

Notes on Feedback

Feedback interventions (FIs): actions taken by (an) external agent(s) to provide information regarding some aspect(s) of one's task performance

- **5 Arguments of Feedback Intervention Theory (FIT)**
 - Behavior is regulated by comparisons of feedback to goals or standards
 - Goals or standards are organized hierarchically
 - Attention is limited and therefore only feedback-standard gaps that receive attention actively participate in behavior regulation

- **3 levels of hierarchy**
 - Meta-task – involves self
 - Task-motivation – involves focal task
 - Task-learning – involves details of tasks
 - Attention is normally directed to a moderate level of the hierarchy
 - FIs change the locus of attention and therefore affect behavior

Classes of Variables that effect FI on Performance

- **Cues of FI message** – determine which level of the hierarchy will receive most attention and hence affect action (attention toward task and task details or self (esteem, impression, control))
- **Nature of task performed** – determines how susceptible it is to attention shifts
- **Situational (and personality variables – locus of control, self-esteem, altruism)**

- – determine how the recipient chose to eliminate standard-FI gaps to which the FI brought attention

Major Conclusions

Several feedback cues seem to direct attention to meta-task processes and decrease feedback effects on performance, whereas several cues that direct attention to task-motivation or task-processes increase effects on performance.

1. Feedback effects on performance are decreased when cues direct attention to self.
 - a. Praise, feedback threatening self-esteem, and verbal feedback decrease feedback effects.
2. Feedback effects on performance are increased by: (a) cues that direct attention to task-motivation processes (**velocity**) and (b) cues that direct attention to task-learning processes coupled with information regarding incorrect hypotheses (**corrective solutions**).
 - a. Computerized feedback yielded stronger effects.
 - b. Feedback with frequent messages increased effects.

Feedback effects are moderated by the nature of the task (marginal)

3. In the absence of learning cues, the fewer cognitive resources needed for task performance, the more positive the effects of feedback on performance.
 - a. Feedback on complex tasks yielded weaker effects (marginal)
 - b. Performance of novel tasks seemed to be debilitated when performance was measured for a short time
 - c. Feedback effects on performance of physical tasks are lower than feedback effects on other tasks
 - d. Feedback effects are stronger for memory tasks and weaker for following rules tasks
4. Goals setting interventions can increase the effect of feedback on performance especially when cues do not lend themselves to a clear interpretation.
 - a. The effects of feedback **in addition to** a goal-setting intervention appear weak
 - b. **Adding** goals to feedback increase its effect

McLean, S. (2005). *The Basics of Interpersonal Communication* (pp. 37). Boston: Pearson/A and B.

Kluger, A.N. & DeNisi, A. (1996). The Effects of Feedback Interventions on Performance: A Historical Review, A Meta-Analysis, and a Preliminary Feedback Intervention Theory. *Psychological Bulletin*, 119(2), 254-284.