

Performance Feedback Giving in Formal Learning Situations:
The Effects of Affective, Cognitive, and Situational Influences

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A model of performance feedback giving in training situations was proposed. Affective, cognitive, and situational factors were suggested to be influences on feedback giving behavior. Data were collected during a longitudinal study of performance feedback in a military helicopter-training program. Results indicated that feedback-giving behavior was influenced by affective, cognitive, and situational factors. Of these affective, cognitive, and situational factors, feedback giving behavior was best predicted by factors to which trainers were predisposed (i.e., communication styles and trainer experience). Furthermore, trainee performance following feedback was related to feedback giving behavior. Negative feedback giving behavior was the best predictor of subsequent trainee performance after controlling for effects of earlier trainee performance level. These findings suggest that trainers may have predispositions for providing certain types of feedback that could impact learning progress. Findings concerning positive, negative, and specific feedback giving behaviors and implications for future research are discussed.