performance-related outcomes, such that it is through one's evaluation of the fairness of the rating *and* personal sense of accountability that task-performance and motivation to improve are impacted. In fact, Erdogan (2002) proposed when an individual's perception of distributive justice is high, so is their level of accountability. Yet, there has been little research done to examine justice perceptions and their influence on performance through perceptions of accountability (Erdogan, 2002).

However, research from Mero, Guidice, and Anna (2006) examined a related process. The study utilized a sample of 137 participants to assess the influences of accountability on decision making. More specifically, the sample was comprised of student volunteers willing to participate in a managerial simulation that took place over a length of two weeks. During the simulation, participants were asked to make decisions based on real-life situations. One task was for participants to provide performance ratings based on reading vignettes describing

subordinates' behavior and providing rationale for each rating. The findings indicated participants that were high in conscientiousness perceived a higher need to justify their decisions compared to participants low in conscientiousness. In addition, the researchers revealed that the perceived need to justify influences of decision-making mediated the relationship between accountability and performance ratings (Mero et al., 2006).

As mentioned earlier, there has been little research exploring the associations between favorability ratings and performance-related outcomes. The current study expects the level of favorability from feedback as a likely impact of an individual's perception of accountability (Erdogan, 2002). In addition, like Boachie-Mensah and Seidu (2012), the current study expects perceived accountability is likely a mechanism related to performance outcomes. To further understand this cognitive process, individuals can react to feedback and the level of favorability from either unfavorable, neither unfavorable/favorable, and favorable (Gordon, 1972). The current study proposes that the level of favorability from feedback is likely to impact that individual's own perceived accountability, which can translate to future performance-related outcomes. Therefore, the process model is described in which the relationship between feedback and performance-related behavior is mediated through perceptions of fairness and accountability. Thus, the following is hypothesized:

Hypothesis 4: The relationship between favorability of ratings and performance-related outcomes is mediated through distributive justice and perceived accountability.

Chapter II: Method

A true experimental design was implemented utilizing a survey administered through Qualtrics to conduct the study. This study aimed to identify whether performance ratings lead to distributive justice and perceived accountability, which additionally effect performance-related behaviors.

Participants

Participants consisted of current undergraduate students enrolled at University of Wisconsin-Stout. An email invitation was sent to 1,600 students toward the end of January 2018. For a power level of 80%, a minimum of 300 participants were needed. A total of 243 students responded to the invitation following two reminders for a response, and 91 of those completed the survey and passed the manipulation check and were used in subsequent analyses. Rationale for the proposed sample was largely due to the expectation of college undergraduates to have a certain level of proof reading and editing skills. These skills apply to the work most college educated individuals would be expected to do in some capacity as employees after college.

Of the 91 participants that responded to at least 60% of the study, 57% reported being female, 36% being male, and 7% chose not to respond. The average age reported was 22 years old ($SD = 8.34$) and the range was from 18 to 55. Over half of the participants 51% indicated English as their first language, 3% chose the other category, and 46% chose not to answer. When participants were asked to rate their skill level with grammar majority of participants indicated Somewhat Fluent 15%, Fluent 3%, Fair 25%, and 46% chose not to respond. Participants were also asked their college status. There were 51% Freshmen, 20% Sophomores, 21% Juniors, 9% Seniors, and 10% were missing respondents. Participants were also asked to

indicate ethnicity. The majority of students (51%) identified as Caucasian American, 8% Asian American, 5% Native American, 3% African American 3% Hispanic American and 32% were missing respondents.

Materials

To attempt to incorporate the proposed hypotheses, experimental tasks, distributive fairness, perceived accountability, motivation to improve, task performance, feedback, demographics, and manipulation checks were utilized in the survey. Participants were asked to select the level of feedback they were given as a manipulation check.

Experimental task. The experimental task consisted of two editing and proof reading tasks (see Appendix A). Specifically, the study utilized passages from Lewis Carroll's *Alice in Wonderland* and Jane Austen's *Pride and Prejudice*. Participants were presented with a passage to read, followed by a series of 18 multiple-choice questions with 5 options. Directions instructing the participant to answer questions about the errors within the passage. Participants were asked to select all options that apply to the underlined passage. For example, if the passage was correct they would only select the option, "Correct as is." A sample item included, "Mr. Bingley dance with her twice, and she had been distinguished by his sisters." Choose the answer that best replaces the underlined error: a.) Capitalization, b.) Punctuation, c.) Spelling d.) Grammar e.) Correct as is.

Distributive fairness. Price and Mueller's (1986) Distributive Justice Index (DJI) was used to measure distributive fairness. The DJI includes 5 items on a 5-point Likert-type scale (1 = *very unfair* to 5 = *very fair*). An item from the measure included, "To what extent are you fairly rewarded in view of the *amount for effort* that you put forth" and "To what extent are you

fairly rewarded for the *work that you have done well.*” The Cronbach’s alpha for the current study was .91 (see Appendix B).

Perceived accountability. Roch and McNall (2007) utilized a 5-point Likert-type scale to measure participants’ own agreement of their perceptions of accountability (1 = *strongly disagree* to 5 = *strongly agree*). The accountability scale included 3 items of the measurement that included, “I felt accountable for my ratings,” “I felt answerable for my ratings,” and “I felt responsible for my ratings.” The perceived accountability scale for the current study indicated a Cronbach’s alpha of .94 (see Appendix C).

Motivation to improve. A condensed version of Plant and Ryan’s (1982) Intrinsic Motivation Inventory (IMI) was used to measure individuals’ motivation to improve. The original IMI includes 20 items on a 7-point Likert-type scale (1 = *not at all true* to 5 = *very true*). The IMI includes four subscales interest/enjoyment, perceived competence, perceived choice, and pressure/tension. The new version was also implemented on a 5-point Likert-type scale (1 = *not at all true* to 5 = *very true*). A sample item of the measurement included, “While I was working on the task I was thinking about how much I enjoyed it.” The Cronbach’s overall alpha was .73 (see Appendix D).

Task performance. To measure participants’ task performance, responses to each item were summed to create a total composite score. As choices a-e could have been correctly or incorrectly marked/left unmarked, each question was scored out of a sum ranging from 0-5 correct. This was done for each task and the scores were compared between the improvement of scores for task one and task two.

Feedback. Three feedback responses were utilized in the current study. Participants were randomly given one of three feedback responses after participating in the experimental task.

The response options were either excellent performance, average performance, and poor performance (see Appendix E). Feedback was supported with additional explanation. For example, for feedback of “Excellent”, participants also read the following description, “Your performance on this editing task was automatically scored by adding up each correct answer. Out of a possible 1 (Poor) to 3 (Excellent) ratings, based on your total, you earned a performance rating of ‘Excellent’. Reasoning: After the task, the passage is easy to read and uses appropriate format. It was carefully proofread to correct spelling, capitalization, punctuation and usage errors. It was written in complete sentences and uses paragraphs correctly.”

Demographics. A range of demographic items were asked to gain overall descriptive information of the sample. Demographic items comprised of asking participants’ age, gender, ethnicity, whether English is their first language, and college status (see Appendix F).

Manipulation check. A manipulation check question at the end of the survey was established to confirm whether participants could remember the feedback they received at the beginning of the study. This item stated, “Before you begin, please select the feedback response that was previously given to you: a.) “Excellent”, b.) “Average”, c.) “Poor”” (see Appendix F).

Procedure

The present study recruited participants through the University’s Office of Planning, Assessment, Research and Quality (PARQ) for a representative sample size. Two surveys versions were created to ensure the both experimental tasks were administered to half of the participant sample. All participants consented to be over the age 18 to partake in the study. Participants could also elect to be entered in a random drawing for a chance to win an incentive of one of three \$15 Domino’s Pizza gift cards in return for their participation in the study.

An email invitation was sent to participants to take the study with the survey link included. The survey was available from January 24th until March 5th, 2018. The email was sent anonymously through Qualtrics's distribution logic, which only displayed the student's email and the researcher's email. If students chose to participate, they were routed to a Qualtrics study. The first page of the online survey was an informed consent form, which informed participants the survey length is approximately 15 minutes. In addition, the consent form debriefed participants' rights and a description of the study before the first task was administered. After participants indicated their consent to participate in the study, the first task opened. After participants completed the first task, one of three automatic feedback responses were generated randomly (i.e., excellent performance, average performance, or poor performance). This automatic response was done utilizing a randomization tool on Qualtrics. Once participants received the random feedback, participants were asked to remember the given feedback and complete an online Qualtrics survey to gain their perceptions of fairness, perceived accountability, and demographic information. After the survey, participants were asked to perform the second task, which was recorded. Once the second task was finished, participants received a final survey regarding motivation to improve. After the final survey participants were thanked and informed they were entered in a drawing to receive one of three \$15 Domino's Pizza gift cards for their participation.

Chapter III: Results

Following data cleaning, correlations were conducted to observe the relationships among favorability of ratings, distributive justice perceptions, perceived accountability, and performance-related behaviors. Mediated regression analyses were conducted to observe the relationship between favorability of ratings and performance-related behaviors through distributive justice and perceived accountability. The following chapter details the results of these analyses.

Data Cleaning

There was a total of 243 participants that started the survey. Of those participants, 154 participants completed less than 60% of the survey, and were omitted from further analysis. An additional 7 participants failed to choose the correct feedback rating that was given during the experimental design. Those participants were removed from the sample as well. Thus, after cleaning that data, 91 participants were retained for further analyses, for a response rate of 6%.

Descriptive Statistics

The majority of the variables analyzed in the current study were measured on 5-point scales. The mean score for distributive justice was 3.69 ($SD = 0.99$), perceived accountability was 3.87 ($SD = 1.11$). Of the 91 total respondents who chose the correct feedback rating, 32% received a poor rating, 31% received an average rating, and 36% received an excellent rating. Suggesting the feedback groups were fairly distributed among the sample. The mean score for motivation to improve was 2.88 ($SD = .59$). The task performance questions were scored as correct or incorrect with a max score of 90, and the mean task performance was 63.05 ($SD = 8.16$). A correlation table presented in Table 2 displays the associations between variables analyzed in the study.

Table 1

Pearson's Correlations among Study Variables (N ranges from 89 to 91)

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. Favorability of Ratings	2.00	0.80	-					
2. Justice	3.69	0.99	.24*	(.91)				
3. Accountability	3.87	1.11	-.01	.71**	(.94)			
4. Task 1	68.80	6.90	-.05	.41**	.36**	-		
5. Task 2	63.05	8.16	.02	-.13	-.09	.02	-	
6. Motivation to Improve	2.88	0.59	.37**	.22*	.24*	.25*	.03	(.73)

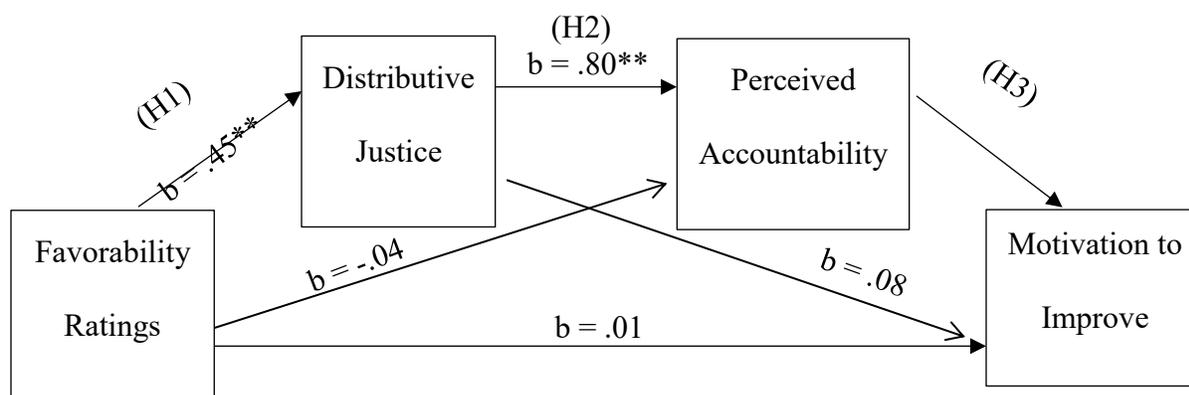
Note. * $p < .01$ level, ** $p < .001$ level. Reliabilities are in parentheses.

Hypothesis Testing

Hypothesis 1 predicated that favorability of ratings in performance appraisals would be positively associated with distributive justice. A Spearman Rho correlation revealed a significant positive association between favorability ratings and distributive justice, $r_s = .37, p < .001$ (see Table 2), providing initial support for H1. The second hypothesis predicted that distributive justice perceptions in performance appraisals would be positively associated with perceived accountability. A Pearson's correlation revealed a significant positive association between distributive justice and perceived accountability, $r = .71, p < .001$. (see Table 2), supporting H2. Hypothesis 3 predicted that perceptions of accountability in performance appraisals would positively associated with performance-related behaviors, which included both task-specific performance and motivation to improve. A Pearson's correlation revealed a null association between perceived accountability and task-specific performance, $r = -.09, p = .382$. However, there was a significant positive association between perceived accountability and motivation to improve, $r = .24, p = .037$ (see Table 2), providing partial support for H3.

The final hypothesis predicted that distributive justice and perceived accountability were mediating variables in the association between favorability of ratings and performance-related behaviors. The current study utilized two multiple mediation models for the predictions in hypothesis four using PROCESS version 3.0 (Hayes, 2013). Results of the multiple mediation analyses are displayed in Figures 2 and 3. The multiple mediation model was first tested for accuracy by creating a random variable to verify that zero-order relationships existed among the five variables. The purpose of this step was to analyze the assumptions of homoscedasticity and homogeneity or normality and linearity assumptions were not violated for either outcome. All assumptions were met.

The mediated relationship between favorability ratings and motivation to improve was explored first (see Figure 2 and Table 3). From left to right, the indirect effects connecting favorability ratings to motivation to improve were as follows. First, favorability of ratings also did not directly predict motivation to improve, $b = .01$, 95% CI $[-.15, .17]$, $t(86) = .13$, $p = .898$, suggesting that perhaps the relationship is mediated through the hypothesized variables. The indirect relationships were explored next. The relationship between favorability ratings and distributive justice was positive, $b = .45$, 95% CI $[.21, .70]$, $t(86) = 3.65$, $p < .001$. Distributive justice positively predicted perceived accountability, $b = .80$, 95% CI $[.62, .98]$, $t(85) = 8.84$, $p < .001$. However, perceived accountability did not predict motivation to improve, $b = .09$, 95% CI $[-.07, .24]$, $t(84) = 1.08$, $p = .284$. Thus, this part of H4 was not supported.



Note. $*p < .01$, $**p < .001$.

Figure 2. Performance appraisal process model. (representing a portion of a larger model from Erdogan [2002])

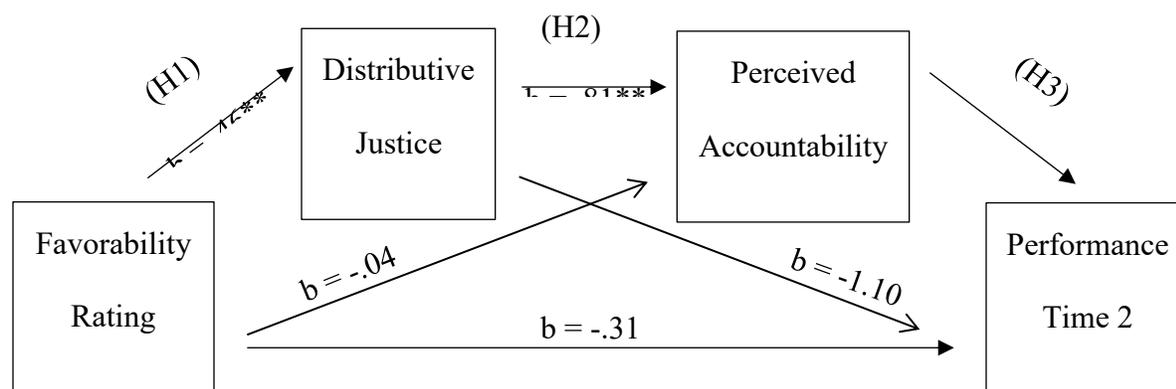
Table 2

Multiple Mediation Regression Coefficients, Standard Errors, and Model Summary Information for Performance Appraisal Process

Model Depicted in Figure 2

Antecedent	M ₁ (Justice)			M ₂ (Accountability)			Y (Mot to Impro)		
	Coeff	SE	<i>p</i>	Coeff	SE	<i>p</i>	Coeff	SE	<i>p</i>
X (Favorability Ratings)	.455	3.64	<.001	-.044	.113	.698	-.054	.083	.521
M ₁ (Justice)	-	-	-	.804	.091	<.001	.080	.093	.394
M ₂ (Accountability)	-	-	-	-	-	-	.096	.080	.284
Intercept	2.78	.269	<.001	.986	.339	<.001	2.36	.262	<.001

Hypothesis 4 also predicted a serial mediation connecting favorability ratings to performance at Time 2 through distributive justice perceptions and perceived accountability (see Figure 3 and Table 4). The mediated relationship between favorability ratings and Time 2 performance was explored first. From left to right, the indirect effects connecting favorability ratings to Time 2 performance were as follows. First, favorability of ratings did not directly predict Time 2 performance, $b = -.31$, 95% CI [-2.47, 1.84], $t(88) = -.29$, $p = .773$. The indirect relationships were explored next. The relationship between favorability ratings and distributive justice was positive, $b = .46$, 95% CI [.22, .70], $t(88) = 3.75$, $p < .001$. Distributive justice positively predicted perceived accountability, $b = .81$, 95% CI [.63, .99], $t(87) = 8.92$, $p < .001$. However, perceived accountability did not predict Time 2 performance, $b = -.02$, 95% CI [-2.25, 2.21], $t(86) = 1.12$, $p = .988$. Thus, this part of H4 was not supported either. Favorability ratings and the outcomes of motivation and performance were not mediated through distributive justice and perceived accountability, which does not support the Erdogan (2002) model.



Note. * $p < .01$, ** $p < .001$.

Figure 3. Performance appraisal process model. (representing a portion of a larger model from Erdogan [2002])

Table 3

Multiple Mediation Regression Coefficients, Standard Errors, and Model Summary Information for Performance Appraisal Process Model Depicted in Figure 3

Antecedent	M ₁ (Justice)			M ₂ (Accountability)			Y (Time 2 Perf)		
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>
X (Favorability Ratings)	.459	.122	<.001	-.040	.112	.722	.199	1.17	.865
M ₁ (Justice)	-	-	-	.809	.091	<.001	-1.10	1.31	.842
M ₂ (Accountability)	-	-	-	-	-	-	-.017	1.12	.988
Intercept	2.77	.262	<.001	.967	.336	<.001	66.91	3.67	<.001

Chapter IV: Discussion

The current study experimentally tested a portion of the performance appraisal process model proposed by Erdogan (2002), which proposes that the favorability ratings were related to performance-related variables of motivation to improve and performance through perceived fairness of one's performance ratings and perceived accountability. Results supported some of the proposed hypotheses in that favorability ratings were positively associated with perceptions of justice, which were positively related to perceived accountability for performance. However, the serial mediations were not supported in that there was not a connection between accountability and performance related behaviors (of motivation to improve or performance itself). Please note that favorability ratings were not directly related to either performance-related behaviors. Prior to discussing practical implications, it is important to note that the results are to be interpreted cautiously given the small sample size.

Practical Implications

As Erdogan (2002) described, it is known that favorable ratings may increase distributive justice perceptions, which *may* ultimately impact motivation to improve in performance. The current study's finding that favorability ratings, distributive justice perceptions, and perceived accountability were related has contributed to the body of knowledge regarding performance appraisal process. More specifically, the study contributed to the existing literature between favorability ratings and distributive justice (Evans & McShane, 1988; Harris & Schaubroeck, 1988; Van den Bos et al., 1997) as well as literature from distributive justice and perceived accountability (Hochwarter et al., 2007; Klimoski & Inks, 1990; Mero & Motowidlo, 1995) play a role in the appraisal process. Despite the relationship described above, the full serial mediation process was not supported. Ratings were not directly related to either behavior (motivation or

task performance). This possibly suggests there are still cognitive appraisals occurring during the process that might impact or conflict what people do with this information that ultimately affect their level of performance. For example, Erdogan (2002) suggested there are three information types raters utilize during the appraisal process: consistency, distinctiveness, and consensus. Exploring the three cognitive variables has not been heavily investigated in performance appraisal research. Exploring such variables should be a next step to advance the field's understanding specifically with the reactions to performance appraisals.

As previous research (Greenburg, 1987) suggested, it is not surprising that favorable ratings positively correlated with higher perceptions of justice. However, it is important to note that this does not imply that raters should only provide favorable ratings. That is, it would not make sense for raters to give "excellent" performance reviews to individuals with inadequate performance. Thus, to better understand behavior during the performance appraisal process, it will be necessary to add to the workplace literature about fairness perceptions during the performance appraisal process. Ultimately, the process may seem unfair in one's own perspective, but it is important going forward that the appraisal process should not actually *be* an unfair process. Ideally, managers should ensure that performance review ratings are not "surprising" to employees (e.g., an employee shocked by an "average" ratings who was working under the assumption that he was performing at an "above average" level).

Likewise, findings indicated here that justice perceptions were positively related to perceived accountability. Participants who scored high on perceived accountability were often subject to feeling either accountable, answerable, or responsible for their given performance rating. These results correspond with Folger and Cropanzano's (2001) study, which suggested when fairness is high and there is no one to blame, then the performance rating was not

perceived as unfair. The results from the current study suggest that perceived accountability is one factor which relates to distributive justice perceptions. As such, it is important for managers to be sensitive to the performance appraisal process and understand how to ensure the best possible perceptions of fairness, even when providing critical developmental feedback, as results here, suggest a positive connection between fairness perceptions and personal accountability. Furthermore, accountability is seen as a fundamental aspect of organizations (Frink & Ferris, 1999), yet little research has explored the antecedents of accountability in terms of performance-related outcomes. To further address this gap in the literature, future studies should look at variables that may increase accountability, such as leader-member exchanges (LMX) and other feedback mechanisms (Rutkowski & Steelman, 2005). Even though the full predicted model was not supported, there still holds value in empirically testing models such as Erdogan's (2002). Perhaps, further testing a trimmed model of Erdogan (2002), by excluding the accountability variable, may lead to different results. Although perceived accountability played a role in the current study, accountability did not predict performance-related outcomes, suggesting that this variable was not supported in the entire context of the model.

Furthermore, the low amount of perceived accountability participants experienced may have been contributed to participants' college student statuses. Managers may find different results if this model were tested on employees working toward an outcome within the workplace. College students may not have fully represented the level of effort an employee may provide during a task that relates to the job. For example, it may be more rewarding for an employee to do well on a performance review to receive a performance pay increase. In contrast, students in this study may not have had the same level of motivation. Thus, may have affecting the study's findings.

Limitations and Future Directions

While the researcher expected to find a strong relationship between the serial mediation, results here did not support this relationship. Several unforeseen factors may have hindered the support of the study's original predictions that favorable ratings would be positively related to performance-related behaviors.

One of the limitations included the relatively low response rate. As previously stated, there were a total of 154 participants with unstable data due to the lack of data provided. The researcher originally sampled 1,600 participants with a goal of obtaining 300 usable responses. For unknown reasons, only 6% of the sample completed the study. Another limitation that may have biased the research was utilizing a convenience sample technique. It is possible that the timing of the survey administration during the time period prior to students' spring break, or simple over-surveying may have impacted their interest in completing this study. It is also possible that the task itself (reading a passage) was not viewed as interesting. To increase motivation to improve performance, future studies should consider more carefully the sample used, the task itself, and its motivating potential. In the future, conducting a field experiment in a workplace setting would be ideal. Sampling individuals in the workplace may also be more generalizable to performance appraisal research.

As briefly noted above, another concern was with the tasks utilized to measure motivation to improve, specifically task performance. The tasks consisted of items from passages that were out of copyright, which were pre-twentieth century novels. Writing styles used during these eras may not reflect current writing styles. Additionally, both tasks were reconstructed to measure participants' task performance and the scores were compared between the improvement of scores for task one and task two. Future studies should consider using real

work-related tasks that are specific to participants' work roles. For example, studies should task participants with proof reviewing and editing typical work documents depending on the sample selected. To increase motivation to improve performance participants working in clerical positions should be tasked with day-to-day tasks such as proof-reading emails, resumes, or requests for proposals. Utilizing actual supervisors to increase accountability as well as motivating performance would further allow researchers to generalize findings.

One important takeaway would be to consider utilizing actual performance reviews as part of the process. Perhaps implementing this research in a real performance appraisal setting and not an artificial, experimental setting would alter the findings. In this case, it would be necessary for studies to explore the relationships with accountability and justice perceptions of the performance appraisal process relate with trust in the supervisor providing the performance rating.

In addition to the limitations noted above, one more recommended area for future research would be to investigate all three forms of justice (interactional, procedural, and distributive; Byrne & Cropanzano, 2001) in relation to the performance appraisal process. More specifically, it would be beneficial to explore the different types of justices within the workplace and how they relate to accountability. While the current focus was intentionally on distributive justice, it is quite possible that during the performance appraisal process, both interactional and procedural justice are important in the cognitive processing of feedback (e.g., its fairness). As future research explores factors that increase perceived accountability during the appraisal process, research could potentially provide a better understanding of how accountability and the types of justice perceptions influence motivation or performance.

Given the partial support of predictions here, future research should continue to examine what cognitive measures are associated to provide a comprehensive understanding of the performance appraisal process. It is known that there are many motivational and cognitive variables included during the complex process in performance appraisals. Example variables often described in research are human judgement, categorization structures, attribution, and personal belief (DeNisi & Smith, 2014; Ferris, Munyon, Basik, & Buckley, 2008). Further understanding of the cognitive processes involved is suggested, as this may be an important area for research in the future. Finally, it has been over 15 years since Erdogan (2002) was published. The model presented continues to be reveal the current gaps in the literature. To expand upon their entire proposed model could potentially add to the body of knowledge pertaining to justice perceptions in performance appraisal context.

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Appendix A: Experimental Tasks

Scenario: You are applying for a Journalism position for UW-Stout's *Campus Life Today*. The job description requires you to craft your own works, and edit the works of others before article distribution. As part of the final stage of the hiring process, your potential employer asked you to complete a proof reading and editing task, which is a major responsibility for the job. In the following task, you will read an article passage, and then be asked to respond to questions about it.

Directions part one: Please read the definitions provided below to have an understanding about the task ahead.

Capitalization: the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Often used for names, titles, or the first word of a sentence.

Punctuation: the marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.

Spelling: the forming of words from letters according to accepted usage.

Grammar: the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

Directions part two: The following passage was taken from Jane Austin's, *Pride and Prejudice* novel. Some of the passages have been revised. Please proof read and edit each task to identify each type of error in the sentence. Some sentences may be correct.

1. Mr. Bingley followed his advise. Mr. Darcy walked off; and Elizabeth remained with no very cordial feelings towards him.
 - a. Capitalization

- b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
2. She told the story however with great spirit among her friends; for she had a lively, playful disposition, which delighted in anything ridiculous.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
3. The evening altogether passed off pleasantly to the hole family.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
4. Mrs. Bennet had seen her eldest daughter much admired by the Netherfield party.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is

5. Mr. Bingley dance with her twice, and she had been distinguished by his sisters.
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
6. Jane was as much gratified by this as her Mother could be, tho in a quieter way.
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
7. Elizabeth felt Janes pleasure. Mary had heard herself mentioned to Miss Bingley as the most acomplished girl in the neighborhood; and Catherine and Lydia had been fortunate enough never to be without partners, which was all that they had yet learnt to care for at a ball.
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
8. They returned, therefore, in good spirits to Longbourn, the village where they lived, and of which they we're the principal inhabitants.
- Capitalization

- b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
9. They found Mr. Bennet still up. With a book he was regardless of time; and on the present occasion he had a good deal of curiosity as to the event of an evening which had raised such splendid expectations.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
10. He had rather hoped that his wives views on the stranger would be disapointed; but he soon found out that he had a different story to hear.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
11. Elizabeth, as they drove along, watched for the first appearance of pemberley woods with some perturbation; and when at length they turned in at the lodge, her spirits were in a high flutter.
- a. Capitalization

- b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
12. The park was very large, and contained great variety of ground.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
13. They entered it in one of it's lowest points, and drove for some time through a beautiful wood stretching over a wide extent.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
14. She could think of nothing more to say; but if he wish to converse with her, he might have better sucess.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar

- e. Correct as is
15. He stood by her, however, for some minutes, in silence; and, at last, on the young lady's
wispering to Elizabeth again, he walked away.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
16. When the tea-things were removed, and the card-tables placed, the ladies all rose, and
elizabeth was then hopping to be soon joined by him, when all her views were overthrown by
seeing him fall a victim to her mother's rapacity for whist players, and in a few moments
after seated with the rest of the party.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
17. She now lost every expectation of pleasure. They were confined for the evening at different
tables, and she had nothing to hope, but that his eyes were so often turned towards her side of
the room, as to make him play as unsuccessfully as herself.
- a. Capitalization
 - b. Punctuation
 - c. Spelling

- d. Grammar
- e. Correct as is

18. Mrs. Bennet had designed to keep the two Netherfield gentlemen to super; but their carriage was unluckily ordered before any of the others, and she had no opportunity of detaining them.

- a. Capitalization
- b. Punctuation
- c. Spelling
- d. Grammar
- e. Correct as is

Directions: The following passage was taken from Lewis Carroll's, *Alice's Adventures in Wonderland* novel. Some of the passages have been revised. Please proof read and edit each task to identify each type of error in the sentence. Some sentences may be correct.

1. Alice was not a bit hurt, and she jumped up on to her feet in a moment: she looked up but it was all dark overhead; before her was another long passage, and the White Rabbit was still in cite, hurrying down it.
 - a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
2. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and wiskers, how late it's getting!'

- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
3. She was close behind it when she turned the corner, but the Rabbit was no longer to be seen: she found herself in a long low hall which was lit up by a row of lamps hanging from the roof.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
4. There were doors all-round the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
5. Suddenly she came upon a little three-legged table, all made of solid glass; there was nothing on it except a tiny golden key, and Alices first thought was that it might belong to one of the

doors of the hall; but, alas! Either the locks were to large, or the key was too small, but at any
rate it would not open any of them.

- a. Capitalization
- b. Punctuation
- c. Spelling
- d. Grammar
- e. Correct as is

6. However on the second time round she came upon a low curtain she had not noticed before,
and behind it was a little door about fifteen inches high: she tried the little golden key in the
lock, and to her great delite it fit!

- a. Capitalization
- b. Punctuation
- c. Spelling
- d. Grammar
- e. Correct as is

7. A large rose-tree stood near the entrance of the garden: the roses growing on it were white,
but their were three gardeners at it, busily painting them red.

- a. Capitalization
- b. Punctuation
- c. Spelling
- d. Grammar
- e. Correct as is

8. Alice thought this a very curious thing, and she went nearer to watch them, and just as she come up to them she heard one of them say, ‘Look out now, Five! Don’t go splashing paint over me like that!’
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
9. ‘I couldn’t help it,’ said Five, in a sulky tone; ‘Seven jogged my elbow.’
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
10. On which Seven looked up and said, ‘Thats right, Five! Always lay the blam on others!’
- Capitalization
 - Punctuation
 - Spelling
 - Grammar
 - Correct as is
11. ...Seven flung down his brush, and had just begun ‘Well, of all the unjust things—’ when his eye chanced to fall upon alice, as she stood watching them, and he checked himself suddenly: the others looked round also, and all of them bowed low.

- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
12. ‘Would you tell me,’ said Alice, a little timidly, ‘why you are painting those roses?’
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
13. Five and Seven said nothing, but looked at two. Two began in a low voice, ‘Why the fact is, you see, Miss, this here ought to have been a red rose-tree, and we put a white one in by mistake; and if the Queen was to find it out, we should all have our heads cut off, you know. So you see, Miss, we’re doing our best, afore she comes, to—’
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
14. At this moment Five, who had been anxiously looking across the garden, called out ‘The Queen! The Queen!’ and the three gardeners instantly threwed themselves flat upon their faces.

- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
15. There was a sound of many footsteps, and Alice looked round, eager to see the queen.
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
16. “When we were little,” the Mock Turtle went on at last more calmly though still sobbing a little now and then, “we went to school in the sea. The master was an old Turtle – we used to call him Tortoise – ”
- a. Capitalization
 - b. Punctuation
 - c. Spelling
 - d. Grammar
 - e. Correct as is
17. “Why did you call him Tortoise, if he wasn’t one?” Alice asked.
- a. Capitalization
 - b. Punctuation
 - c. Spelling

- d. Grammar
- e. Correct as is

18. “We called him Tortois because he teached us,” said the Mock Turtle angrily; “really you are very dull!”

- a. Capitalization
- b. Punctuation
- c. Spelling
- d. Grammar
- e. Correct as is

Appendix B: Distributive Fairness

For the following section, please rate your level of agreement on your own perceptions of distributive justice. (1 = very unfair to 5 = very fair).

Distributive justice: the 'outcome' is usually thought of as some decision that has been rendered regarding the individual.

1	2	3	4	5
Very unfair	Somewhat Unfair	Not Applicable	Somewhat fair	Very fair

1. To what extent were you fairly evaluated considering the responsibilities you have?
2. To what extent were you fairly evaluated taking into account the amount of education and training that you have had?
3. To what extent were you fairly evaluated in view for the amount of experience that you have?
4. To what extent were you fairly evaluated in view for the amount of effort that you put forth?
5. To what extent were you fairly evaluated for the work that you have done well?
6. To what extent were you fairly evaluated for the stresses and strains of this task?

Appendix C: Perceived Accountability

For this section, please rate your level of agreement on your own perceptions of accountability

(1 = *strongly disagree* to 5 = *strongly agree*).

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Strongly Agree

1. I felt accountable for my ratings.
2. I felt answerable for my ratings.
3. I felt responsible for my ratings.

Appendix D: Motivation to Improve

For the following section, please rate level of motivation to improve (1 = not at all true to 5 = very true).

1	2	3	4	5
Not at all true	Somewhat True	Not Applicable	Somewhat true	Very true

Block text: Interest

1. While I was working on the task I was thinking about how much I enjoyed it.
2. I found the task very interesting.
3. Doing the task was fun.
4. I thought the task was very boring. (R)
5. I would describe the task as very enjoyable.

Block text: Pressure

6. I did not feel at all nervous about doing the task.
7. I felt tense while doing the task.
8. I felt relaxed while doing the task. (R)
9. I was anxious while doing the task.
10. I felt pressured while doing the task.

Block text: Choice

11. I felt that it was my choice to do the task. (R)
12. I didn't really have a choice about doing the task. (R)
13. I felt like I was doing what I wanted to do while I was working on the task.
14. I felt like I had to do the task. (R)
15. I did the task because I had no choice. (R)

Block text: Competence

16. I think I am pretty good at this task.
17. I think I did pretty well at this activity, compared to other students.
18. I am satisfied with my performance at this task.
19. I felt pretty skilled at this task.
20. After working at this task for awhile, I felt pretty competent.

Appendix E: Feedback Responses

Important Note: After your feedback is given, please remember the feedback for future questioning.

Response 1 – “Excellent”

Your performance on this editing task was automatically scored by adding up each correct answer. Out of a possible 1 (Poor) to 3 (Excellent) ratings, based on your total, you earned a performance rating of “Excellent”.

Reasoning: After the task, the passage is easy to read and uses appropriate format. It was carefully proofread to correct spelling, capitalization, punctuation and usage errors. It was written in complete sentences and uses paragraphs correctly.

Response 2 – “Average”

Your performance on this editing task was automatically scored by adding up each correct answer. Out of a possible 1 (Poor) to 3 (Excellent) ratings, based on your total, you earned a performance rating of “Average”.

Reasoning: After the task, the passage may lack the appropriate format. It was proofread but may display errors in spelling, capitalization, punctuation and usage. It was written in complete sentences but may not be paragraphed correctly.

Response 3 – “Poor”

Your performance on this editing task was automatically scored by adding up each correct answer. Out of a possible 1 (Poor) to 3 (Excellent) ratings, based on your total, you earned a performance rating of “Poor”.

Reasoning: After the task, the passage was poorly presented, indicating the participant is unaware of the requirements of written communications. It had a significant number of proofreading errors, sentence fragments, and/or flaws in usage.

Appendix F: Demographic Questions

1. What is your age?
 - (drop down)
2. What is your gender?
 - Male
 - Female
 - Transgender
 - Other (please specify) (text entry)
 - Prefer not to specify
3. Is English your first language?
 - Yes
 - No (please specify) _____
4. What is your college status?
 - 1st Year Freshman
 - 2nd Year Sophomore
 - 3rd Year Junior
 - 4th Year Senior
 - 5th Year Senior
 - Other (text entry)
5. Indicate the ethnicity you identify most with (please check all that apply):
 - Native American
 - Hispanic American
 - Caucasian American

- African American
- Asian American
- Pacific Islander American
- Middle Eastern American
- International - not U.S. citizen (please specify) (text entry)
- Other (please specify) (text entry)

6. Please rate your skill level with grammar (e.g., proof reading and editing) from scale of 1 (basic) to 5 (fluent).

Basic (1) Somewhat Basic (2) Fair (3) Somewhat Fluent (4) Fluent (5)

7. Before you begin, please select the level of feedback response that was previously given you:
- “Excellent”
 - “Average”
 - “Poor”

Appendix G: Distribution Email

Hello \${m://FirstName},

You are invited to participate in the following research project designed to assess student perceptions during the performance appraisal process. By participating in this survey, you will assist the researchers in further understanding influences in justice perceptions throughout performance assessments. Please take 30 minutes to complete this survey. As part of your participation you will be entered in a chance to win one of three \$15 Domino's Pizza gift cards.

Follow this link to the Survey:

If you have any questions about the survey, please reach out to Nena McCalla
(mccallan5427@my.uwstout.edu).

Thank you!

Appendix H: Informed Consent / Description of Survey

Consent to Participate in UW-Stout Approved Research Description:

The following survey will attempt to determine possible relationships between constructs associated with the performance appraisal process. As part of this study, you will be evaluated on your performance after completing a scenario-based task, provided feedback on the task, and asked to complete the task again. You will also be asked the level of perception you have on several questions. The results of the survey will be used to help the researchers investigate factors in the performance appraisal process.

Risks and Benefits:

There is no known risk to this study. The data collected will in no way have any identifying information or personal information that could be linked back to you.

Time Commitment and Payment:

This survey will take no longer than 30 minutes to complete. In part of taking the survey you will be entered in a random drawing to receive 1 of 3 Domino's Pizza gift cards amounting to \$15 each.

Confidentiality:

The researchers are the only individuals who will have access to the data that is received. Your responses to this survey will be kept completely confidential. In no way will any data be linked back to you as an individual.

Right to Withdraw:

Your participation in this study is voluntary. If you choose to participate, you may decline further involvement any point in time during the study. If you withdraw from the study before data collection is completed, your data will be destroyed.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Statement of Consent: By selecting "Yes" you have read and understood the above information and agree to participate in the study. Please print or save a copy of this information for your records.

Yes

No

Scenario: You are applying for a Journalism position for UW-Stout's *Campus Life Today*. The job description requires the individual to craft your own and edit the works of others before the article distribution. As part of the final stage of the hiring process, your potential employer asked you to complete a proof reading and editing task as part of a major responsibility for the job. The following task is comprised of an article passage. Please read the passage and answer the questions.

Appendix I: Debriefing Procedure

Debriefing Form for Participation in: Assessing Student Perceptions During the Performance Appraisal Process.

Purpose of the Study:

The purpose of the study was to measure assess student perceptions during the performance appraisal process. You were first asked to complete an editing task, and then were the provided feedback on your performance. I am interested in if perceived fairness of one's performance ratings leads to accountability perceptions (whether people attribute their performance ratings to their own performance or something outside of themselves), which, in turn impacts performance-related outcomes (i.e., motivation to improve and task performance). The feedback you received was random, which means the performance rating you received did not actually represent your true score on the task.

Please do not disclose research procedures to anyone who might participate in this study in the future as this could affect the results of the study.

Final Report:

If you would like to receive a copy of the final report of this study (or a summary of the findings) when it is completed, please feel free to contact us.

Useful Contact Information:

If you have any questions or concerns regarding this study, its purpose or procedures, or if you have a research-related problem, please feel free to contact the researcher, Nena McCalla

mccallan5427@my.uwstout.edu or research advisor, Dr. Alicia Stackowski
stachowskia@uwstout.edu

If you feel upset after having completed the study or find that some questions or aspects of the study triggered distress, talking with a qualified clinician may help. If you feel you would like assistance please contact the IRB Administrator:

Elizabeth Buchanan, Research Services

152 Vocational Rehabilitation Bldg. UW-Stout Menomonie, WI 54751

715.232.2477

irb@uwstout.edu

Enter in a Random Drawing for Survey Participation:

Are you interested in entering into a drawing to win one of three \$15 Domino's Pizza gift cards?

Yes

No