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The Effects of Written Instructions and Videotape Modeling on the Quality of Performance Feedback Provided for Subordinates

Ileana Habsburg-Snyder

Western Michigan University

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THE EFFECTS OF WRITTEN INSTRUCTIONS AND VIDEOTAPE MODELING ON THE QUALITY OF PERFORMANCE FEEDBACK PROVIDED FOR SUBORDINATES

by

Ileana Habsburg-Snyder

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the requirements for the Degree of Master of Arts
Department of Psychology

Western Michigan University
Kalamazoo, Michigan
August 1981

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The present study was designed to investigate the effects of instructions and modeling in training supervisors to provide performance feedback to their subordinates. Four part-time supervisors served as subjects. An across subjects multiple-baseline design was used which employed a baseline phase, an instructions phase and a modeling phase. Data were collected on the percentage of component behaviors performed during roleplay test sessions and actual performance reviews. Modeling and instructions were found to be equally effective in training, however, a sequential presentation of both methods increased performance substantially. The effects of transfer of training were also examined. The results suggest that training with models presented first, followed by training with instructions, increased the probability of transfer of training. Training with instructions followed by training with models produced only slight transfer effects.
ACKNOWLEDGEMENTS

I would like to give recognition to Joetta Long and Cheryl Poche for their excellent help and support during the initial stages of the study. I would also like to thank Norm Peterson for his support and advice throughout the entire study. And special thanks to David S. Snyder for his continued support, advice and assistance with videotapes, reliability and troubleshooting.

Ileana Habsburg-Snyder
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CHAPTER I

Introduction

In recent years literature concerning organizational behavior management and related disciplines has focused on the importance of performance reviews (performance feedback) as powerful tools to enhance individual and organizational effectiveness. Performance reviews serve several important functions. First, work-related behaviors can be reinforced, confirmed and maintained depending on the parameters of the reinforcement. Second, the review serves a corrective function, informing the individual of problem areas, behavioral deficits and the possible solutions. Third, the review functions as a training mechanism in which new skills and behaviors are developed.

In addition, researchers have suggested several other functions of feedback. For instance, feedback delivered to a subordinate during a performance appraisal greatly improved work-related performance (Fletcher and Williams, 1976; Fletcher, 1973; Hundal, 1969; Kearney, 1978; Annett, 1969; Cook, 1968; Nemeroff, 1979; Kay, Meyer and French, 1965). In counselor training, feedback functioned as an effective agent for training counseling and therapy skills (Bailey, Deardorff and Nay, 1977; Krumhus and Malott, 1980; Levenstein, Jacobs and Cohen, 1977; Peters, Cormier and Cormier, 1978; Wallace, Horgan, Baker and Hudson, 1975; Ronnstad, 1977; Bernstein, 1979). Feedback also aided in improving worker-supervisor relations and employee attitudes (Fletcher, 1973; Cook, 1968; Kay et al., 1975). These apparent functions of feedback make it imperative that managers and supervisors gain skills in providing feedback to subordinates which changes

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behavior without arousing adverse emotional responses. Training supervisors to use specific feedback techniques when conducting a performance review is essential to all areas of business and industry.

Business organizations have emphasized the use of management training procedures to improve the quality of supervisory behavior. Although trainers varied on the combination of training methods used, the standard method included modeling, instructions, feedback, and roleplays or behavioral rehearsals. Robinson and Robinson (1978) developed a procedure where these techniques were applied to performance feedback and appraisal. The procedure involved several components which included a videotaped model, a discussion of the videotaped model, roleplays, and feedback on how well they performed. Sorcher and Goldstein (1972) described a similar supervisory training procedure. First, a discussion on good supervisory behavior was held. Second, participants viewed a videotape of a model. Third, each manager roleplayed in a typical management situation. Finally, instructors provided feedback to each manager. Smith (1976) used modeling training procedures to improve employee morale and customer satisfaction. Training consisted of a modeling phase, a roleplay phase, and a feedback phase. Other modeling training techniques similar to that of Smith (1976) have been given other names such as "applied learning techniques" (Goldstein and Sorcher, 1976) or "interaction modeling" (Byham and Robinson, 1976).

In recent studies, an effort has been made to identify the effective components in these training techniques. Modeling alone, as a training procedure, has been shown to be effective by several re-
searchers (Wallace et al., 1975; Ronnstad, 1977; Burnaska, 1979; Peters et al., 1978; Bailey et al., 1977; Moses and Ritchie, 1976; Marlat, Jacobson, Johnson, and Morrice, 1970; Goldstein, Marten, Hubben, Van Vell, Schaff, Wiersma, and Goedhart, 1973; Gladstone, 1977; Alissid and Hutchison, 1977). Ronnstad (1977) found that modeling was effective in training empathy skills to counseling students. When training therapy skills to undergraduate counseling students, it was found that modeling produced the greatest behavior change when compared to feedback and roleplaying conditions (Bailey et al., 1977). During the roleplay condition the subjects received written instructions on how to conduct a therapeutic interview, and then roleplayed in an interview. The roleplaying plus feedback condition was similar to the roleplay condition except the subjects viewed a videotape of their own interview session. During the modeling plus feedback condition, subjects viewed a videotape model prior to roleplaying. Burnaska (1976) evaluated whether training with models improved the interpersonal skills of their managers' behavior. He concluded that modeling functioned to improve managerial skills according to the specified criteria, but changes in employee perceptions of their managers' skills only improved over time. In evaluating a specific supervisory training program which involved problem solving techniques, Moses and Ritchie (1976) concluded that those individuals who received training with models solved problems much more effectively than those who did not receive the training. In another study (Kowalski, McSween and Malott, 1980), simple instructions were found to be effective as a method for training subordinates to give feedback to their supervisors. Training
consisted of one phase in which subjects were given written instructions and then tested during roleplay sessions and actual performance reviews.

In identifying the most effective techniques in training, several studies evaluated modeling and instructions simultaneously (Edelstein and Eisler, 1976; Hersen, Eisler, Miller, Johnson and Pinkston, 1973; Doster, 1972; Rappaport, Gross and Lepper, 1973; Perry, 1975; Krumhus and Malott, 1980). Whalen (1969) assessed the relative effects of modeling and instruction approaches on interpersonal openness. It was found that a film model or detailed instructions were more effective than minimally detailed instructions. Doster (1972) investigated the effects of six different training conditions on training counselors interview verbal behavior. Of the training conditions examined, he concluded that detailed instructions were more effective than minimally detailed instructions, and more effective than modeling alone. Rappaport et al., (1973) found that specific instructions alone and modeling alone were each sufficient in training desired performance. They also argued that not all instructions were effective, rather only extremely detailed and specific instructions would provide desired results. Perry (1975) found that instructions were not effective in training counselor empathy but that modeling was very effective. Stone and Vance (1976) concluded that instructions were effective in training but the behaviors did not generalize outside of training. Krumhus and Malott (1980) conducted a component analysis of techniques used in training remedial education tutors. They demonstrated that detailed instructions alone failed to produce an increase in correct
responding while modeling showed a dramatic increase.

Most training involved either modeling, instructions or a combination of both. However, the critical elements of these training programs have not been systematically examined. Data suggested that modeling may have been more effective than instructions. However, several studies concluded that instructions were sufficient in training. No research on the components of performance feedback training has been conducted. Because training programs are, in general, expensive and time consuming to set up and to conduct, it is important that the components of such training programs be systematically evaluated for their effects on specific component skills and overall effectiveness.

The purpose of the present study was to assess the effects of modeling and instructions as they were used to train supervisors to provide performance feedback for their subordinates. It was hypothesized that instructions were effective in training certain component behaviors while modeling was effective in developing other more complex component behaviors. The transfer of skills from training sessions to the work place was assessed by several investigators; each has shown different results (Burnaska, 1976; Moses and Ritchie, 1976; Smith, 1976; Kowalski et al., 1980; Byham, Adams and Kiggins, 1976). Thus, the effects of both methods were evaluated concerning their ability to transfer or generalize to non-experimental performance review sessions.
CHAPTER II

Method

Subjects

Four adults, 19 to 21 years of age, served as subjects; three were female, one male. All worked as part-time supervisors in a large Western Michigan University lab site. Subjects were selected on the basis of their availability and each held a second-level supervisory position. Each subject supervised three to six subordinate staff and was required to hold periodic performance reviews with each subordinate.

Setting

Instruction phases, modeling phases and roleplay test sessions were held during work hours. A videotape television was used to present each modeled performance situation and a tape recorder was used to audiotape each roleplay test session. Training was held in small rooms at the lab. Performance reviews were held in the small rooms; all sessions were audiotaped.

Procedure

A multiple-baseline across subjects design was used which involved three phases: a baseline phase, a modeling phase and an instructions phase. The instructions phase was introduced first followed by the modeling phase for Subjects 1 and 2. For Subjects 3 and 4, the modeling phase was introduced first followed by the instructions phase. Data from roleplay test sessions and actual performance reviews were collected in each phase of the study.

Baseline. During Baseline sessions each subject was given a written performance situation (see Appendix A). The subjects were given
five minutes to read the situation and jot down notes about what they intended to say. Subjects were not allowed to write out a dialogue but were allowed to keep the written performance situation in front of them during the roleplay. The investigator then played the role of the subordinate and the subject played the role of the supervisor giving the performance review. No feedback was given to the subjects on how they were doing during or after the roleplay sessions. All sessions were audiotaped.

Roleplay test sessions. Each phase of the present study consisted of numerous test roleplays. Roleplays were not used as a training mechanism, rather roleplays served as test sessions. There were 20 roleplay test sessions; roleplay test sessions were alternated with training sessions. The roleplays differed in problem focus but generally contained the same essential information.

Performance situations. All written performance situations were similar in content. They included specific behaviors to be reinforced, specific problem behaviors or behaviors to be improved, the situation in which the behaviors occurred and general information concerning the problem and the individual (see Appendix A). Each situation contained enough information that all component behaviors could easily be performed. Some performance situations were modified versions of case studies by Maier (1973).

Training

Instruction phase. Each subject was given a sheet of written instructions (see Appendix B) at the beginning of each session and was allowed five minutes to read it. The written instructions consisted
of a list of component behaviors and explanations of how to perform each behavior. The instructions were designed to increase the quality and effectiveness of performance feedback. Listed below is a summary of the component behaviors of providing quality performance feedback:

I. Present relevant data: Present feedback that concerns current events.

II. Present rating and rationale: State the rating according to the rating scale and explain why it was chosen.

Follow the format below in order:

III. Begin by reinforcing specific behaviors in specific situations that relate to the particular topic being discussed.

IV. Present the problem in a positive manner and present a specific suggestion on how the individual could change or improve their behavior to make the system or the individual more efficient.

V. Get an agreement on what behavior change will occur and what consequences will follow.

VI. End the topic of discussion with a general reinforcing statement; begin the next topic.

The instructions were then taken away and the subject received a written performance situation. The subject was allowed five minutes to read and prepare for the roleplay. Subjects were allowed to keep the performance situation in front of them during the roleplay. No feedback or vocal instructions were given to the subjects during the roleplay sessions; all sessions were audiotaped.

Modeling phase. At the beginning of the training with models,
the subjects were told the purpose of the modeling training, and that they were to pick out relevant behaviors to imitate from the tapes; no other instructions were given. Each subject viewed two separate videotaped models of a supervisor providing a subordinate with performance feedback. The first videotape situation involved a supervisor providing feedback to a subordinate that had a problem or behavioral deficit. The second tape involved a supervisor providing feedback to a subordinate who had no problem or behaviors to correct. The videotaped model utilized all component behaviors when providing feedback to subordinates. The modeled performance situations were different each session but were similar to the written roleplay situations. Immediately following the viewing of the videotaped model, the subject received a written performance situation; the subjects were allowed five minutes to prepare for the roleplay. Subjects were allowed to take notes and keep the performance situation in front of them during the roleplay. No feedback was given to the subjects during roleplay sessions; all sessions were audiotaped.

Transfer of training. To test the transfer of training, data were collected during actual performance review sessions which were regularly scheduled activities at the lab site. During each phase of the study, the subjects participated in a performance review session in which the supervisor provided their subordinates with performance feedback, followed by the subordinate providing the supervisor with performance feedback. Behavior samples from each performance review were collected. Samples included a random selection of six topics discussed during each performance review. A tape recorder was
turned on at six random spots on the tape; data were then recorded on a data sheet. Actual performance reviews were conducted toward the end of each phase.

Data collection. During each phase of the study data were collected on the percentage of component behaviors correctly performed. In roleplay test sessions the investigator sat at a table and audiotaped each interaction while participating in the roleplay. Later the roleplay session was scored according to feedback definitions (see Appendix C) and recorded on a data sheet. Actual performance review sessions were audiotaped and later, the random samples of the performance review behaviors were scored and recorded on the data sheet (see Appendix D).

Reliability. Reliability checks were taken during each phase of the present study and during actual performance reviews by an independent observer. Observers independently scored the audiotaped interactions and recorded the data on data sheets. Each observer had identical definitions and data sheet. The percentage of agreement reliability of how many component behaviors were performed was calculated by recording the number of agreements of occurrences and non-occurrences divided by the total number of agreements plus disagreements and multiplying by 100. An agreement was defined as an instance where both the observers agreed on either the occurrence or non-occurrence of the component behaviors.

Observers were trained using the set of definitions which included examples and non-examples of the desired responses, and audiotapes of pilot sessions. The experimenter reviewed all the definitions
with the observers several times. The observers and experimenter then practiced scoring actual audiotapes. The reliability training tapes were recorded during pilot research. Training each observer took approximately three to four hours.

Reliability checks occurred during training sessions 2, 5, 11, 12, 15 and 20 for subjects in Group 2; reliability checks occurred during training sessions 2, 5, 7, 10, 14, 16 and 20 for subjects in Group 1. The calculated reliability of training sessions ranged from 89% to 100% with a median of 94%. The reliability of actual performance reviews was calculated twice during each session. The calculated reliability for actual performance review sessions ranged from 89% to 100% with a median of 92%.
CHAPTER III

Results

Written instructions alone and videotape modeling alone were effective in training subjects to provide quality feedback to subordinates during the training sessions. However, the sequential presentation of training methods, regardless of order or presentation, produced a greater overall effect. Figure 1 presents data obtained during Baseline and training sessions for Groups 1 and 2. During Baseline, Group 1 correctly performed a mean of 37% (range: 16-54%). Training with instructions increased performance to a mean of 74% (range: 56-85%). When training with models was introduced following instructions, performance levels increased to an average of 83% (range: 56-93%). Data obtained from Group 2 showed an average Baseline level of 27% of all component behaviors correctly performed (range: 12-44%). During modeling, scores averaged 72.5% (range: 44-100%) of the component behaviors performed correctly. Following modeling, instructions training was introduced. During instructions, performance levels increased to an average of 87% (range: 64-100%).

Figures 2 and 3 represent the random samples of data obtained during actual performance reviews conducted with two subordinate staff for each subject. The horizontal dotted line represents mean percentages during training and baseline sessions. Prior to training, subjects in both groups performed 15% to 69% of the component behaviors during performance review 1. Following training, subjects in Group 1 did not perform substantially more component behaviors; 46% to 70% of the behaviors were performed during performance review 2, and 38% to
69% of the component behaviors were performed during performance review 3. There was little transfer of training. Group 2, however, demonstrated greater transfer effects during performance review 3 (38% to 100%), but not much of an effect during performance review 2 (17% to 70%).
Figure 1: The percentage of component behaviors performed correctly during roleplay test sessions for Baseline, written instructions and videotape modeling.
Figure 1
Figure 2: The percentage of component behaviors performed correctly during actual performance reviews for Baseline, written instructions and videotape modeling for Subjects 1 and 2.
Figure 3: The percentage of component behaviors performed correctly during actual performance reviews for Baseline, videotape modeling and written instructions for Subjects 3 and 4.
Figure 3

TOPICS DISCUSSED
CHAPTER IV

Discussion

The results of the present study suggest that modeling alone and instructions alone, as techniques in training, were equally effective. Each method produced significant increases in performance. These results were consistent with the results of Rappaport et al., (1973), Whalen (1969), and Hersen et al., (1973). Each researcher found that modeling alone was equal in effectiveness to instructions alone.

The lack of clear differences between the two training techniques may be a result of several factors. First, during modeling, each subject viewed a videotaped model; only general instructions were given on the purpose of the study, and that they were to pick out relevant behaviors to imitate from the tapes. There were 19 component behaviors modeled, and because there were no salient cues as to when a particular behavior of the 19 was being performed, at best, the subjects would be likely to overlook a few. Each subject probably picked up only the most salient behaviors regardless of whether they were relevant or irrelevant behaviors. Examples and non-examples of each component behavior were not taught, and thus, the subjects may have imitated irrelevant behaviors. Anecdotal evidence suggested that subjects did imitate some irrelevant behaviors. Second, detailed instructions may not have been sufficient to train subjects to perform complex behaviors. The written instructions could have been provided for the subjects, but if the relevant behaviors were not in the subjects' repertoire, they may not have been able to perform them. Anecdotal data suggested that the subjects may have understood the instructions, but performing the
behaviors may have been difficult for individual subjects. Another problem may have been that each subject had a different interpretation of a given instruction, and thus performed incorrectly.

The present findings are in conflict with the findings of Krumhus and Malott (1980). They concluded that instructions were ineffective in producing desired behavior change, while modeling was extremely effective. Modeling was probably more effective than instructions because the modeling tapes contained examples and non-examples of the desired response, while instructions did not. Krumhus and Malott (1980) may have found that instructions would have been sufficient if examples and non-examples had been presented. In addition, the experimenters may not have provided the context in which the subjects were to perform. The subjects may have been trained to emit the desired behaviors in the presence of the experimenters and not in the presence of the clients.

The results of the present study indicated that a combination of methods was more effective than either method alone. Several researchers also concluded that modeling combined with instructions was superior to one method alone (Edelstein and Eisler, 1976; Hersen et al., 1973; Whalen, 1969; Rappaport et al., 1973; Stone and Vance, 1976; Perry, 1975). Doster (1972), however, concluded that a combination of training methods only mildly enhanced performance. From the results, it could be hypothesized that increases during the final phases in training were due to more training time. However, the graphs show sharp increases in performance levels. These increases were unlikely to have been caused by additional training time, rather each training
method provided the necessary techniques for learning that the other method was lacking. Instructions, for instance, may have been inadequate to train a subject to perform a behavior not previously in the subject's repertoire. Modeling provided the necessary examples of how to perform a particular behavior, thus adding that behavior to the subject's repertoire. Modeling, on the other hand, lacked the relevant cues as to when a particular behavior was being modeled, and thus the subjects performed some irrelevant behaviors or overlooked relevant ones. Instructions served to provide those cues and sort out the relevant behaviors from the irrelevant behaviors.

A component analysis of the differential effects of each training method was conducted in the present study. No clear or mildly suggestive differences were found between methods. It was hypothesized that instructions were effective in training certain component behaviors while modeling was effective in developing more complex behaviors. The results showed that each method had its strengths and weaknesses, and that the sequential presentation of both increased the training effects.

The present study also evaluated the effects of transfer of training. The results demonstrated some differences between the groups, and suggested that modeling presented first followed by instructions was most effective in transfer of training.

Little or no transfer occurred for subjects in Group 1 during either condition; only slight transfer occurred following modeling for Group 2. Transfer of training may not have occurred for several reasons. First, there were no contingencies for performing well once
out of the training sessions; reinforcers were not presented outside the training sessions and no aversive stimuli were presented for not performing during actual performance reviews. Also, the experimenter was not present as a discriminative stimulus to cue desired performance. Second, subjects may not have had sufficient practice to master all component behaviors outside the training sessions, even though they mastered them in the training sessions. Third, because of the complexity of the component behaviors, transfer was difficult without some sort of guidance tool or job aid. A job aid or checklist listing the component behaviors may have increased the transfer effects. Fourth, during training the subjects were given sufficient information to provide performance feedback; however, in the actual performance review the subjects had to compile all information from scratch.

Several researchers found modeling was effective in the transfer of training to the work setting (Burnaska, 1976; Smith, 1976; Moses and Ritchie, 1976; Byham, Adams and Kiggins, 1976). Kowalski, et. al., (1980) found that simple instructions alone were sufficient in transfer of training. Perhaps transfer occurred easily because of the simplicity of the desired behaviors. Subjects in the Kowalski, et al., (1980) study were required to emit five very simple behaviors, posing no difficulty for the subjects. Also, since the subjects were giving feedback to their supervisors, they may have performed well to please their supervisor or to avoid any aversive consequences. The subjects were under the contingencies of their supervisor. Stone and Vance (1976) found modeling alone and instructions alone ineffective in transfer of training, while a combination of both methods produced very
effective results. In conclusion, to maximize training effectiveness, modeling and instructions should be used sequentially or in combination to enhance their overall effectiveness. A means for aiding in transfer of training should be incorporated into the training program. When setting up a training program, irrelevant characteristics may be ruled out by presenting examples and non-examples of the desired response in both training conditions. Further research examining the effects of presenting examples and non-examples of desired responses is suggested. Additional research is needed to evaluate a means of increasing transfer effects and long term effects of training. Also, research is needed to examine the differences between sequential presentation of training methods and simultaneous presentation of training methods. Since most training programs contain other elements such as feedback and roleplaying with feedback, a thorough analysis of these techniques still needs further researching. Finally, a cost analysis of training techniques should be examined for varying combinations of methods to ensure the best training for the least cost.
Appendix A

Sample Performance Situation
Performance Situation #2 -- New Employees VS. Old Employees

You are a supervisor of a large commercial firm employing 50 men and women. Recently the company has expanded to twice its size and consequently had to hire 50 new employees. Thus, 50 employees have been working for the company five or more years while the other 50 employees are brand new.

Marilyn is an old employee. She has been with the company for eight years as an office clerk. Until the recent hiring binge, Marilyn was an excellent clerk. She had always gotten along well with her fellow employees. She would do special favors for them such as helping with their filing, answering the phone and typing letters. Three days ago, on Monday, she helped Sam redesign his office to make things run more smoothly.

Since the new hiring, Marilyn still does favors for employees but only for the old employees. On Monday, one of the new employees asked her for some advice on how to get her office more organized. Marilyn turned to her and said, "You young'ins will just have to learn the ropes all by yourselves, just like we had to do!" She walked away. This is the second report of this kind. You are concerned about a possible morale problem.

In five minutes you will be giving Marilyn some feedback on her performance. Fill out the provided performance appraisal form and give her feedback using this form.

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<th>SUPERIOR PLUS CHANGE</th>
<th>VERY GOOD PLUS CHANGE</th>
<th>ADEQUATE PLUS CHANGE</th>
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<td>1. Works well with others.</td>
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Appendix B

Written Instructions
Instructions for Providing Feedback

Each time you provide feedback to a subordinate there are guidelines you should follow. Listed below are several component behaviors you should perform in order to qualify for appropriately providing feedback.

I. **Present relevant data:** Give feedback that concerns current events when specifying a situation or problem.

II. **Present rating and rationale:** For each topic area, specify what rating you gave the individual and why you gave it to them. This will clear up any misconceptions about the rating scale that may occur.

Follow the format below in order:

III. **Begin by reinforcing specific behaviors in specific situations that relates to the particular topic being discussed.** Specific is defined as having a unique, definite and exact relation to something. Specific behaviors refer to such observable behaviors as attending meetings, sewing garments, cleaning waste baskets, soliciting feedback, volunteering, etc. Specific situations refer to such things as during the meeting on Friday, when the employee fight broke out, during your three o'clock office hours, etc. These behaviors and situations should be related to the problem at hand. Reinforce exiting behaviors before presenting the problem.

IV. **If the individual has some behaviors they must correct, present the problem in a positive manner and present a specific suggestion on how the individual could change or improve their behavior to make**
make the system or themselves more efficient. This relates to the particular topic being discussed. If the individual has a behavioral problem or deficit follow step "A". If the individual has no behavioral deficits or problems follow step "B".

Step "A"

First, as in part one of the format, reinforce the individual for what they have done well. Second, present the problem in a positive manner. That is, focus on the solution, emphasize what the individual should have done rather than what he did wrong. Remember to refer to specific behaviors and situations. Third, talk about your own mistakes that you have made in the past and how you corrected them. Fourth, give the person a good reputation to live up to. Show your subordinate that you have faith and confidence in his abilities. Fifth, make the problem seem easy to correct or explain how the system and/or the individual could benefit from the change. Sixth, present a suggestion to the individual on how they could improve. Tell them exactly what they should do.

Step "B"

First, as in part one of the format, reinforce the individual for what they have done well. Second, explain how the system or organization (and possibly the individual) could benefit from a certain change or approaching a problem from a different angle. Third, present the individual with a suggestion on how they could implement that change which would benefit the system.
V. Get an agreement on what behavior change will occur and what consequences will follow. State the change you would like to see and have the individual agree that a certain change will occur. If you did not already explain what the consequences or benefits are for changing that behavior, do so now. Or you may specify what consequence (positive or negative) you will deliver if the change does (or does not) occur.

VI. End the topic of discussion with a general (or specific) reinforcing statement. Leave the feedback sessions with some positive statement. It can be general or it can be very specific. Leave the person feeling good about the whole session. Begin the next topic.

Summary of the format:

1. Begin by reinforcing specific behaviors in specific situations.
2. Present a problem in a positive manner (if there is one) and present a suggestion on how the individual could change or improve his behavior to make the system or themselves more efficient.
3. Get an agreement on what behavior change will occur and what consequences will follow.
4. End the topic of discussion with a general (or specific) reinforcing statement.
Appendix C

Feedback Definitions
Definitions of Providing Quality Feedback

I. Present relevant data: Mark a non-occurrence anytime the sender makes a reference to a situation or behavior that occurred more than four months ago. Example: "Last year when you . . ."

II. Present rating and rationale: Mark an occurrence for "rating specified" each time the sender specifies the rating they are giving. Example: "Bill, I gave you a superior in this area . . ." Mark an occurrence for "rationale specified" each time the sender states why s/he rated the recipient a certain way. Example: "Bill, I rated you a superior because you never have to be reminded or prompted to report on progress in our project meetings."

Follow the format below in order:

III. Begin by praising specific behaviors in specific situations that relate to the particular topic being discussed. These behaviors and situations should be related to the problem at hand. Existing behaviors should be reinforced. Mark an occurrence for "behavior specified" if the sender states a specific observable behavior when reinforcing the recipient's behaviors, such as attending meetings, delegating tasks, volunteering, presenting and soliciting suggestions, etc. Mark an occurrence for "situation specified" if the sender states a specific observable situation in which the behavior being reinforced occurred, such as during the meeting on Friday, when the employee fight broke out, in the last two weeks, etc. Below are instances of good and bad examples:
"Denny, during our last staff meeting you did a great job of making sure everyone had set a deadline for when they would have their projects done."

"Rubin, it was great to see you delegate more tasks to your subordinates this past week. Last week you delegated two tasks, one to Karen and one to Bob."

"Denny, you did a great job keeping on top of the projects. You are a pretty good coordinator."

"Rubin, yah, you've gotten the hang of it. You are getting good at having your subordinates do some work. I really think that is super."

Mark an occurrence for "reinforced general or specific" anytime the sender verbally reinforces any behavior whether or not it is specifically stated. Mark an occurrence for "first thing said" if the sender started out with a reinforcing statement as opposed to starting with a discussion of the problem.

IV. Present the problem in a positive manner and present a specific suggestion on how the recipient could change or improve their behavior to make the system or themselves more efficient. This relates to the particular topic being discussed. If the recipient has a problem or behavioral deficit that must be changed, follow Step "A". If the recipient has no behavioral deficits or problems follow Step "B".

Step "A"

After the sender has reinforced specific behaviors in specific situations, the sender must specify the problem. Mark an occurrence for "specified problem focus 1. situation, and 2. behavior" if the sender states both problem behavior in a situation in a positive manner. Positive manner can be defined as stating what the recipient should have done or might have done in that situation, not
what the individual did wrong. Positive manner means focus on the solution. Mark an occurrence for "specified problem negative focus 1. situation, and 2. behavior" if the sender states the problem in a negative manner. Negative manner can be defined as stating what the recipient did wrong, rather than what s/he should have done. Negative manner means focusing on the problem. Below are some examples of positive and negative ways of presenting a problem:

**POSITIVE**

"On Tuesday during lunch time, it was important that you stay with the children at all times to prevent accidents from happening."

"While the chairperson was speaking at the staff meeting, everyone should remain quiet until she acknowledges for us to speak."

**NEGATIVE**

"On Tuesday during lunch time, you left the children alone for five minutes. That is very dangerous."

"During the staff meeting you were talking while the chairperson was speaking. You didn't wait until she was finished."

Mark any of the below, only if the problem has been stated first.

Mark an occurrence for "talking of own mistakes", anytime the sender makes reference to how they performed in the same situation, the problems they had in that position, how they presently make the same mistakes, etc. If the sender states that they have the same problem presently, the sender must specify how they try to solve the problem. Example: "I know how it is in this situation. I was in it myself one and I really got my subordinates mad at me."

Example: "I do the same thing sometimes, forget who I assigned what task. So I usually keep a memo book with me at all times, with all the tasks listed and who is doing them."

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Mark an occurrence for "giving the person a good reputation", anytime the sender expresses that they have confidence in the recipient's skills, that they know the recipient's potential, that they have heard good things about him/her, that they have always performed well in the past and can still perform well, etc. Example: "I've heard such good things about you. People tell me that your subordinate really likes you. It seems that you are doing a great job." Example: "You always do such excellent work. I have no worry that you'll remember the tasks next time."

Mark an occurrence for "making problem seem easy to correct" or "explain system benefits" if the sender (1) specified that the individual will have no trouble changing their behavior, that the change is minor, that they can benefit from the change, or (2) that the system can benefit from the change. They must state how the individual (organization, customer, etc.) will benefit from the change. Example: "You had a tough problem to solve. Next time you will have no trouble staying calm when an employee becomes irate, because you will already have had this experience." Example: "It would be to your advantage to make better quality garments if you want pay raises or promotions."

Mark an occurrence for "specified suggestion" if the sender states any type of prompt or suggestions on a particular behavior change. The specific suggestion must specifically relate to the problem at hand. This includes such things as stating exactly what to do to improve, how to change, and what the individual might do in the future. Example: "Try to make a mental note of
what things need to be completed before you leave each day. That way you won't forget as easily." Example: "I might suggest that you bring this problem to your staff and present it to them at your next meeting. They may come up with some good solutions."

Step "B"

After the sender has reinforced specific behaviors in specific situations, the sender must specify a benefit the system or individual may have because of a certain behavior change. Mark an occurrence for "explain system benefits" if the sender states what benefits or advantages the system or individual would receive if a certain change to place. (See example below.)

Mark an occurrence for "present suggestion" if the sender states any kind of prompt or suggestion on a particular behavior change. This includes such things as stating what changes should occur, how the individual could improve, and what the individual might do in the future. The sender should specify exactly how the individual should change.

Example: "Jerry, you have done an excellent job this past three months in handling subordinates problems. Last month, when Boris was not handing in his weekly reports, you immediately set up an appointment with him and met with him once a week until the problem was solved. That was an excellent and effective strategy. The organization would run more smoothly and with less error if we could tackle these problems with our employees earlier, just when the problem starts. I would suggest setting up an appointment with your subordinates the first time he or she does not
hand in a report. This way we can identify potential problems
and deal with them before they turn into major problems."

V. Get an agreement on what behavior change will occur and what
consequences will follow. (The order makes no difference here.)
Mark an occurrence for "get agreement" if the sender states what
change they would like to see and the recipient agrees to that
change. This can be accomplished by asking for an agreement on
some goal or behavior change. Example: "Stephanie, can we agree
that each staff meeting you will check on how each employee is
progressing on their projects?"

Mark an occurrence for "consequence specified" if part (1)
Bd or (2) Ba was marked as an occurrence, or when the sender speci-
fies what will or may happen as a result of that behavior change.
The consequences could be natural such as, "if you continue to
focus on the negative aspects of what your employees do, they may
avoid you." Example: "Sally, by leaving written memos instead
of just giving vocal orders, your subordinates will keep up with
their tasks so you won't have to. Thus, you will benefit because
you won't have to spend so much of your time reprimanding your
staff when they forget. It is much easier to praise your employees
when they perform rather than scold them when they don't perform."

VI. End the topic of discussion with a general (or specific) reinforcing
statement. Mark an occurrence for "specified" if the sender
ended the topic of discussion on a positive note. This includes
reinforcing statements that are general or specific. The last
interaction should be reinforcing. Examples: "Keep up the nice
work." "Nice job so far." "I like that smile you wear everyday."
"We all appreciate your hard work." "Your people really like your
style."

Mark an occurrence for "last thing said" only if the last
statement during the topic of discussion was a reinforcing state-
ment, either general or specific.
Appendix D

Data Sheet
| Subject: ____ Name: ____________________________ |
| Condition: 1 - ____________________________ 2 - ____________________________ 3 - ____________________________ Reliability ______ |

<table>
<thead>
<tr>
<th>I. Present relevant data</th>
<th>a. specified</th>
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<tr>
<td>II. Present rating and rationale</td>
<td>a. rating specified</td>
</tr>
<tr>
<td></td>
<td>b. rationale specified</td>
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<tr>
<td>III. Begin by reinforcing behaviors in situations</td>
<td>a. behaviors specified</td>
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<tr>
<td></td>
<td>b. situation specified</td>
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<td></td>
<td>c. reinforced gen. or specific</td>
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<td></td>
<td>d. first thing said</td>
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<table>
<thead>
<tr>
<th>IV. Present problem and suggestions</th>
<th>a. specified prob. 1.beh pos. focus (1) 2.sit</th>
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<tbody>
<tr>
<td>Step &quot;A&quot;</td>
<td>b. talk of own mistakes</td>
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<tr>
<td></td>
<td>c. give person good rep.</td>
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<tr>
<td></td>
<td>d. make easy to correct or explain benefits</td>
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<td></td>
<td>e. present suggestions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Step &quot;B&quot;</th>
<th>a. explain sys. benefits</th>
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<tbody>
<tr>
<td></td>
<td>b. present suggestion</td>
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<tr>
<th>V. Specify consequence and get agreement</th>
<th>a. consequence specified</th>
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<tbody>
<tr>
<td></td>
<td>b. got agreement</td>
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<tr>
<th>VI. Specify general or specific reinforcer</th>
<th>a. specified</th>
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<tbody>
<tr>
<td></td>
<td>b. last thing said</td>
</tr>
</tbody>
</table>

TOTAL

Data Sheet

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BIBLIOGRAPHY


Nemeroff, W. F. Utilizing feedback and goal setting to increase performance appraisal interview skills of managers. Academy of Management Journal, 1979, 22, 556-576.


The present study was designed to investigate the effects of instructions and modeling in training supervisors to provide performance feedback to their subordinates. Four part-time supervisors served as subjects. An across subjects multiple-baseline design was used which employed a baseline phase, an instructions phase and a modeling phase. Data were collected on the percentage of component behaviors performed during roleplay test sessions and actual performance reviews. Modeling and instructions were found to be equally effective in training, however, a sequential presentation of both methods increased performance substantially. The effects of transfer of training were also examined. The results suggest that training with models presented first, followed by training with instructions, increased the probability of transfer of training. Training with instructions followed by training with models produced only slight transfer effects.