

What Constitutes “Performance” in Performance Feedback?

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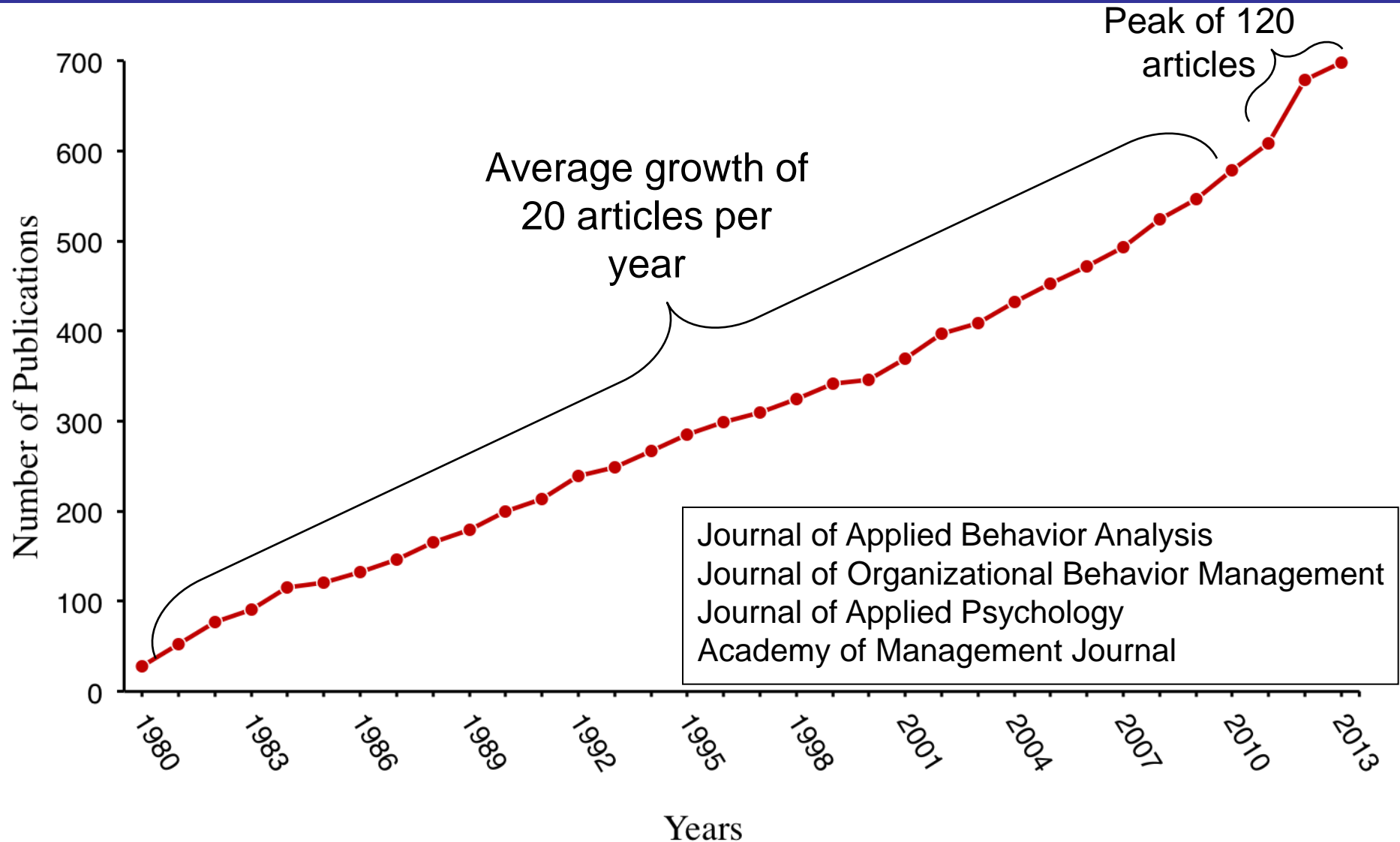
CalABA 2014
Burlingame, CA



Frequency of Feedback Use

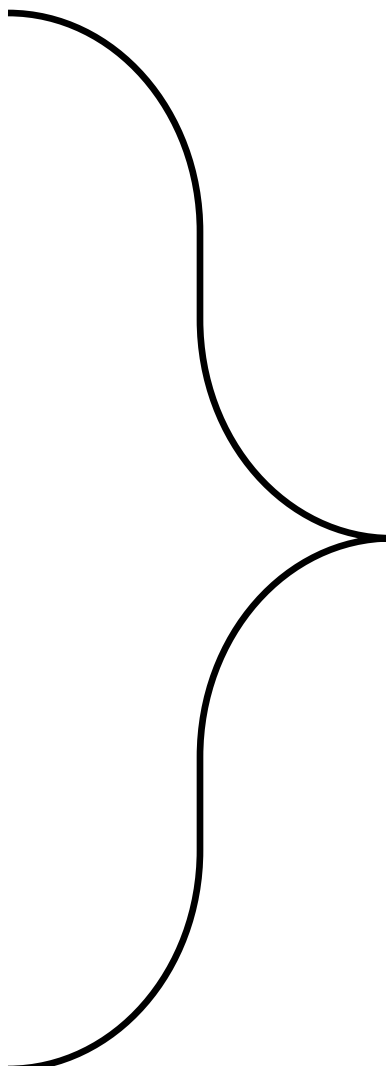
- Articles in Journal of Organizational Behavior Management using feedback
 - 65% from 1977 – 1986 (Balcazar et al., 1989)
 - 68% from 1998 - 2009 (VanStelle et al., 2012)
 - 71% from 1987 – 1997 (Nolan et al., 1999)

Published Studies of Feedback



Inconsistency of Feedback

- Balcazar et al. (1985)
 - 1975-1985
 - 41% Consistent
 - 49% Mixed
 - 10% No effects
- Alvero et al. (2001)
 - 1985-1998
 - 58% Consistent
 - 41% Mixed results
 - 1% No effects



Half of the applications of feedback have yielded inconsistent results

Considering Performance

- Different types of feedback may be effective for different performances
- Challenging to select effective feedback procedure
- Two categories
 - 1.Skill acquisition
 - Performance to be taught
 - 2.Skill management
 - Performance to be maintained/improved

Considering Performance

- Different types of feedback may be effective for different performances
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Objective

- Conduct review
 - Balcazar et al. (1985)
 - Alvero et al. (2001)
- Skill Acquisition
 - Consistency of Effects
 - Characteristics

Articles Reviewed

- Reviewed articles from 2003-2013
 - Journal of Applied Behavior Analysis
 - Journal of Organizational Behavior Management
 - Journal of Applied Psychology
 - Academy of Management Journal

Method

All text "Feedback"	(N=174)
Feedback as an intervention	(N=105)
Skill Acquisition	(N=27)
Applications	(N=36)

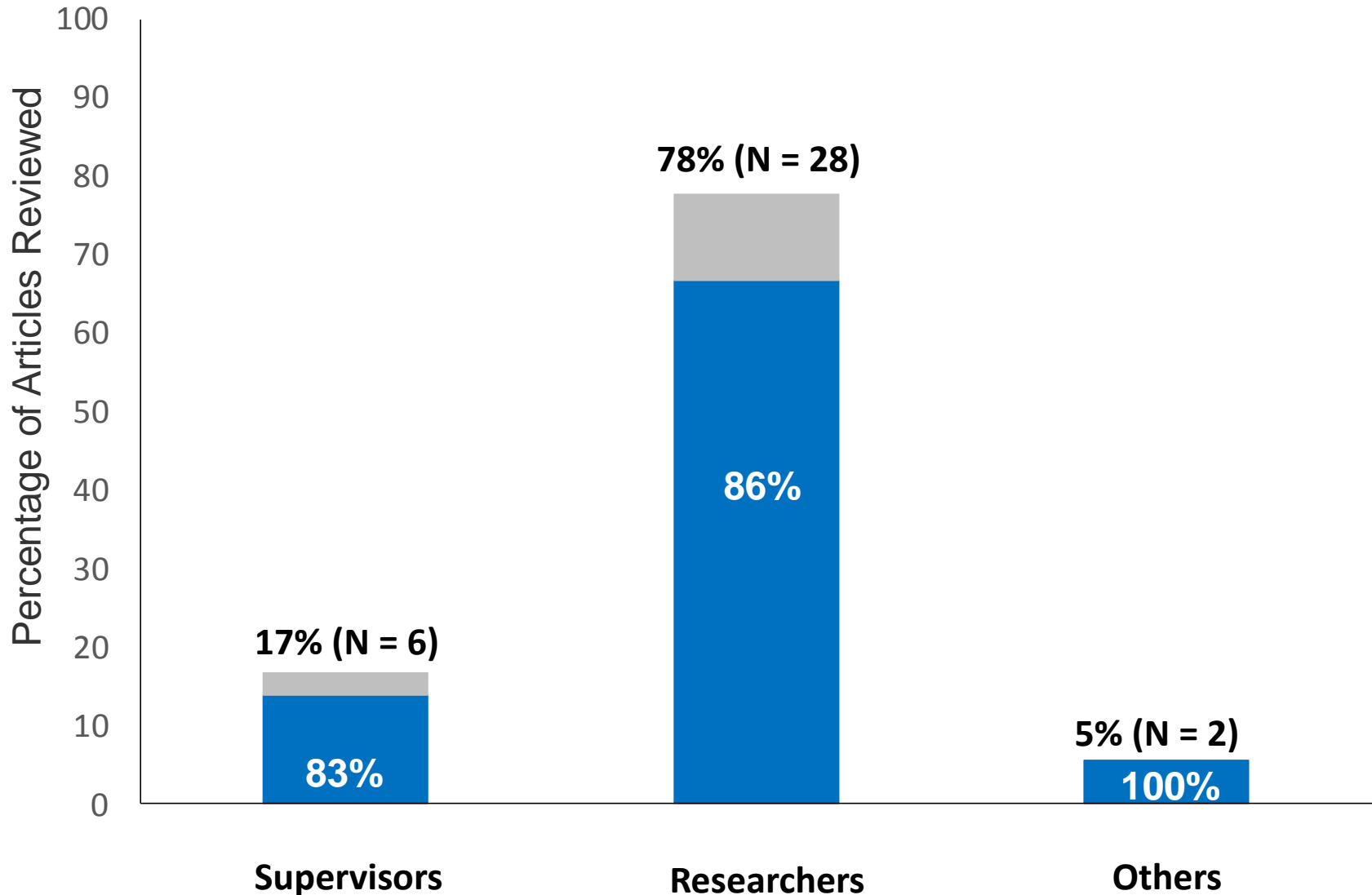
Consistency of Effects

- Consistent Effects
 - Desired mean change
 - All participants, settings, or behaviors
- Mixed Effects
 - Desired mean change
 - Some participants, settings, or behaviors
- No Effects
 - No desired mean change observed

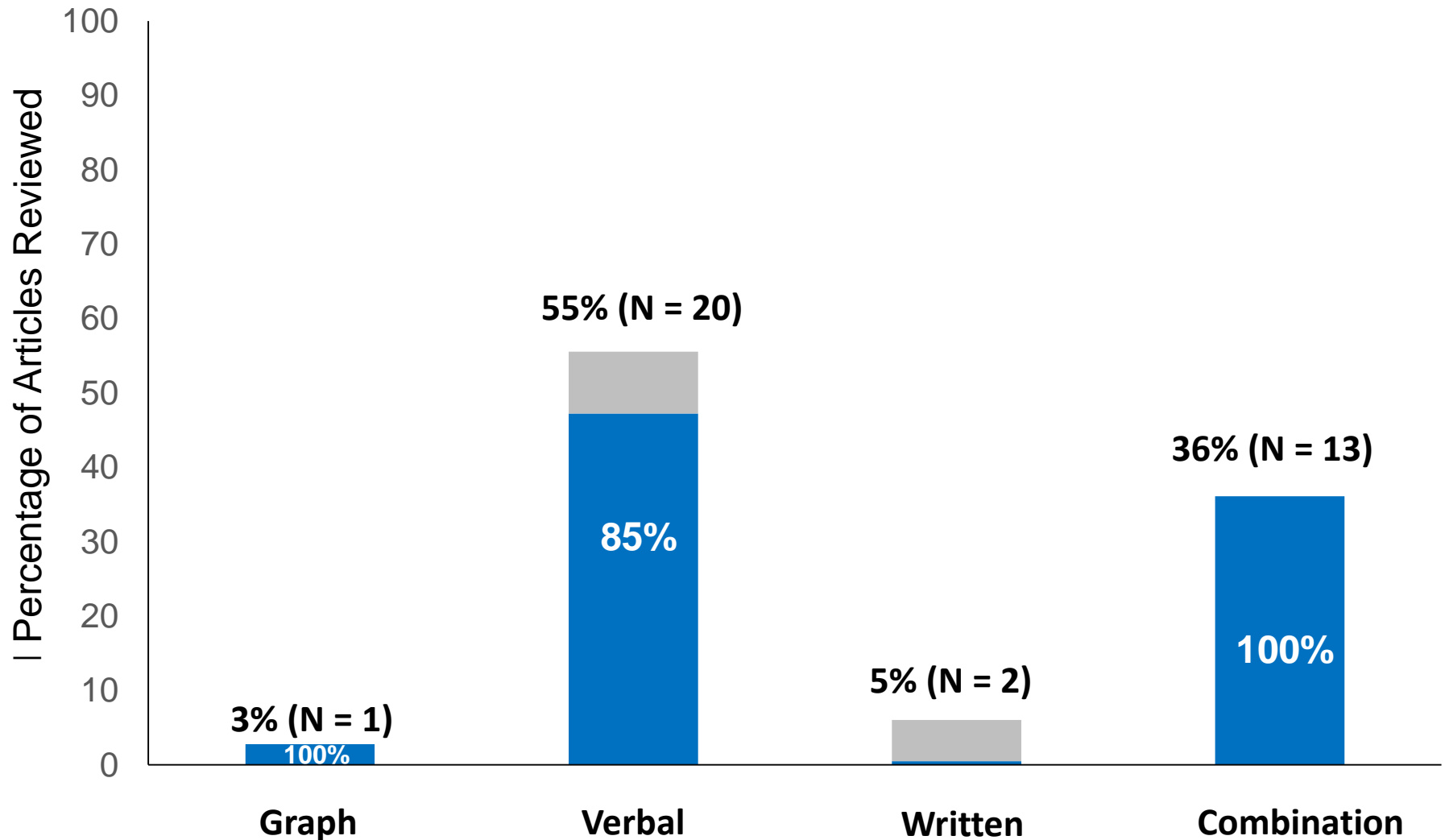
Consistency of Effects

		Feedback Effectiveness			
Reviews		Consistent	Mixed	No Effects	Total
Balcazar et al., 1985 (1975-1985)		41% (47)	49% (56)	10% (11)	114
Alvero et al., 2001 (1985-1998)		58% (37)	41% (26)	1% (1)	64
Acquisition only	Current Study (2003-2013)	89% (32)	8% (3)	3% (1)	36

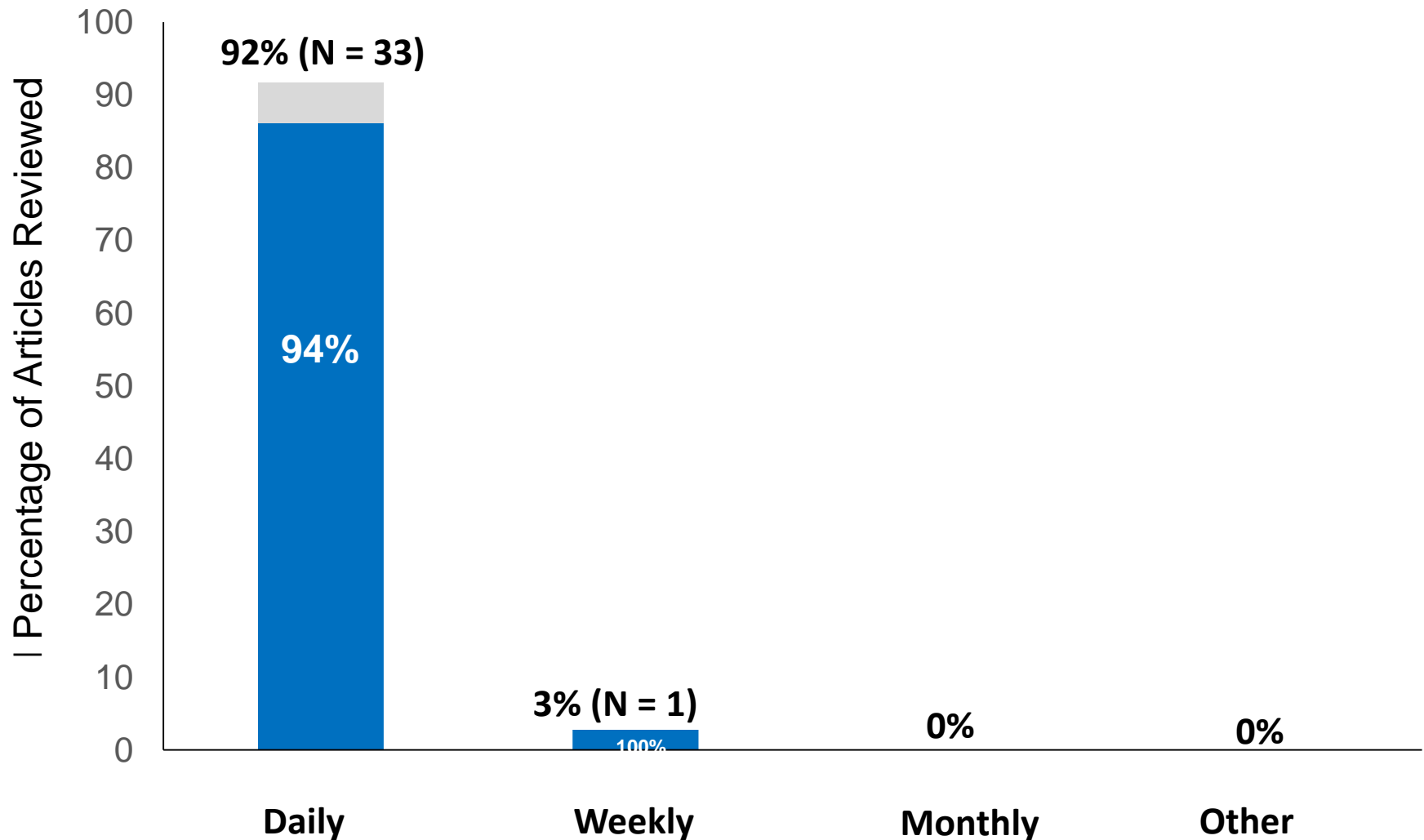
Characteristics of Feedback Source (N = 36)



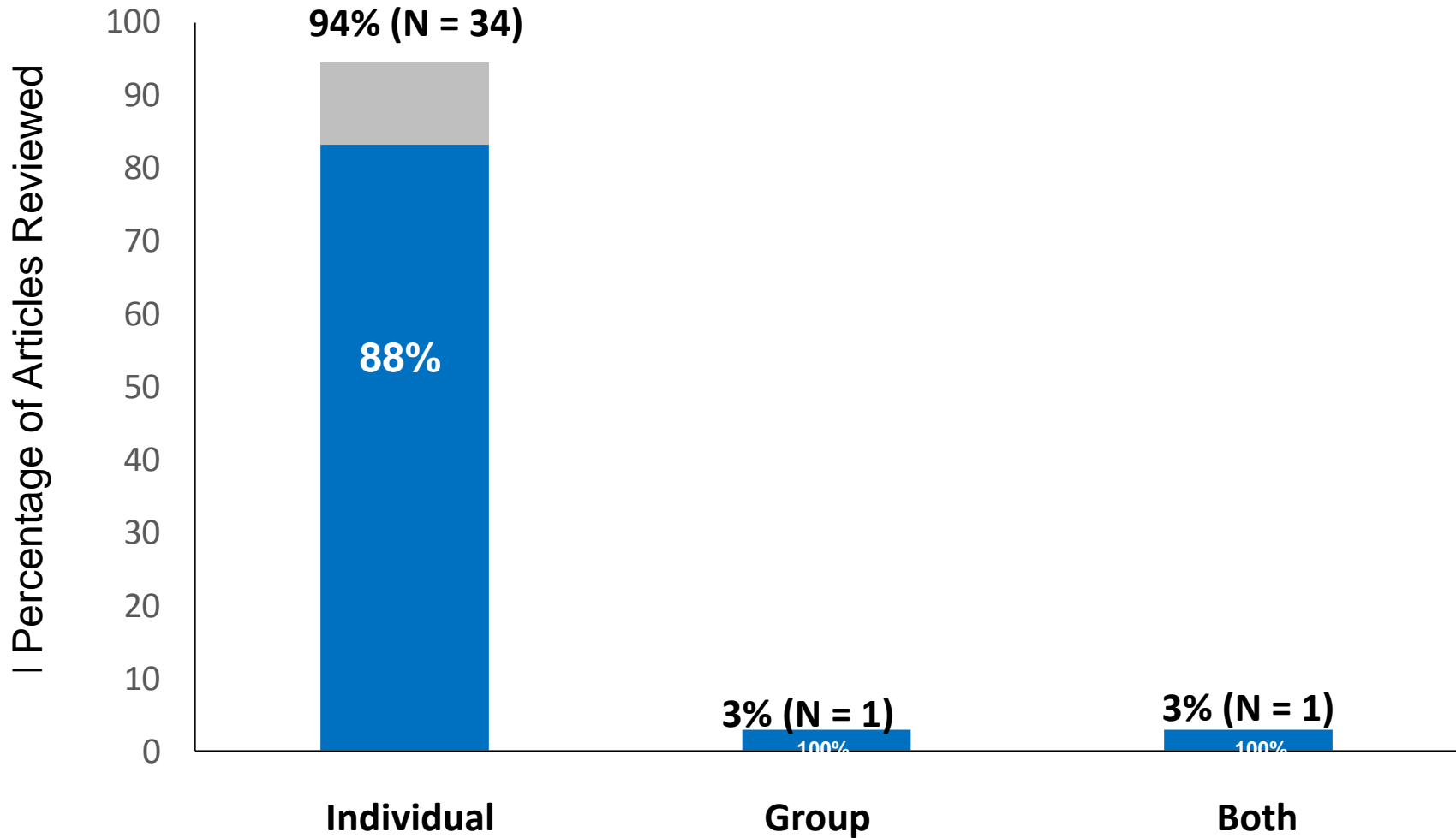
Medium (N = 36)



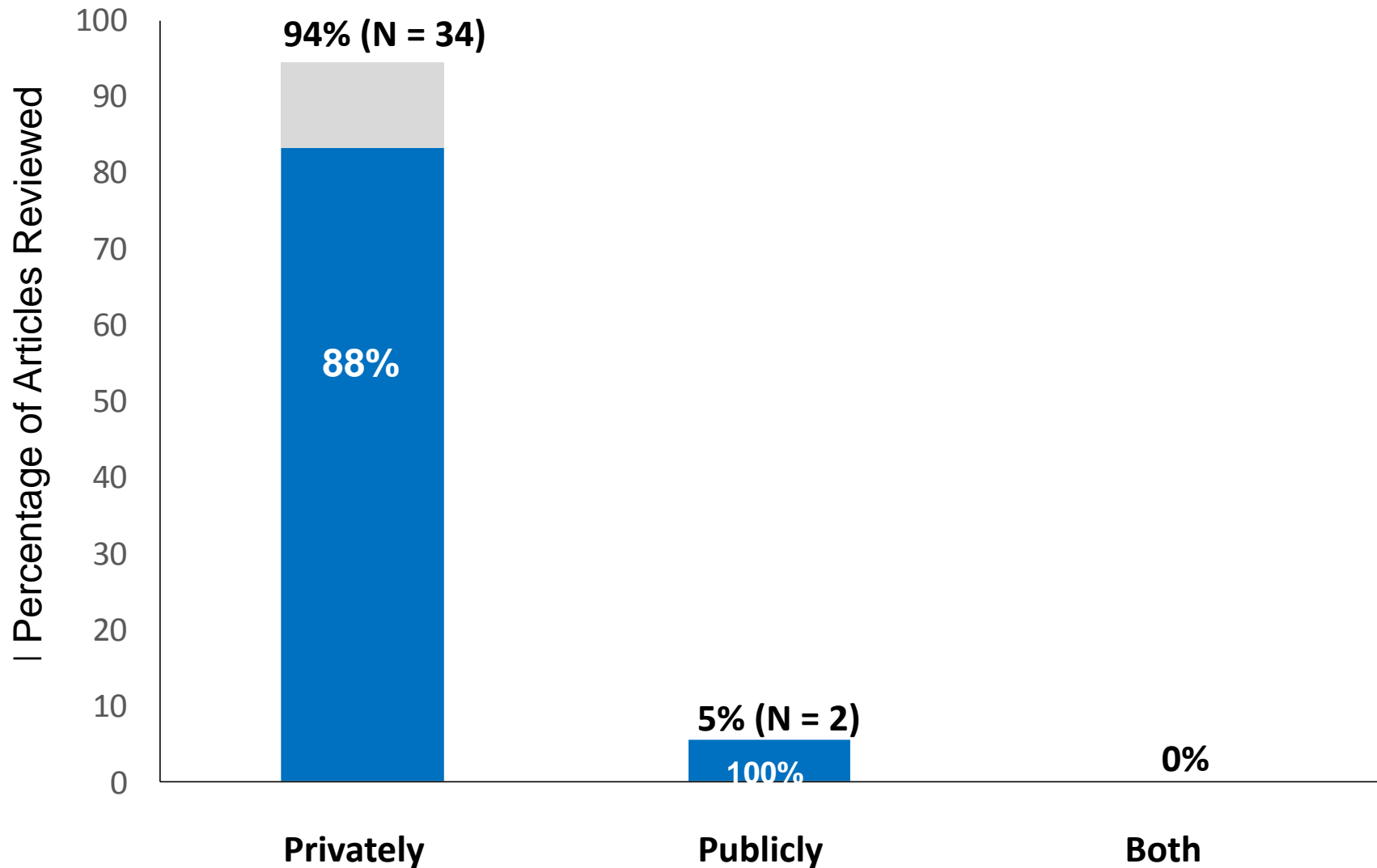
Frequency (N = 36)



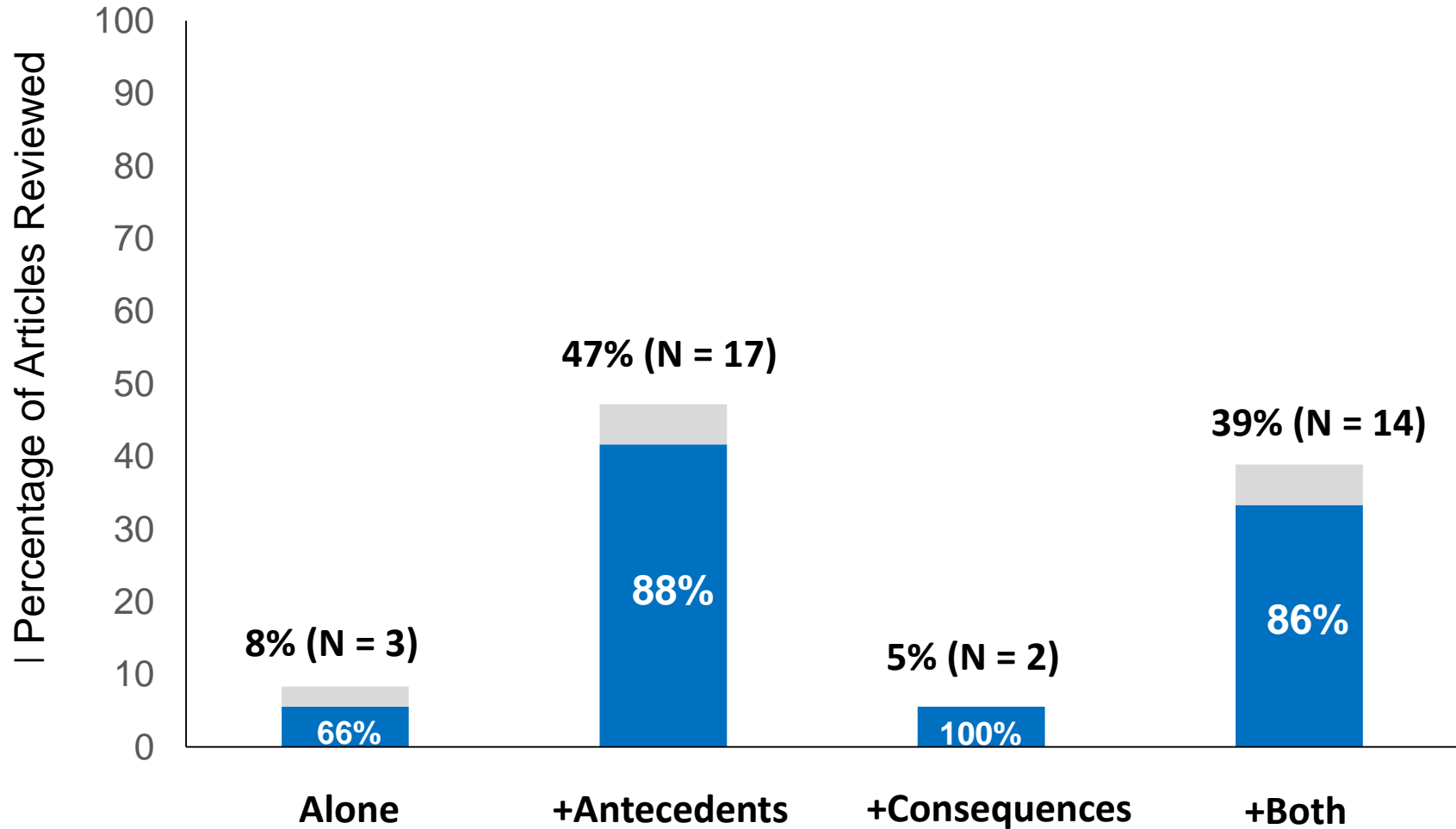
Participants (N = 36)



Privacy (N = 36)



Combinations (N = 36)



Conclusion and Implications

- Skill acquisition yields consistent results
 - Frequently used characteristics
 - Daily
 - Verbal (vocal)
 - Individuals
 - Private
 - Frequently used combinations
 - Antecedents (e.g., modeling and instruction)
 - Antecedents + consequences (e.g., praise)

Limitations and Future Considerations

- Further evaluate feedback performance
 - Skill Management
- Did not focus on overall consistency of the effects
- Method for reviewing effects
 - Standard Method (e.g., dual criterion)
 - Meta-analysis

Selected References

- Alvero, A. M., Bucklin, B. R., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings (1985-1998). *Journal of Organizational Behavior Management*, 21(1), 3-29.
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