**DOES ENRICHED MODE OF COMMUNICATION MAKE A DIFFERENCE
IN PERFORMANCE FEEDBACK FOR THE RATER AND THE RATEE?
COMPARING WRITTEN FEEDBACK WITH
WRITTEN PLUS VERBAL FEEDBACK**

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Approval of the Graduate School of Social Sciences

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ABSTRACT

DOES ENRICHED MODE OF COMMUNICATION MAKE A DIFFERENCE IN
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COMPARING WRITTEN FEEDBACK WITH
WRITTEN PLUS VERBAL FEEDBACK

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In the present study, the differential effects of two different feedback-delivery methods (written feedback vs. written plus verbal feedback) were compared on the utility and affective reactions of the feedback providers (i.e., raters) and the recipients (i.e., ratees) toward the feedback process, and also on the job performance of the feedback recipients in a military sample. Using a quasi-experimental design, 77 supervisors (who provided feedback) and 71 subordinates (who received feedback) participated in the study.

Results indicated that the feedback-delivery technique was differentially effective on the utility and affective reactions of the supervisors. Both the utility and affective reactions of the supervisors who provided written plus verbal feedback were more favorable than those of the supervisors who provided written-only feedback to their subordinates. However, neither the reactions nor the job performance of the subordinates in the two feedback conditions differed significantly from each other.

ÖZ

İLETİŞİMİN ZENGİNLEŞTİRİLMESİ, PERFORMANS GERİBİLDİRİMİNDE
DEĞERLENDİREN VE DEĞERLENDİRİLEN İÇİN FARK YARATIR MI?
YAZILI GERİBİLDİRİM İLE YAZILI ARTI SÖZLÜ GERİBİLDİRİM
KARŞILAŞTIRMASI

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Araştırmada, iki farklı performans geribildirim verme yönteminin (yazılı geribildirim ve yazılı artı sözlü geribildirim), geribildirim veren (değerlendiren) ve alan (değerlendirilen) çalışanların geribildirimi ne derece yararlı buldukları ve geribildirimden ne derece memnun kaldıklarına ilişkin görüşleri, ve geribildirimi alan çalışanların iş performansları üzerindeki etkileri askeri bir örneklem üzerinde karşılaştırılmıştır. Yarı deneysel bir desenin kullanıldığı araştırmaya, geribildirim veren 77 amir ve geribildirim alan 71 ast katılmıştır.

Araştırma sonuçları, farklı geribildirim verme yöntemlerinin amirlerin geribildirimin yararlılığına ilişkin algıları ve geribildirimden memnuniyet dereceleri üzerinde farklı etkiler yarattığını göstermektedir. Astlarına yazılı ve sözlü geribildirim veren amirlerin sadece yazılı geribildirim veren amirlere göre geribildirimi daha yararlı buldukları ve geribildirimden daha fazla memnun kaldıkları görülmüştür. Fakat, her iki geribildirim koşulundaki astların; geribildirimin yararlılığına ilişkin algıları, geribildirimden memnuniyet dereceleri ve iş

performanslarındaki iyileşme açısından anlamlı farklılıklar göstermedikleri saptanmıştır.

Anahtar Kelimeler: Geribildirim Verme Yöntemi, Yazılı Geribildirim, Yazılı Artı Sözlü Geribildirim, Geribildirim Veren (Değerlendiren), Geribildirim Alan (Değerlendirilen), İş Performansı, Geribildirimin Yararlılığına İlişkin Algılar ve Geribildirimden Memnuniyet.

To My Beloved Mother and Father

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

1.1 Overview

Performance feedback plays a very important role in the performance management process (Jawahar, 2006; Murphy & Cleveland, 1995). One of the critical purposes of performance evaluations is to provide constructive feedback to employees so that their subsequent performance can be improved. According to Phoel (2006), feedback is "an important tool for shaping behaviors and fostering learning that will derive better performance" (p. 3). As stated by Jawahar (2006), feedback is important to both individual workers and organizations. It is important to the individual mainly because it satisfies the individual's need for information concerning the extent to which personal goals are achieved. In this respect, feedback has the potential to influence future performance. Furthermore, feedback can satisfy the individual's social comparison needs. That is, the individual's need to learn about one's relative performance.

Feedback is functional from the organization's perspective as it directs/guides the employees' behaviors toward desired goals and stimulates a high level of effort (Jawahar, 2006). Also, the way feedback systems are designed and carried out is likely to influence the major work/organizational attitudes and to contribute to the development of organizational climate.

Increased popularity of the multi-source feedback systems, better known as 360-degree feedback systems, is another evidence for the recognized importance of feedback in performance management process. Multi-source feedback systems involve appraisal of the performance of an individual worker by multiple sources, including the self, supervisors, co-workers, subordinates, and customers (Antonioni, 1996; Dalessio, 1998; London & Smither, 1995; Smither, London, & Reilly, 2005). Although they are being more and more used for administrative decision making

(Bormon, 1997), multi-source appraisal systems are still largely used for developmental purposes (Bono & Colbert, 2005; Garavan, Morley, & Flynn, 1997) and in achieving this purpose, the way feedback given to the employees play a crucial role.

There are a number of studies conducted to investigate the relationship between feedback and job performance. Some researchers report that feedback enhances performance (e.g., Mount, Judge, Scullen, Sytsma, & Hezlett, 1998; Seifert, Yukl, & McDonald, 2003; Shipper, Hoffmon, & Rotondo, 2004; Walker & Smither, 1999), whereas others state that feedback does not always result in improvement in performance (e.g., Atwater, Waldman, Atwater, & Cartier, 2000; Reilly, Smither, & Vasilopoulos, 1996; Waldersee & Luthans, 1994). There are also studies with mixed findings about the effectiveness of feedback on performance (e.g., Kluger & DeNisi, 1996; Smither, London, & Reilly, 2005; Smither, Wohlers, & London, 1995). The relationship between feedback and user reactions has been another interesting topic for researchers (e.g., Bono & Colbert, 2005; Brett & Atwater, 2001; Cawley, Keeping, & Levy, 1998; Jawahar, 2006; Seifert, Yukl, & McDonald, 2003; Steelman & Rutkowski, 2004). The findings on feedback-reactions relationship are mixed in general.

One plausible explanation for the observed inconsistencies concerning feedback effectiveness on both performance and reactions could be the fact that feedback is a dynamic process influenced by a number of factors, such as the source, recipient, organizational climate and culture, sign of feedback, etc. Majority of the studies on feedback effectiveness have focused especially on feedback sign (positive/negative) (e.g., Bono & Colbert, 2005; Brett & Atwater, 2001), feedback source (e.g., Brett and Atwater, 2001; Seifert, Yukl, & McDonald, 2003), and feedback recipient (e.g., Atwater, Roush, & Fischthal, 1995; Smither, Walker, & Yap, 2004).

Another factor on effectiveness of feedback, which has not been extensively and directly studied, is the feedback-delivery method or the medium of feedback. The existing literature suggests that feedback-delivery method might affect the

perceptions about the accuracy and utility of feedback (DeNisi & Kluger, 2000; Steelman & Rutkowski, 2004). It was found that when verbal feedback took place appropriately (e.g., allowing the ratees to participate in the feedback process), it was superior to written feedback on both job performance and user reactions (Nemeroff & Cosentino, 1979; Seifert, Yukl, & McDonald, 2003; Walker & Smither, 1999).

Finding the most effective and efficient way to convey feedback is important to maximize the benefits of the feedback for both the recipient and the organization. Hence an important purpose of the present study was to compare the effects of two different modes of communication (i.e., "*written-only*" and "*written plus verbal*") on both job performance and user reactions (i.e., both feedback providers and recipients) in the Turkish context.

When the feedback literature was examined, it was observed that most of the studies on the effectiveness of feedback on performance and user reactions were conducted in the western cultures. However, the research on feedback effectiveness is quite scarce in the eastern cultures like Turkey, where performance feedback is not a typical part of performance appraisal systems.

Therefore, the present study aimed to investigate the effects of feedback-delivery method, which is not extensively and directly investigated in the literature, on job performance and reactions (both utility and affective reactions) toward the feedback process in Turkey. It was expected that *written plus verbal feedback* would be more effective than *written-only feedback* on both job performance and user reactions. The study was conducted in the Turkish Armed Forces, which is known to be an organization with a learning and development orientation. Currently, the organization is aiming to improve its performance management and promotion system. Hence, finding a better way of providing performance feedback could contribute to the organization's effort to improve its performance management system.

This study is expected to contribute to the emerging local literature on performance management in Turkey and, perhaps, reinforce what we already know

about the effects of feedback on both job performance and user reactions, which has traditionally been studied in the western cultures.

In the following sections of this introduction, first a brief summary of the literature on performance appraisal and feedback is presented. Then, empirical evidence about the effects of feedback on job performance and user reactions and the factors influencing the effectiveness of feedback are briefly overviewed. Finally, the hypotheses of the study are introduced.

1.2 Significance and Purpose of Performance Appraisals

Performance appraisal (PA) refers to the process including evaluation and development of an employee's job performance (Fletcher & Perry, 2001) and improving organizational productivity (Martin & Bartol, 1986). The purpose of PA is to determine the employee's current job performance level and also his/her potential to improve it (Fletcher & Perry, 2001). Therefore, PA results not only reflect employees' past performance, but also it is a powerful predictor of future performance (Bretz, Milkovich, & Read, 1992).

PA information is used to make both between and within employees distinctions in organizations, and also fulfills organizational needs such as system maintenance –"uses of PA to implement and evaluate human resource systems in organizations", and documentation –"uses of PA to document or justify personnel decisions" (Cleveland, Murphy, & Williams, 1989 p. 132). Accordingly, organizations use PAs for two major purposes: administrative and developmental. Administrative purposes involve determining salary levels, promotions etc.; developmental purposes involve feedback, motivating and coaching the employees to improve their subsequent job performance. Cleveland et al. (1989) found that organizations used performance appraisal results for especially salary administration, feedback, and determination of strengths and weaknesses, respectively. That is, organizations paid more attention to between and within-individuals distinctions than organizational needs such as system maintenance and documentation in performance appraisals.

Separating the developmental purposes from the administrative purposes increases the effectiveness of the system (Silverman, Pogson, & Cober, 2005). As opposed to the old literature findings (McGregor, 1957; Sashkin, 1981; Sloan & Johnson, 1968), the findings of Cleveland et al. indicated that a single performance appraisal system could be used for more than one purpose within an organization. Additionally, they stated that for different purposes using different parts of the same system might be more useful than using an overall system to gain expected results from the system.

The most important function of a PA system is to evaluate employees' job performance accurately, clearly, and justly. Only this way PA becomes an effective developmental tool and results in expected positive effects such as improved job performance and positive user reactions. A well-structured PA system plays an important role in increasing motivation, satisfaction, commitment and productivity of employees in four major ways: developing strategies consistent with the organization's vision, making decisions about employees based on justice and equality, determining training and development needs, improving relationship based on open communication and trust (Aycan, 2002).

Because of its importance, PA is still one of the most widely researched areas for industrial and organizational psychologists and researchers. Over time, performance appraisal process has moved away from a one-dimensional perspective in which common feedback source was superiors, to a multiple-dimensional perspective with the existence of multi-source feedback in which performance ratings came from more than one source in the organization (Ludeman, 2000).

Multi-source feedback, which is often referred to as 360-degree feedback, is a performance management approach including performance evaluations from different sources (i.e., supervisors, subordinates, peers, customers, and self-generated) in an organization. The availability of both upward and downward feedback is the power behind the multi-source feedback process (Brett & Atwater, 2001; Fletcher & Perry, 2001; London & Smither, 1995; Wimer, 2002). A multi-source feedback system provides employees opportunities for increasing self-

awareness concerning their performance by comparing evaluations from different perspectives, resulting in improvements in subsequent job performance (Fletcher & Perry, 2001, Hazucha, Hezlett, & Schneider, 1993; London & Smither, 1995; Ludeman, 2000; Mount, Judge, Scullen, Sytsma, & Hezlett, 1998; Seifert, Yukl, & McDonald, 2003; Shipper, Hoffmon, & Rotondo, 2004; Walker & Smither, 1999). Employees could learn how their performance is perceived by others in the same organization and they could find solutions for improvement on performance and organizational development more easily (London & Smither, 1995; Tornow 1993; Wimer, 2002).

As seen from the above explanations, multi-source feedback is used especially for developmental purposes rather than administrative purposes (Bono & Colbert, 2005; Mount, Judge, Scullen, Sytsma, & Hezlett, 1998 & Tornow, 1993). For developmental purposes, performance appraisal process includes discussion sessions for reviewing existing performance, setting goals and developing action plans, motivating employees to maintain and/or improve their performance, so encouraging development (Meyer, Kay, & French, 1965; Sloan & Johnson, 1968). Therefore, with the popularity of 360-degree feedback approach, providing performance feedback has been receiving increased attention in performance appraisal process.

1.3 Performance Appraisals for Feedback Purposes

PAs are necessary for employees "who want to know where they stand and what they must do to improve" (Vinson, 1996, p.11). No matter how performance appraisal results are objective and accurate, improving performance would not be possible unless a sound feedback system is established (Bretz, Milkovich, & Read, 1992; Wilson, 1997). Performance feedback has an important role in motivation, development, career planning and performance management (London, 2003).

In order to produce expected behavioral change, feedback should be given with great care; it should be good, honest, well-expressed, and specific (Wilson, 1997). The effective feedback session involves managers and employees identifying

problem areas, producing solutions, developing action plans, and setting specific improvement goals. When employees learn how well they are performing on their jobs and their current level of skill mastery, they can see their strengths as well as weaknesses, therefore it may be easier to deal with problematic areas and maintain and/or improve performance. On the other hand, serious consequences may occur for both the individual and the organization when the employees fail to respond to the feedback. Employees can not achieve the expected behavior change and they become less productive and less effective for the organization (Silverman, Pogson, & Cober, 2005).

Feedback is an information exchange process in which the purpose is to review the current performance with the aim of encouraging the subsequent performance (London, 2003; London & Smither, 2002; Williams, Walker, & Fletcher, 1977). That is, feedback is usually conducted to inform employees about the level and the quality of their current job performance, to address issues which are expected to correct or continue, to reinforce them for tasks well done, and to assist them in the areas where improvements are required, in sum to help them maintain and/or improve their performance (London & Smither, 2002; Martin & Bartol, 1986). Ilgen, Fisher, and Taylor (1979) investigated the relationship between feedback and behavior change within four stages. First, the employee perceives the feedback, then s/he believes the objectivity of feedback, third s/he intends to respond to the feedback and last one s/he attempts to change inappropriate behavior.

Based on the literature above, feedback is expected to result in performance improvement. In the following section, studies on feedback effectiveness are reviewed.

1.4 Effects of Feedback on Job Performance and User Reactions

The relationships between feedback and both job performance and user reactions have been an important topic for industrial and organizational psychology. There are numerous studies examining the effects of feedback on job performance (e.g., Atwater, Waldman, Atwater, & Cartier, 2000; Kluger & DeNisi, 1996; Reilly,

Smither, & Vasilopoulos, 1996; Seifert, Yukl, & McDonald 2003; Smither, London, & Reilly, 2005; Smither, Wohlers, & London, 1995; Steelman & Rutkowski, 2004) and on user reactions which have not been studied as many as job performance (e.g., Bono & Colbert, 2005; Brett & Atwater, 2001; Cawley, Keeping, & Levy, 1998; Giles & Mossholder, 1990; Jawahar, 2006; Seifert, Yukl, & McDonald, 2003; Smither, London, & Reilly, 2005; Steelman & Rutkowski, 2004). Especially, the meta-analysis of Kluger and DeNisi (1996) is one of the most important studies deserving more attention on effectiveness of feedback. Nevertheless, these studies involve some inconsistencies about the effects of feedback on job performance and user reactions because of the complexity of feedback itself, factors affecting the feedback process, or some other limitations (Bono & Colbert, 2005; Brett & Atwater, 2001; Early, 1986; Kluger & DeNisi, 1996).

Some researchers report that feedback improves subsequent job performance (Atwater, Roush, & Fischthal, 1995; Hazucha, Hezlett, & Schneider, 1993; London & Smither, 1995; Mount, Judge, Scullen, Sytsma, & Hezlett, 1998; Seifert, Yukl, & McDonald, 2003; Shipper, Hoffmon, & Rotondo, 2004; Walker & Smither, 1999). Feedback was not only an informative but also a motivational process to improve job performance (Erez, 1977; Ilgen, Fisher, & Taylor, 1979; Locke, Shaw, Saari, & Latham, 1981; Pearson, 1991). That is, performance feedback has both motivational and cognitive elements that can enhance employee motivation, satisfaction, productivity, and job performance. As consistent with Ilgen et al. (1979), Kluger and DeNisi (1996) found that when employees expected that the feedback they received would result in desired outcomes for them; they were more likely to respond more favorably toward the feedback. Atwater, Roush, and Fischthal (1995) found that in an upward feedback process, following the feedback by their subordinates, feedback recipients' perceptions about their performance came closer to the subordinates' perceptions and also their performance increased.

Contrary to the above findings, others state that feedback does not always enhance subsequent job performance (Atwater, Waldman, Atwater, & Cartier, 2000; Dorman, Stephan, & Loveland, 1986; Kay, Meyer, & French, 1965; Reilly, Smither,

& Vasilopoulos, 1996; Waldersee & Luthans, 1994). Reilly, Smither, and Vasilopoulos (1996) found that there was a little difference between feedback and no-feedback groups in terms of improvement on job performance. It was found that when they perceived performance appraisal results as biased and irrelevant, subordinates' defensiveness might increase and this resulted in no improvement in their performance (Fried, Tiegs, and Bellamy, 1992; Kay, Meyer, & French, 1965; Vinson, 1996). Kay et al. (1965) found that in the feedback process when subordinates felt threatened, they became less favorable toward the performance appraisal and feedback processes and there was not much improvement on performance. Emphasizing performance improvement by the supervisors did not lead to an improvement in the employees' subsequent job performance (Dorfman et al., 1986). Also, Atwater et al. (2000) found that upward feedback did not lead to improvement on managerial job performance.

There are also studies with mixed results about the effects of feedback on job performance (e.g., Becker & Klimoski, 1989; Kluger, & DeNisi, 1996; Smither, London, & Reilly, 2005; Smither, Wohlers, & London, 1995). In their meta-analysis Kluger and DeNisi (1996) found that whereas feedback increased job performance on average, in over one third of the cases feedback caused a decrease in employee performance. They indicated that when employees received negative feedback, rather than being motivated, they often became demoralized and did not engage in any attempt to improve their performance, especially when the feedback focused on the person rather than the task itself. Smither, London, and Reilly (2005) conducted a meta-analysis of longitudinal studies of multi-source feedback in order to investigate the effects of feedback on subsequent performance. Despite their effects were small, feedback from direct reports, peers, and supervisors resulted in improvement on performance in the studies included in this meta-analysis.

Similar to the research findings on job performance, the studies on the relationship between performance feedback and user reactions indicated that feedback could have resulted in different reactions because of a number of factors

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(Bono & Colbert, 2005; Brett & Atwater, 2001; Cawley, Keeping, & Levy, 1998; Steelman & Rutkowski, 2004; Jawahar, 2006).

As it is seen in all these findings, empirical evidence concerning the effects of feedback on performance and reactions is mixed. Organizations need to have information about the situations in which performance appraisal results have critical importance, which conditions are necessary for effective and supportive feedback and which factors affect these conditions (Fedor, Rensvold, & Adams, 1992; Fletcher & Perry 2001). Therefore, studying the factors playing role in feedback process may contribute to our understanding. In the following sections these factors and their roles in the feedback process are discussed.

1.4.1 Factors Influencing the Effectiveness of Feedback

Effectiveness of feedback refers to both how well feedback motivates the employees to maintain and/or improve their job performance and how well it plays role on employee perceptions of usefulness and enjoyment of feedback process.

There are a numerous factors influencing effectiveness of feedback. Smither, London, and Reilly (2005) suggested that it is time to investigate under which conditions and for whom feedback system is more effective rather than investigating whether it works or not. They indicated a new theoretical model suggesting that multi-source feedback was affected some employees to improve their performance more than others and some variables play important role in the likelihood of performance improvement following the feedback. Based on this information, they suggested a theoretical framework (see Figure 1) describing eight major factors which had an impact on behavioral change and improvement following the multi-source feedback. These factors are characteristics of the feedback (e.g., frequency of feedback, feedback sign etc.), initial reactions to the feedback, feedback orientation and personality (e.g., characteristics of feedback source and recipient), beliefs about change and perceived need for change, and, goal setting, and taking action.
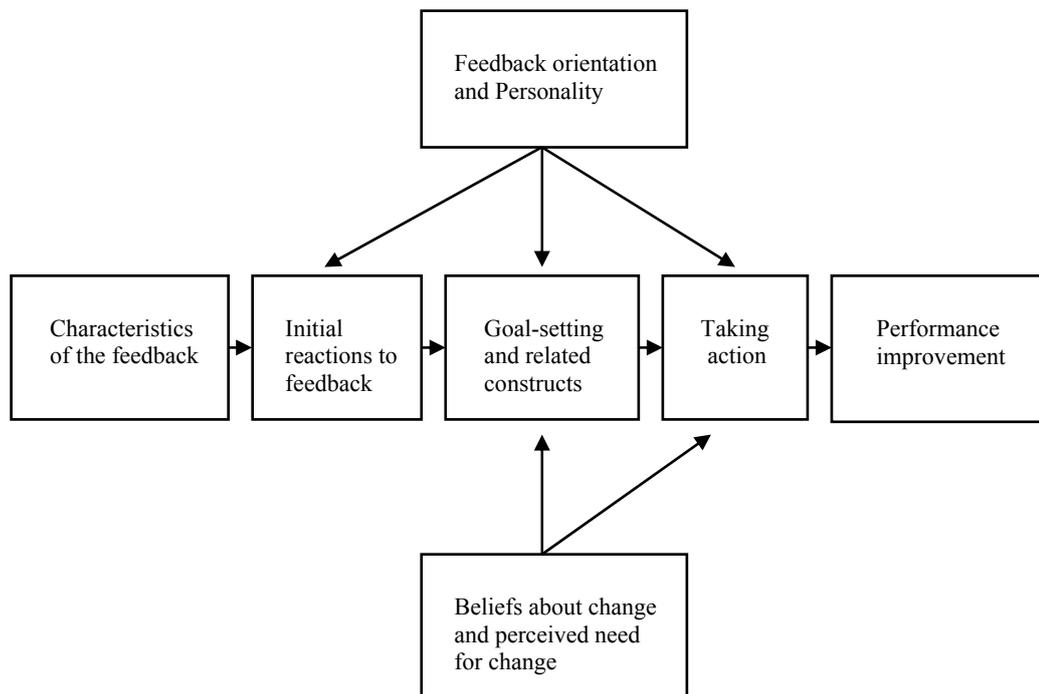
Source: J.W. Smither, M. London, & R. R. Reilly (2005). Does performance improve following multi-source feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology, 58,* 33-66.

Figure 1. Theoretical Model for Understanding Performance Improvement Following Multi-Source Feedback.

Based on their framework, Smither et al. (2005) indicated that reactions toward feedback were affected by perceptions of accuracy and credibility of feedback information and usefulness of feedback. The more feedback information was perceived as accurate and credible, the more it was perceived as useful and the more employees attempt to improve. There is a significant relationship between effectiveness of feedback and employee beliefs about receiving clear and meaningful feedback (accuracy of feedback) (Fried, Tiegs, & Bellamy, 1992; Kay, Meyer, & French, 1965; Sargeant, Mann, & Ferrior, 2005). Similarly, Podsakoff and Farh (1989) found that feedback credibility had a positive effect on subsequent job

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performance. Kinicki, Wu, Prussia, and McKee-Ryan (2004) found that the perceived accuracy of feedback was positively related to the desire to respond to feedback. That is, the more employees perceived the feedback as being accurate, the more they engaged in attempts to respond to feedback.

According to their framework, Smither et al. (2005) also indicated that acceptance of feedback and need for behavioral chance might not always result in performance improvement because of the employees' idea that behavioral change is impossible and does not lead to improvement in performance. Perceiving a need for behavioral change based on the feedback and receiving unfavorable feedback could make employees highly motivated to set goals and take action plans. It was found that feedback was a necessary but not sufficient condition to improve job performance unless specific goals were determined in the feedback process (Locke et al., 1981 & Erez, 1977). Feedback with goal setting resulted in an improvement on performance especially when the feedback information was difficult to be interpreted without an externaly set goal, but it was less than the expected level (Kluger & DeNisi, 1996).

Silverman, Pogson, and Cober (2005) pointed out that positive improvements on performance after receiving feedback depended on some individual antecedents (i.e., awareness, sense of necessity, confronting change, willingness for feedback, and development orientation) and organizational antecedents (i.e., organizational alignment, feedback environment, individual growth opportunities, accountability, and compensation system). These antecedents direct the employees during the feedback process and affect their responses to the feedback. The stronger these antecedents are, the more employees attempt to change their behavior.

Jawahar (2006) investigated the predictors and consequences of employee satisfaction with the appraisal feedback. He found that employee satisfaction with the rater and performance ratings had an important effect on employee satisfaction with the feedback process. Further, employee satisfaction with the feedback process resulted in high organizational commitment and job satisfaction, and less turnover intentions.

Furthermore, in their meta-analysis, Kluger and DeNisi (1996) investigated moderator effects between feedback and performance. For example, the nature of task and the mastery level of task were found to have a moderating effect on feedback effectiveness on performance but this effect was weak. The effects of feedback were more positive on simple-task performance than complex-task performance. Jacoby, Mazursky, Troutman, and Kuss (1984) noted that there was a direct relationship between type of feedback and type of task, for example they found that for cognitive and complex tasks cognitive feedback –"the information describing the accuracy and correctness of the response"– as opposed to outcome feedback – "the information regarding how and why that underlies this accuracy"– (Jacoby et al., p. 531) was the most effective feedback type. If the relevant type of feedback was not used, feedback did not result in the expected improvement on performance. Kluger and DeNisi (1996) found also some unexpected results; several task dimesions had a moderating effect on performance. For example, physical tasks and following rules tasks yielded weaker feedback effects, and memory tasks yielded stronger feedback effects.

Ilgen, Fisher, and Taylor (1979), and Smither, Wohler, and London (1995) summarized the factors influencing effectiveness of feedback in five major groups: (1) characteristics of feedback-provider, (2) characteristics of feedback-recipient, (3) information value of the feedback, (4) nature of the feedback, and (5) context.

Due to the high degree of relationships between these factors, studying their effects on feedback is interesting but also more complex and difficult. In order to make their effects clear on feedback, under these five themes stated above, there are numerous studies focusing on more specific factors such as *timing and frequency of feedback* (e.g., Chhokar &Wallin, 1984; Reid & Parsons, 1996), *feedback sign (positive/negative)* (e.g., Bono & Colbert, 2005; Brett & Atwater, 2001; Fried, Tiegs, & Bellamy, 1992; Podsakoff & Farh, 1989; Walker & Smither, 1999; Hazucha, Hezlett, & Schneider, 1993), *feedback source* (e.g., Brett & Atwater, 2001; Bono & Colbert, 2005; Smither, London, Flautt, Vargas, & Kucine, 2003; Seifert, Yukl, & McDonald, 2003; Smither, Walker, &Yap, 2004), *feedback recipient* (e.g.,

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McFarland & Miller, 1994; Smither, Wohler, & London, 1995; Smither, Walker, & Yap, 2004; Vancouver & Morrison, 1995), *cultural factors as power distance and individualism-collectivism* (e.g., Early, 1986; Fletcher & Perry, 2001; Hofstede & Hofstede, 2005; Rondeau, 1992), *supervisor-subordinate communication* (e.g., Cannon & Witherspoon, 2005; Fried, Bellamy, & Tiegs, 1992; Hazucha, Hezlett, & Schneider, 1993; Wilson, 1997), *employee participation in feedback process* (e.g., Cawley, Keeping, & Levy, 1998; Giles & Mossholder, 1990; Kikoski, 1999; Murphy & Cleveland, 1995), *medium of feedback* (e.g., Antonioni, 1995; Kikoski, 1999; Nemeroff & Cosentino, 1979; Seifert, Yukl, & McDonald, 2003; Walker & Smither, 1999), and *rater training-feedback training* (e.g., Bracken, 1994; Hazucha, Hezlett, & Schneider, 1993; Martin & Bartol, 1986; Pearce & Porter, 1986).

1.4.1.1 Timing and Frequency of Feedback

Although timing and frequency of feedback are important factors influencing feedback effectiveness, there are few recent studies that have extensively investigated their effects on feedback.

Kinicki, Wu, Prussia, and McKee-Ryan (2004) found that the feedback-rich environment in which employees received frequent, specific, and positive feedback was positively related to the perceived accuracy of feedback. Feedback became more effective when it was delivered immediately after poor/inadequate performance as the feedback recipients were more able to easily see the relationship between their current performance, feedback and the expected performance (Ilgen et al., 1979; Reid & Parsons, 1996). Martin and Bartol (1986) noted that an effective feedback should be continuous, consistent and conveyed immediately after the employee completed or failed to complete the task. Reid and Parsons (1996) compared immediate verbal feedback with delayed verbal feedback and found similar results with Ilgen et al. (1979), and Martin and Bartol (1986). In their study, immediate feedback referred to the feedback given immediately after observing the target performance, delayed feedback referred to the feedback given between two or seven days after the observation. Participants were asked to choose type of feedback before

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receiving the feedback and after they received both types of feedback they were also asked that which type of feedback they would like to receive in the future. The results indicated that participants, both before and after receiving feedback, consistently preferred immediate feedback over delayed feedback. Reid and Parsons 1996) concluded that feedback should be immediately given after observing the employee performance and that immediate verbal feedback was a more acceptable procedure for feedback recipients than delayed verbal feedback.

Nelson and Hay (1976) compared random feedback with contingent feedback and they found that random feedback produced significantly higher ratings of arithmetic problem completion than contingent feedback for third-grade children. Cook (1967) assessed the effect of feedback frequency in two contexts: an experimental study and a field study. The results of both studies indicated that there was a significant and direct relationship between frequency of feedback and both feedback recipients' job performance and their attitudes toward feedback. In the experimental context, the average attitude ratings and performance ratings were highest for the participants who had received quarterly feedback, which was given after each quarter of the task including 12 quarters, and lowest for the participants in no feedback condition. Similarly, the field study results indicated that the average of the attitude ratings by feedback recipients was highest for daily feedback and lowest for annual reports. Also, feedback recipients' job performance was highest for weekly feedback condition and lowest for annual feedback condition.

In another study, Cook (1967) found similar results; she demonstrated that feedback frequency was directly related to the interest and satisfaction (attitude) of feedback recipients. Feedback recipients' interest and satisfaction were highest for quarterly feedback condition than annual feedback or no feedback condition, respectively. Frequency of feedback also had a direct effect on the degree of success or failure in job performance. Feedback recipients' job performance in quarterly feedback condition showed more improvements than feedback recipients' performance in annual feedback or no feedback conditions.

Contrary to the findings discussed above, Chhokar and Wallin (1984) found that frequency of feedback did not have a significant effect on job performance. More frequent feedback (once a week) did not result in more improvement on performance than less frequent feedback (once every 2 weeks). This shows that, feedback time and feedback frequency issue needs more research attention to clarify their effects on subsequent performance.

At this point, it may be useful to note that the purpose of feedback is an important determinant of time and frequency of feedback; for example, Murphy and Cleveland (1995) stated that for developmental purposes feedback may be necessary every 3 to 6 months, or even more often depending on the task.

1.4.1.2 Feedback Sign

Feedback sign is the most important feedback characteristics that affect employee responses to feedback (Smither, London, & Reilly, 2005). It concerns the extent to which feedback provided is positive or negative. Positive feedback indicates that the recipient's performance is sufficient or/and successful, and the recipient is acknowledged and supported to maintain his/her successful performance. On the other hand, negative (corrective) feedback indicates that the recipient's performance is insufficient and not meeting the expectations and the employee is encouraged and motivated to improve his/her performance. In a negative feedback process suggestions and specific goals are determined to make the person more knowledgeable about his/her insufficient weaknesses, clear up job problems, and eventually improve his/her job performance.

There are mixed results about the effects of feedback sign on performance and employee reactions. Feedback sign has a significant effect on subordinate reactions, responses to the feedback, and acceptance of message in the feedback process (Fedor, Eder, & Buckley, 1989; Ilgen et al., 1979). There is a positive relationship between the level of performance ratings and satisfaction with the feedback (Jawahar, 2006). Negative reactions toward feedback negatively related to employee motivation to improve subsequent performance. That is, when

subordinates reacted unfavorably to the feedback they received, their motivation decreased to improve their performance. Subordinates' reactions were more favorable to the feedback when feedback was positive (Bono & Colbert, 2005; Brett & Atwater, 2001; Ilgen, Fisher, & Taylor, 1979; Kluger & DeNisi, 1996), positive feedback resulted in high satisfaction with the appraisal and feedback process (Dipboye & de Pontbriand, 1981; Podsakoff & Farh, 1989).

Moderately positive feedback improves self-efficacy, cognitive processes and job performance more than moderately negative feedback (Bandura & Jourden, 1991). Liden and Mitchell (1985) found that negative feedback resulted in a decrease in performance. Negative feedback and criticism negatively affected the achievement of goals set in the feedback session (Kay & French, 1965). Brett and Atwater (2001) found a direct association between positive reactions and attempts for development. However, the same relationship was not found between negative reactions and attempts for development. Employees reacted less positively to negative feedback especially when their self-ratings were higher than ratings from other sources. They become demoralized, thought the feedback process as biased and ineffective, and they would not engage in any attempts to improve their performance. Negative feedback led to a decrease on self-efficacy and performance in contrast to more positive feedback condition (Bandura & Jourden, 1991).

Negative reactions toward feedback did not significantly affect the employee motivation to improve performance (Bono & Colbert, 2005). Bono and Colbert (2005) found that when there was an agreement between self-ratings and ratings from others and the ratings were high, employees' satisfaction with the feedback was also higher than the condition that ratings were in agreement and low. Furthermore, there was a direct and positive relationship between sign of the ratings from other source regardless of self-ratings and employee satisfaction with the feedback. These two findings highlighted the independent effects of agreement and sign of feedback on satisfaction with the feedback. The higher the ratings from other sources, the more satisfied the employee with the feedback. These results were consistent with those of Brett and Atwater (2001), which suggested that feedback might be the least effective

for employees who needed it most. The discrepant and negative feedback resulted in high goal commitment and increased motivation to improve job performance for the employees who were on high core self-evaluations only. However, it was not the case for the employees who were moderate or low on core self-evaluations which are enduring evaluations of individuals about themselves. Bono and Colbert (2005) concluded that employees high on core self-evaluations were highly motivated to develop themselves, because they believed that they were capable of improvement and they could change the other ratings as consistent with their self-ratings.

On the other hand, Brett and Atwater (2001) and Fried, Tiegs, and Bellamy (1992) found that positive feedback did not result in favorable behaviors toward the feedback process, it only prevented negative reactions. However, Podsakoff and Farh (1989) found that negative feedback enhanced the subsequent job performance. Employees who received negative feedback increased their subsequent job performance more than the employees who received positive feedback or no feedback. It is likely that employees receiving negative feedback became dissatisfied with their performance level and became motivated to perform better and adopted goals to improve their performance. On the other hand, employees receiving positive feedback did not attempt to improve their job performance probably because with positive feedback they thought that their performance was sufficient and there was no need for further improvement.

In their study, which investigated the effects of 360-degree feedback, Hazucha, Hezlett, and Schneider (1993) found that the managers who received unfavorable feedback were likely to exert more effort for development than the managers who received favorable feedback. Similarly, Smither, Wohler, and London (1995) found that managers who received low-to-moderate ratings improved their performance within 6 months. Wofford and Goodwin (1990) found that initial negative feedback produced a variety of cognitive processes such as information processing, evaluation and attribution, and also changes in feedback recipients' decision styles more than initial positive feedback. They concluded that this could have resulted from the fact that following negative feedback, an employee begins to

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cognitively search for new solutions and strategies to improve his/her performance. Employees receiving repeated negative feedback engaged in decision styles and cognitive processes (i.e., script, strategy, evaluation, expectation, and attribution) more than did employees receiving repeated positive feedback or no feedback. Walker and Smither (1999) indicated that there was a higher improvement in performance when negative or average ratings were given initially than the condition in which employees received positive ratings.

It is also concluded that positive feedback may have a harmful effect on job performance on routine tasks. In his Closed Loop Model of Self Regulation Kanfer (as cited in Waldersee and Luthans, 1994, p. 34) hypothesized that "positive feedback my actually disrupt performance of behaviors which are very highly learned and controlled by habit." Waldersee and Luthans (1994) found that there was less improvement in performance of employees working on a routine task who had received positive feedback than employees who had received corrective feedback or no feedback. Similarly, Waldersee and Luthans (1994) also found that corrective feedback and no feedback groups did not show any difference in their performance improvement levels, and initial performance improvement of corrective feedback group disappeared over time, that is, the effects of corrective feedback was not found to be permanent. Waldersee and Luthans (1994) also investigated non-performance outcomes of the feedback and found that in both positive and negative feedback conditions, employees' satisfaction with supervision significantly decreased. Furthermore, although the negative feedback group employees' organizational commitment did not significantly decrease, their psychological distance with the supervisors increased. Waldersee and Luthans (1994) added that these results might have been due to studying on only routine tasks in the study.

Lam, Yik, and Schaubroeck (2002) found that negative feedback did not result in lower perceptions of organizational justice, organizational commitment and job satisfaction in the short run, which was less than three months. On the other hand, positive feedback led to increased perceptions of organizational justice, organizational commitment and job satisfaction. As opposed to Lam et al. (2002),

Pearce and Porter (1986) found that employees' commitment and positive attitudes toward the organization significantly dropped when they learned that they had been rated relatively low. However, the below-average ratings did not result in negative employees perceptions toward the appraisal system in this study. Pearce and Porter (1986) noted that because ratings were not used for pay increases, the employees might have minimized the importance of appraisal results; hence, they might not have reacted negatively to the negative ratings. From this, one can concluded that the effects of feedback sign on employee reactions depend on the purpose of the performance appraisal. Other studies have also revealed that performance appraisal may have a different effect on job performance and reactions based on its purpose (e.g., Cleveland, Murphy, & Williams, 1989; McGregor, 1957; Sashkin, 1981; Sloan & Johnson, 1968; Wilson, 1997). Wilson (1997) pointed out that the purpose of feedback had an important role in employee perceptions and responses to the feedback. Employees become more receptive to negative feedback if its purpose is developmental, because employees prefer accurate ratings rather than high ratings (Toegel & Conger, 2003). On the other hand, when feedback is used for appraisal (i.e., administrative) purposes, their receptiveness to negative feedback decreases.

Steelman and Rutkowski (2004) investigated the effects of negative feedback, which was provided for developmental purposes rather than administrative purposes, on satisfaction with the feedback and employee motivation to improve. They found that under certain conditions (i.e., existence of positive contextual factors) negative feedback could result in positive outcomes for employees. Contextual factors such as source credibility, feedback quality and feedback delivery could minimize the unfavorable reactions toward negative feedback. These contextual variables had a larger and direct effect on satisfaction with the feedback and motivation to improve than did the negative feedback itself. Also, these three contextual variables had a moderator effect between unfavorable feedback and motivation to improve, but did not have a moderator effect between unfavorable feedback and satisfaction with the feedback. Based on these findings, it can be concluded that employees are most motivated to improve subsequent job performance when they received the

unfavorable feedback from a credible source, in high feedback quality, and in a considerate and constructive manner, and when the feedback was for developmental purposes. Maiga and Jacobs (2005) found that there was a positive relationship between feedback and performance, as the quality of feedback increased, the quality of performance increased.

Sign of feedback from other source, and similarities and discrepancies between self ratings and other ratings had an effect on employee reactions (Bono & Colbert, 2005). London and Smither (1995) pointed out that even if the feedback is negative, if all evaluations from all sources are consistent with each other, the ratings are perceived as accurate and unbiased; feedback recipients don't react negatively toward the feedback and they use information gained in feedback process to guide their work behaviors to enhance performance.

As can be seen from the above discussions, feedback sign is one of the most important factors whose effects on performance and reactions were extensively studied. However, it is still hard to have widely accepted results on effects of feedback sign. Addition to feedback sign, some other factors were found to play an important role on effectiveness of feedback on performance and reactions. In the following section, feedback source which is one of these factors is discussed.

1.4.1.3 Feedback Source

Feedback source is another important factor on feedback utilization as it has an effect on feedback recipients' acceptance of performance appraisal results, their desire to respond, and also their perceptions about feedback message and its utility (Ilgen, Fisher, & Taylor, 1979). In short, there is an association between feedback source and reactions toward feedback (Bono & Colbert, 2005). There is a positive and direct relationship between the satisfaction with the feedback source and the satisfaction with the performance feedback (Giles & Mossholder, 1990; Jawahar, 2006; Nemeroff & Wexley, 1979).

Feedback-provider should be the person who knows the employee and his/her job the best, who is supportive, and who makes the employee feel comfortable in the

feedback process. When performance feedback is given in an appropriate way and by an appropriate source, who is perceived to be an expert and an effective communicator, there is an increase on task knowledge of feedback recipient (Wimer, 2002). The credibility of feedback source has an influence on feedback effectiveness (Smither, Wohler, & London, 1995). Kinicki, Wu, Prussia, and McKee-Ryan (2004) found that employees perceived feedback as being more accurate when it came from a trustworthy and competent supervisor. Feedback recipients' perceptions about expertise, objectivity, creativity, power, and paternalist behaviors of feedback source affected feedback credibility and its acceptance even if feedback sign was negative (Fedor, Rensvold, & Adams, 1992).

Feedback source affects not only employee perceptions but also their behavioral changes following the feedback. There was a positive relationship between source credibility and employee's desire to respond and also between the desire to respond and their subsequent job performance (Kinicki, Wu, Prussia, & McKee-Ryan, 2004). Northcraft and Early (1989) found that feedback source might directly lead to behavioral change by motivating them to improve their performance. Highly motivated people believed that the feedback would be useful to improve job performance, so they worked hard to maintain and/or improve their performance more than did less motivated employees did.

Furthermore, feedback provider's position in the organization plays an important role. Becker and Klimoski (1989) reported that when feedback was given by a supervisor there was higher degree of positive relationship between feedback and subsequent job performance than when feedback was given by peers or by the self. Brett and Atwater (2001) found that the impact of feedback delivered by supervisors and peers was higher than the impact of direct reports on employee reactions toward the feedback, and that employees perceived high ratings as to be more accurate when they were delivered by supervisors and direct reports than by peers. They found that the performance ratings from supervisors and direct reports were found to be significantly accurate, but peers ratings were not. Also, feedback from direct reports was not found to be as effective as feedback from supervisors and

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peers on reactions of feedback recipients. Even if there was a high discrepancy between self-ratings and other ratings, it was more likely that this discrepancy resulted in high motivation to improve, when other ratings came from a superior who had an effect on salary decisions, promotions etc. (Bono & Colbert, 2005).

Brett and Atwater (2001) found that employees showed stronger reactions, such as anger and discouragement, toward the negative feedback from supervisors and peers than ratings from subordinates and direct reports. Ashford (1993) found that regarding experience, manager employees were more likely to pay attention to ratings especially from their supervisors. Ashford also found that regardless of experience, performance ratings from supervisors were more important than ratings from co-workers or self observations for the evaluated employees. On the other hand, if the content of feedback message about their performance and career-development was negative, for the evaluated employees their co-workers' actions (opposed to their words) became more effective on their perceptions and work behaviors.

There are also positive relationships between demographic characteristics of the raters and their effects on feedback. Smither, Walker, and Yap (2004) examined the correlations between rater characteristics and ratings, and found that older raters, raters with high tenure, and raters with high work responsibility, tended to give more favorable ratings to their subordinates. Fletcher, Baldry, and Cunninghamm (1998) investigated raters' age, education level, tenure, length of the time working with/for the feedback recipient and the amount of contact with the recipient. They found that there was a significant and positive correlation between the favorability of feedback and raters' age and tenure when feedback was given by peers. Furthermore the favorability of feedback had a negative association with the age of raters who were managers of the ratees.

Another important factor on the positive relationship between satisfaction with the feedback process and future performance was supervisory status (Jawahar, 2006). That is, the relationship between satisfaction with the appraisal feedback and future performance was valid for the managers only in the status that they both receive and provide feedback in the same process. These managers could manage the

feedback process more easily, because they had chance to see the process from both sides (i.e., feedback provider and feedback recipient) and had a better understanding of the feedback process.

Antonioni (1996) pointed out that working with a feedback facilitator such as a consultant or a human resource professional instead of a supervisor might be more effective to make employees feel more comfortable during the feedback process, and persuade them to believe accuracy, necessity and utility of feedback. It was also found that managers receiving feedback from an executive coach were more likely than the others to set specific goals (instead of vague goals) to maintain and/or improve their job performance (Smither, London, Flautt, Vargas, & Kucine, 2003). Seifert, Yukl, and McDonald (2003) also found that feedback facilitator, especially if s/he was not feedback recipient's boss, directly affected the perceptions on the utility of feedback and performance improvement. When feedback was given by a supportive facilitator, feedback recipients' believes on feedback utility and their motivation to improve job performance increased.

1.4.1.4 Feedback Recipient

It is found that both situational and personal factors (individual differences) are effective in subordinate interpretations of feedback information, reactions, and responses to supervisor feedback (Fedor, Eder, & Buckly, 1989; Ilgen, Fisher, & Taylor, 1979; Yammarino & Dubinsky, 1992). According to Podsakoff and Farh (1989), a self-evaluative mechanism mediates the relationship between individual reactions and feedback.

Self-esteem of feedback recipient has been shown to be an important factor in feedback process. Ilgen, Fisher, and Taylor (1979) noted that employees with higher self-esteem paid more attention to their own self-perceptions rather than their job environment. Also they found that, when employees with high self-esteem received positive feedback, they attempted to improve their job performance more than the employees with low self-esteem, but when low self esteem employees received negative feedback, there was a decrease in their job performance. Vancouver and

Morrison (1995) found that when determining whether to ask for feedback, employees with low self-esteem were more likely to be affected by the quality of their relationship with the source. On the other hand, this was not the case for reward power of the source. That is, feedback recipients were influenced by the source's reward power regardless of their self-esteem level. Vancouver and Morrison (1995) also found a positive relationship between feedback recipients' needs for achievement and likelihood of being influenced by source expertise. When determining whether to ask for feedback, employees with high need for achievement were affected by source expertise more than did employees with low need for achievement.

Another positive relationship was found between the probability of asking for feedback and the reward power of feedback source especially when feedback recipients had high performance expectations (Vancouver & Morrison, 1995). However, for feedback recipients with low performance expectations, the hypothesis that the reward power of source negatively affected the probability of asking for feedback was not supported. That is, the higher the reward power of the feedback source, the more the feedback recipients with high performance expectations wanted to receive feedback. However, when the reward power of the feedback source was low, there was no decrease in asking for feedback by the recipients with low performance expectations.

The findings of McFarland and Miller (1994) supported the idea that different levels of performance produced different employee reactions; high performers had positive reactions whereas poor performers had negative reactions toward the feedback process. Also it was shown that if there were too many employees to compare their performance with each other, regarding their positions in terms of their performance level, the pessimistic employees reported lower ability level to perform better when they received negative feedback whereas the optimistic employees reported higher ability level. However, this difference was not the case for employees receiving positive feedback. It was found that employees' affective

reactions varied as a function of employees' orientations and the number of employees they were compared in terms of performance.

Smither, Wohler, and London (1995) emphasized that there was not any improvement in performance of employees whose initial level of performance was high. Only employees whose initial level of performance was moderate or low improved their performance after receiving feedback. This result is consistent with the findings of Atwater, Roush, and Fischthal (1995) and Reilly, Smither, and Vasilopoulos (1996), who found that employees receiving negative feedback showed more effort and attempted to improve their performance more than did the employees receiving positive feedback.

Reilly et al. (1996) added that with setting specific goals and action plans in feedback process, same improvement could be gained in positive feedback groups. Smither et al. (1995) found that self-rating level had an important effect on feedback recipients' intentions to improve performance. Rather than recipients with very low or very high self-ratings, recipients with moderate ratings had more intentions for improvement. They noted that this finding could be explained based on goal setting and control theories. These theories suggest that employees with very high ratings do not attempt to change their behaviors because they believe their performance is sufficient and there is no need for improvement. On the other hand, those with too low ratings do not attempt to alter their behaviors, either, because they believe that the gap between their current performance and ideal performance is too large to cover. However, employees with moderate ratings have strong intentions to change their work behaviors and improve their job performance, because they believe that it is possible to get the ideal performance level.

There are also positive relationships between other ratee characteristics and their perceptions toward feedback. Smither, Walker, and Yap (2004) found that ratees with more organizational tenure, more salary grade, and at higher organizational level received more favorable ratings. They also found that ratees from larger groups received somewhat less favorable ratings than did ratees from smaller groups. Furthermore, ratees' first and second performance scores were

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positively correlated, recent ratings had an effect on the subsequent ratings. Smither, Wohler, and London (1995) pointed out that employee's tenure had an effect on his/her perceptions about feedback, employees with high tenure in organization paid less attention to feedback. This result is consistent with the findings of Ilgen et al. (1979) who reported that employee age affected the perceptions about feedback. That is, older employees were less likely to seek for feedback than younger ones.

Culture is another factor playing an important role on effectiveness of the feedback process by influencing the context (both national and organizational context) in which performance feedback is provided. Therefore, in the next sections the effects of cultural dimensions on the feedback context are discussed.

1.4.1.5 Cultural Factors

Culture refers to "the deeper level of basic assumptions and beliefs shared by members of an organization that operate unconsciously and define in a basic 'taken for granted' fashion an organization's view of itself and its environment" (Schein, 1992, p. 6). Hofstede and Hofstede (2005) classified cultural values into five categories whose effects were different from culture to culture: power distance, individualism-collectivism, uncertainty avoidance, masculinity-feminity, and time orientation. Cultural norms are expected to be effective on the communication, it is found that cultural settings are different from one another in terms of the prevalent communication styles (Early, 1986).

Because national culture has an important effect also in organizational life (Fletcher & Perry, 2001), organizations' management styles, performance appraisal systems (Love, Bishop, Heinisch, & Montei, 1994), performance expectations from employees, and the role of performance feedback process varied as a function of their culture (Bretz, Milkovich, & Read, 1992). The effects of culture on feedback can be examined in two major ways. First, seeking and providing feedback behaviors depend on cultural values and second, cultural values are related to outcomes of the feedback process (Shipper, Hoffman, & Rotondo, 2004). The feedback culture of the organization affects the feedback process, because it gives some clues to the

employees regarding the value of feedback and support for using feedback in the organization (Silverman, Pogson, & Cober, 2005). It might affect feedback recipients' information processes and decision-styles (Cleveland, Murphy, & Williams, 1989). Shipper, Hoffman, and Rotondo (2004) investigated the effects of 360-degree feedback system from a cross-cultural perspective and they found that multi-source feedback was associated with improvements in reactions, cognitions, behaviors, and outcomes in all investigated cultures such as Ireland, Israel, Malaysia, Philippines, and the U.S. In this study, Hofstede and Hofstede's four cultural dimensions (i.e., power distance, individualism-collectivism, uncertainty avoidance, and masculinity-feminity) were also found to be positively correlated to this improvement, especially two of them played an important role. That is, 360-degree feedback was more effective in cultures which were individualistic and low on power distance. Therefore in the following sections these two cultural dimensions are discussed, separately.

1.4.1.5.1 Power Distance

Power distance is a cultural dimension which has an important effect on supervisor- subordinate relationship at work. *Power distance* can be defined as "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (Hofstede & Hofstede, 2005, p. 46). In other words, it refers to the physical and psychological distance between members of an institution or organization. Because feedback is a communication process and power distance is likely to play an important role in this process (Fletcher & Perry, 2001).

Cultural settings are different from each other in terms of their power distance scores (Hofstede & Hofstede, 2005). Hofstede's IBM studies (1980, 1981) indicated that Asian countries, eastern European countries, and Latin countries had higher power distance scores than German-speaking countries, the Nordic countries, the United States, and the Great Britain. The score of Turkey on this dimension was found to be above the average, meaning the Turkish context was found to be high on

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paternalism. Also, Aycan, Kanungo, Mendonca, Stahl, & Kurshid (2000) found the Turkish culture more paternalistic than the Western countries.

In cultural settings where power distance is high, because the power is centralized, employees depend on their supervisors and organization rules more than their own experience and subordinates. They prefer autocratic, paternalistic, and persuasive supervisors instead of consultative ones; they expect to be told what to do and they do not want to express their disagreements to their supervisors (Hofstede & Hofstede, 2005). In such settings, supervisors may prefer to deliver feedback in an authoritarian way like an order and they may avoid two-way communication and producing strategies to solve employee problems. Employees are more vulnerable to unfavorable feedback (Fletcher & Perry 2001), because the relationship between supervisors and their subordinates is emotional (Hofstede & Hofstede, 2005). Therefore, employees hesitate to express their own feelings, opinions, and disagreements to their supervisors and when they are given negative feedback, they may behave defensively and question fairness, importance, and usefulness of feedback (Beer, 1981). Both subordinates' defensive behaviors and supervisors' anxiety may lead to some misunderstandings. As a result, there may be problems in communication, hence feedback may not serve its deserved purpose, subordinates may not understand the information they should get from the feedback process (Beer, 1981).

On the other hand, in cultural settings with small power distance, the relationship between supervisors and their subordinates is pragmatic (Hofstede & Hofstede, 2005). There is interdependence between supervisors and subordinates, subordinates can communicate with their supervisors easily and are not afraid of expressing themselves and disagreements with them. They prefer consultative supervisors, they expect to be consulted before a decision is made that affects their work, but they accept that the boss is the one who finally decides (Hofstede & Hofstede, 2005). Supervisors prefer two-way and supportive communication and they try to find solutions to problems by talking with their subordinates in a cooperative action planning and they do not reach a decision before discussing it

with their subordinates (Fletcher & Perry, 2001). It is known that in this kind of communication, employees feel much more comfortable and supported, they are relatively more ready to receive negative feedback and they are much more enthusiastic to cope with their problems (Rondeau, 1992). Since employees feel supported, they do not feel threatened; hence they do not behave defensively in the feedback process. They begin to perceive feedback process more favorably and they become active participants in the process so that they could learn much more from feedback and become highly motivated to improve their job performance (Kay, Meyer, & French, 1965; Rondeau, 1992).

1.4.1.5.2 Individualism – Collectivism

Individualism-collectivism is also expected to be effective on feedback process. *Individualism* refers to "the interest of the individual prevails over the interest of the group," whereas collectivism refers to "the interest of the group prevails over the interest of the individual" (Hofstede & Hofstede, 2005, p. 74).

Cultural settings are different from each other in terms of their individualism-collectivism scores (Hofstede & Hofstede, 2005). IBM studies indicated a positive relationship between country wealth and individualism scores. Asian countries and Latin countries were found as the most collectivistic countries, whereas the United States, Australia, the Great Britain, and the Nordic countries were found the most individualist countries. The score of Turkey on the IBM index was found to be collectivistic. Moreover, in their study Aycan et al. (2000) found that the Turkish context was more collectivistic than the Western countries.

In collectivist cultures managers and subordinates avoid open discussions and they prefer indirect communication. On the other hand, in individualist cultures face-to-face communication and open discussions are preferred by the managers and subordinates (Fletcher & Perry, 2001). Hofstede and Hofstede (2005) pointed out that in collectivist cultures discussing performance appraisal results openly with the subordinate was unacceptable, hence indirect communication with an intermediary employee instead of face-to-face communication between supervisor and

subordinate, was preferred in the feedback process. In collectivist cultures the personal relationship prevails over the task, whereas in the individualistic cultures the task is supposed to prevail over any personal relationships.

Early (1986) found a positive relationship between collectivism and subordinates perceptions of trust toward their managers, suggesting that feedback was not an effective process on job performance in all cultural settings. In the U.S., where power distance and collectivism are low, the feedback including both praise and criticism led the employees to react positively toward the feedback and improve their performance. On the other hand, in England, where power distance and collectivism were found higher than the U.S., employees reacted more positively to praise than criticism in the feedback process, so only praise had an influence on employee job performance in the feedback process.

Hofstede and Hofstede (2005) indicated that the two cultural dimensions (i.e., power distance and individualism) tended to be negatively correlated. Countries with high power distance were likely to be lower on individualism (higher on collectivism); countries with small power distance were likely to be higher on individualism.

Another factor that has an influence on effectiveness of feedback is communication between supervisor and subordinate - degree of their relationship - (Antonioni, 1996). Beer (1981) demonstrated that supervisor - subordinate relationship is the most important factor in effectiveness of feedback process. Performance feedback can't serve its intended purposes unless there is clear, honest, and supportive communication between the two sides (Vinson, 1996).

1.4.1.6 Supervisor – Subordinate Communication

Giving and receiving feedback were affected by some emotional dynamics (e.g., how employees thought and felt while giving and receiving feedback) which prevented the feedback from achieving its potential and expected outcomes (Cannon & Witherspoon, 2005). Without an awareness of such dynamics, for both themselves and the other side, feedback providers and recipients may have difficulty in the

feedback process. Recognizing emotional dynamics of both sides of the feedback in the feedback process is likely to prevent negative reactions and defensiveness to feedback even if the feedback is negative, enhance effectiveness of feedback and result in expected outcomes of feedback.

Supervisor-subordinate trust and confidence in performance appraisal process play an important role in supervisor decisions, subordinate perceptions, and their responses to feedback to maintain and/or improve performance (Early, 1986; Fried, Bellamy, & Tiegs, 1992). Especially feedback-provider has an important role in the relationship and the feedback process (Wimer, 2002). Supervisors whose aim is to coach employees and improve their performance should behave as helpers rather than judges and listen to their subordinates' problems and make them aware of their weaknesses (Beer, 1981 & McGregor, 1957). In an effective communication process, feedback-provider should use clear, and supportive statements; and also when it is necessary s/he should listen to the subordinate (Wimer, 2002). On the other side, feedback-recipient should express his/her opinions clearly and accurately and should listen to her/his feedback-provider without any defensiveness (Wimer, 2002).

Vancouver and Morrison (1995) found that, as they expected the relationship quality between the source and the feedback-recipient and the expertise of the source were positively related with the likelihood of asking for feedback. Dorfman, Stephan, and Loveland (1986) found that supervisor support led to high level of employee motivation. Hazucha, Hezlett, and Schneider (1993) pointed out that employees whose supervisors were more supportive reported that they put more effort into their development and engaged in more development activities. The relationship between supervisor and organizational support and skill development enhances the importance of a supportive environment in successful behavior change.

There is a great deal of variability in management of the feedback process by different managers (Rondeau, 1992). Whereas some managers are perceived as expert communicators, some managers state that this process is very stressful for them and they need some training on it. Beer (1981) indicated that because most managers do not receive any training on how to give feedback effectively, they may

have difficulties when presenting feedback, especially negative feedback. Because of these reasons, supervisors and subordinates may fail to clarify job problems, develop action plans, and understand each other in the feedback process (Rondeau, 1992). Meyer, Kay, and French (1965) showed that in the feedback process when supervisor's criticism toward his/her subordinate increased, subordinate's defensive behaviors also increased. For this reason, feedback-provider should be well-trained to give feedback in the most appropriate way which positively affects the employee both emotionally and motivationally (Wilson, 1997).

As being directly related to communication between feedback source and recipient, the role of participation in the feedback process is discussed in the following section.

1.4.1.7 Participation in Feedback Process

Participation allows employees to state their side of the issue and voice their opinions in the feedback process. In their study, DeGregorio and Fisher (1988) found that in feedback process any type of participation increased employee satisfaction, because participative process gave employees a chance to speak about their performance, and hence, performance appraisal results were perceived to be more accurate by the employees. Also, more importantly, participative feedback process was found to result in performance improvement.

Beer (1981) demonstrated that in order to motivate employees to improve their job performance, participation in the feedback process is crucial. In this process supervisors become coaches for their subordinates, and by setting some specific goals and developing action plans they try to help their subordinates improve their performance. Meyer, Kay, and French (1965), Sloan and Johnson (1968) found that subordinates having active roles in clarifying problems, determining goals, and setting action plans became more favorable toward the feedback process. The feedback process in which the recipients are provided with more opportunity for participation is likely to be more effective to fulfill recipients' needs and improve their performance (Ludeman, 2000; Williams, Walker, & Fletcher, 1977). There are

similar research findings indicating that the more the employee participated in the feedback process, the more they showed positive reactions toward the feedback (Dipboye & de Pontbriand, 1981; Giles & Mossholder, 1990; Sashkin, 1981), such as satisfaction (Giles & Mossholder, 1990; Murphy & Cleveland, 1995), fairness and usefulness of the appraisal, and motivation to improve, even if employees knew that they had a chance only for expressing themselves, but not for affecting the performance appraisal results (Cawley, Keeping, & Levy, 1998).

Giles and Mossholder (1990) investigated the relationships between employees' reactions and both supervisory session variables (i.e., goal setting, encouragement of employee participation and supervisory criticism) and system contextual variables (i.e., complexity, implementation, follow-up). They found that employees' appraisal session satisfaction was more correlated with the supervisory session variables as a set, than the system contextual variables. In addition, they found that employees' system satisfaction had a stronger relationship with the system contextual variables than the supervisor session variables. Employees were more satisfied with their appraisal interview and with their supervisors when they participated more in the process and more particularly in the interview itself (Kikoski, 1999).

As can be seen in the discussions above, feedback sign, feedback source, and feedback recipient are the most widely studied factors affecting feedback process. On the other hand, medium of feedback is an issue that has not been directly and widely investigated. Based on the literature on communication and its effects on feedback process, feedback delivery issue appears to be another important factor. The study findings on the medium of feedback are discussed in the next section.

1.4.1.8 Medium of Feedback

The feedback-delivery method is another factor that play an important role on effectiveness of feedback (Brett & Atwater, 2001; DeNisi & Kluger, 2000; Steelman & Rutkowski, 2004; Walker & Smither, 1999). Feedback process could be conducted using different modes of communication. There are three major ways to convey

feedback: written, verbal, or written plus verbal. Feedback could be delivered using written formats or it may be delivered orally in a face to face feedback session (Vinson, 1996), or it may include both medium. For an effective feedback process, written feedback report should be accurate and useful and also, verbal feedback session should be relevant (Seifert, Yukl, & McDonald, 2003).

Managers are often reluctant and anxious about the performance appraisal interviews. Specific need for effective face-to-face communication is nowhere more critical than in performance appraisal interview (Kikoski, 1999). Although feedback is a critical process, unfortunately, giving and receiving feedback are not always easy to do (Clarke-Epstein, 2001). If feedback is not delivered appropriately, it may become an ineffective and painful process for all parties involved. Rondeau (1992) found that the managers lacking qualities and not given any training on feedback preferred written feedback and avoided face-to-face communication with their subordinates, especially when they had to deliver negative feedback. Because of these reasons, it is important to find the most effective way for conveying feedback to the employees in order to manage and reduce their potential negative reactions, make them satisfied with the feedback process, and motivated to act on feedback (Brett & Atwater, 2001).

Feedback-delivery method may affect the acceptance and perceptions about accuracy and utility of feedback (Steelman & Rutkowski, 2004). DeNisi and Kluger (2000) concluded that the type of feedback might effect the employee perceptions on relevance and utility of feedback. Seifert, Yukl, and McDonald (2003) compared feedback including workshop with written feedback report, written feedback report only and no-feedback conditions and found that there was no significant difference between three conditions for perceived accuracy of feedback. On the other hand, the utility and the capacity of the feedback to improve job performance were rated higher by the managers who received feedback with a workshop than the managers who received feedback without a workshop, meaning that feedback workshop with a facilitator made the feedback process more useful for the feedback recipients.

Interpreting a feedback report without a discussion process might be difficult if the content of the feedback is too complex (DeNisi & Kluger, 2000). Hence, delivering written-only feedback could not be sufficient for an effective feedback process (Fandray, 2001). Addition of feedback review session might be a solution; the feedback facilitator could help feedback recipients interpret the feedback information, set specific improvement goals, and develop action plans in order to improve their job performance (Fandry, 2001; DeNisi & Kluger, 2000). Superiority of verbal feedback over written feedback depends on whether the verbal feedback process takes place appropriately or not. Nemeroff and Wexley (1979) noted five main characteristics of performance interview sessions: (1) invitation to participate, (2) participation in goal-setting, (3) the proportion of the total time spoken by employee, (4) the amount of criticism, and (5) supportive behaviors. They investigated the relationship between these variables and three outcomes of the interview (i.e., satisfaction with the interview, satisfaction with the manager, and motivation to improve for both supervisors and subordinates. The results showed that the most highly significant correlations were found for subordinates; supportive behaviors were correlated with invitation to participate, participation in goal-setting, and also proportion of time spoken. And these variables together were positively related to both motivation to improve and satisfaction with the manager. For supervisors there was only one significant relationship between characteristics of interview data – between supportive behaviors and participation –. On the other hand, all relationships between three of the interview outcome variables were significant for the supervisors. The supportive behaviors were positively related to satisfaction with the feedback for both supervisors and subordinates. The overall performance feedback characteristic composite indicated a significant relationship with all three interview outcomes for the subordinates and was significantly related to satisfaction with the feedback session for the managers. The results showed that the most important interview characteristic from the subordinates' viewpoints was supportive behaviors in the interview. While supportive appraisal behavior and invitation to participate significantly predicted subordinate satisfaction with the

feedback interview, supportive behavior and participation in goal-setting significantly predicted subordinate motivation to improve job performance. On the other hand, neither criticism nor the proportion of time spoken had a significant effect on attitudes of supervisors and subordinates toward the feedback process.

Feedback meetings including discussions on performance appraisal results might provide a more supportive environment to discuss and clarify written feedback reports, ask the ratees to think about the feedback more deeply, in sum encourage them to engage in more attempts to change their insufficient work behaviors. Discussion of performance ratings with the feedback provider contributed to feedback recipient's understanding of the reasons and consequences of the feedback more clearly, and also with its motivational effect led to behavioral change and performance improvement (Antonioni, 1996; Walker & Smither, 1999).

In their study including an upward feedback process, Walker and Smither (1999) found that employees who had a chance to discuss their feedback reports face-to-face with the feedback providers improved their performance more than employees who did not engage in a feedback meeting. They also found that performance improvements increased in the following years when the feedback meetings continued to be regularly conducted. Bracken (1994) found that feedback workshops allowed feedback recipients to think about their feedback, set specific goals, and determine action plans in an uninterrupted time. If a verbal feedback session is not conducted, feedback recipients with high work load might not spend time to analyze their feedback and decide on what they should do to develop. Managers significantly improved expected work behaviors after receiving feedback especially feedback was given with a workshop, but there was no significant change on improving expected work behaviors of no-feedback group managers (Seifert, Yukl, & McDonald, 2003).

The study of Nemeroff and Cosentino (1979) indicated similar results with Seifert, Yukl, and McDonald (2003) and Walker and Smither (1999) on the superiority of verbal feedback to written feedback alone. Nemeroff and Cosentino found that managers, who received both written feedback from their subordinates

and review of the feedback with a HRD trainer, improved their skills more than did managers in written-only feedback condition. They also indicated that feedback with goal setting condition was found to be superior to feedback alone on managers' perception of feedback interview success, their motivation to improve their job performance and on their satisfaction with the feedback interview. Feedback recipients in feedback alone condition without goal setting reported that they had difficulty to determine which behaviors were needed for improvement. In addition, they noted that when feedback was given using a written feedback report, it could have led to more specific goal setting. A similar study was conducted by Antonioni (1995) who tested the effects of different types of upward feedback systems on managers' (feedback-recipient) supervising behaviors. The study included four experimental groups: (1) written feedback with a review of feedback with the immediate supervisor, (2) written-only feedback, (3) performance review without a written feedback, and (4) control group including neither a written feedback nor a review session. He expected that improvement of the supervisory behaviors and the satisfaction with the supervision of the managers in Group 1 would be more than the managers' in the other three groups, and that managers in Group 2 would improve their supervisory behaviors significantly more than the managers in Groups 3 and 4, but non of these expectations was confirmed, there was no significant difference between the four experimental groups. Antonioni (1995) concluded that there were a number of explanations as to why the results of his study failed to support the hypotheses. For example, he noted that feedback session, goal setting and action planning for Group 1, which was expected to be superior to the other three groups, was not strong enough to produce significant results.

As opposed to the study findings about superiority of verbal feedback to written feedback, some researcher reported opposite results. For example, Kluger and DeNisi (1996) found that verbal feedback was related to lower level of feedback effect because of involving another person. On the other hand the feedback which was computerized was related to higher level of feedback effect, because of focusing attention on the task only not a person. Next, although written feedback entails extra

effort than verbal feedback, it is a permanent record and guide for the feedback recipients, which involves more detailed and structured information.

Furthermore, the magnitude of leniency, which is a rating bias, was higher in face-to-face feedback process than no face-to-face interaction condition (Hauenstein; 1992). Hauenstein (1992) investigated the effects of leniency error based on a contextual variable (i.e., face-to-face feedback) by using three experimental groups regarding the interaction expectations with the ratee (immediate-expectation group, delayed-expectation group, and no-expectation group). The results indicated that raters who anticipated an interaction with the ratee gave more lenient ratings than the raters did not anticipate any interaction with the ratee. Raters in immediate-expectation condition were biased more toward good (relative to poor) work behaviors than were the raters in other conditions. The most lenient group was immediate-expectation group, also the ratings of interaction expectation group regardless of immediate or delayed, were more lenient than the ratings from no-expectation group. In sum, raters who know they would engage in a face-to-face interaction with the ratee were more likely to give lenient ratings. Hauenstein concluded that leniency was a complex phenomenon and its effects on ratings were mixed.

As the feedback-delivery method is estimated among the most important factors whose effects should be analyzed on employees' performance and reactions toward feedback, the present study aimed at examining the effectiveness of feedback-delivery method.

As can be seen from the above sections, discussing factors whose effects on feedback are various, it can be concluded that feedback is an important part of performance management systems and no matter who conveys and who receives the feedback, how it is delivered and for which purpose, significance of performance appraisal and feedback training for an effective feedback process can not been ignored. And, all other factors whose effects on the feedback process are discussed above can be seen as important clues to develop and conduct these training programs.

1.4.1.9 Rater Training – Feedback Training

Performance management is expected to be more effective when both performance appraisal process and feedback are applied appropriately. On the other hand, if the rater, who is a crucial and continuous element of performance appraisals and also feedback, does not do the job well, the performance appraisal system fails to produce its deserved outcomes (Martin & Bartol, 1986). In order to make this process more effective for all stake holders (i.e., organizations, managers, and employees), and help raters understand the usefulness of performance appraisals and feedback, conducting training programs on these topics may be a solution. Because successfully conducted performance-appraisal feedback sessions require a well-structured plan of action, training programs should aim at providing raters with the necessary skills to conduct performance appraisal process and convey effective feedback (Rondeau, 1992). It is important to note that well-trained raters enhance the success of the performance appraisal and feedback process and subsequent productivity of the organization (Martin & Bartol, 1986).

It is well established that political considerations are part of the PA process in work organizations (Longenecker, Sims, & Gioia, 1987) and that rating errors, such as leniency, halo, contrast effect, and similar to me bias, almost rules rather than exceptions in this process. Supervisors do not want to give low ratings to their subordinates because of a number of reasons. They might think that motivating employees to maintain and/or increase their future performance is much more important than accurate ratings, or they might be anxious about reactions of their subordinates and hence may avoid a confrontation with the subordinate. They also might not want to disturb the positive communication, or they might protect the subordinates showing poor performance because of personal problems, or they might not want to negatively affect their subordinates' compensation or career. But these are only short-term solutions, in the long run, because of these kinds of strategies, adopted to avoid confrontation concerning less than desirable performance, and performance appraisals can not lead to expected improvement on performance.

Therefore, in order to establish a powerful performance appraisal system, top management support is a very important factor in an organization (Longenecker, 1989; Longenecker, Sims, & Gioia, 1987). Because conducting training programs which are one of the most effective solutions to prevent or minimize the rating biases, top management support become more crucial.

Through rater trainings it is possible to eliminate major rating errors such as halo and leniency; as a result, improve the accuracy of performance appraisals and enhance the credibility of the process (Bracken, 1994). Organizations should pay attention to this kind of training programs in order to reduce the effects of inaccurate and biased performance ratings which lead to misunderstandings and incorrect interaction during the feedback process (Rondeau, 1992).

Nemeroff and Wexley (1979) pointed out that the major reason why performance appraisal interviews failed to enhance job performance was the lack of effective interview skills. Through feedback training the raters can gain more confidence in successfully managing a variety of appraisal and feedback situations, and they can be more likely to face with fewer defensive reactions from the feedback recipients, hence obtain improvement in job performance. Nemeroff and Cosentino (1979) pointed out that feedback training was effective on improvement of manager's skills, especially when the training was given with supportive techniques such as role playing and behavior modeling.

Participation in rater training and feedback training programs lead to skill development (Hazucha, Hezlett, & Schneider, 1993). Brett and Atwater (2001) pointed out that minimizing the negative reactions toward feedback, especially when it is negative deserve more attention. These kinds of trainings were effective to deal with negative attitudinal consequences of the performance appraisal and feedback process. Supervisors manage the process and the possible negative reactions of the employees toward low ratings more effectively through these trainings (Pearce & Porter, 1986).

In sum, rater training is crucial for raters who are expected to provide accurate evaluations of performance. Feedback training helps feedback providers improve their skills on feedback giving and it makes feedback process a planned action (Rondeau, 1992). With both types of training programs, supervisors and subordinates may prepare themselves both mentally and emotionally for the performance appraisal and feedback processes (Ludeman, 2000).

1.5 Purpose of the Study and Hypotheses

As it has been presented above, because of being an important part of performance appraisal system, more attention should be paid to the feedback process in performance management. The combination of mixed findings relating to the effectiveness of feedback on performance and user reactions indicates the complexity of this issue.

In this study, medium of feedback, whose effect has not been directly and extensively investigated, was chosen among the other factors to be examined. The purpose of the present study is to compare and contrast the differential effects of two different ways of delivering feedback (i.e., different modes of communication) on both job performance and user reactions which have not been extensively studied together in the feedback literature. Based on the purpose, *feedback-delivery method* as written-only feedback vs. written plus verbal feedback was treated as the independent variable, whereas *job performance* of the feedback recipients*, utility and affective reactions* of the feedback providers and the recipients toward the feedback process were treated as the dependent variables of the study. Figure 2 represents the three phases of the present study. Phase II and Phase III depict the conceptual framework tested in the study.
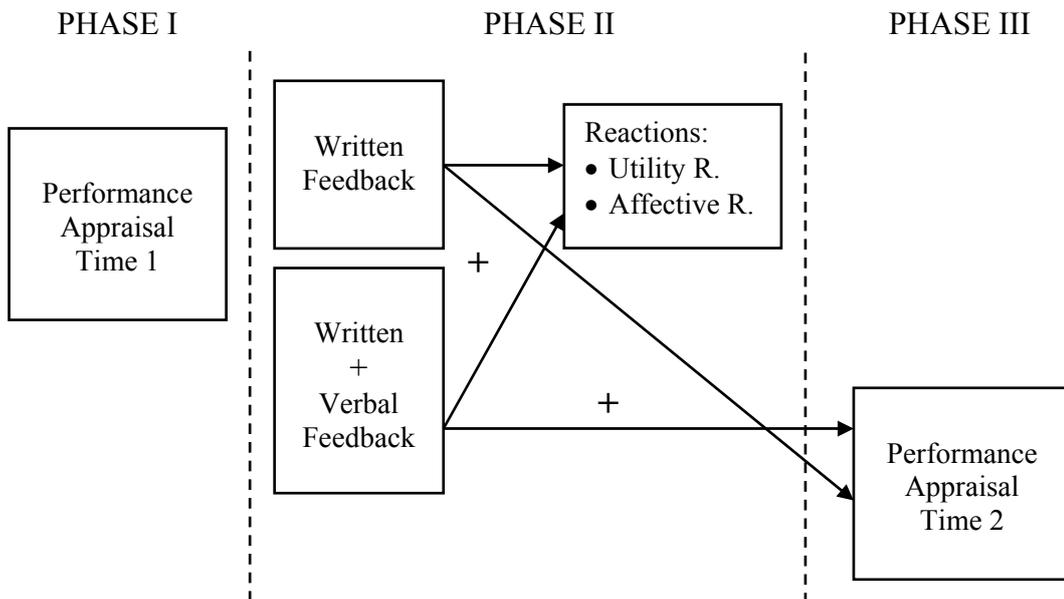
Figure 2. Phases of the Study

Consistent with the existing literature, verbal feedback along with a written one is expected to be superior to written-only feedback on performance, when it is delivered appropriately (DeGregorio & Fisher, 1988; DeNisi & Kluger; 2000; Fandry, 2001; Sheifert, Yukl, & McDonald, 2003; Walker & Smither, 1999). When the verbal feedback process is conducted appropriately (Nemeroff & Wexley, 1979), it allows the ratee participation in the feedback process especially in the goal-setting phase and also usage of non-verbal cues (i.e., body language), which are thought to enhance the effects of verbal communication. In a participative process, having an active role in discussion of the performance appraisal results with the rater makes the ratee more motivated to improve his/her job performance. Hence it was hypothesized that:

Hypothesis 1: Written plus verbal feedback technique is more effective on feedback recipients' job performance than written-only feedback.

Verbal feedback together with a written one is also expected to result in more favorable reactions about the utility of the feedback (DeNisi & Kluger, 2000; Steelman & Rutkowski, 2004). Because it provides a participative process between

the rater and the ratee and allows the ratee to talk about his/her performance (Cawley, Keeping, & Levy, 1998; Sheifert, Yukl, & McDonald, 2003; Walker & Smither, 1999), written plus verbal feedback is expected to be more effective in motivating the ratees to improve their job performance than is the written-only feedback. Accordingly,

> *Hypothesis 2a:* Written plus verbal feedback technique is more effective
> on utility reactions of feedback providers than written-only feedback.
> *Hypothesis 2b:* Written plus verbal feedback technique is more effective
> on utility reactions of feedback recipients than written-only feedback.

Similarly, the literature suggests the positive effects of ratee participation in the feedback process. Participation has an important role in shaping employee reactions toward the feedback process (Jawahar, 2006). For example, DeGregorio and Fisher (1988) asserted that any type of participation in the performance management process would increase employee/ratee satisfaction. Taking an active role in the feedback process, hence in the management of one's own performance, is likely to increase the ratee's satisfaction with the whole process (Giles & Mossholder, 1990; Murphy & Cleveland, 1995; Nemeroff & Wexley, 1979). Based on the reviewed literureture, it was hypothesized that:

> *Hypothesis 3a:* Written plus verbal feedback technique is more effective
> on affective reactions of feedback providers than written-only feedback.
> *Hypothesis 3b:* Written plus verbal feedback technique is more effective
> on affective reactions of feedback recipients than written-only feedback.

In addition to the research hypotheses, more specifically whether sign of feedback as positive or negative (i.e., level of performance ratings) affected the utility and affective reactions toward the feedback process, the effects of feedback-type on perceptions of handling positive/negative feedback in the feedback process, and the relationship among the demographic variables and the study variables are investigated in the study.

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CHAPTER II

METHOD

2.1. Participants

This study was conducted in four different training units, similar in terms of major duties, functions, and responsibilities, in the Turkish Land Forces (TLF) in Ankara. In other words, already existing (i.e., intact) groups that are expected to be similar to each other in terms of critical variables of interest such as rank, tenure, major function, length of experience with the chosen subordinate were used in the study.

The four units were randomly assigned to the two experimental conditions of the study: *Written-Only Feedback (WF) Condition* and *Written plus Verbal Feedback (WVF) Condition*. In both conditions, each supervisor selected a subordinate from among all his subordinates to provide performance ratings.

The present study included three major phases (see section 2.3) and the data were gathered from both supervisor (performance evaluations and reactions toward feedback they provided) and subordinate officers (reactions toward feedback they received). Originally, 117 performance appraisal forms were distributed to the supervisor officers in Phase I (i.e., first performance evaluations) and 89 forms were returned with 77 usable forms. In Phase II (i.e., reactions toward feedback process), reaction questionnaires were distributed to 77 supervisor officers, who filled the performance appraisal forms in the first phase, and to their selected subordinates. Seventy six supervisors and 71 subordinates completed the reactions toward feedback questionnaires. In Phase III (i.e., second performance evaluations), 66 supervisors filled out the performance appraisal forms. More detailed information on the phases of the study and the distribution of the participants into the two feedback conditions are presented in Appendix A.

There were 37 supervisors and 34 subordinates in the WF condition, and 40 supervisors and 37 subordinates in the WVF condition. Both supervisor and subordinate samples were all male and came from a wide variety of ranks. The rank of the supervisors ranged from first lieutenant to colonel. The final supervisory sample included 4 first lieutenants (5.2 %), 25 senior captains (32.5 %), 11 majors (14.3 %), 20 lieutenant colonels (26 %) and 17 colonels (22.1 %). The rank of the supervisors ranged from lieutenant to lieutenant colonel. The subordinate sample included 6 lieutenants (8.5 %), 24 first lieutenants (33.8 %), 19 senior captains (26.8 %), 18 majors (25.4 %) and 4 lieutenant colonels (5.6 %). The mean age of supervisors was 39.2 years (with a range age of 28-48 and standard deviation of 5.32 years). The mean age of subordinates was 33.1 years (with a range age of 23-45 and standard deviation of 5.77 years).

Seventy seven point nine percent of supervisors ($N = 60$) and 88.7 % of subordinates ($N = 63$) had a 4-year college degree, 20.8 % of supervisors ($N = 16$) and 11.3 % of subordinates ($N = 8$) had a master's degree, and 1.3 % of supervisors $N = 1$) had a Ph.D. The average total time spent working together was 12.6 months with a range of 3-36 months.

2.2. Measures
2.2.1. Performance Appraisal Form

Performance of subordinates was assessed using a performance appraisal form developed for the jobs in question. This form was developed by a group of researchers in the Middle East Technical University in a sponsored project conducted for the Turkish General Staff (Sümer & Bilgiç, September 4, 2006).

Some of the sections of this performance appraisal form that were developed for administrative purposes were not used in this study. Instead, the part of the form that included 17 performance dimensions such as *"Problem Solving and Decision Making," "Management and Administration,"* and *"Technical Skills and Abilities"* was used. The instruction on how to complete the form was included on top of the first page of performance appraisal form and the respondents were asked to evaluate

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their subordinates' performance on each dimension using a 5-point Likert type scale, anchored by "1 = insufficient" and "5 = very successful" regarding performance. Each performance dimension is described in detailed to guide the ratings.

2.2.2. Demographic Information Questionnaire

In order to obtain information about the critical demographic characteristics of the supervisors and their self-selected subordinates, a demographic information questionnaire was included in the package along with the "Performance Appraisal Form" and it was filled out by the supervisors. This questionnaire included questions on rank, age, and education level of both supervisors and subordinates. Also, the question on the length of time working together with the selected subordinate was included in this questionnaire.

2.2.3. Reactions Toward Feedback Questionnaire

Supervisors (i.e., feedback providers) and subordinates (i.e., feedback recipients) were asked what they thought and felt about the feedback process in which they had been a part and its effects on them using a reaction questionnaire tapping into the opinions and feelings of the supervisors and the subordinates about the feedback process. The reaction questionnaire was developed by the researcher and it had four versions based on the study conditions: "Written Feedback Process Evaluation Questionnaire - Supervisor Form" and "Subordinate Form," "Feedback Process Evaluation Questionnaire - Supervisor Form" and "Subordinate Form." Participants were asked to respond to these questionnaires using a 5-point Likert type scale (1 = Strongly disagree; 5 = Strongly agree). Also, for some items another response alternative (i.e, not applicable) was provided. More specifically, the raters and the ratees were asked to skip a question if the either was no performance dimension rated as 1 or 2 or 5.

"Written Feedback Process Evaluation Questionnaire - Supervisor Form" was developed for supervisors in the WF condition and included 25 items (first 24 items are closed-ended and the last one is open-ended) (see Appendix B). In the

"Subordinate Form" there were 23 items including 22 closed-ended items and one open-ended item (see Appendix C). "Feedback Process Evaluation Questionnaire - Supervisor Form" was developed for supervisors in the WVF condition and included 34 items (first 33 items are closed-ended and the last one is open-ended) (see Appendix D). In the "Subordinate Form" there were 35 items, 34 of which are closed-ended items and the last of which is an open-ended item (see Appendix E).

The items in all questionnaires were similar in content. That is, reactions toward the feedback process were measured under two major dimensions: utility and affective reactions. Additionally, there were a number of items measuring reactions toward handling positive and negative feedback specifically, and items measuring the degree to which each of the key behaviors (e.g., invitation for participation in the feedback process, participation in goal-setting, and appreciation of successful performance etc.) was displayed in the feedback process by supervisors and subordinates. The last and the only open-ended item in all four reaction forms (i.e., "What are your additional opinions and suggestions about the feedback process?") was used to collect information on opinions and suggestions of the supervisors and subordinates about the feedback process.

2.3. Procedure
2.3.1. Overview of the Procedure

This study was conducted in 3 major phases (see Appendix A). In Phase I, the supervisors in both conditions of the study (Written-Only Feedback Condition vs. Written plus Verbal Feedback Condition) were administered a 3-hour performance appraisal training in order to assure quality of the ratings provided. Just after this training, each supervisor was asked to evaluate the performance of one of his subordinates to evaluate using the Performance Appraisal Form (i.e., first performance evaluations). After about two weeks, in Phase II, a 3-hour feedback training including several training techniques were given to the supervisors in order to prepare them to give feedback to their self-selected subordinates adequately and successfully. Following the feedback training, all supervisors gave performance

feedback to their selected subordinates in accordance with the experimental condition they were in. Following the feedback process, all supervisors and subordinates evaluated the feedback process using one of the four reaction questionnaires within a week (i.e., reactions toward feedback process). Phase III started two months after the administration of the performance feedback. In this phase, the supervisors in all groups were asked to evaluate the self-selected subordinates' performance for the second time (i.e., second performance evaluations).

2.3.2. Phase I

The first phase of the study was the same for all four groups in the two experimental conditions. In this phase, based on the idea that feedback can be effective when performance appraisal results are perceived unbiased, accurate and honest, a 3-hour *performance appraisal training* was prepared and administered to the supervisors in both conditions by the researcher herself and a colleague. This training is derived from the training program developed for the very same purpose by Sümer, Bilgiç, and Erol (2004). Since it is known that halo and leniency were common in performance appraisal ratings of the military samples, the training was designed to be a combination of the frame-of-reference training (FOR) and the rater error training. The FOR training was given to the supervisory trainees both to familiarize them with the performance appraisal form and to help them develop common frames of reference in performance appraisal ratings. The rater error training was given to the trainees to sensitize them about major rating errors/biases such as halo, leniency, central tendency, and contrast effect. The content of the performance appraisal training is presented in Appendix F.

At the end of the performance appraisal training, "Performance Appraisal Forms" were distributed within envelopes to the supervisors, and each supervisor was asked to evaluate the performance of one of his subordinates that he thinks that he is in a good position to rate using these forms. Because the anonymity of the participants was especially important, to enhance the objectivity and accuracy of the

ratings, supervisors' and their selected subordinates' names were not used in the study; instead, each pair was assigned a number in order to match each supervisor with his self-selected subordinate.

2.3.3. Phase II

Phase II involved administration of a feedback training to the supervisory participants. While the supervisory participants in the WF condition received written feedback training, the supervisory participants in the WVF condition received both written and verbal feedback training.

2.3.3.1 Written-Only Feedback Condition

About two weeks after the performance appraisal training, the supervisors in the WF condition were administered a 3-hour *written feedback training* titled "Effective Written Performance Feedback." In this training program, the supervisors were given training on only written feedback techniques (for the content of the written feedback training see Appendix G). The topics of the training were effective communication techniques (Erdemli & Sencer, 2004), written feedback as a communication tool, overall written feedback process and its steps, determining problematic areas, finding solutions to job problems, reinforcing the desired work behaviors, setting specific goals and action plans for improvement. The training program also included the section on how to convey negative evaluations in the "Written Feedback Form" and this form was introduced to the supervisors, and the supervisors were informed about how they should fill out each part of the written feedback form.

Next, some examples of appropriately filled out forms were shown to the supervisors, and the key factors, their importance, effects and relevance on filling the form were discussed. So, with the training program the feedback process was tried to be controlled by the researcher.

At the end of the training program, performance appraisal forms, which the supervisors had filled out about two weeks ago (i.e., pretest performance ratings)

were collected in closed envelopes directly by the researcher. The supervisors kept a copy of this form to guide the feedback process. Then the supervisors were given the following instruction:

> *You had evaluated one of your subordinates' job performance about two weeks ago. Now, based on your evaluations, you are expected to give written feedback to your subordinate without any face-to-face exchange of information about the content of the feedback with your subordinate. Following the administration of written feedback, both you and your subordinate will evaluate the feedback process using the forms in the envelopes that I will hand in now.*

Next, each supervisor was given two envelopes to be used in the feedback process. First envelope included *one page instruction* on the written feedback process (Appendix J), the *"Written Feedback Process Evaluation Questionnaire - Supervisor Form"* (Appendix B), and a diskette including the *"Written Feedback Form"* (Appendix L), and *two cover letters* (Appendix I). Both cover letters were used to inform subordinates about the purpose and the consequences of the study and the feedback they received. First letter was signed by the researcher and the second one was signed by the supervisors. The second envelope included the *"Written Feedback Process Evaluation Questionnaire - Subordinate Form"* (Appendix C).

The supervisors were asked to give written feedback to their subordinates by following the three steps on the instruction form given to them in the envelope and as consistent with the feedback training they had taken. In the first step, the supervisors provided written feedback to their subordinates by filling out the "Written Feedback Form" based on their evaluations. In the second step, they gave "Written Feedback" and cover letters (Envelope 1), and the "Written Feedback Process Evaluation Questionnaire - Subordinate Form" (Envelope 2) to their subordinates. As they were especially warned, the supervisors did not review the feedback with their subordinates. They only told them to read the feedback and then to evaluate the

feedback process by using the "Written Feedback Process Evaluation Questionnaire - Subordinate Form" in the second envelope.

In the last step, both the supervisors and the subordinates rated the feedback process using "Written Feedback Process Evaluation Questionnaire - Supervisor Forms" and "Subordinate Forms" within a week following the feedback process. The questionnaires were self-administered.

The feedback process was completed in about three weeks following the written feedback training. When it was completed, a copy of the "Performance Appraisal Form," "Written Feedback," and the "Written Feedback Process Evaluation Questionnaire - Supervisor Form" were collected in closed envelopes from all supervisors. Also, the "Written Feedback Process Evaluation Questionnaire - Subordinate Forms" were collected from the subordinates, again in closed envelopes.

2.3.3.2 Written Plus Verbal Feedback Condition

About two weeks after the performance appraisal training, the supervisors in the WVF condition were administered a 3-hour *written plus verbal feedback training* in order to prepare them to give feedback to their self-selected subordinates (for the content of the written plus verbal feedback training see Appendix H). In this training program, titled "Effective Performance Feedback," the supervisors were informed about effective communication techniques (Erdemli & Sencer, 2004), feedback as a communication tool, overall feedback process and its steps, determining problematic areas, finding solutions to job problems, reinforcing the desired work behaviors, setting specific goals and action plans for improvement. The training program also included a section on how to give negative feedback both verbally and on the "Written Feedback Form," and this form was introduced to the supervisors, and the supervisors were informed about how they needed to fill out each part of the written feedback form.

Next, an example of appropriately filled out written feedback form was shown along with a videotaped model of an effective verbal feedback to a

subordinate. Key behaviors in the feedback process, their importance, effects and relevance to the feedback were also discussed. So, with the training program the feedback process was tried to be controlled by the researcher.

At the end of the feedback training program, performance appraisal forms, which the supervisors had filled out about two weeks ago (i.e., pretest performance ratings) were collected in closed envelopes directly by the researcher. The supervisors kept a copy of this form to guide the feedback process. Then the supervisors were given the following instruction by the researcher:

> *You had evaluated one of your subordinates' job performance about two weeks ago. Now, based on your evaluations, you are expected to give both written feedback and verbal feedback to your subordinate. Following the feedback session, both you and your subordinate will evaluate the feedback process using the forms in the envelopes that I will hand in now.*

Next, each supervisor was given two envelopes to be used in the feedback process. First envelope included *one page instruction* on the written and verbal feedback process (Appendix K), the *"Steps in Verbal Feedback Process Form"* (Appendix N), the *"Feedback Process Evaluation Questionnaire - Supervisor Form"* (Appendix D), and a diskette including the *"Written Feedback Form"* (Appendix M), and *two cover letters* (Appendix I). Both cover letters were used to inform subordinates about the purpose and the consequences of the study and the feedback they received. First letter was signed by the researcher and the second one was signed by the supervisors. The second envelope included the *"Feedback Process Evaluation Questionnaire - Subordinate Form"* (Appendix E).

The supervisors were asked to give feedback to their subordinates by following the four steps on the instruction form given to them consistent with the feedback training they had taken. In the first step, the supervisors were asked to write their performance feedback by filling out the "Written Feedback Form." In the second step, they met with their subordinates to discuss performance appraisal results

(i.e., verbal feedback process) by following the steps on the "Steps in Verbal Feedback Process Form." As presented in the instruction form, feedback session was expected to last about 10-25 minutes. In the third step, at the end of the verbal feedback process the supervisors gave "Written Feedback", cover letters (Envelope 1), and the "Feedback Process Evaluation Questionnaire - Subordinate Form" (Envelope 2) to their subordinates, and they told their subordinates to evaluate the feedback process using the "Feedback Process Evaluation Questionnaire - Subordinate Form" in the second envelope.

In the last step, both the supervisors and the subordinates rated the feedback process using "Feedback Process Evaluation Questionnaire - Supervisor Forms" and "Subordinate Forms" within a week following the feedback process. The questionnaires were self-administered.

The feedback process was completed in about three weeks following the feedback training. When it was completed, a copy of the "Performance Appraisal Form," "Written Feedback," and the "Feedback Process Evaluation Questionnaire - Supervisor Form" were collected in closed envelopes from all supervisors. Also, the "Subordinate Forms" were collected from the subordinates, again in closed envelopes.

2.3.4 Phase III

Two months after the administration of the feedback, the supervisors in the WF condition and the WVF condition were asked to evaluate the same subordinates' performance for the second time. This phase of the study lasted about two weeks.

CHAPTER III

RESULTS

3.1 Overview

Analyses conducted can be examined under five headings: (1) data cleaning, factor and reliability analyses, (2) correlation analyses on the study variables, (3) analyses on the performance data produced by the supervisors, (4) analyses on the reaction data toward the feedback process expressed by both the supervisors (raters) and the subordinates (ratees), and (5) additional analyses.

In data cleaning, missing cases and values were detected and not used in the analyses only for which they were found to be missing. Next, a series of principal component analyses were conducted on the performance data and the reactions data separately to identify the number of factors underlying performance evaluations and reactions toward feedback. Additionally, reliabilities of the variables of intent were calculated.

In correlation analyses, the correlations between demographic variables (e.g., rank, education etc.), pretest and posttest performance ratings and each reaction ratings (i.e., utility reactions and affective reactions), and also means and standard deviations of performance and reaction ratings were examined.

In order to test whether feedback recipients' job performance varied as a function of the feedback type (Hypothesis 1), a 2 x 2 mixed ANOVA repeated on the second factor was conducted. The first factor - feedback type (written vs. written plus verbal) - was used as the between-subjects variable and the second factor - performance ratings before and two months after the feedback (pretest vs. posttest) - were used as the within-subjects variable.

To investigate the effects of feedback-type on utility and affective reactions of supervisors and subordinates (Hypothesis 2a, 2b, 3a, and 3b), separate one-way

between subjects ANOVAs for the reaction sub-scale scores were conducted.

Additionally, separate one-way between subjects ANOVAs were conducted to assess the effects of feedback type on supervisors' ability of handling positive/negative feedback from both supervisors' and subordinates' point of view. Furthermore, for each of the individual items, which were not included in the reactions toward feedback sub-scales, were analyzed using separate one-way between subjects ANOVAs. Finally, a content analysis was performed to investigate whether the supervisors' and subordinates' opinions and suggestions varied as a function of feedback-type.

3.2 Data Cleaning, Factor and Reliability Analyses

As the analyses of the study were conducted on two types of data (i.e., performance data and reactions data), the detection and elimination of missing values were done for every single analysis conducted on each data set, separately.

3.2.1 Data Cleaning on Performance Data

Supervisors who filled out the first "Performance Appraisal Form" but not the second one ($N = 6$) were eliminated from the analysis used to compare pretest and posttest performance ratings. Four of the eliminated cases were from the WF condition and 2 of them were from the WVF condition. The remaining sample size was 71 ($N = 33$ in the WF Condition, $N = 38$ in the WVF Condition) for further analyses on performance.

3.2.2 Data Cleaning on Reaction Data

Supervisors who didn't fill out the "Feedback Process Evaluation Questionnaire - Supervisor Form" and the subordinates who didn't fill out the "Subordinate Form" were deleted. More specifically, 3 subordinates in the WF condition, 1 supervisor and 3 subordinates in the WVF condition were discarded from further analyses on reactions toward the feedback process.

Because the sample size was not large enough, on the assumption that it might affect the results of the study, any mean substitution technique was not used to deal with the missing values. The cases were eliminated from the analyses on reactions in which they included missing values. Finally, analyses on reactions were conducted on data from 76 supervisors ($N = 37$ in the WF condition, $N = 39$ in the WVF condition) and from 71 subordinates ($N = 34$ in the WF condition, $N = 37$ in the WVF condition).

3.2.3 Factor Analysis and Reliability Analysis on Performance Data

Although the sample size was not an ideal one to run a factor analysis on performance data (Tabachnick & Fidell, 2001), a principal component analysis (PCA) was run to have an idea about the number of the factors underlying the performance measure (i.e., ''Performance Appraisal Form''). Since factor correlations were higher than .32 in component correlation matrix, a PCA was run with oblimin rotation. By looking at Kaiser's criterion, eigenvalues and scree plot it was concluded that all items in the appraisal form reflected a single factor, explaining 43.86 % of the variance, and the following analyses were run by using all items under one performance factor. Internal consistency reliability of the performance factor was found to be .92.

3.2.4 Factor Analyses and Reliability Analyses on Reaction Data

Although an attempt was made to factor analyze the reaction data, the resulting factor structures for all four reaction questionnaires were not interpretable. Hence, items were grouped by hand by the researcher in terms of the reaction types.

The four questionnaires were categorized into four sub-scales each measuring utility reactions, affective reactions, perceptions of supervisors' (i.e., feedback providers) ability of handling positive/negative feedback from their own and subordinates' (i.e., feedback recipients) point of view:

Sub-scale 1 (Utility Reactions) was intended to measure usefulness of the feedback process. It had two versions to assess utility reactions of the supervisors and subordinates toward the feedback process.

Sub-scale 2 (Affective Reactions) was intended to measure enjoyment with the feedback process. It had two versions to assess affective reactions of the supervisors and subordinates toward the feedback process.

Sub-scale 3 (Perceptions of Handling Positive Feedback) was intended to measure supervisor's ability in expressing very successful performance dimensions (scored 5 on a 5-point scale), their specific examples, and reasons from both supervisors' and subordinates' point of view. This sub-scale was also related to expressing appreciation and encouragement regarding successful job performance to the subordinates by their supervisors. There were two versions of this sub-scale: *"Perceptions of Self-Handling Positive Feedback"* (for supervisors) and *"Perceptions of Supervisor's Handling Positive Feedback"* (for subordinates).

Sub-scale 4 (Perceptions of Handling Negative Feedback) was intended to measure supervisor's ability in expressing insufficient performance dimensions (scored 1 or 2 on a 5-point scale), their specific examples, and reasons from both supervisors' and subordinates' point of view. There were two versions of this sub-scale: *"Perceptions of Self-handling Negative Feedback"* (for supervisors) and *"Perceptions of Supervisor's Handling Negative Feedback"* (for subordinates).

Reliabilities of the utility reactions sub-scale, affective reactions sub-scale, perceptions of handling positive feedback sub-scale, and perceptions of handling negative feedback sub-scale are presented in Table 1 and Table 2 for supervisors and subordinates, respectively.

The remaining reaction items, which were not included in any of the reaction sub-scales, were analyzed individually in the further analyses on reaction data. These items are also presented in Table 1 and Table 2 for supervisors and subordinates, respectively.

Table 1. *User Reactions: Sub-Scales, Their Reliabilities, and Individual Reaction Items – Supervisor Forms (Appendix B and Appendix D)*

| | EXPERIMENTAL CONDITIONS | | | |
| | Written + Verbal Feedback | | Written Feedback | |
SUB-SCALES	Item Numbers	Alpha	Item Numbers	Alpha
Utility Reactions Sub-Scale	1, 2, 21*, 25*, 28	.83	1, 2, 18, 20*, 23	.81
Affective Reactions Sub-Scale	6, 11, 22, 27	.72	6, 17, 19*, 22	.81
Perceptions of Self-Handling Positive Feedback Sub-scale	12, 14, 16, 19, 20	.78	5, 10, 12, 15, 16	.80
Perceptions of Self-Handling Negative Feedback Sub-Scale	7*, 13, 15, 17	.81	7*, 9, 11, 13	.63
INDIVIDUAL REACTION ITEMS	Item Numbers		Item Numbers	
In the feedback process, I openly and clearly stated what I wanted to say to my subordinate.	10		8	
In the feedback process, I realized that I paid more attention to my subordinate's recent performance rather than his overall performance.	26		21	
Because of the possibility of negative reactions, I did not express some points in the feedback process.	18		14	
I had difficulty when I was verbally expressing the points that I had made on the written feedback form.	4		-	
I would prefer to give written-only feedback.	5		-	
Feedback session was uncomfortable for my subordinate.	8		-	
I let my subordinate express himself openly and clearly.	9		-	
I asked my subordinate to express his opinions about the performance goals that I had set.	23		-	
I think that verbal feedback and written feedback that I provided are consistent.	24		-	
I did not encourage my subordinate to participate in the feedback process.	29		-	

Note. * Reversed items which were recoded in reliability analyses. Sub-scales and individual items are ranged from 1 = Strongly disagree to 5 = Strongly agree.

Table 2. *User Reactions: Sub-Scales, Their Reliabilities, and Individual Reaction Items – Subordinate Forms (Appendix C and Appendix E)*

	EXPERIMENTAL CONDITIONS			
	Written + Verbal Feedback		Written Feedback	
SUB-SCALES	Item Numbers	Alpha	Item Numbers	Alpha
Utility Reactions Sub-Scale	1, 2, 21*, 25*, 28	.68	1, 2, 16, 18*, 21	.66
Affective Reactions Sub-Scale	6, 11, 22, 27	.79	5, 15, 20	.94
Perceptions of Supervisor's Handling Positive Feedback Sub-scale	12, 14, 16, 19, 20	.82	4, 9, 11, 13, 14	.82
Perceptions of Supervisor's Handling Negative Feedback Sub-scale	7*, 13, 15, 17	.88	6*, 8, 10, 12	.82
INDIVIDUAL REACTION ITEMS	Item Numbers		Item Numbers	
In the feedback process, my supervisor openly and clearly stated what he wanted to say.	10		7	
In the feedback process, my supervisor paid more attention to my recent performance rather than my overall performance.	26		19	
I did not find what my supervisor stated in the feedback process to be persuasive.	31		17	
I completely understood what my supervisor told me.	32		22	
My supervisor had difficulty when he was verbally expressing the points that he had made on the written feedback form.	4		-	
I would prefer to receive written-only feedback.	5		-	
Feedback session was uncomfortable for my supervisor.	8		-	
In the feedback session, my supervisor let me express myself openly and clearly.	9		-	
My supervisor asked me to express my opinions about the performance goals that my supervisor had set.	23		-	
I think that verbal feedback and written feedback that I received are consistent.	24		-	
My supervisor did not encourage me to participate in the feedback process.	29		-	

Note. * Reversed items which were recoded in reliability analyses. Sub-scales and individual items are ranged from 1 = Strongly disagree to 5 = Strongly agree.

3.3 Correlations Between Study Variables

Correlations among demographic variables (i.e., rank and education of supervisors and subordinates and length of time working together) and study variables (i.e., pretest and posttest performance ratings and four reaction sub-scale scores) are reported for the WF condition and the WVF condition in Table 3 and Table 4, respectively with relevant means, standard deviations, and internal consistency reliabilities.

In the *WF condition*, the highest positive correlation was between pretest and posttest performance ratings $r = .85$, $p < .01$. Pretest performance ratings were also positively correlated with perceptions of supervisor's handling positive feedback, $r = .37$, $p < .05$.

Next significant correlations for the WF condition were between reaction sub-scale ratings. Utility reactions of supervisors were found to be positively correlated with their affective reactions, $r = .64$, $p < .01$, and perceptions of self-handling positive feedback, $r = .69$, $p < .01$. Affective reactions of supervisors were positively correlated with perceptions of self-handling positive feedback, $r = .36$, $p < .05$, and utility reactions of subordinates, $r = .38$, $p < .05$. Perceptions of self-handling positive feedback were positively related to utility reactions of subordinates, $r = .37$, $p < .05$, and perceptions of supervisor's handling positive feedback, $r = .42$, $p < .05$. Additionally, there were positive correlations between utility reactions of subordinates and both their affective reactions, $r = .72$, $p < .01$ and perceptions of supervisor's handling positive feedback, $r = .37$, $p < .05$. Perceptions of supervisor's handling positive feedback were also positively related to perceptions of supervisor's handling negative feedback, $r = .44$, $p < .05$.

Last significant correlations for the WF condition were found between demographic variables and study variables. Affective reactions of subordinates were positively related to both supervisor rank, $r = .58$, $p < .01$ and subordinate rank, $r = .58$, $p < .01$. Subordinate rank was also related to posttest performance ratings, $r = -.38$, $p < .05$. The last significant correlation was found between subordinate

education and both utility reactions of subordinates, $r = .48$, $p < .01$, and affective reactions of supervisors toward the feedback process, $r = .33$, $p < .05$.

In the *WVF condition*, the highest positive correlation was found between pretest and posttest performance ratings, $r = .90$, $p < .01$. Pretest performance ratings were also positively correlated with perceptions of supervisor's handling positive feedback, $r = .57$, $p < .01$, perceptions of self-handling positive feedback, $r = .48$, $p < .01$, and also affective reactions of supervisors, $r = .38$, $p < .05$. Posttest performance ratings were positively correlated with perceptions of supervisor's handling positive feedback, $r = .55$, $p < .01$, and perceptions of self-handling positive feedback, $r = .49$, $p < .01$.

Next significant correlations for the WVF condition were found between reaction sub-scale ratings. Utility reactions of supervisors were found to be positively correlated with their affective reactions, $r = .75$, $p < .01$, perceptions of self-handling positive feedback, $r = .65$, $p < .01$, and utility reactions of subordinates, $r = .48$, $p < .01$. Affective reactions of supervisors had a positive association with perceptions of self-handling positive feedback, $r = .61$, $p < .01$, and with utility reactions of subordinates, $r = .35$, $p < .05$. Furthermore, perceptions of self-handling positive feedback and perceptions of supervisor's handling positive feedback, $r = .41$, $p < .05$ and utility and affective reactions of subordinates toward the feedback process, $r = .63$, $p < .01$ were significantly correlated with each other.

Last significant correlations for the WVF condition were between demographic variables and study variables. Subordinate rank was positively correlated with perceptions of self-handling negative feedback, $r = .53$, $p < .05$. Supervisor education was negatively correlated with perceptions of supervisor's handling negative feedback, $r = -.51$, $p < .05$. The last significant correlation was found between length of time working together and affective reactions of subordinates toward the feedback process, $r = .36$, $p < .05$.

When the correlations between the same study variables in the two feedback conditions were compared with Fisher's z-test (Bobko, 1995), only two relationships

were found to be significantly different. First, the correlation between the affective reactions of the supervisors and their perceptions of self-handling positive feedback was found to be significantly greater in the WVF condition ($r = .61$, $p < .01$) than it was in the WF condition ($r = .36$, $p < .05$), z' = 2.05, $p < .05$. Second, the correlation between pretest performance ratings and perceptions of supervisor's handling positive feedback was found to be greater in the WVF condition ($r = .57$, $p < .01$) than it was in the WF ($r = .37$, $p < .01$), z' = 1.68, $p < .05$.

Table 3. *Means, Standard Deviations, Intercorrelation Coefficients and Reliability Estimates for Performance and Reaction Scores of the Supervisors and Subordinates in the WF Condition*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Supervisor Rank	-														
2. Subordinate Rank	.83**	-													
3. Supervisor Education	-.10	-.19	-												
4. Subordinate Education	.15	.09	.33*	-											
5. Length of Time Working Together	.13	.14	-.18	-.05	-										
6. Pretest Performance Ratings	-.24	-.31	-.10	.21	.05	**.92**									
7. Posttest Performance Ratings	-.31	-.38*	.23	.31	-.05	.85**	**.95**								
8. Utility Reactions-SP	-.09	-.00	.15	.16	-.01	-.16	-.01	**.81**							
9. Affective Reactions-SP	.19	.27	.01	.33*	.17	-.16	-.13	.64**	**.81**						
10. Perceptions of Self-handling PF	-.16	-.20	.15	.24	.09	.14	.34	.69**	.36*	**.80**					
11. Perceptions of Self-handling NF	.22	.21	-.29	.10	.23	.08	.04	-.30	.15	-.27	**.63**				
12. Utility Reactions-SB	.32	.30	.02	.48**	.08	.08	.05	.34	.38*	.37*	.20	**.66**			
13. Affective Reactions-SB	.58**	.58**	.06	.32	-.14	-.10	-.10	.13	.31	.03	.30	.72**	**.94**		
14. Perceptions of Supervisor's Handling PF	.01	-.06	.18	.31	.06	.37*	.32	.17	.06	.42*	.33	.37*	.22	**.82**	
15. Perceptions of Supervisor's Handling NF	.24	.33	.20	.27	.15	-.05	-.04	.09	-.15	.31	.27	.19	.18	.44*	**.82**
M =	-	-	-	-	12.08	4.58	4.71	3.60	3.34	4.30	3.41	3.81	3.87	4.40	3.21
SD =	-	-	-	-	9.08	.41	.39	.78	.92	.60	.89	.78	1.12	.61	.92
Number of Items =	-	-	-	-	-	17	17	5	4	5	4	5	3	5	4

Note. *p* < .05   **p* < .01. Reliabilities in bold are presented at the diagonal. **SP** = Supervisor, **SB** = Subordinates, **PF** = Positive Feedback, **NF** = Negative Feedback.
Performance Ratings (1 = Insufficient; 5 = Very successful), Reaction Ratings (1 = Strongly disagree; 5 = Strongly agree), Length of time working together was presented with months.

Table 4. *Means, Standard Deviations, Intercorrelation Coefficients and Reliability Estimates for Performance and Reaction Scores of the Supervisors and Subordinates in the WVF Condition*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Supervisor Rank	-														
2. Subordinate Rank	.73**	-													
3. Supervisor Education	-.31*	-.21	-												
4. Subordinate Education	.00	-.10	-.09	-											
5. Length of Time Working Together	-.09	-.12	.10	-.21	-										
6. Pretest Performance Ratings	-.04	-.05	.14	.09	-.16	**.92**									
7. Posttest Performance Ratings	-.24	-.16	.16	.07	-.09	.90**	**.91**								
8. Utility Reactions-SP	.15	-.02	-.05	.11	.15	.31	.26	**.83**							
9. Affective Reactions-SP	.19	.14	-.10	.16	.13	.38*	.31	.75**	**.72**						
10. Perceptions of Self-handling PF	-.03	.00	-.11	.01	-.03	.48**	.49**	.65**	.61**	**.78**					
11. Perceptions of Self-handling NF	-.12	.53*	-.05	.02	-.23	-.03	-.03	.02	.14	.09	**.81**				
12. Utility Reactions-SB	-.16	-.22	-.14	.04	.30	-.02	.05	.48**	.35*	.26	-.41	**.68**			
13. Affective Reactions-SB	-.20	-.26	-.31	-.04	.36*	-.02	.04	.13	.16	-.06	-.31	.63**	**.79**		
14. Perceptions of Supervisor's Handling PF	-.07	.09	.28	-.01	-.03	.57**	.55**	.25	.21	.41*	-.18	.29	.18	**.82**	
15. Perceptions of Supervisor's Handling NF	.30	.34	-.51*	.03	.10	-.01	-.10	-.06	-.14	.03	-.13	-.01	.32	.04	**.88**
M =	-	-	-	-	13.10	4.59	4.75	3.95	3.72	4.58	3.64	3.88	3.93	4.62	3.60
SD =	-	-	-	-	8.00	.44	.32	.70	.81	.45	.99	.69	.85	.43	.93
Number of Items =	-	-	-	-	-	17	17	5	4	5	4	5	5	5	4

Note. *p < .05   **p < .01. Reliabilities in bold are presented at the diagonal. **SP** = Supervisor, **SB** = Subordinates, **PF** = Positive Feedback, **NF** = Negative Feedback. Performance Ratings (1 = Insufficient; 5 = Very successful), Reaction Ratings (1 = Strongly disagree; 5 = Strongly agree), Length of time working together was presented with months.

3.4 Analyses on Performance Data and Hypothesis Testing

3.4.1 ANOVAs on Performance Data

The effects of the feedback-type intervention were assessed in terms of changes in job performance from the pretest to the posttest ratings. The pattern of change in feedback recipients' (i.e., subordinates) job performance across the two months period for both groups were analyzed using a 2x2 mixed ANOVA repeated on the second factor. In the analysis, the effects of the feedback type (written plus verbal feedback vs. written-only feedback) were assessed on feedback recipients' job performance. The analysis was performed using each subject's mean performance score before (pretest) and two months after the feedback (posttest).

As presented in Table 5, the feedback type didn't have a significant effect on feedback recipients' job performance. No significant difference was obtained between improvement scores on subordinates' job performance in the two feedback conditions ($F(1, 69) = .78$, $p > .05$), with $\eta^2 = .01$ which indicates that the strength of the association between the feedback-delivery method and performance was weak based on *Cohen's convention* (Aron & Aron, 2003). That is, the WVF subordinates did not improve their job performance significantly more than did the WF subordinates. Hence, Hypothesis 1 was not supported. However, it was also found that the subordinates in the two feedback conditions significantly improved their performance after receiving feedback regardless of the feedback type.

In order to separately investigate the nature of the differences between pretest and posttest ratings for each feedback condition, separate one-way ANOVAs with repeated measures were computed. The results of these analyses indicated that feedback had a significant effect on job performance of both the WVF subordinates, $F(1, 37) = 23.63$, $p < .001$ and the WF subordinates, $F(1, 32) = 10.58$, $p < .01$ (see Table 6). Based on *Cohen's convention* (Aron & Aron, 2003), it was found that that the strength of the association between the WVF and performance was strong, with $\eta^2 = .39$. The examination of the means revealed that the WVF subordinates improved their job performance from 4.58 to 4.75 from Time 1 to Time 2 over 5-point scale. This improvement in the WF was from 4.59 to 4.71, with $\eta^2 = .25$

which is not as strong as it was in the WVF condition. Table 6 presents means and standard deviations of pre and post performance ratings for both feedback conditions.

Table 5. *ANOVA Results on Pretest-Posttest Performance Ratings*

Source	Type III Sum of Squares	df	Mean Square	F
Between-subjects	19.463	70		
Feedback type	.005	1	.005	.02
Error	19.458	69	.282	
Within-subjects	2.293	71		
Performance	.727	1	.727	32.36*
Feedback*Performance	.017	1	.017	.78
Error	1.549	69	.02	
Total	21.756	141		

Note. $*p < .001$.   Performance Ratings (1 = Insufficient; 5 = Very successful)

Table 6. *ANOVA Result, Means, and Standard Deviations on Comparison of Pretest-Posttest Performance Ratings of the Two Conditions*

				PRETEST		POSTTEST	
CONDITION	F	p	N	M	SD	M	SD
Written Feedback	10.58	.003*	33	4.59	.40	4.71	.39
Written + Verbal Feedback	23.63	.000*	38	4.58	.45	4.75	.32

Note. $*p < .001$.   Performance Ratings (1 = Insufficient; 5 = Very successful).

Based on the high correlations among study variables and demographic variables, a hierarchical regression analysis was run on the posttest performance ratings to be able to identify potential contributors of the posttest performance. The results indicated a significant effect of pretest performance ratings ($\beta = .95$) and supervisor's rank ($\beta = -.86$) on the posttest performance ratings, $F(8, 15) = 11.60$,

p < .001. Therefore, the effect of feedback type on performance was also assessed using a one way between-subjects ANCOVA, after controlling for the effects of pretest performance ratings and supervisor's rank. Similar to the ANOVA results, the ANCOVA results indicated no significant effect of the feedback type on subordinates' job performance even when the pretest performance ratings and supervisor's rank were controlled, $F(1, 67) = .07$, $p > .05$.

3.5 Analyses on Reaction Data and Hypotheses Testing
3.5.1 ANOVAs on Utility Reactions

Utility reactions of supervisors toward the feedback process were compared based on the experimental condition they were in (Written plus verbal feedback vs. Written-only feedback) using one-way between subjects ANOVAs. The results showed that the utility reactions of supervisors in the two conditions differed significantly from each other, $F(1, 74) = 4.39$, $p < .05$. That is, the WVF supervisors ($M = 3.95$) rated the feedback more favorably than did the WF supervisors ($M = 3.60$), yielding support for Hypothesis 2a.

When subordinates' utility reactions toward the feedback process were compared with a one-way between subjects ANOVA, it was found that although there was a difference between the WVF subordinates' ($M = 3.88$) and the WF subordinates' ($M = 3.81$) utility reactions in the expected direction, this difference was not statistically significant, $F(1, 69) = .18$, $p > .05$; so, Hypothesis 2b was not supported. The ANOVA results for both supervisors and subordinates are presented in Table 7.

Table 7. *ANOVA Results on the Utility Reactions of the Supervisors and Subordinates in the Two Feedback Conditions*

Source	Type III Sum of Squares	df	Mean Square	F
Supervisors				
Feedback-type	2.396	1	2.396	4.39*
Error	40.384	74	.546	
Total	42.781	75		
Subordinates				
Feedback-type	.095	1	.095	.18
Error	37.240	69	.540	
Total	37.335	70		

Note. $*p < .05$.   Utility Reaction Ratings (1 = Strongly disagree; 5 = Strongly agree)

3.5.2 ANOVAs on Affective Reactions

The two feedback group supervisors' and subordinates' affective reactions toward the feedback process were analyzed with one-way between subjects ANOVAs. The results demonstrated a significant difference between the affective reactions of supervisors in the two conditions, $F(1, 74) = 3.68$, $p < .05$, (see Table 8). Affective reactions of supervisors who had given WVF ($M = 3.72$) were significantly more favorable than those of the WF supervisors ($M = 3.34$), yielding support for Hypothesis 3a.

However, Hypothesis 3b was not supported; that is, as presented in Table 8 there was no significant difference between affective reactions of the subordinates who had received WVF ($M = 3.93$) and the subordinates who had received WF only ($M = 3.87$), $F(1, 69) = .06$, $p > .05$.

Table 8. *ANOVA Results on the Affective Reactions of the Supervisors and Subordinates in the Two Feedback Conditions*

Source	Type III Sum of Squares	df	Mean Square	*F*
Supervisors				
Feedback-type	2.738	1	2.738	3.68*
Error	55.018	74	.743	
Total	57.757	75		
Subordinates				
Feedback-type	.064	1	.064	.06
Error	67.070	69	.972	
Total	67.134	70		

Note. *$p < .05$.   Affective Reaction Ratings (1 = Strongly disagree; 5 = Strongly agree)

3.6 Additional Analyses

Following the ANOVAs conducted to test the research hypotheses on reactions, a linear regression analysis was run to examine the effects of feedback sign as positive or negative (i.e., level of performance ratings) on reactions. Also, in order to get more information about the effects of feedback-type on reactions, separate one-way between subjects ANOVAs were conducted on perceptions of supervisors' ability of handling positive/negative feedback and on individual reaction items. Additionally, a content analysis was performed to investigate whether the supervisors' and subordinates' opinions and suggestions concerning the feedback process varied as a function of feedback-type.

3.6.1 Linear Regression Analyses

In order to explore whether sign of feedback affected the reactions toward the feedback process, the utility and affective reactions of both feedback providers and recipients were regressed on the pretest performance ratings in three sets of linear regression analyses. In the first set of the regression analyses, the role of pretest

performance ratings was assessed on overall utility and affective reactions of the supervisors, and the utility and affective reactions of the subordinates regardless of the feedback-type. The results revealed that pretest performance ratings did not significantly predict any of the overall reaction ratings, $F(1, 74) = .86$, $p > .05$, $F(1, 74) = .02$, $p > .05$, $F(1, 69) = .29$, $p > .05$, $F(1, 69) = .25$, $p > .05$, respectively.

In the second set of the regression analyses, the effects of pretest performance ratings were examined on both utility and affective reactions of the supervisors, and the utility and affective reactions of the subordinates in the WVF condition. The results indicated that pretest performance ratings significantly predicted the utility reactions ($\beta = .31$) and the affective reactions ($\beta = .38$) of the WVF supervisors, $F(1, 37) = 3.85$, $p < .05$, $F(1, 37) = 6.28$, $p < .05$, respectively. However, it was not found to be a significant predictor of the utility and the affective reactions of the WVF subordinates, $F(1, 35) = .01$, $p > .05$, $F(1, 35) = .02$, $p > .05$, respectively.

In the third set of the regression analyses, the role of pretest performance ratings was assessed on the utility and affective reactions of the supervisors, and the utility and affective reactions of subordinates in the WF condition. The results showed that pretest performance ratings did not significantly predict any of the reaction ratings in the WF condition, $F(1, 35) = .91$, $p > .05$, $F(1, 35) = .96$, $p > .05$, $F(1, 32) = .19$, $p > .05$, $F(1, 32) = .34$, $p > .05$, respectively.

3.6.2 ANOVAs on Perceptions of Handling Positive Feedback

One-way between subjects ANOVAs were performed on perceptions of self-handling positive feedback for supervisors and perceptions of supervisor's handling positive feedback for subordinates in both conditions. The items in these sub-scales having "not applicable" response alternative and not answered by the respondents were not included in these analyses.

As presented in Table 9, ANOVA results indicated a significant effect of feedback type on perceptions of self-handling positive feedback for supervisors, $F(1, 74) = 5.32$, $p < .05$, and a marginally significant effect on perceptions of supervisor's handling positive feedback for subordinates $F(1, 68) = 2.75$, $p < .10$.

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Supervisors (*M* = 4.58) in the WVF condition were more comfortable when giving positive feedback to their subordinates than the supervisors (*M* = 4.30) in the WF condition. Also, the subordinates in the WVF condition (*M* = 4.62) thought that their supervisors were more comfortable when giving positive feedback than did the subordinates (*M* = 4.41) in the WF condition.

Table 9. *ANOVA Results on the Perceptions of Handling Positive Feedback of the Supervisors and Subordinates in the Two Feedback Conditions*

Source	Type III Sum of Squares	df	Mean Square	*F*
Supervisors				
Feedback-type	1.475	1	1.475	5.32**
Error	20.504	74	.277	
Total	21.979	75		
Subordinates				
Feedback-type	.760	1	.760	2.75*
Error	18.807	68	.277	
Total	19.567	69		

Note. **p < .05, *p < .10. Perceptions of Handling Positive Feedback Sub-scales (1 = Strongly disagree; 5 = Strongly agree)

3.6.3 ANOVAs on Perceptions of Handling Negative Feedback

One-way between subjects ANOVAs were performed on perceptions of self-handling negative feedback for supervisors and perceptions of their supervisors' handling negative feedback for subordinates in both conditions. Because all items in these sub-scales had "not applicable" response alternative, the items not answered and the respondents who had not answered all of the items in these sub-scales were eliminated from the analyses.

ANOVA results (see Table 10) indicated that although the WVF supervisors (*M* = 3.64) scored higher on perceptions of self-handling negative feedback than did the supervisors (*M* = 3.41) in the WF condition, this difference between the two

feedback condition was not found to be significant ($F(1, 40) = .59$, $p > .05$). Similarly, although the WVF subordinates ($M = 3.60$) scored higher on perceptions of their supervisors' handling negative feedback ($M = 3.21$), they did not significantly differ from the WF subordinates ($F(1, 41) = 1.93$, $p > .05$).

Table 10. *ANOVA Results on the Perceptions of Handling Negative Feedback of the Supervisors and Subordinates in the Two Feedback Conditions*

Source	Type III Sum of Squares	df	Mean Square	F
Supervisors				
Feedback-type	.511	1	.511	.59
Error	34.614	40	.865	
Total	35.125	41		
Subordinates				
Feedback-type	1.652	1	1.652	1.93
Error	35.098	41	.856	
Total	36.750	42		

Note. Perceptions of Handling Negative Feedback Sub-scales (1 = Strongly disagree; 5 = Strongly agree).

3.6.4 Analyses on Individual Reaction Items

In order to investigate whether there were significant differences between the two feedback groups' answers to individual reaction items, separate one-way between subjects analyses of variances (ANOVAs) were performed on the items which were not included in one of the sub-scales (i.e., utility reactions, affective reactions, and perceptions of handling positive/negative feedback) of the feedback process evaluation questionnaires.

ANOVA results were found to be significant only for two of the reaction items. The first one-way between subjects ANOVA was performed on the WVF and WF subordinates' responses to the item "*I did not find what my supervisor stated in the feedback process to be persuasive.*" ANOVA results indicated that there was a

significant difference between the WVF subordinates and the WF subordinates in terms of their responses to this item, $F(1, 68) = 3.75$, $p < .05$. The WF subordinates ($M = 2.18$) scored higher than did the subordinates in the WVF condition ($M = 1.70$). That is, the subordinates who had received both written and verbal feedback perceived their supervisors as being more persuasive in the feedback process than did the subordinates who had received written-only feedback.

Second one-way between subjects ANOVA performed on the supervisors' responses to the item *"In the feedback process, I openly and clearly stated what I wanted to say to my subordinate."* demonstrated a significant effect of feedback-type ($F(1, 74) = 4.36$, $p < .05$). The supervisors in the WVF condition ($M = 4.31$) scored higher on this item than did the supervisors in the WF condition ($M = 3.95$). Interestingly however, one-way between subjects ANOVA on the item *"In the feedback process, my supervisor openly and clearly stated what he wanted to say."* did not yield the same effect for the feedback recipients, $F(1, 68) = .01$, $p > .05$.

Two other one-way between subjects ANOVAs were performed on *"In the feedback process, I realized that I paid more attention to my subordinate's recent performance rather than his overall performance."* for supervisors and *"In the feedback process, my supervisor paid more attention to my recent performance rather than my overall performance."* for subordinates. These ANOVAs indicated that neither supervisors nor subordinates in the two experimental conditions differed significantly from each other in terms of their responses on this item ($F(1, 74) = 1.93$, $p > .05$ and $F(1, 69) = 2.60$, $p > .05$, respectively).

Next, the two feedback condition supervisors' responses to the item "*Because of the possibility of negative reactions, I did not express some of the points in the feedback process.*" were compared with a one-way between subjects ANOVA, and it was found that although the WF supervisors' mean scores ($M = 2.17$) were higher than the WVF supervisors' ($M = 1.79$), however this difference was not significant, $F(1, 73) = 2.57$, $p > .05$.

Finally the two feedback group subordinates' responses to the item *"I completely understood what my supervisor told me."* were compared by performing

another one-way between subjects ANOVA resulting in no significant difference between the two condition supervisors' mean scores, $F(1, 67) = .00$, $p > .05$.

All one-way ANOVA results performed on individual reaction items for both supervisors and subordinates are summarized in Table 11.

Table 11. *Summary Table of the ANOVA Results on the Individual Reaction Items for the Supervisors and Subordinates in the Two Feedback Conditions and the Respective Item Means*

Individual Items	Feedback Condition (Mean)		*F*
	Written + Verbal	Written	
In the feedback process, I openly and clearly stated what I wanted to say to my subordinate. (SP)	4.31	3.95	4.36*
In the feedback process, my supervisor openly and clearly stated what he wanted to say. (SB)	4.22	4.24	.01
In the feedback process, I realized that I paid more attention to my subordinate's recent performance rather than his overall performance. (SP)	2.97	3.32	1.93
In the feedback process, my supervisor paid more attention to my recent performance rather than my overall performance. (SB)	3.05	2.59	2.60
Because of the possibility of negative reactions, I did not express some points in the feedback process. (SP)	1.79	2.17	2.57
I did not find what my supervisor stated in the feedback process to be persuasive. (SB)	1.70	2.18	5.65*
I completely understood what my supervisor told me. (SB)	4.25	4.24	.00

Note. *$p < .05$. ** Reversed items which were recoded. VW F = Written plus verbal feedback, WF = Written Only Feedback. All items are ranged from 1 = Strongly disagree to 5 = Strongly agree. SP = Items answered by supervisors, SB = Items answered by subordinates.

To further analyze and compare the perceptions of the supervisors and their subordinates in the WVF condition, separate one-way between subjects analyses of variances (ANOVAs) were performed on the corresponding items for the WVF condition participants only. ANOVA results are presented in Table 12. The only significant difference between the supervisors' and subordinates' responses was found for the item about being comfortable or not in the feedback process. The perceptions of the subordinates about their supervisors' comfort were found to be more favorable ($M = 2.82$) than the perceptions of the supervisors about their subordinates' comfort in the feedback process ($M = 2.27$), $F(1, 74) = 7.46$, $p < .01$. For the remaining items, although not statistically significant, there was a general trend that the supervisors had more favorable reactions toward the feedback process than their subordinates.

Table 12. *Means and Standard Deviations of the Corresponding Reaction Items for the Supervisors and Subordinates in the WVF Condition*

Corresponding Reaction Items	Mean	SD	F
I would prefer to give written-only feedback. (SP)	1.95	.86	
I would prefer to receive written-only feedback. (SB)	2.11	1.40	.49
I had difficulty when I was verbally expressing the points that I had made on the written feedback form. (SP)	2.46	1.12	
My supervisor had difficulty when he was verbally expressing the points that he had made on the written feedback form. (SB)	2.41	1.16	.05
Feedback session was uncomfortable for my subordinate. (SP)	2.82	.82	
Feedback session was uncomfortable for my supervisor. (SB)	2.27	.93	7.46*

Table 12 (cont'd)

Corresponding Reaction Items	*Mean*	*SD*	*F*
I let my subordinate express himself openly and clearly. (SP)	4.56	.55	
In the feedback session, my supervisor let me express myself openly and clearly. (SB)	4.38	.76	1.50
I asked my subordinate to express his opinions about the performance goals that I had set. ** (SP)	4.32	.56	
My supervisor asked me to express my opinions about the performance goals that he had set. ** (SB)	4.21	.74	.37
I think that verbal feedback and written feedback that I provided are consistent. (SP)	4.33	.66	
I think that verbal and written feedback that I received are consistent. (SB)	4.49	.61	1.10
I did not encourage my subordinate to participate in the feedback process. (SP)	1.90	.85	
My supervisor did not encourage me to participate in the feedback process. (SB)	1.78	.79	.36

Note. *$p < .01$. **Items having "not applicable" response alternative. SP = Items answered by the supervisors, SB = Items answered by the subordinates. All items were ranged from 1 = Strongly disagree to 5 = Strongly agree.

3.6.5 Content Analysis of the Open-ended Reaction Items

In order to allow supervisors and subordinates to express their opinions and suggestions about the feedback process, an open-ended question was included at the end of each feedback process evaluation questionnaire. The responses to this open-ended question (i.e., "What are your additional opinions and suggestions about the feedback process?") were content analyzed. In the content analysis, both supervisors'

and subordinates' answers were read by the researcher and the responses with similar content were put under an identified theme. Nine major themes emerged summarizing supervisors' and subordinates' opinions and suggestions. Then, the number of the participants providing a response under each theme regarding the feedback condition was determined. The results of the content analysis are presented in Table 13. Both supervisors and subordinates, especially those in the WF condition, preferred verbal feedback more than written feedback, because they thought that writing feedback was difficult and time-consuming. Also, they pointed out that feedback effectiveness based on the number of factors such as timing of feedback, frequency of feedback, effect of unit culture, feedback training etc., and feedback had both advantages and disadvantages on job performance; so some cautions should be taken in both performance appraisal and feedback process to make the process more effective. Appendix O and Appendix P present the two feedback condition supervisors' and subordinates' all responses summarized under these 9 major themes, respectively.

Table 13. *Summary of the Content Analysis Results for the Additional Reactions Toward the Feedback Process*

MAJOR THEMES	SUPERVISORS				SUBORDINATES			
	Written + Verbal	Written	N	GN	Written + Verbal	Written	N	GN
1. Feedback should be verbal only	5 (26.3 %)	14 (73.7 %)	**19**	76	-	10	**10**	71
2. Feedback should be written only	-	1	**1**	76	-	2	**2**	71
3. Feedback might have both advantages and disadvantages on job performance	-	12	**12**	76	3 (75 %)	1 (25 %)	**4**	71
4. Timing and frequency of feedback are critical	5 (50 %)	5 (50 %)	**10**	76	6 (60 %)	4 (40 %)	**10**	71
5. Feedback training is crucial for both feedback providers and recipients	-	1	**1**	76	-	1	**1**	71
6. Cautions should be taken in performance appraisals for an effective and objective system	-	2	**2**	76	-	5	**5**	71
7. Feedback is effective for development and improvement	3 (60 %)	2 (40 %)	**5**	76	5 (71.4 %)	2 (28.6 %)	**7**	71
8. Some parts of feedback format should be changed	-	2	**2**	76	1 (20 %)	4 (80 %)	**5**	71
9. Unit culture is important	-	1	**1**	76	1	-	**1**	71
TOTAL	**13 (24.5 %)**	**40 (75.5 %)**	**53**	76	**16 (35.6 %)**	**29 (64.4 %)**	**45**	71

Note. N = Number of participants responding, GN = Number of participants. Percentage of participants responding to the question is presented in parenthesis.

CHAPTER IV

DISCUSSION

4.1 Overview

The present study was conducted to compare and contrast differential effects of two feedback-delivery techniques on both feedback recipients' job performance and feedback-givers' and recipients' utility and affective reactions toward the feedback process. Additionally, (1) the effects of the feedback-type on the perceptions of supervisor's handling positive/negative feedback; (2) the effects of the feedback sign (i.e., positive vs. negative) on the reactions toward the feedback process; and (3) the relationship among demographic variables and the study variables were examined.

In the following sections, first the findings concerning the study hypotheses and the findings related to the additional analyses are discussed. Finally, the implications of the findings, limitations and strengths of the study are stated.

4.2 Discussion of Hypothesis Testing

In the present study, the feedback-delivery technique was found to be differentially effective on only supervisors' utility and affective reactions toward the feedback process. Specifically, *Hypothesis 2a* (stating that the WVF is more effective on utility reactions of feedback-givers than the WF) and *Hypothesis 3a* (stating that the WVF is more effective on affective reactions of feedback-givers than the WF) were supported. However, the two feedback condition did not differ in terms of their effects on the subordinates' utility and affective reactions as well as job performance, yielding no support for *Hypotheses 2b, 3b,* and *1*.

Consistent with the findings of Nemeroff and Wexley (1979), the present study indicated that when feedback was delivered using both written and verbal

methods, it was perceived to be more useful by the supervisors than it was delivered using written method only. Also, the supervisors in the WVF condition stated that they liked the feedback process more than did the supervisors who delivered written-only feedback.

The supervisors in the WVF condition expressed that in a face-to-face meeting they stated what they wanted to say about the performance of the employee more than did those in the WF condition, even if they were to deliver negative evaluations to their subordinates. As a supportive finding, the WVF condition supervisors rated the reaction item *"Because of the possibility of negative reactions, I did not express some points in the feedback process."* less favorably than the WF condition supervisors. The negative ratings of the WVF condition supervisors to other reaction items such as *"I would prefer to give written-only feedback."* and *"I had difficulty when I was verbally expressing the points that I had made on the written feedback form."* (see the results section, p. 76) also indicated the preference of verbal feedback to written feedback by the supervisors.

The preference for face-to-face interaction when providing negative feedback could be explained by especially the paternalistic (Aycan, Kanungo, Mendonca, Yu, Stahl, & Kurshid, 2000) and the collectivist (Hofstede & Hofstede, 2005) aspects of the Turkish work context. Collectivism involves a concern for the related others. Paternalism, on the other hand refers to taking all the decisions for the others who are at lower level of the organizational hierarchy. Paternalism in the Turkish context involves caring and consideration for the subordinates rather than adapting a purely authoritarian attitude (Aycan et al., 2000). Paternalistic and collectivist tendencies of the culture are likely to be more evident in the organizational context of the present study. In the armed forces, despite an emphasis on the power differentials, the relationship between supervisors and subordinates are more likely to be paternalistic. Supervisors in the military context assume a special responsibility for the personal and professional development of their subordinates. In the present study, the supervisors might have preferred verbal communication to written one to be able to personally support the subordinates receiving negative evaluations. The supervisors

might have thought that they could ease the stress and frustration of a subordinate receiving negative feedback in a face-to-face meeting, and they could control the reactions of their subordinates more effectively. The supervisors themselves expressed that they preferred WVF feedback to WF because WF might have resulted in a too formal relationship with their subordinates. The correlation between the length of time working together and affective reactions of subordinates in the WVF condition supported these interpretations about the effect of emotional relationships between supervisors and subordinates in the feedback process. That is, the longer the length of time working together, the more likely were the subordinates to have favorable reactions toward the feedback they had received.

Another plausible explanation for the preference of WVF to WF by the supervisors might be that writing feedback in itself is too difficult and time consuming especially for the supervisors having a large number of subordinates. However, with WVF they were not required to write everything in the feedback report, they were able to explain some critical points in the verbal feedback process, which is less time and energy consuming. Furthermore, not wanting to create a permanent record of negative performance evaluations, the supervisors could have specifically preferred to give face-to-face feedback for negative/below average performance. This interpretation was also supported by the responses of the supervisors to the open-ended reaction question in the user reaction questionnaire.

As it is pointed out, reactions are the first step to respond to feedback and change behavior (Ilgen, Fisher, & Taylor, 1979), and these initial reactions to feedback and beliefs about change are expected to affect performance improvement (Smither, London, & Reilly, 2005). That is, there seems to be a relationship between feedback recipients' reactions toward the feedback process and improvement in their job performance. In the present study, although the results of the hierarchical regression analysis did not indicate the effects of reactions on posttest performance ratings, the user reaction scores and the performance improvement scores were found to be somewhat parallel. The results of the present study showed that regardless of the feedback type, both supervisors' and subordinates' positive reactions toward the

feedback were accompanied by an improvement in subordinates' subsequent job performance. That is, consistent with the literature (e.g., Atwater, Roush, & Fischthal, 1995; Fedor, Rensvold, & Adams, 1992; Ilgen, Fisher, & Taylor, 1979; Ilgen & Moore, 1987; Pearson, 1991), any kind of feedback led to an increase in subsequent performance of the feedback recipients.

When the subordinate reactions and the performance improvement were explored depending on the feedback-delivery technique, it was found that neither reactions nor performance of the feedback recipients in the two feedback conditions differed significantly from each other. Although the WVF group subordinates' utility and affective reactions tended to be slightly higher than those of the subordinates in the WF condition, this difference did not reach significance. Furthermore, parallel with their reaction scores, the WVF condition subordinates improved their performance more than did the WF subordinates, yet consistent with the findings of Antonioni (1995), this difference was not significant either. All told, although the empirical evidence suggests that any type of participation increases more favorable reactions, such as satisfaction with the feedback process, perceptions of usefulness of feedback, and performance improvement (e.g., DeGregorio & Fisher, 1998; Giles & Mossholder, 1990; Murphy & Cleveland, 1995), the present findings failed to support that evidence. That is, the WVF, which involved participation of the ratees in the feedback process, did not yield more favorable user reactions than the WF.

There are some plausible explanations as to why the results of the present study failed to support three of the research hypotheses which were on subordinates' reactions (i.e., utility & affective) and improvement in performance. First, it is possible that the verbal (face-to-face) feedback session may not have conducted as intended. That is, the five main characteristics of the feedback interviews (i.e., invitation to participate, participation in goal-setting, the proportion of total time spoken by employee, the amount of criticism, and supportive behaviors) (Nemeroff & Wexley, 1979), which were expected to make the WVF condition to be superior to the WF condition, might not have been realized enough in the present study to produce a significant difference between the two feedback conditions. This may be

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due to the fact that effectiveness of feedback is likely to be affected by the cultural context (Bretz, Milkovich, & Read, 1992). High power distance characterizing the Turkish work context (Aycan et al., 2000; Hofstede & Hofstede, 2005) was probably enhanced in the military context as a result of the rank differences between feedback providers and recipients. As a result, the feedback recipients could not have benefited from the typical advantages of a face-to-face feedback session. In the present study, the results of the regression analyses supported this interpretation. Specifically, on the posttest performance ratings supervisors' rank was a negative (yet not significant) predictor of subordinates' performance improvement. The rank of the supervisor and the posttest performance ratings were negatively correlated regardless of the feedback type. It was also found that in the WF condition, when the rank of the supervisor was high, subordinates' satisfaction with the feedback increased.

Second reason for not supporting the hypotheses could be that although it was tried to be controlled for by the researcher (through the instruction forms and training programs), supervisors in the WF condition could have provided verbal feedback to their subordinates, resulting in a restriction of the differences between the two feedback-delivery methods in terms of their effects on subordinate reactions and job performance.

As the third plausible explanation, perception differences between the supervisors and the subordinates about the effectiveness of the feedback process could be used to explain why the superiority of the WVF feedback to the WF was found to be significant for the supervisors' reactions, but not found for the subordinates' reactions. Concerning the comparison of the WVF condition supervisors' and the subordinates' responses to the corresponding reaction items (e.g., *"I let my subordinate express himself openly and clearly."* and *"I asked my subordinate to express his opinions about the performance goals that I set."* see the results section, p. 77), although not statistically significant, the supervisors seemed to have more favorable reactions toward the feedback process than their subordinates. The supervisors seemed to have overestimated the extent to which they practiced supportive appraisal behaviors in the verbal feedback session. One reason for this

finding could be that they might have thought that the success of the feedback process was equivalent to their success. Alternatively, this can be interpreted as a form of *self-serving bias*. *Self-serving bias* refers to the beliefs that one is more successful than others, and it leads people to attribute success to their own skills and abilities and failure to external factors (Mikulincer & Florian, 2002; Sedikides, Campbell, Reeder, & Elliot, 1998). The responses of the supervisors to the reaction scales supported this interpretation. The supervisors pointed out that they gave chance to their subordinates to express themselves clearly and openly, and to participate in the feedback process. Hence, they might have rated the process more favorably to indicate that they managed the feedback process effectively.

4.3 Discussion of Additional Analyses

Exploratory analyses, in which the utility and affective reactions of both the supervisors and subordinates were separately regressed on the pretest performance ratings, indicated that the subordinates' pretest performance ratings did not have an effect on overall reactions of the supervisors and the subordinates regardless of the feedback type. That is, the sign of feedback (i.e., positive vs. negative) did not seem to affect the supervisors' and the subordinates' reactions toward the feedback. This finding may be due to the fact that in the present study the supervisors gave relatively high performance rating to their subordinates and the performance score variances were restricted in a small range.

However, when the data were analyzed for each feedback condition separately, performance ratings were found to be a significant predictor of the utility and affective reactions of the supervisors in the WVF condition. That is, when the WVF supervisors rated their subordinates more favorably, their perceptions about the effectiveness of the feedback and their satisfaction with the feedback increased. Similarly, an examination of the correlations for the WVF condition showed that when the supervisors rated their subordinates' performance more favorable, they became more satisfied with the feedback they provided. That is, when pretest ratings increased, supervisors' satisfaction with the feedback also increased. It can be due to

face-saving reasons; giving feedback on the performance dimensions which were rated as positive was likely to make the supervisors more comfortable in the feedback process.

In another analysis, neither for the supervisors nor the subordinates in the two feedback conditions there was a perceptual difference about the supervisor's success of handling *negative* feedback. However, both the supervisors and subordinates in the two feedback conditions differed significantly from each other regarding their perceptions of supervisor's success of handling *positive* feedback. That is, the WVF condition supervisors reported that they handled positive feedback more effectively than did their counterparts in the WF condition. Also, the subordinates in the WVF condition stated that their supervisors handled positive feedback more effectively than did the subordinates in the WF condition. There was positive correlation between pretest performance ratings and subordinates' perceptions of supervisor's handling positive feedback which was found to be significantly higher in the WVF condition than it was in the WF condition. These findings were also supported by the magnitude of leniency observed in the ratings of especially the WVF condition supervisors. The interaction expectation with the subordinate seems to have been affected the likelihood of expressing positive feedback to the subordinates by the supervisors in the verbal feedback session. However, in the open-ended reaction item and some individual reaction items such as *"In the feedback process, I openly and clearly stated what I want to say to my subordinate."* (see the results section, p. 75), the WVF condition supervisors indicated that they had preferred a verbal feedback process and they experienced no problem in providing negative feedback to their subordinates as also discussed before.

The correlation analyses indicated that there was a high positive correlation between utility and affective reactions of supervisors and subordinates. That is, the more feedback was thought to be useful by the supervisors, in both the WVF condition and the WF condition, the more satisfied were the supervisors with the feedback. Furthermore, the more the supervisors in both conditions were satisfied with the feedback, the more their subordinates thought that the feedback was useful

as a tool to improve their job performance. Additionally, as the subordinates' perceptions about the effectiveness of feedback on their job performance in both feedback conditions increased, their enjoyment with the feedback also increased.

It was also found that when the supervisors' perceptions of success in self-handling positive/negative feedback and subordinates' perceptions of supervisor's success in handling positive/negative feedback increased, their perceptions of usefulness and enjoyment of feedback increased also.

As another and important finding of the study, the WVF was found to be significantly more persuasive than the WF by the feedback recipients. As DeGregoria and Fisher (1988) stated, it may be due to a participative process enhances employee perceptions of objectivity of the feedback they received. The feedback process, in which the subordinates had an active role and a chance to speak on their performance appraisal results and make decisions together with the supervisors, might have been perceived more persuasive by the subordinates. The results also indicated that although the WVF was significantly more persuasive than the WF, both types of feedback were found to be persuasive by the feedback recipients. It may be due to the feedback recipients' perceptions about the expertise and the power of the supervisors. Paternalist behaviors of the supervisors in the feedback process might also have affected the acceptance of the feedback (Fedor, Rensvold, & Adams, 1992). Employees, in general, perceive feedback as being more objective when it comes from a competent supervisor (Kinicki, Wu, Prussia, & McKee-Ryan, 2004).

4.4 Practical Implications of the Findings

Regarding utility and affective reactions toward the feedback process, the WVF received more favorable reactions from the feedback providers (i.e., supervisors). However, for the feedback recipients (i.e., subordinates), the two feedback methods were not found to be different from each other in terms of the perceptions of usefulness and the enjoyment of the feedback, and also on the subsequent job performance. It can be concluded that for the recipients, both

feedback methods were equally and positively effective on both reactions and job performance. For the feedback providers, however, the WVF was superior to the WF. Yet, the results showed that the WF was still perceived positively, suggesting that it was better than nothing or no-feedback at all.

No matter how it was delivered, performance feedback especially the WVF one seemed to be effective in improving subordinate performance. However, due to the absence of a no-feedback control group, it is difficult to definitely conclude that performance feedback resulted in the observed improvement in performance. Therefore, before making this kind of definite conclusions about the effectiveness of feedback on job performance, a replication of the study including a "no-feedback-control group" is needed. Moreover, conducting the replication of the study using more representative and relatively more random units of the military will enhance the generalizability of the study results to all military units in the Turkish Armed Forces.

Furthermore, if feedback is going to be used as a part of the performance appraisal system in this organization, intensive feedback training programs need to be conducted for both potential feedback providers and recipients to be able to construct a more effective system. Performance appraisal training programs should also be developed and administered to raters to minimize the rating biases/errors, which negatively affect the psychometric quality of performance ratings.

It is also important to note that the frequency of feedback affects the subordinate perceptions and performance (Chhokar & Wallin, 1984; Kinicki et al., 2004). Performance feedback should be as frequent as to let the subordinates realize the relationship between their current performance, feedback they received, and the expected performance (Ilgen et al., 1979). The feedback provider is another important issue which deserves more attention. The feedback provider should be the most knowledgeable person about the employee' job performance and should use the feedback process to encourage the employee to maintain and/or improve his/her job performance. Perhaps working with a feedback facilitator who is not the first supervisor of the feedback recipient in the organization may reduce the problems associated with providing and receiving performance feedback in a relatively

collectivist context. This may help the subordinate/ratee feel more comfortable and also more participative in the feedback session. More specifically, the superiority of the WVF over the WF may increase with a feedback facilitator instead of the supervisor.

Moreover, after the feedback process becomes a part of the performance appraisal system, the quality of the feedback process needs to be controlled by a mechanism in the organization. The attitudes and reactions of both the feedback providers and the recipients toward the feedback process should be continuously monitored/assessed. Based on the suggestions, feedback system might be improved and adapted for different units within the organization.

4.5 Limitations of the Study and Suggestions for Future Research

Limitations of the study are reported under five issues: (1) sample restriction, (2) sample size, (3) existence of leniency bias, (4) absence of training for ratees, and (5) absence of a control group with no-feedback or with no-feedback training.

First, data was collected from four units of the Turkish Land Forces selected based on availability. This potentially restricted the generalizability of the study results to all military units in the TLF. The replication of the study findings for different and more representative units of the organization is needed. Inclusion of different units representing the whole organization could ensure more generalizable findings.

Second, the sample size per treatment group was relatively small, which might have contributed to the lack of differences between the two experimental groups on subsequent performance and user reactions regarding feedback-delivery technique. Because of the small sample size, the expected superiority of the WVF over the WF might not have been reached significance. Significant differences could have been obtained from a larger and more representative sample.

Third, rating biases, especially leniency bias, were observed on the performance ratings in the present study. An examination of the distribution of the ratings showed that the performance ratings were restricted in range and the

distribution was negatively skewed. That is, most of the supervisors seemed to have evaluated their subordinates' performance quite favorably, in other words as higher than their actual performance. Range restriction is a serious threat to the quality of ratings/evaluations. It is highly likely that this range restriction played a role in our fake to obtain a significant difference between the conditions in terms of the dependent variables of interest. In other words, it would be more likely to see a significant difference between the two conditions if the range of ratings in both conditions was wider.

Fourth, in addition to feedback training which was administered to only the feedback providers, additional feedback training for the feedback recipients would enhance the positive effects of feedback process on performance and reactions. By this way, the feedback recipients may participate in the feedback process more knowledgeable and with more positive attitudes.

Last, both feedback-delivery techniques were found to be positively effective on job performance. However, lack of a no-feedback and a no-training control groups is a potential threat to the internal validity of the results and restricts the generalizability of the findings. Failure to find significant differences between the two feedback conditions could be explained by the effectiveness of feedback training in general regardless of its type. It is not clear whether similar effects of feedback on performance would be observed where feedback providers did not receive feedback training. Similarly, the absence of control group with no-feedback process makes it difficult to determine whether the performance improvement occurred as a result of receiving any kind of feedback. Therefore, future studies including no-feedback and no-training control groups are needed.

4.6 Strengths and Significance of the Study

Potentional contributions of the current study to the literature on the feedback–performance relationship are discussed in five steps. First, the present study investigated the medium of feedback which has not been extensively and directly studied in the literature. The effectiveness of two different feedback-delivery

methods (i.e., modes of communication) was evaluated based on more than one criterion: job performance and user reactions which have not been extensively investigated together in the feedback literature.

Second, the effectiveness of feedback was examined in a specific cultural setting (in Turkey) where performance appraisal feedback is not commonly provided or is not a typical part of performance management systems. This study is an important one to highlight what we already know about the effects of feedback on job performance and user reactions, which has been especially studied in the western cultures. Therefore, the present study contributed to the emerging local literature on performance management in Turkey.

Third, the present study is an important one because it was carried out in a real life organization, with real life supervisors and subordinates.

Fourth, in the present study, the subordinates' performance was evaluated using a "Performance Appraisal Form" developed for the Turkish Armed Forces specifically based on comprehensive examinations of the job in questions, attitude surveys, and interviews. This form included all specific dimensions of the military officer jobs, and had good psychometric properties (Sümer & Bilgiç, September 4, 2006). It is thought to produce high quality and validity in performance ratings.

Fifth, the present study used the changes in job performance ratings as one of the criteria for evaluating the effectiveness of feedback-delivery technique by comparing the pretest and the posttest ratings. Using a pretest-posttest quasi experimental design enabled the researcher to compare and the contrast the effects of feedback-delivery method on performance improvement in the two experimental conditions. A pretest-posttest design helped in isolating the effects of individual differences and group differences that might have affected the results by using same participants before and after the manipulation. This type of research design clearly differentiated the two feedback-delivery techniques between the pretest and the posttest performance appraisals. Inclusion of the posttest data helped the researcher assess whose job performance actually changed and how user reactions differed based on the feedback.

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APPENDICES

APPENDIX A

THE PHASES OF THE STUDY

Table 1. *The Phases of the Study*

Conditions	Phase 1	Interval 1	Phase 2	Interval 2	Phase 3
Written-Only Feedback Condition	Performance appraisal training + Performance appraisal 1	Interval	WF training + WF + reactions	2 months	Performance appraisal 2
Number of Participants	**37** Supervisors	-	**37** Supervisors **34** Subordinates	-	**33** Supervisors
Written + Verbal Feedback Condition	Performance appraisal training + Performance appraisal 1	Interval	WVF training + WVF + reactions	2 months	Performance appraisal 2
Number of Participants	**40** Supervisors	-	**39** Supervisors **37** Subordinates	-	**38** Supervisors

APPENDIX B

WRITTEN FEEDBACK PROCESS EVALUATION QUESTIONNAIRE
SUPERVISOR FORM

Tarih:

YAZILI GERİBİLDİRİM SÜRECİNİ DEĞERLENDİRME FORMU
(A1)

Bu çalışmanın amacı, performansa yönelik etkili geribildirim yöntemlerini tespit edebilmektir. Bu amaca uygun olarak, sizden istenen, bu çalışma kapsamında maiyetinize vermiş olduğunuz geribildirim ile ilgili görüş ve düşüncelerinizi belirtmenizdir. Değerlendirmeleriniz, geribildirim sürecinin iyileştirilmesine ve olası eksikliklerin giderilmesine yönelik olarak kullanılacaktır. Bu nedenle, vereceğiniz cevaplar bizim için büyük önem taşımaktadır.

Verdiğiniz cevapların gizliliğinin korunacağını ve araştırmacı tarafından kimlik ortaya çıkartacak şekilde kimseyle paylaşılmayacağını özellikle belirtmek isteriz.

Lütfen, aşağıda yer alan ifadelerin her birine ne kadar katıldığınızı, sunulan 5-basamaklı ölçek yardımı ile değerlendiriniz. Sizin için uygun olan seçeneği ifade eden rakamı daire içine alınız.

Katılımınız ve katkılarınız için teşekkür ederiz...

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1	2	3	4	5

1) Verdiğim yazılı geribildirimin, maiyetimin performansını geliştirmesinde yararlı olacağına inanıyorum.	1	2	3	4	5
2) Verdiğim yazılı geribildirim sayesinde maiyetimin görevi esnasında karşılaşabileceği sorunlarla daha rahat başa çıkabileceğini düşünüyorum.	1	2	3	4	5
3) Geribildirimi sadece sözlü olarak vermeyi tercih ederdim.	1	2	3	4	5

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum		Kesinlikle Katılıyorum
1	2	3	4		5

4) Geribildirimi yazılı olarak vermek, maiyetimle yüz yüzeyken söylemekten çekinebileceğim bazı noktaları daha rahat ifade etmemi sağladı.	**1**	**2**	**3**	**4**	**5**
5) "Yazılı Geribildirim Formu"nda, maiyetimin görevinde başarılı olduğu noktaları belirttim.	**1**	**2**	**3**	**4**	**5**
6) Maiyetime, performansına yönelik yazılı geribildirim vermekten hoşlandım.	**1**	**2**	**3**	**4**	**5**
7) Maiyetimin görece düşük performans gösterdiği noktaları kaleme alırken zorlandım. *(Maiyetinizin performansını bu şekilde değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
8) "Yazılı Geribildirim Formu"nu doldururken, söylemek istediklerimi açık ve net bir şekilde ifade ettim.	**1**	**2**	**3**	**4**	**5**
9) "Yazılı Geribildirim Formu"nda, maiyetimin görevinde görece düşük performans gösterdiği noktaları belirttim. *(Maiyetinizin performansını bu şekilde değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
10) Maiyetimin performansı hakkında yaptığım güçlü değerlendirmelerin nedenlerini yazabildim. *(Maiyetinizi 5 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
11) Maiyetimin performansı hakkında yaptığım zayıf değerlendirmelerin nedenlerini yazabildim. *(Maiyetinizi 1 ya da 2 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
12) Maiyetimin performansı hakkında yaptığım güçlü değerlendirmelere yönelik örnekler sunabildim. *(Maiyetinizi 5 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
13) Maiyetimin performansı hakkında yaptığım zayıf değerlendirmelere yönelik örnekler sunabildim. *(Maiyetinizi 1 ya da 2 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
14) Maiyetimin tepki gösterebileceğini düşünerek "Yazılı Geribildirim Formu"nda bazı noktaları ifade etmedim.	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

15) Başarılı olduğu boyutlarda maiyetimin bu başarısını takdir ettim.	1	2	3	4	5
16) Performansını geliştirmesi yönünde maiyetimi teşvik ettim.	1	2	3	4	5
17) Maiyetime bundan sonra da bu şekilde (yazılı olarak) geribildirim vermek isterim.	1	2	3	4	5
18) Yazılı geribildirime ek olarak sözlü geribildirim de vermenin, maiyetimin performansı üzerinde artı bir etkisi olacağı inancındayım.	1	2	3	4	5
19) "Yazılı Geribildirim Formu"nu doldururken, genel olarak zorlandım.	1	2	3	4	5
20) Verdiğim yazılı geribildirimin, maiyetimin işindeki performansını değiştireceğine inanmıyorum.	1	2	3	4	5
21) "Yazılı Geribildirim Formu"nu doldururken, maiyetimin daha çok son dönemlerdeki performansını dikkate aldığımı fark ettim.	1	2	3	4	5
22) Ben de amirimden bu şekilde (yazılı olarak) geribildirim almak isterim.	1	2	3	4	5
23) Geribildirimi yazılı olarak vermek süreci etkili hale getirdi.	1	2	3	4	5

24) "Yazılı Geribildirim Formu"nu ne kadar sürede doldurdunuz? …………… dk.

25) Geribildirim süreci ile ilgili varsa diğer görüş ve önerileriniz nelerdir?

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APPENDIX C

WRITTEN FEEDBACK PROCESS EVALUATION QUESTIONNAIRE
SUBORDINATE FORM

Tarih:

YAZILI GERİBİLDİRİM SÜRECİNİ DEĞERLENDİRME FORMU
(A2)

Bu çalışmanın amacı, performansa yönelik etkili geribildirim yöntemlerini tespit edebilmektir. Bu amaca uygun olarak, sizden istenen, bu çalışma kapsamında amirinizden almış olduğunuz geribildirim ve bu geribildirimin veriliş şekli ile ilgili görüş ve düşüncelerinizi belirtmenizdir. Değerlendirmeleriniz, geribildirim sürecinin iyileştirilmesine ve olası eksikliklerin giderilmesine yönelik olarak kullanılacaktır. Bu nedenle, vereceğiniz cevaplar bizim için önem taşımaktadır.

Verdiğiniz cevapların gizliliğinin korunacağını ve araştırmacı tarafından kimlik ortaya çıkartacak şekilde kimseyle paylaşılmayacağını özellikle belirtmek isteriz.

Lütfen, aşağıda yer alan ifadelerin her birine ne kadar katıldığınızı, sunulan 5-basamaklı ölçek yardımı ile değerlendiriniz. Sizin için uygun olan seçeneği ifade eden rakamı daire içine alınız.

Katılımınız ve katkılarınız için teşekkür ederiz…

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1	2	3	4	5

1) Yazılı olarak aldığım geribildirimin, performansımı geliştirmemde yararlı olacağına inanıyorum.	1	2	3	4	5
2) Yazılı olarak aldığım geribildirim sayesinde, görevim esnasında karşılaşabileceğim sorunlarla daha rahat başa çıkabileceğimi düşünüyorum.	1	2	3	4	5
3) Geribildirimi sadece sözlü olarak almayı tercih ederdim.	1	2	3	4	5

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum		Kesinlikle Katılıyorum
1	2	3	4		5

4) Amirim, "Yazılı Geribildirim Formu"nda görevimde başarılı olduğum noktaları belirtmiş.	**1**	**2**	**3**	**4**	**5**
5) Performansıma yönelik yazılı geribildirim almaktan hoşlandım.	**1**	**2**	**3**	**4**	**5**
6) Amirimin, görece düşük performans gösterdiğim noktaları kaleme alırken zorlandığını düşünüyorum. *(Performansınızın bu şekilde değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
7) "Yazılı Geribildirim Formu"nda, amirim söylemek istediklerini açık ve net bir şekilde ifade etmiş.	**1**	**2**	**3**	**4**	**5**
8) Amirim, "Yazılı Geribildirim Formu"nda görevimde görece düşük performans gösterdiğim noktaları belirtmiş.*(Performansınızın bu şekilde değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
9) Amirim, performansım hakkında yaptığı güçlü değerlendirmelerin nedenlerini belirtmiş. *(Performansınızın "güçlü/üstün başarılı" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
10) Amirim, performansım hakkında yaptığı zayıf değerlendirmelerin nedenlerini belirtmiş. *(Performansınızın "zayıf ya da geliştirilmesi gerekli" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
11) Amirim, performansım hakkında yaptığı güçlü değerlendirmelere yönelik örnekler sunmuş. *(Performansınızın "güçlü/üstün başarılı" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
12) Amirim, performansım hakkında yaptığı zayıf değerlendirmelere yönelik örnekler sunmuş. *(Performansınızın "zayıf ya da geliştirilmesi gerekli" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
13) Amirim, başarılı olduğum boyutlarda bu başarımı takdir etmiş.	**1**	**2**	**3**	**4**	**5**
14) Amirim, performansımı geliştirmem yönünde beni teşvik etmiş.	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

15) Bundan sonra da bu şekilde (yazılı olarak) geribildirim almak isterim.	1	2	3	4	5
16) Geribildirimi yazılıya ek olarak sözlü olarak da almanın, performansım üzerinde artı bir etkisi olacağı inancındayım.	1	2	3	4	5
17) Amirimin "Yazılı Geribildirim Formu"nda ifade ettiklerini ikna edici bulmadım.	1	2	3	4	5
18) Aldığım yazılı geribildirimin, işimdeki performansımı değiştireceğine inanmıyorum.	1	2	3	4	5
19) Amirim "Yazılı Geribildirim Formu"nu doldururken, daha çok son dönemlerdeki performansım üzerinde durmuş.	1	2	3	4	5
20) Ben de maiyetime bu şekilde (yazılı olarak) geribildirim vermek isterdim.	1	2	3	4	5
21) Geribildirimi yazılı olarak almak süreci etkili hale getirdi.	1	2	3	4	5
22) Amirimin "Yazılı Geribildirim Formu"nda ifade ettiklerini tam olarak anladım.	1	2	3	4	5

23) Geribildirim süreci ile ilgili varsa diğer görüş ve önerileriniz nelerdir?

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APPENDIX D

FEEDBACK PROCESS EVALUATION QUESTIONNAIRE
SUPERVISOR FORM

Tarih:

GERİBİLDİRİM SÜRECİNİ DEĞERLENDİRME FORMU
(B1)

Bu çalışmanın amacı, performansa yönelik etkili geribildirim yöntemlerini tespit edebilmektir. Bu amaca uygun olarak, sizden istenen, bu çalışma kapsamında maiyetinize vermiş olduğunuz geribildirim ile ilgili yönelik görüş ve düşüncelerinizi belirtmenizdir. Değerlendirmeleriniz, geribildirim sürecinin iyileştirilmesine ve olası eksikliklerin giderilmesine yönelik olarak kullanılacaktır. Bu nedenle, vereceğiniz cevaplar bizim için önem taşımaktadır.

Verdiğiniz cevapların gizliliğinin korunacağını ve araştırmacı tarafından kimlik ortaya çıkartacak şekilde kimseyle paylaşılmayacağını özellikle belirtmek isteriz.

Lütfen, aşağıda yer alan ifadelerin her birine ne kadar katıldığınızı, sunulan 5-basamaklı ölçek yardımı ile değerlendiriniz. Sizin için uygun olan seçeneği ifade eden rakamı daire içine alınız.

Katılımınız ve katkılarınız için teşekkür ederiz...

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1	2	3	4	5

1) Verdiğim geribildirimin maiyetimin performansını geliştirmesinde yararlı olacağına inanıyorum.	1	2	3	4	5
2) Verdiğim geribildirim sayesinde maiyetimin görevi esnasında karşılaşabileceği sorunlarla daha rahat başa çıkabileceğini düşünüyorum.	1	2	3	4	5
3) Geribildirimi sadece sözlü olarak vermeyi tercih ederdim.	1	2	3	4	5

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Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

4) "Yazılı Geribildirim Formu"nda belirttiğim noktaları maiyetime sözlü olarak ifade ederken zorlandım.	**1**	**2**	**3**	**4**	**5**
5) Geribildirimi sadece yazılı olarak vermeyi tercih ederdim.	**1**	**2**	**3**	**4**	**5**
6) Maiyetime, performansına yönelik geribildirimi hem yazılı hem sözlü olarak vermekten hoşlandım.	**1**	**2**	**3**	**4**	**5**
7) Maiyetimin görece daha düşük performans gösterdiği noktaları ele alırken zorlandım. *(Maiyetinizin performansını bu şekilde değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
8) Geribildirim süreci maiyetim için rahatsızlık vericiydi.	**1**	**2**	**3**	**4**	**5**
9) Maiyetimin söylemek istediklerini açık ve net bir şekilde ifade etmesine fırsat verdim.	**1**	**2**	**3**	**4**	**5**
10) Geribildirim sürecinde söylemek istediklerimi, maiyetime açık ve net bir şekilde ifade ettim.	**1**	**2**	**3**	**4**	**5**
11) Maiyetime bundan sonra da bu şekilde (sözlü ve yazılı olarak) geribildirim vermek isterim.	**1**	**2**	**3**	**4**	**5**
12) Geribildirim sürecinde maiyetimin görevinde başarılı olduğu noktaları belirttim.	**1**	**2**	**3**	**4**	**5**
13) Geribildirim sürecinde maiyetimin görevinde görece düşük performans gösterdiği noktaları belirttim. *(Maiyetinizin performansını bu şekilde değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
14) Maiyetimin performansı hakkında yaptığım güçlü değerlendirmelerin nedenlerini ifade edebildim. *(5 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
15) Maiyetimin performansı hakkında yaptığım zayıf değerlendirmelerin nedenlerini ifade edebildim. *(1 ya da 2 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

16) Maiyetimin performansı hakkında yaptığım güçlü değerlendirmelere yönelik örnekler sunabildim. *(5 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
17) Maiyetimin performansı hakkında yaptığım zayıf değerlendirmelere yönelik örnekler sunabildim. *(1 ya da 2 puan ile değerlendirdiğiniz performans boyutu yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
18) Maiyetimin tepki göstereceğini düşünerek, "Yazılı Geribildirim Formu"nda belirttiğim bazı noktaları sözlü olarak ifade etmedim.	**1**	**2**	**3**	**4**	**5**
19) Başarılı olduğu boyutlarda maiyetimin bu başarısını takdir ettim.	**1**	**2**	**3**	**4**	**5**
20) Performansını geliştirmesi yönünde maiyetimi teşvik ettim.	**1**	**2**	**3**	**4**	**5**
21) Geribildirimi yazılıya ek olarak sözlü olarak da vermenin, maiyetimin performansı üzerinde artı bir etkisi olacağına inanmıyorum.	**1**	**2**	**3**	**4**	**5**
22) Geribildirim sürecinde genel olarak rahattım.	**1**	**2**	**3**	**4**	**5**
23) Performansını geliştirmesi yönünde belirlediğim hedefler konusunda maiyetimin de fikrini aldım. *(Belirlediğiniz hiçbir hedef yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
24) Verdiğim yazılı ve sözlü geribildirimlerin birbiriyle tutarlı olduğunu düşünüyorum.	**1**	**2**	**3**	**4**	**5**
25) Verdiğim geribildirimin, maiyetimin işindeki performansını değiştireceğine inanmıyorum.	**1**	**2**	**3**	**4**	**5**
26) Geribildirim sürecinde, maiyetimin daha çok son dönemlerdeki performansını dikkate aldığımı fark ettim.	**1**	**2**	**3**	**4**	**5**
27) Ben de amirimden bu şekilde (sözlü ve yazılı olarak) geribildirim almak isterim.	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

28) Geribildirimi sözlü ve yazılı olarak vermek süreci etkili hale getirdi.	**1**	**2**	**3**	**4**	**5**
29) Maiyetimin geribildirim sürecine katılımını teşvik etmedim.	**1**	**2**	**3**	**4**	**5**
30) Sözlü geribildirim vermenin bizim kurum kültürümüze uymayacağını düşünüyorum.	**1**	**2**	**3**	**4**	**5**

31) "Yazılı Geribildirim Formu"nda yazdıklarım üzerinde, sözlü geribildirim süreci sırasında bazı değişiklikler yaparak "notlar" bölümüne yazdım. (*Uygun seçeneği yuvarlak içine alınız.*)   Evet   Hayır

32) "Yazılı Geribildirim Formu"nu ne kadar sürede doldurdunuz? ……………. dk.

33) Sözlü geribildirim süreci ne kadar sürdü? …………… dk.

34) Geribildirim süreci ile ilgili varsa diğer görüş ve önerileriniz nelerdir?
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APPENDIX E

FEEDBACK PROCESS EVALUATION QUESTIONNAIRE
SUBORDINATE FORM

Tarih:

GERİBİLDİRİM SÜRECİNİ DEĞERLENDİRME FORMU
(B2)

Bu çalışmanın amacı, performansa yönelik etkili geribildirim yöntemlerini tespit edebilmektir. Bu amaca uygun olarak, sizden istenen, bu çalışma kapsamında amirinizden almış olduğunuz geribildirim ve bu geribildirimin veriliş şekli ile ilgili görüş ve düşüncelerinizi belirtmenizdir. Değerlendirmeleriniz, geribildirim sürecinin iyileştirilmesine ve olası eksikliklerin giderilmesine yönelik olarak kullanılacaktır. Bu nedenle, vereceğiniz cevaplar bizim için önem taşımaktadır.

Verdiğiniz cevapların gizliliğinin korunacağını ve araştırmacı tarafından kimlik ortaya çıkartacak şekilde kimseyle paylaşılmayacağını özellikle belirtmek isteriz.

Lütfen, aşağıda yer alan ifadelerin her birine ne kadar katıldığınızı, sunulan 5-basamaklı ölçek yardımı ile değerlendiriniz. Sizin için uygun olan seçeneği ifade eden rakamı daire içine alınız.

Katılımınız ve katkılarınız için teşekkür ederiz...

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum
1	2	3	4	5

1) Aldığım geribildirimin, performansımı geliştirmemde yararlı olacağına inanıyorum.	1	2	3	4	5
2) Aldığım geribildirim sayesinde, görevim esnasında karşılaşabileceğim sorunlarla daha rahat başa çıkabileceğimi düşünüyorum.	1	2	3	4	5
3) Geribildirimi sadece sözlü olarak almayı tercih ederdim.	1	2	3	4	5

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Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

4) Amirim, "Yazılı Geribildirim Formu"nda belirttiği noktaları sözlü olarak ifade ederken zorlandı.	**1**	**2**	**3**	**4**	**5**
5) Geribildirimi sadece yazılı olarak almayı tercih ederdim.	**1**	**2**	**3**	**4**	**5**
6) Performansıma yönelik geribildirimi, hem yazılı hem sözlü olarak almaktan hoşlandım.	**1**	**2**	**3**	**4**	**5**
7) Amirim görece daha düşük performans sergilediğim noktaları ele alırken zorlandı. *(Performansınızın bu şekilde değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
8) Geribildirim süreci amirim için rahatsızlık vericiydi.	**1**	**2**	**3**	**4**	**5**
9) Geribildirim sürecinde amirim, söylemek istediğim şeyleri açık ve net bir şekilde ifade etmeme fırsat verdi.	**1**	**2**	**3**	**4**	**5**
10) Geribildirim sürecinde amirim söylemek istediklerini açık ve net bir şekilde ifade etti.	**1**	**2**	**3**	**4**	**5**
11) Bundan sonra da bu şekilde (sözlü ve yazılı) geribildirim almak isterim.	**1**	**2**	**3**	**4**	**5**
12) Geribildirim sürecinde amirim görevimde başarılı olduğum noktaları belirtti.	**1**	**2**	**3**	**4**	**5**
13) Geribildirim sürecinde amirim görevimde görece düşük performans gösterdiğim noktaları belirtti. *(Performansınızın bu şekilde değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
14) Amirim, yaptığı güçlü değerlendirmelerin nedenlerini belirtmiş. *(Performansınızın "güçlü/üstün başarılı" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
15) Amirim, yaptığı zayıf değerlendirmelerin nedenlerini belirtmiş. *(Performansınızın "zayıf ya da geliştirilmesi gerekli" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
16) Amirim, yaptığı güçlü değerlendirmelere yönelik örnekler sundu. *(Performansınızın "güçlü/üstün başarılı" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

17) Amirim, yaptığı zayıf değerlendirmelere yönelik örnekler sundu. *(Performansınızın "zayıf ya da geliştirilmesi gerekli" olarak değerlendirildiği boyut yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
18) Amirim, "Yazılı Geribildirim Formu"nda değinmiş olduğu bazı noktaları sözlü olarak ifade etmedi.	**1**	**2**	**3**	**4**	**5**
19) Amirim, başarılı olduğum boyutlarda bu başarımı takdir etti.	**1**	**2**	**3**	**4**	**5**
20) Amirim, performansımı geliştirmem yönünde beni teşvik etti.	**1**	**2**	**3**	**4**	**5**
21) Geribildirimi yazılıya ek olarak sözlü olarak da almanın, performansım üzerinde olumlu bir etkisi olacağına inanmıyorum.	**1**	**2**	**3**	**4**	**5**
22) Geribildirim sürecinde genel olarak rahattım.	**1**	**2**	**3**	**4**	**5**
23) Amirim, performansımı geliştirmem yönünde belirlediği hedefler konusunda benim de fikrimi aldı. *(Amirinizin belirlediği hiçbir hedef yoksa bu maddeyi boş bırakınız.)*	**1**	**2**	**3**	**4**	**5**
24) Aldığım yazılı ve sözlü geribildirimlerin birbiriyle tutarlı olduğunu düşünüyorum.	**1**	**2**	**3**	**4**	**5**
25) Aldığım geribildirimin, işimdeki performansımı değiştireceğine inanmıyorum.	**1**	**2**	**3**	**4**	**5**
26) Amirim geribildirim sürecinde, daha çok son dönemlerdeki performansım üzerinde durdu.	**1**	**2**	**3**	**4**	**5**
27) Ben de maiyetime bu şekilde (sözlü ve yazılı) geribildirim vermek isterdim.	**1**	**2**	**3**	**4**	**5**
28) Geribildirimi sözlü ve yazılı olarak almak süreci etkili hale getirdi.	**1**	**2**	**3**	**4**	**5**
29) Amirim, geribildirim sürecine katılımımı teşvik etmedi.	**1**	**2**	**3**	**4**	**5**

Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

30) Amirim, geribildirim sürecinde söylediklerimi dikkatli bir şekilde dinledi.	**1**	**2**	**3**	**4**	**5**
31) Amirimin geribildirim sürecinde söylediklerini ikna edici bulmadım.	**1**	**2**	**3**	**4**	**5**
32) Amirimin söylediklerini tam olarak anladım.	**1**	**2**	**3**	**4**	**5**

33) Amirim "Yazılı Geribildirim Formu"nda yazdıkları üzerinde sözlü geribildirim süreci sırasında bazı değişiklikler yaparak "notlar" bölümüne yazmış. (*Uygun seçeneği yuvarlak içine alınız.*)   Evet   Hayır

34) Sözlü geribildirim süreci ne kadar sürdü? ……………. dk.

35) Geribildirim süreci ile ilgili varsa diğer görüş ve önerileriniz nelerdir?

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APPENDIX F

PERFORMANCE APPRAISAL TRAINING PROGRAM

PERFORMANS DEĞERLENDİRMESİ EĞİTİM PROGRAMI

1. OTURUM

İçerik:

1.1. Eğitmenin Kendisini Tanıtması

1.2. Programın Amacının Açıklanması

1.3. Katılımcılar ile Tanışma

1.4. Performans Değerlendirme Konusuna Giriş

1.5. Performans Değerlendirmesinin Önemi

1.6. Bireysel Performans Değerlendirme Sistemi

    1.6.1. Bireysel Performans Değerlendirme Formu

1.7. Performans Değerlendirme Sürecine İlişkin Yanlış Düşünceler ve

    Değerlendirme Yanlılıkları

15 dakika ara

2. OTURUM

İçerik:

2.1. Performans Değerlendirme Sistemini Doğru Olarak Uygulamak İçin

    Yapılması Gerekenler ve Yanlılıklardan Arınma

2.2. Performans Değerlendirme Standartları

2.3. Uygulama

2.4. Genel Değerlendirme ve Hatırlatmalar

2.5. Soru-Cevap

2.6. Kapanış

TOPLAM SÜRE: 3 saat

APPENDIX G

WRITTEN FEEDBACK TRAINING PROGRAM

YAZILI GERİBİLDİRİM EĞİTİM PROGRAMI

1. OTURUM

İçerik:

1.1. Eğitmenin Kendisini Tanıtması

1.2. Programın Amacının Açıklanması

1.3. Katılımcılar ile Tanışma ve Isınma

1.4. Geribildirim Konusuna Giriş

1.5. İletişim Konusunda Genel Hatırlatmalar

1.6. Bir İletişim Aracı Olarak Yazılı Geribildirim

1.7. Yazılı Geribildirim Süreci ve Basamakları

    1.7.1. Yazılı Geribildirim Sürecinde Dikkat Edilmesi Gereken Noktalar

    1.7.2. Yazılı Geribildirim Sürecinde Önemli Noktalardan Biri: Hedef Belirleme

10 dakika ara

2. OTURUM

İçerik:

2.1. Yazılı Geribildirim Sürecinde Olumsuz Değerlendirmelerin İfade Edilmesi

2.2. Yazılı Geribildirim Sürecinde İzlenmesi Gereken Adımların Örnekler Üzerinde İncelenmesi

2.2.1. Uygulama: "Yazılı Geribildirim Form" Örneklerinin Sunumu

2.3. Genel Değerlendirme ve Soru-Cevap

2.4. Kapanış

TOPLAM SÜRE: 3 saat

APPENDIX H

WRITTEN PLUS VERBAL FEEDBACK TRAINING PROGRAM

GERİBİLDİRİM EĞİTİM PROGRAMI

1. OTURUM

İçerik:

    1.1. Eğitmenin Kendisini Tanıtması

    1.2. Programın Amacının Açıklanması

    1.3. Katılımcılar ile Tanışma ve Isınma

    1.4. Geribildirim Konusuna Giriş

    1.5. İletişim Konusunda Genel Hatırlatmalar

    1.6. Bir İletişim Aracı Olarak Geribildirim

   1.7. Geribildirim Süreci ve Basamakları

       1.7.1. Geribildirim Sürecinde Dikkat Edilmesi Gereken Noktalar

       1.7.2. Geribildirim Sürecinde Önemli Noktalardan Biri: Hedef Belirleme

10 dakika ara

2. OTURUM

İçerik:

    2.1. Geribildirim Sürecinde Olumsuz Değerlendirmelerin İfade Edilmesi

   2.2. Geribildirim Sürecinde İzlenmesi Gereken Adımların Örnekler Üzerinde İncelenmesi

    2.2.1. Uygulama: "Yazılı Geribildirim Formu" Örneğinin Sunumu ve Sözlü Geribildirim

       Canlandırma Örneği

   2.3. Genel Değerlendirme ve Soru-Cevap

   2.4. Kapanış

TOPLAM SÜRE: 3 saat

APPENDIX I

COVER LETTERS

Değerli Komutan,

İçinde bulunduğunuz süreç, Orta Doğu Teknik Üniversitesi Endüstri ve Örgüt Psikolojisi Yüksek Lisans Programı kapsamında yürütmekte olduğum araştırmanın önemli bir bölümünü oluşturmaktadır.

Araştırmamın amacı, TSK bünyesinde etkili bir performans değerlendirme sisteminin oluşturulmasına katkıda bulunmak ve sistem içinde etkili geribildirim yöntemlerini tespit edebilmektir. Bu nedenle, performansınıza yön verirken, amirinizden bu çalışma kapsamında almış olduğunuz geribildirimi dikkate almanız son derece önemlidir.

Bu bir bilimsel çalışmadır ve örnek bir uygulama niteliğindedir. Kimlik bilgilerinizi açığa çıkaracak hiçbir işlem yapılmayacak; **yapılan uygulama hiçbir şekilde sicil değerlendirme amaçlı kullanılmayacak, işleme konmayacak ve kurumca takip edilmeyecektir.** Toplanan bilgiler, grup bazında, istatistiksel analizlere tabi tutulacaktır.

Gerçekçi ve yansız bir şekilde yapacağınızı umduğum değerlendirmeler ve sürece olan ilginiz, çalışmadan elde edilecek verilerin kalitesini belirleyecektir.

Katılımınız ve katkılarınız için şimdiden teşekkür eder, saygılar sunarım.

ODTÜ Psikoloji Bölümü	*Araştırmacı*
E-posta:	*Psikolog Çiğdem Erdemli*
Tel:	

Sn. ....,

Ekteki form, geçtiğimiz çalışma döneminde göstermiş olduğunuz performansa yönelik olarak yaptığım değerlendirmeleri yansıtmaktadır. Yapılan değerlendirme ve sunulan geribildirim, bir bilimsel çalışmanın pilot uygulaması niteliğindedir ve TSK'de etkin bir performans değerlendirmesi sistemi kurulması amacına hizmet etmek üzere yürütülmektedir. Sizden, bu formda yer alan bilgileri dikkatlice incelemeniz ve yapılan değerlendirmeler ve verilen geribildirim ışığında performansınıza yön vermeniz beklenmektedir.

Sonuçlar/değerlendirmeler, hiçbir şekilde sicil değerlendirme amaçlı kullanılmayacak, işleme konmayacak ve kurumca takip edilmeyecektir. Bununla birlikte, yapılan değerlendirmelerin performansınızı geliştirme ve/ya daha da iyileştirme konusunda dikkate alınması gerekmektedir.

Öncelikle, sunulan değerlendirmeyi ve geribildirimi inceleyiniz ve muhafaza ediniz. Daha sonra ise, kapalı zarf içinde bulunan anketi doldurarak yine kapalı zarf içine koyunuz. Anket formu, izleyen günlerde araştırmacı tarafından toplanacaktır.

Vermiş olduğum geribildirimin yararlı olacağını umar, çalışmalarınızda başarılar dilerim.

İmza   *Adı-Soyadı*

APPENDIX J

INSTRUCTION FORM

FOR

WRITTEN-ONLY FEEDBACK CONDITION

YAZILI GERİBİLDİRİM YÖNERGESİ

Bu uygulamada, maiyetinizin performansı hakkında yaptığınız değerlendirme sonuçlarını içeren bir geribildirim metni hazırlamanız ve bu metni maiyetinize iletmeniz istenmektedir. Bu işlemi aşağıdaki basamakları takip ederek gerçekleştiriniz:

> Maiyetinize performansı hakkında vereceğiniz yazılı geribildirimi, diskette verilen **"Yazılı Geribildirim Formu"**ndaki bölümleri doldurmak suretiyle hazırlayınız.

> Lütfen her bir bölüm için değerlendirmelerinizi detaylı şekilde yazmaya özen gösteriniz.

> *Arial 10 punto* yazı karakteri kullanınız; yazmak istediklerinizin ayrılan bölüme/kutucuğa sığmaması durumunda yeri genişletebilir, bir sonraki sayfaya geçebilirsiniz.

> Formu, eğer bilgisayarda doldurmak istemiyorsanız, yaptığınız değerlendirmelere göre gereksiz kutucukları sildikten sonra formun çıktısını alıp elle doldurunuz, gerekli ise arka sayfaya da geçebilirsiniz.

> 1, 2 ya da 5 puan ile değerlendirdiğiniz performans boyutu yoksa, bu değerlendirmeler için ayrılan bölümleri siliniz.

> 3 ve 4 puan ile değerlendirdiğiniz boyutlara genel değerlendirme bölümünde değininiz. Eğer 1, 2 ya da 5 puan ile değerlendirdiğiniz boyut yoksa, 3 ya da 4 puan verilen boyutlara yönelik değerlendirmelerinize formda daha geniş yer veriniz.

> Doldurduğunuz **"Yazılı Geribildirim Formu"**nun 3 adet çıktısını alınız. Formu elle doldurmayı tercih etmeniz durumunda da formun 3 adet kopyası alınmalıdır (birincisi kendiniz, ikincisi maiyetiniz, üçüncüsü araştırmacı için).

> Üstten alta doğru, size hazır halde verilen **ön mektupları**, **"Yazılı Geribildirim Formu"**nu ve **"Değerlendirme Yapılan Performans Boyutları"** formunu sıralayarak, verilen boş zarfın içine koyunuz ve ağzı kapalı biçimde maiyetinize elden teslim ediniz.

> Zarfı maiyetinize teslim ederken, çalışmanın **yalnızca amacı** ile ilgili ön bir bilgi veriniz. Bunun için, zarfta bulunan ön mektubu kısaca özetleyebilirsiniz.

> Yazdığınız geribildirimin **içeriği** hakkında maiyetinizle **kesinlikle** sözlü bir diyaloga girmeyiniz.

> Size verilen diğer kapalı zarfı da maiyetinize teslim ediniz; zarfta yer alan formu mutlaka doldurmasını, formun belirtilen tarihte (araştırmacı ile ortaklaşa saptanan tarih) yine kapalı zarf içinde kendisinden geri alınacağını bildiriniz.

> Doldurduğunuz **"Yazılı Geribildirim Formu"**nun diğer 2 kopyası (biri kendiniz için, diğeri araştırmacıya teslim etmek için) ve **"Performans Değerlendirme Formu"** (araştırmacıya teslim etmek için) sizde kalmalıdır.

> Sizde kalan formların birer kopyasını araştırmacıya teslim etmek üzere boş zarfa koyunuz ve ağzını kapatınız. Bu zarf, araştırmacı tarafından belirlenen tarihte (araştırmacı ile ortaklaşa saptanan tarih) sizden alınacaktır.

ÖNEMLİ NOT: Araştırmanın sağlıklı bir şekilde yürütülebilmesi için kullandığınız tüm formların ve zarfların sağ üst köşesine araştırma boyunca kullandığınız seri numarasını yazmayı unutmayınız.

Katılımınız ve katkılarınız için teşekkürler…

APPENDIX K

INSTRUCTION FORM

FOR

WRITTEN PLUS VERBAL FEEDBACK CONDITION

GERİBİLDİRİM YÖNERGESİ

Bu uygulamada, maiyetinizin performansı hakkında yaptığınız değerlendirme sonuçlarını içeren bir geribildirim metni hazırlamanız ve değerlendirmelerinizi sözlü olarak da maiyetinize iletmeniz istenmektedir. Bu işlemi aşağıdaki basamakları takip ederek gerçekleştiriniz:

➢ Maiyetinize performansı hakkında vereceğiniz yazılı geribildirimi, diskette verilen **"Yazılı Geribildirim Formu"**ndaki uygun bölümleri doldurmak suretiyle hazırlayınız.

➢ Lütfen her bir bölüm için değerlendirmelerinizi detaylı şekilde yazmaya özen gösteriniz.

➢ *Arial 10 punto* yazı karakteri kullanınız; yazmak istediklerinizin ayrılan bölüme/kutucuğa sığmaması durumunda yeri genişletebilir, bir sonraki sayfaya geçebilirsiniz.

➢ Formu, eğer bilgisayarda doldurmak istemiyorsanız, yaptığınız değerlendirmelere göre gereksiz kutucukları sildikten sonra formun çıktısını alıp elle doldurunuz, gerekli ise arka sayfaya da geçebilirsiniz.

➢ 1, 2 ya da 5 puan ile değerlendirdiğiniz performans boyutu yoksa, bu değerlendirmeler için ayrılan bölümleri siliniz.

➢ 3 ve 4 puan ile değerlendirdiğiniz boyutlara genel değerlendirme bölümünde değininiz. Eğer 1, 2 ya da 5 puan ile değerlendirilen boyut yoksa, 3 ya da 4 puan verilen boyutlara yönelik değerlendirmelerinize formda daha geniş yer veriniz.

➢ Doldurduğunuz **"Yazılı Geribildirim Formu"**nun 3 adet çıktısını alınız. Formu elle doldurmayı tercih etmeniz durumunda da formun 3 adet kopyası alınmalıdır (birincisi kendiniz, ikincisi maiyetiniz, üçüncüsü araştırmacı için).

➢ Değerlendirme sonuçlarını maiyetinize sözlü olarak ileteceğiniz bir görüşme tarihi saptayınız.

➢ Maiyetinizle yapacağınız geribildirim görüşmesinde, **"Geribildirim Sürecinde Takip Edilecek İşlem Sırası"** nın belirtildiği yönergede yer alan basamakları izleyerek geribildiriminizi veriniz. Geçtiğiniz her bir basamak için, o basamağın yanında ayrılan yere tik (✓) atınız.

➢ Vereceğiniz sözlü geribildirimin, görüşme öncesinde hazırlamış olduğunuz **"Yazılı Geribildirim Formu"**nda yazdıklarınızla tutarlı olmasına özen gösteriniz.

➢ Doldurduğunuz **"Yazılı Geribildirim Formu"**nun her 3 kopyasını da görüşme sırasında yanınızda bulundurunuz.

➢ Görüşme sırasında **"Yazılı Geribildirim Formu"**nda ayrılan "notlar" bölümüne gerekli görürseniz not alabilir, belirlenen yeni hedefler varsa buraya ilave edebilirsiniz. Bu işlemi her 3 kopya üzerinde de (kendi önünüzdeki form, maiyetinize görüşme sonunda vereceğiniz form, araştırmacıya verilecek form) yapınız.

➢ Yapacağınız görüşmenin **10-25** dakika arasında olmasına özen gösteriniz.

➢ Görüşmenin sonunda, üstten alta doğru, size hazır halde verilen **ön mektupları**, **"Yazılı Geribildirim Formu"**nu ve **"Değerlendirme Yapılan Performans Boyutları"** formunu sıralayarak, verilen boş zarfın içine koyunuz ve ağzı açık biçimde maiyetinize teslim ediniz.

➢ Maiyetinize iletmeniz için size verilen ağzı kapalı zarfı da yaptığınız geribildirim görüşmesinin sonunda maiyetinize teslim ediniz. Zarfta yer alan formu mutlaka doldurmasını, formun belirtilen tarihte (araştırmacı ile ortaklaşa saptanan tarih) yine kapalı zarf içinde kendisinden geri alınacağını bildiriniz.

➢ Doldurduğunuz **"Yazılı Geribildirim Formu"**nun diğer 2 kopyası (biri kendiniz için, diğeri araştırmacıya teslim etmek için) ve **"Performans Değerlendirme Formu"** (araştırmacıya teslim etmek için) sizde kalmalıdır.

➢ Sizde kalan formların birer kopyasını araştırmacıya teslim etmek üzere boş zarfa koyunuz ve ağzını kapatınız. Bu zarf, araştırmacı tarafından belirlenen tarihte (araştırmacı ile ortaklaşa saptanan tarih) sizden alınacaktır.

__ÖNEMLİ NOT:__ Araştırmanın sağlıklı bir şekilde yürütülebilmesi için kullandığınız tüm formların ve zarfların sağ üst köşesine araştırma boyunca kullandığınız seri numarasını yazmayı unutmayınız.

Katılımınız ve katkılarınız için teşekkürler…

APPENDIX L

WRITTEN FEEDBACK FORM

FOR

WRITTEN-ONLY FEEDBACK CONDITION

YAZILI GERİBİLDİRİM FORMU

- **Üstün başarı gösterilen boyutlar, nedenleri ve değerlendirme dönemi içinde gözlenmiş olan belirgin örnekleri:**

- **Yetersiz ya da geliştirilmesi gereken boyutlar, nedenleri ve değerlendirme dönemi içinde gözlenmiş olan belirgin örnekleri:**

- **Belirlenen hedefler, bu hedeflere ulaşma yolları, gerekli ise belirlenen hedeflerin gerçekleştirilmesi için saptanan süre:**

- **Genel Değerlendirme / Toparlama:**

APPENDIX M

WRITTEN FEEDBACK FORM

FOR

WRITTEN PLUS VERBAL FEEDBACK CONDITION

YAZILI GERİBİLDİRİM FORMU

- **Üstün başarı gösterilen boyutlar, nedenleri ve değerlendirme dönemi içinde gözlenmiş olan belirgin örnekleri:**

- **Yetersiz ya da geliştirilmesi gereken boyutlar, nedenleri ve değerlendirme dönemi içinde gözlenmiş olan belirgin örnekleri:**

- **Belirlenen hedefler, bu hedeflere ulaşma yolları, gerekli ise belirlenen hedeflerin gerçekleştirilmesi için saptanan süre:**

- **Genel Değerlendirme / Toparlama:**

- **Notlar:**

APPENDIX N

STEPS IN VERBAL FEEDBACK PROCESS FORM

SÖZLÜ GERİBİLDİRİM SÜRECİNDE TAKİP EDİLECEK İŞLEM SIRASI

GERİBİLDİRİM VEREN AMİRİN; **ADI SOYADI:** **RÜTBESİ:** **EĞİTİM DÜZEYİ:** **CİNSİYETİ:** **YAŞI:**	
GERİBİLDİRİM ALAN MAİYETİN; **ADI SOYADI:** **RÜTBESİ:** **EĞİTİM DÜZEYİ:** **CİNSİYETİ:** **YAŞI:**	
GERİBİLDİRİM VERİLEN TARİH: **SÜRE:**	
NE KADAR SÜREDİR MAİYETİNİZLE BİRLİKTE ÇALIŞIYORSUNUZ? :	

Maiyetinizle yapacağınız görüşmede lütfen aşağıdaki işlem sırasını takip ediniz, geçtiğiniz her bir basamaktan sonra yanında ayrılan yere "✓" işareti koyunuz. Yapacağınız performans geribildirim görüşmesinin içeriğinin, doldurduğunuz "Yazılı Geribildirim Formu" ile tutarlılık göstermesine dikkat ediniz.

1. Görüşmenin amacının açıklanması ____

2. **Mevcut ise**, **"Üstün Başarı"** gösterilen (5 puan ile değerlendirilen) performans boyutları, nedenleri ve belirgin örneklerinin ifade edilmesi; gerekli takdirin ve teşvikin verilmesi____

3. **Mevcut ise**, **"Yetersiz"** ya da **"Geliştirilebilir"** performans gösterilen (1 ya da 2 puan ile değerlendirilen) boyutlar, nedenleri ve örneklerinin ifade edilmesi ____

4. **"Yetersiz"** ya da **"Geliştirilebilir"** performans gösterilen boyutlar **mevcut ise**, bu boyutlarda gösterilen düşük performansın nedenlerinin maiyete sorulması ____

5. 1, 2 ya da 5 puan ile değerlendirilen boyut **yoksa**, **"Yeterli"** ya da **"Başarılı"** performans gösterilen (3 ya da 4 puan ile değerlendirilen) boyutlar üzerinde durulması ____

6. Maiyetin kendi performansı hakkındaki görüşlerinin alınması ____

7. Maiyetin performansını geliştirme yolları hakkında düşünmesi için yönlendirilmesi ve teşvik edilmesi ____

8. Yazılı geribildirim formunda değinilen hedeflerin maiyete iletilmesi, hedefler konusunda maiyetin de fikrinin alınması, gerekli ise bu hedeflerin gerçekleştirileceği sürenin belirlenmesi ____

9. Söylemek istediği şeyler varsa, çalışana son olarak söz hakkı verilmesi ____

10. Genel değerlendirme / Toparlama (**Madde 5** gerçekleştiril**me**miş ise, **"Yeterli"** ya da **"Başarılı"** performans gösterilen (3 ya da 4 puan ile değerlendirilen) performans boyutlarına yer verilmesi) ____

11. Görüşmede belirlenen yeni hedefler ya da eklenmek istenen noktalar varsa **"Yazılı Geribildirim Formu"** üzerinde ayrılan "notlar" bölümüne yazılması (Bu işlemi, "Yazılı Geribildirim Formu"nun 3 kopyası üzerinde de yapınız) ____

APPENDIX O

CONTENT ANALYSIS RESULTS FOR SUPERVISORS

Tablo 1. *Amirlerin Geribildirim Süreci Hakkındaki Düşüncelerini ve Görüşlerini Özetleyen Ana Temalar ve Frekansları*

1. Geribildirim sadece sözlü olmalı, yazılı geribildirim güç ve zaman alıcı [9(2WVF, 7 WF)]	**2.** Geribildirim yazılı olmalı (1WF)	**3.** Geribildirim maiyet üzerinde bazı faktörlere bağlı olarak olumlu kadar olumsuz etki de yaratabilir (1WF)	**4.** Geribildirimin veriliş zamanı çok önemli	**5.** Etkili bir geribildirim süreci için eğitim şart (1WF)	**6.** Yapılan performans değerlendirmelerinin objektifliği önemli	**7.** Gelişmek ve geliştirmek açısından etkili bir yaklaşım [2(1WVF, 1WF)]	**8.** Geribildirim formatında değişiklik yapılmalı	**9.** Örgütün kültürel dokusu geribildirim verirken dikkate alınmalı (1WF)
1.1 Ast sayısı fazla olan amirler için yazılı geribildirim vermek büyük bir yük [7(2WVF, 5WF)] **1.2** Ast sayısı az olan ve astlarıyla genelde yüz yüze olan amirler için yazılı geribildirim vermek itici ve zor (1WF) **1.3** 5 puan verilen boyut sayısı fazla olduğunda hepsine değinmek zor, başarı daha kısa ve genel olarak ifade edilmeli (1WVF) **1.4** Her boyuta değinmek gerektiğinde bu çok zor (1WF)		**3.1** Astın kendine olan özgüveni, yetenekleri, kişilik özellikleri ve çalışma arkadaşları ile olan ilişkileri dikkate alınmalı (2WF) **3.2** Geribildirimin olumsuzluk derecesi önemli (2WF) **3.3** Süreçte paylaşılan hedefler olmalı(1WF) **3.4** Geribildirim personelin performansı üzerinde ek bir motivasyon sağlamaz ve etkin olarak kullanılamaz (3WF) **3.5** Geribildirimin sisteme önemli bir getirisi yoktur (2WF) **3.6** Çok küçük hataları bile puana yansıtması sicil verme işleminin fonksiyonunu düşürmekte ve geribildirimi işlemez hale getirmektedir (1WF)	Geribildirim; **4.1** Anlık olmalı, başarılı ya da hatalı performanstan hemen sonra verilmeli [6(1WVF, 5WF)] **4.2** Bir sicil döneminde 2 kez verilmeli (1WVF) **4.3** Daha geniş zaman aralıklarında yapılmalı (1WVF) **4.4** Önemli görevlerden sonra verilmeli (1WVF) **4.5** Amir ve astı psikolojik olarak buna hazırken verilmeli (1WVF)		**6.1** Astına geribildirim vereceğini bilen amir değerlendirmelerinde objektif olamayabilir (2WF)	**7.1** Personelin başarılı ve yetersiz yönlerini görmesi ve gerekli tedbirleri alması açısından yararlı [2(WVF, WF)] **7.2** TSK'de kullanılan güncel sistemlerle birleştirilmeli (1WF)	**8.1** Geribildirim taktir ve ceza formatından çok temenni formatında olmalı (1WF) **8.2** Forma nasıl doldurulacağına ilişkin örnek cümleler konmalı (1WF)	
Toplam 19 kişi	**Toplam 1 kişi**	**Toplam 12 kişi**	**Toplam 10 kişi**	**Toplam 1 kişi**	**Toplam 2 kişi**	**Toplam 5 kişi**	**Toplam 12 kişi**	**Toplam 1 kişi**

Not. WF = Yazılı Geribildirim Grubu, WVF = Sözlü ve Yazılı Geribildirim Grubu. Ana temalar altında yer alan görüş ve düşüncelere sahip amir sayısı ve içinde bulundukları geribildirim koşulu parantez içinde belirtilmiştir.

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APPENDIX P

CONTENT ANALYSIS RESULTS FOR SUBORDINATES

Tablo 1. *Astların Geribildirim Süreci Hakkındaki Düşüncelerini ve Görüşlerini Özetleyen Ana Temalar ve Frekansları*

1. Geribildirim sadece sözlü olmalı (4WF)	**2.** Geribildirim yazılı olmalı	**3.** Geribildirim maiyet üzerinde bazı faktörlere bağlı olarak olumlu kadar olumsuz etki de yaratabilir	**4.** Geribildirimin veriliş zamanı çok önemli	**5.** Etkili bir geribildirim süreci için eğitim şart	**6.** Yapılan performans değerlendirmelerinde dikkat edilmesi gereken noktalar var	**7.** Gelişmek ve geliştirmek açısından etkili bir yaklaşım (1WF)	**8.** Geribildirim formatında değişiklik yapılmalı	**9.** Örgütün kültürel dokusu geribildirim verirken dikkate alınmalı
1.1 İçeriği olumsuz olduğunda yazılı geribildirim astlar için olumsuz performanslarının kanıtı olabilir (1WF) **1.2** Sözlü geribildirim sürecinde karşılıklı fikir birliği içinde belirlenen hedeflerin performans üzerinde daha olumlu ve inandırıcı bir etkisi olacaktır (2WF) **1.3** Yazılı geribildirim amir ve astı arasında samimiyetsizlik yaratır (1WF) **1.4** Karşılıklı tartışma sonucu birlikte üretilen çözümler performans üzerinde daha olumlu etki yaratır (1WF) **1.5** Süreçte astın da söz sahibi olması önemlidir (1WF)	**2.1** Geribildirimin yazılı olarak verilmesi performansı arttırıcı etki yapar (1WF) **2.2** Geribildirimin sadece sözlü olarak verilmesi durumunda yazılı değerlendirme ile sözlü süreci birbirini tutmayabilir (1WF)	**3.1** Geribildirim personel üzerinde moral bozukluğu ve performans düşüklüğü yaratabilir (1WF) **3.2** Değişkenlerin fazla olduğu bu meslekte geribildirim çok sağlıklı değil (1WVF) **3.3** Aralarında aşırı mesafe ve resmiyet olan amir ve astları için kolay bir süreç değil, birbirlerine karşı açık ve rahat olamayabilirler (1WVF) **3.4** Çok fazla ayrıntı kişinin dikkatini sadece bu noktalara odakladığından yanlış anlamalara neden olabilir (1WVF)	Geribildirim; **4.1** Anlık olmalı, hatalı hareketlerden hemen sonra verilmeli [4(1 WVF, 3 WF)] **4.2** Üçer aylık periodlar halinde uygulanmalı (1WF) **4.3** Değişik zaman aralıklarında yapılmalı (1WVF) **4.4** Önemli faaliyetlerden sonra verilmeli (1WVF) **4.5** Amir ve astı psikolojik olarak buna hazırken verilmeli (1WVF) **4.6** Geribildirim zaten her faaliyetten sonra kullanılıyor, geniş kapsamlı türden değerlendirilebilir (1WVF) **4.7** Geribildirimin sürekliliği olmalı (1WVF)	**5.1** Etkili ve faydalı bir geribildirim süreci için personelde kültür ve davranış değişikliği sağlamak şart (1WF)	**6.1** Öncelikle yapılan performans değerlendirmelerinin objektifliği önemli, astına geribildirim vereceğini bilen amir değerlendirmelerinde objektif olamayabilir (2WF) **6.2** Geribildirim verecek amirlerin değerlendirmelerinde objektif olabilmeleri için konumları güçlendirilmeli (1WF) **6.3** Değerlendirilen personelin çalışma arkadaşlarının da değerlendirme sürecine katılması etkili olur (1WF) **6.4** Personelin aynı görevde çalışma süresi, göreve yönelik aldığı eğitim, kurs ya da önceki görevleriyle benzeşme durumunu sorgulayacak açık uçlu sorular forma eklenmeli (1WF)	**7.1** Personelin eksiklerinin ve başarılarının farkına varması [2(1WVF, 1WF)] **7.2** Amirinin kendisi hakkındaki düşüncelerini öğrenmesi, (1WVF) **7.3** Performansı ve sicil notu hakkında bilgi sahibi olması bakımından yararlı ve yol gösterici bir yöntem (2WVF) **7.4** Astın kendi kendisini değerlendirdiği bir formu amirine vermesi kendi hatalarının farkında olup olmaması konusunda amirinin bilgisini arttırarak geribildirim verilmesini kolaylaştıracak ve geribildirimin işlevselliği artacaktır (1WVF)	**8.1** Geribildirimin kim tarafından kime verildiği yazılıp imzalanmalı (1WF) **8.2** Değerlendirmenin hangi tarihte yapıldığı ve hangi döneme ait olduğu yazılmalı (1WF) **8.3** Form bölümlere ayrılmamalı ki kişi metni okurken olumlu ve olumsuz performans gösterdiği noktaları kendi bulsun (1WF) **8.4** 1 ya da 2 puan verilen boyut olmadığında bu kutucuğun formdan kaldırılması yanlış anlamalar doğurabilir; belirlenen hedeflerin yol göstermek amaçlı mı kişiye eksiklerini göstermek amaçlı mı yazıldığı anlaşılmayabilir [2(1WVF, 1WF)]	**9.1** Kurumda bazı konularda (mesleği sevme, birlik-beraberlik ruhu, doğru eğitim-öğretim vs.) geribildirim otomatik olarak sağlanır 1(WVF)
Toplam 10 kişi	**Toplam 2 kişi**	**Toplam 4 kişi**	**Toplam 14 kişi**	**Toplam 1 kişi**	**Toplam 5 kişi**	**Toplam 7 kişi**	**Toplam 5 kişi**	**Toplam 1 kişi**

Not. WF = Yazılı Geribildirim Grubu, WVF = Sözlü ve Yazılı Geribildirim Grubu. Ana temalar altında yer alan görüş ve düşüncelere sahip ast sayısı ve içinde bulundukları geribildirim koşulu parantez içinde belirtilmiştir.