What Constitutes “Performance” in Performance Feedback?

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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

- Journal of Applied Behavior Analysis
- Journal of Organizational Behavior Management
- Journal of Applied Psychology
- Academy of Management Journal

Average growth of 20 articles per year

Peak of 120 articles
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.
• 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
• 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
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All text “Feedback”</td>
<td>(N=174)</td>
</tr>
<tr>
<td>Feedback as an intervention</td>
<td>(N=105)</td>
</tr>
<tr>
<td>Skill Acquisition</td>
<td>(N=27)</td>
</tr>
<tr>
<td>Applications</td>
<td>(N=36)</td>
</tr>
</tbody>
</table>
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

(Balcazar et al., 1985 & Alvero et al., 2001)
## Consistency of Effects

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Consistent</th>
<th>Mixed</th>
<th>No Effects</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balcazar et al., 1985 (1975-1985)</td>
<td>41% (47)</td>
<td>49% (56)</td>
<td>10% (11)</td>
<td>114</td>
</tr>
<tr>
<td>Alvero et al., 2001 (1985-1998)</td>
<td>58% (37)</td>
<td>41% (26)</td>
<td>1% (1)</td>
<td>64</td>
</tr>
<tr>
<td>Current Study (2003-2013)</td>
<td>89% (32)</td>
<td>8% (3)</td>
<td>3% (1)</td>
<td>36</td>
</tr>
</tbody>
</table>
Characteristics of Feedback Source (N = 36)

- **Supervisors**
  - 83% (N = 6)
- **Researchers**
  - 86% (N = 28)
- **Others**
  - 100% (N = 2)

Total Percentage of Articles Reviewed:
- 17% (N = 6)
- 78% (N = 28)
- 5% (N = 2)
Researchers provided feedback for about 22% of the applications and around 11% of the feedback was self-generated, provided by experts, mechanical devices, or other forms.
Frequency (N = 36)

- 92% (N = 33)
- 3% (N = 1)
- 0%
- 0%
Participants (N = 36)

- Total Percentage of Articles Reviewed
  - Individual: 88%
  - Group: 3% (N = 1)
  - Both: 3% (N = 1)
Privacy (N = 36)

- Privately: 88% (N = 34)
- Publicly: 5% (N = 2)
- Both: 0%

Total Percentage of Articles Reviewed
Combinations (N = 36)

- **Alone**: 8% (N = 3)
  - 66% of the articles were reviewed.

- **+Antecedents**: 47% (N = 17)
  - 88% of the articles were reviewed.

- **+Consequences**: 5% (N = 2)
  - 100% of the articles were reviewed.

- **+Both**: 39% (N = 14)
  - 86% of the articles were reviewed.
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


