Contents

NVivo memos

PAF1 summary – 17/4-18

Effective - receiver

From a job interview. The feedback was on a very specific question to explain why chose someone over participant. Given actual constructive tips as to how to answer those kind of questions in the future.

Ineffecive - receiver

When given too much praise for task undertaken. Participant felt praise was "just so out of this world" compared to what participant was doing. Participant felt feedback was more patronising than it was actually praise.

PAM2 summary – 19/4-18

Interview quickly switched into Norwegian – to be translated into English by note taker

Participant was more focused on organisational processes which he felt made his job difficult. Described how a tool which was necessary for his job kept being pushed back to save money, where he felt would save company money.

Good relationship with line leader but couldn't choose an effective incident to describe.

Difficult to get participant to describe actual incidents, participant chose to describe the issues within the system caused by too many layers of decision-makers.

Participant also described the HR processes only suit top talent, it did not support individuals who didn't want to proceed into management.

Interview quickly switched into Norwegian – to be translated into English by note taker

Effective - receiver
Received feedback that when relatively new in workplace that he had to lower his expectation of himself to give 100% - 85% was ok. Result was he was able to concentrate on things that needed to be done.

Ineffective - receiver

Participant disagreed with way supervisor suggested doing the tasks, participant felt he knew better and that supervisor was micromanaging and lacked holistic view. Participant confronted supervisor and was told he may not be the right person for the job.

Participant explained there was a poor feedback culture in organisation. Had recently done management training and company has since implemented annual appraisals but not everyone taken onboard. He felt training was valuable and had implemented the training successfully.

Organisation only has activities in Norway – recently sold off all international activities.

Organisation is primarily Norwegians with very few international employees – he was one of few.

Effective - giver

To woman who participant felt needed a bit of assistance with an issue. So the feedback I gave was that the person wasn't being respected by the people reporting directly to her functionally, and needed to address it. Stop micromanaging, allow people more trust, empower them more, and not be sitting over them.

Ineffective - giver

Spoke generally to a male subordinate who was more like a peer. Participant knew there were issues I should address, which we talked about quite generally, and I felt that we came away from that without me feeling like I'd ever gotten my point across, the feedback I was trying to give didn't really – as a consequence, result in anything.

PAF5 summary – 11/6-18

Interviewee focused a lot on culture, national and organisational. Lot of people just want interesting tasks not interested in promotion. At same time lot of people ambitious. Prestige of position or working in the field, this can be perceived as polarisation - those that just want to get to the top and those who wanted to do exciting and interesting tasks. Process was discussed a lot and negatively "toxic". Silos mean only positive feedback is given upwards.

Feedback processes/practises - Org culture
Very aware of differences in culture.
MSc vs PhD - MSc seen as positive due to better facilitator than previous PhD.
Intrinsic motivation considered good but extrinsic toxic.

Although participant did feel the value of feedback she did not receive feedback from her boss. The reason for this was culture (USA).

Impression of HR process from researchers is poor.

Ineffective and effective both personal traits. Both taken onboard to certain extent but ineffective due to choice did not do this.

Effective - receiver

Participant told to reduce amount of information given as end in overload. Participant now reduces information given by 50% addressing only key points.

Ineffective - receiver

technical vs personal

Participant was told to reduce workload. Participant consciously chose not to stop doing so much as make more effective employee, gave more opportunities and made work more enjoyable. Feeling of responsibility - specialist only one who can do this.

Ineffective - receiver (when looking at the demographics this one will be used)
ineffective second example came to participant during discussion about personal chemistry seemed to be a powerful memory which focused on power differences. Participant was removed from project due to disagreement with supervisor. "Intellectual me too"

Self reflective throughout the interview.

Researcher thoughts, people who have been in education for long time are more reflected and or is this a gender difference?

PAM7 summary – 11/6-18

Participant came well prepared for interview. Participant has taken management course and felt this was the most effective training on feedback.

Although asked about giving feedback participant discussed both giving and receiving . Ineffective feedback from superior and effective feedback from subordinate.

Participant felt the relationship was extremely important - when trust present easier to give both positive and negative however in his career he felt it was unusual to get to the point of that trust where a colleague would voluntarily give negative feedback for improvement. Gender difference?

Asked to pinpoint a specific situation participant reverted to abstract ideal or dissatisfactory situations.

Ineffective - giver
First general description ineffective because involving third party, not directly involved self.

Ineffective - receiver
10 years ago - Example given: Boss was stressed for personal reasons, new routines implemented after participant delivered task and was reprimanded for the lack of memo, unfair feedback resulting in participant thinking of looking for new job

Effective - receiver
Example given, participant knew self communication style was compact needed to use more words.

Participant had a more British leadership style - independent and "I've got to allow myself to be me". Have to see the other person but without changing yourself.

Delivery for the ineffective was because of person delivering to as opposed to his method of delivering, and potentially felt she should have been given his job - ended in conflict.

One size does not fit all.

"maybe they wanted my job" - seems to come up in ineffective feedback situation

Image management evident in maintaining relationship over giving constructive feedback may be a gender issue.

Main content of data for ineffective points towards performance however when asked to clarify participant said definitely behavioural change.

Effective delivery was "be visible, trust your competence, spread your shoulders" to someone who was invisible in organisation but did a very good job, success story.

11/6-18 summary of days interviews – compare and contrast

From all four interviews

Similarities:

Behavioural change is always present in both cases effective and ineffective.
Preparation for feedback has an impact.
One size does not fit all.
All supervisors have used a lot of consideration when giving feedback but did not feel they got the same consideration from their supervisor.

Ineffective to subordinate: unfair, inconcrete
Ineffective from supervisor: both felt they spoke hestily or without forethought of outcome, lacked understanding of the subordinate.

Differences:
Gender difference in self reflection
Gender the closer they are the more difficult to give negative feedback (male) opposite for female - feeling of dominance vs helpful?

PBF9 summary - 14/6-18

Participant conveyed a strong dislike to the organisational process of feedback.

Focus was performance however the behavioural feedback was taken onboard as it was recognised to be true and resonated with the participant.

Relationship was important but needed prompting to discuss, not on the forefront of mind.

Participant was proactive in getting collegues to give feedback to supervisor but supervisor was not always proactive in getting feedback.

When rating, personality, work structure, values.

Ineffective: 5

Effective 4

Participant primariy worked on projects and therefore line manager who provides the formal feedback is often uninformed about performance.

Line leader more a resource manager than a leader. Participant also felt the unofficial network was as important as the official.

Relationship with line leader is good and trust based. Participant give "own" rating

Effective - receiver
Participant had deleted data unaware it was required by others. Feedback was given and data rectified.

Ineffective - receiver
Annual performance appraisal (MIP) considered of little relevance to performance. Line manager rely on input from participant - trust based but as manager not directly involved participant felt of little value.

When asked to rate participant went to situational during feedback situation behavioural patterns.

Effective: participant deleted data which was needed by others, quickly fixed, feedback performance based 8
Ineffective: complaining, cannot do anything about the situation - due to other persons bad mood, not really job related, quickly fixed 4
Line Manager: not work closely with participant but has the performance appraisal making feedback less valuable, based on trust of the participant to say how he performs 6

PBF11 summary – 14/6-18

Participant was unabe to think of time where she received ineffective feedback.

Internalised and generalised effective feedback, used in both working and private life situations.

Didn't put weight personal chemistry as much as similarity vs dissimilarity.

Felt she would not give negative feedback even if great relationship.

Participants effective feedback was both direct and considered a critique however she also felt very reluctant to give critique herself and felt not posibile to make up for critique with compliments.

A reoccurring thing in her interview is that she gets specific and frequent feedback on her work, especially if it needs correcting. Do you think her seniors give her feedback more easily than their peers? It seems that younger people in general seem to get more feedback in general, outside of performance appraisals

14/6-18 – summary of days interviews

From all three interviews

Similarities:
Formal evaluation considered without any value - no relationship between rating score and pay raise (PBF9 & PBM10). PBF11 saw value in the process.

effective: All behavioural

Ineffective:

Differences:
Formal process (above)
Performance feedback was valued by PBF9 (PBM10) but not by PBF11.

PAF12 about supervisor giving ineffective feedback:

I just didn't know myself enough to understand that I get that confused the first time I am with something so new to me. it has helped me a lot but honestly at that moment it could have been a disaster.

internship it was the first time I was encountering something that was really completely new the second time actually and I think I didn't know myself very well

PCM4 about giving ineffective feedback:

I felt that I didn't establish myself as the leader in that situation as I probably should have done. So I think that was an example of ineffective... there was a lot of talking that didn't really result in anything... I think that's probably one of the reasons why it was ineffective, I didn't really have any clear goals before starting, what was I actually going to achieve here

PBM14 about supervisor giving ineffective feedback:

I guess she has small kids so around 40ish probably younger, she's maybe mid thirties I really don't care

PBM14 when asked whether challenge the feedback:

I am not ready to commit suicide

PBM3 about supervisor giving ineffective feedback:

I don't know how long he worked there, I just know a lot of people did not like him. what I know is that he there is this phenonomen of "falling upwards" that he was going up, even though nobody was really happy with his performance.

PAF6 about supervisor and peer giving effective feedback:

But too open was funny because I'm like "that's one of our values".

I think I took a step back and said oh yeah because it's true and I know it to be true and I don't know if I realised before that it was a negative,

PAF6 about using too much time on a challenging person instead of focusing on those who contribute positively:

"then I think "why does that person have this issue with me?" and you think a lot about it and you' adjust your behaviour to fit somebody who is a really difficult and challenging person. Why?"

Lead interviewer

so this in itself was good feedback but the thing that you got from it was "this is something I could use". how long ago was this approximately

PAF6

probably 8 years ago and so it still stands out

PAF6 about supervisor giving ineffective feedback:

Note taker

but you probably would have still challenged had there been something that was relevant?

PAF6

I wouldn't have. I actually said to myself this is like an *intellectual me too*.

PBM10 about ineffective feedback:

I actually cannot recall any ineffective feedback [but then described MIP to be ineffective]

could this mean that some ineffective feedback, when routine simply doesn't even register

PBF9 about reaction to someone she didn't have a good personal chemistry or like:

I think I would be even more happy if somebody I didn't like said something like that [positive], because then I have to revaluate the relationship, I think. Yeah, that would be something to think about.

PBF9 when asked whether she would give positive feedback to someone she did not like:

I would try to. I think I would. But I think it would take more for a person I don't like for me to do it than somebody I really like. Because if I appreciate the person, it's easier to appreciate the work.

PBF9 about MIP performance appraisal:

It's a waste of time, they are formal, and they have some mysterious things where – I don't like being graded. I hate it – and I don't like that it's connected to my salary in ways they don't tell, I would rather have lunch with him or something informal and talk about work. It's the grading and salary thing... that was complete idiocy.

PAM7 about ineffective feedback due to third parties and not having experienced the issue to be address himself, although it did not happen often (couple of times in 3 year period):

it can shape your group dynamics quite a lot

PAM7 about effective feedback (behavioural vs performance)

and again as I say, to me, it is very valuable to get feedback on the behaviour because I know less about that I think a lot of people know when they have done an excellent performance in the form of a delivery but to get a feedback on how you are perceived by others.

PAM7

exactly both in terms of receiving and giving. I tend to send people an SMS directly after the performance because then we will also see that you are thinking about this outside the event so that is one thing I use to make it stronger

Note taker

would you use that format for both behavioural and delivery?

PAM7

probably not, and behaviour not that much then it would be quite a general statement on behaviour and probably not if it was feedback addressing some issues that needed some improvement. it would be more in the direction of saying "this was excellent" or "the way that you did this meeting was very good".

Lead interviewer

so you would rather do the any negative feedback face to face

PAM7

yes because then you would need to see all the details facial expressions and body language items.

On whether this would be booking a room to invite someone in:

 if you set up a long time before you create a lot of stress

this may also be a reason corrective behaviour is not addressed - the format has to be different, an e-mail or sms is not suitable.

PAM7 on effective feedback:

It is important that something can be done about it

PAM7 when discussing personal chemistry:

it is also a pitfall in a way, because liking… if you like someone very much it can sort of clutter your views in terms of 100% of objective feedback

I tried to think about that a lot because feedback doesn't necessarily have to be feedback is also the way you relate to people around you and if you like someone quite a lot you may spend more time and pay more attention etc etc and that is also part of the feedback

ave you talked a lot with others about giving feedback to your own leader because in any company like that the higher you get into the position the more lonely you will be

The effect of feedback can almost destroy teams or create teams

PAF5 (ref PAM7 comment about lonely at the top):

Lead interviewer

And then you obviously had your… Feedback from your boss as well, do you think that they work in very similar way that you do?

PAF5

No. Hardly any feedback, I think. In the US, and he's US as well, and… Yeah, you hardly hear anything from him.

PCM4 (ref PAM7 comment about lonely at the top):

PCM4

Yeah, I felt a little bit that it did. I've used that one, the SBI, in a real case. A real situation. Not long after that, just with someone I worked with. And it was quite an effective way of doing it.

Lead interviewer

Would you now say that your boss does that to you?

PCM4

No.

Lead interviewer

So it's not throughout the whole company, not been embraced?

PCM4

I don't – no, it's not been.

PBF16 about feedback in general:

in general I feel like some managers are very afraid of taking up the bad things and I think in a sense it's not very good for the employees either because it's good to get this feedback so that then you can change otherwise how can you change something if you don't know about it that is an issue.

PAF1 about feedback in general:

it's the same way as Norwegians handle tipping. We either just tip because we feel that we have to, not based on service and it's the same with feedback you're told that you have to give feedback and you do it uncritically without actually there being something there to praise.

I have heard discussions where people saying no we can't say that but this is where I believe I would rather have concrete negative feedback than just a positive yeah brilliant because I want to learn and grow. They don't want to have the confrontation both because they find it uncomfortable and they don't want to be seen as mean in the moment it's uncomfortable and also the reputation from it.

PBM15 about expectations from MIP:

It could have been nice, maybe, with some… Maybe not nice, but one needs to, now and then, to get some areas to improve and work with, something like that.

PBF11 regarding similar dissimilar:

I would feel much more comfortable to say something to my supervisor that's more similar to me than to another supervisor that I feel is not as similar.

(similar words to PBF9)

That's where, like I said, when I have these peers that I like more than others, and feel like I've worked with them very closely, I have harder time giving them feedback than with others that I don't work so well with.

PAM13 on new organisation process:

You will not replace a physical communication with an email which always comes stronger out than an explanation of body language and expressions etc. Like my bet is that the positive feedback would be recorded into the system, and the negative or the point of improvement will be taken physically.

Seamus on giving ineffective feedback:

And I was quite surprised from my perspective, but looking back and being a little bit older now, we have to treat people according to their personality, and their experience, and who they are, and the situation. One size definitely doesn't fit all...

I was careful also to compliment, but then that one sentence that I won't regard as negative, or that one framing of how they wanted to change things was seen as an attack, obviously in hindsight.

my first immediate answer is that negative feedback to someone that you don't have as good a relationship with is of course more difficult and potentially more dangerous

PBM17 Concluding thoughts:

A pat on the back is worth more than a raise, and it doesn't cost as much

PAF5 talking about giving effective feedback:

it takes a lot of time to give proper feedback, especially when it's negative feedback, or feedback to change someone's behaviour, and more or less personality in a way. That's the toughest one if you have a good chemistry, then it's extremely easy. Because then you can give negative feedback like that – you should improve this, this – but if you have that lack of chemistry, then you have to think hard how to get there.

The knock on effect:

everyone who that has good projects that is a bit cross-disciplinary which you can see the end-goal, they don't care about the food in the canteen, they don't care about this thing, they are just happy to do interesting work and feel that they contribute. But when they don't, then they start to get annoyed about the lunch and everything else. ... it's like a downward spiral. If you go to work and don't enjoy your task or don't feel that you're meaningful with your competence

PAF12 summary – 19/6-18

Participant gives more feedback than receiving feedback but chose to speak about feedback they received.

Participant sat closer than other participants and was very open.

Effective - receiver
Feedback on role clarification, considered effective as made participant reflect and understand that new role was to allow team to figure situation out self even allow them to fail. Has taken this onboard in other similar situations.

Ineffective - receiver
Participant received feedback that internship was maybe not for them. At time feedback was taken with lots of emotions and could have been destructive but the outcome was an understanding of self and how they work. Participant recognised error in the feedback in the way it was given and consciously decided not to do same in her workplace. With the input from third party (veileder) helped her see that it was not about her but more about feedback giver.

Feedback was mainly behaviour but had an impact on performance.

In relation to previous research on feedback and performance using measureable numbers to show improved performance the behavioural feedback is not usually directly related to the outcome.

PAM13 summary – 19/6-18

Third party involved in both feedback incidents. Very team oriented and cultural aware.

Went into the bigger picture and fit in context. understand other person's perspective and follow-up was crutial.

Received management training but go to was to put other person in their shoes, and "how would you experience if or feel if" lot to do with communication. Potentially more to do with maturity than training.

Participant felt easier giving negative feedback when a good relationship as this was considered helpful. Trust was key. Confidence was also considered important.

Ineffective was 10 years ago and stuck with participant. Participant blamed self for "sugar coating" too much. Cultural issue, feedback receiver was Indonesian and didn't want to disappoint so didn't let client know before too late that all was not well.

Effective feedback, trained to start with positive then come with the negative. Explain the problem, be specific. Also cultural issue - British vs Asian expectations in communication but due to experience felt more prepared.

19/6-18 summary of interviews – compare and contrast

From both interviews

Similarities:
Culture was in focus.
Both changed behaviour due to ineffective feedback. Finger pointing is considered ineffective.

Differences:
First participant interaction was with other doctorates and researchers
Second participants interaction was on a broad spectrum from winch operator on vessel to PhD geo scientists. Both still had the way you communicate very important.
One considered gender, age and background as foreigners when rating similarities but not exclusively. Other did not consider these as important at all.

PBM14 summary – 20/6-18

Participant was did not really value feedback and disregarded any personal feedback.

As project manager accepted people as the are, behaviour cannot be changed so therefore why offend people.

Mentioned culture in Norway was to avoid giving negative feedback. Felt culture in German different as very hierarchical but was disappointed that turned out to mean only do what line leader say not a more efficient system.

Participant consciously tried not to let personal relationships influence feedback sessions.

Ineffective - giver
Ineffective feedback given to subordinate (in project not line) resulted in no change to employee and then employee float around in organisation. Organisational culture is not to address this but move problem on.

Effective - receiver
Effective feedback given from line leader to participant about taking challenging project and risks when creating new portal for merged company. Participant had received feedback from others and knew the job was good, but still appreciated the feedback given 2 years after from line leader.

Also gave own project team praise in meetings and presentations to promote their input when considered good.

PBM15 summary – 20/6-18

Participant initially expressed little value in feedback but when probed did appreciate good feedback.

Grading process was considered worthless.

Ineffective feedback was receiving mail during time he was at home with sick kids, this resulted in an extremely negative effect. Participant intended working however at this point the result was to stop working from home.

Effective feedback given informally at coffee machine by leader, very appreciated but not shared with others in team.

Preferred performance over behaviour feedback - when probed.

Participant has experience receiving and giving feedback and has reflected over both situations. Generally feels company poor at giving "negative" feedback which is how people improve.

Ineffective - receiver
Feedback considered ineffective due to lack of understanding of the task at hand "too detail orientated" feedback considered unfair. Consequences of not being detail orientated could have been litigation.

Effective - receiver
Feedback was specific and concrete giving examples within project, praised for being detail orientated. Rating given by project manager offered rating of 4-5 and then from line manager gave rating of 3. Participant felt loyalty to people more than company. Project manager had bachelor in IT and MSc project management.

Effective - giver?
Participant chose to address a situation whilst acting as line manager (during paternity leave of line leader). A person had not been pulling their weight and all team members had noticed this - to point of watching the punching in and out (when on or offline). This person worked in a queue system therefore the impact was felt by all members. Participant sought HR assistance and addressed sitution and the situation had since improved. Upon return the line leader was relieved this had been addressed.

participant spoke of the necessity of having knowledge of systems which ensured you were needed in the organisation (to remain in downsizing times) this is especially important as husband also works in same organisation.

PBM17 summary – 20/6-18

Participant appreciated fact based direct feedback, tried to avoid emotions and stick to facts but participant was very emotional.

Researcher viewed participant to have a collectivist attitude, often everyone knows me, this is how everyone understood it.

Conflict avoidance was clear in ineffective feedback situation, even a consultant had been kept in the system although it had been recognised was a "poor performance".
Interestingly participant felt it was not only capacity based decisions to bring in consultants but often management did not know internal skill and competence.

Ineffective feedback was due to too much details in both presentation and documentation resulting in suspecion of fleecing company.

Effective feedback participant presenting to committee and other project managers and end received good feedback (applause) due to communication style - direct and to the point capturing the holistic view.

20/6-18 summary interviews

Participants when asked about ethnicity often appear confused or uncomfortable, often giving nationality and ethnicity as same.

Industry issue: promoting technical personnel to line leaders without any training or interest in the people aspect.

Norwegian culture to avoid conflicts resulting in move a "problem" from place to place instead of addressing the issue (male more so than female)

Concept map after 7 interviews open coding – 20/7-18

The participants often mention context factors such as organisational processes, spacial distance, formality and new situations, processes or tasks (unaccustomed node) when describing the feedback incidents.

How the individual experience the feedback impacts the perception which is not objective. The factors mostly mentioned is concrete/relevant (or lack of it), the timing and delivery of feedback and whether the feedback was understood and considered valuable.

Very few participants challenged the ineffective feedback one replying "I am not ready to commit suicide", the only participant who challenged the feedback did not get a satisfactory explanation "Yes I did question why but didn't really get a proper explanation". If participants felt they could and should challenge feedback this may affect the outcome and in turn change the individual experience.

First look of the Excel details:

	Same gender	Same Nationality	Av. Similarity Rate	Av. No. Years since
Ineffective	0.56	0.38	3.87	5.43
Effective	0.47	0.35	6.33	2.54

There does not seem to be any difference between ineffective & effective feedback regarding gender or nationality. Age and cultural background was mentioned occasionally but gender and nationality rarely as factors for similarity rating:

"Age, cultural background, attitude, generally speaking, attitude to work and general social life, yeah."

"oh no I don't think about those things well personality yes, not gender not nationality not ethnicity that doesn't have anything to do with it."

"I don't think that gender or age really matters in this at all."

"she's maybe mid thirties I really don't care"

There seems a significant difference in how the participants rate similarity to effective feedback giver and ineffective feedback giver. Maybe not surprising (since we are discussing effective vs ineffective feedback) that work style was one of the most frequent reasons given, but personality was most often reason given.

"I think with the guy, our personalities are quite aligned in terms of our sense of humour, our background".

Especially in the ineffective feedback incident the dissimilarity of personality was given as reason:

"I think the personality is a little bit more different. he has this less approachable personality I mean he will allow you to become friends and he can be very nice and very normal but he has more of an introvert type of Personality"

"within the workplace, personality wise, and experience wise we are a little bit dissimilar individually."

Also length of time since effective feedback is much less than time since ineffective feedback incident. The time since ineffective feedback may be due to a number of factors:

Is the ineffective more salient as it sticks with the participant ?
Is ineffective feedback less often (not obvious from interviews … quotes saying the ineffective incident they describe is usual):

"Ineffective means for me that I get some feedback that I find valid but is not followed up"… "it [no follow up] happens very regularly"

 "Yeah, I like him. But he can't do his job."
Interviewer:
 "And then is that the case for many in the company, do you know?"
Participant:
 "Very very many. For everyone that's hired out on projects and then you're nearly internal consultants and that can be very far from the line in the organization."

Organisation process or culture

80% of the participant mention organisation process/culture, few of these comment were positive, in fact some strong language was used. This was the node with most coverage, on average approx. 10% of all interviews talked about feedback processes, the overwhelming perception was the process was derogative.

Ref: Jay's Galbraith's star model

PAF5 about ineffective feedback:
The only thing you were doing was giving them grades, and that was – with no training. And also you had UK leaders were much tougher than the Norwegian leaders, who were like, ah you're a good guy…. 4! And then we had alignment meetings for weeks trying to figure this out, because you had – I hate the grades.... So that part of the feedback, when it's sort of contaminated by money or something something, then it takes the value of the feedback down, if you see what I mean.

"I'd say the company doesn't, or didn't have until quite recently, a very good feedback culture...as a company over ten years, we've been very poor at these kind of things."

"it was quite a long time ago actually that I had a MIP conversation with my manager but I would say that it is very formal and it doesn't show a relationship, or a direct relationship to the adjustment. It has become a more formal process...where we try not to spend too much time on doing this session."

"It's a waste of time, they are formal, and they have some mysterious things where – I don't like being graded. I hate it – and I don't like that it's connected to my salary in ways they don't tell...I just hate that system. It is really such a waste, and it takes so much time, and the managers are completely – oh I have a performance appraisal, and then they're out for a month, and no one can see them. I don't think it's worth it."... "The point is that… What's the point? The point is that you have to be motivated by doing a good job, not… When you work, you don't have to work towards stuff like that anymore, the grades are not a ticket to anything, so it's not… And it's uncomfortable. You don't really like it when you're a student either, I don't think anybody enjoyed them. So why should we have them until we die, I don't see the point. I think it's degrading."

One of the companies had recognised this and has very recently changed their process to improve on this, one participant explained the reason for the changes to the process:

"I think it was felt of being too complicated and a lot of calculations and arithmetic and then of course during the last year's salary increases have been typically modest so then you end up with a lot of bureaucracy for a point 2 decimal on your pay check and it doesn't really make sense"

However not everyone thought the changes to the process would be successful:

"But you will end up with the same results, most likely, it's up to the boss who they like, and they will get, more or less… It was the same before, because the grades were also reflecting what the boss felt about you, so."

The grading system was disliked in both companies:

"We have this character system from 1-5… Which is a bad system, I think."

Legitimacy

Participants often questioned the legitimacy of the feedback which resulted in the feedback being considered ineffective.

"I guess I don't really care but I guess I feel it was unfair when people giving you the feedback when not really understanding what they're giving feedback on." (From leader sitting in Hamburg)

The legitimacy was important even if the feedback was positive.

"So, it felt like it was more patronising than it was actually praise, because of the magnitude of it in compared to what I was actually doing"

one reoccuring factor for legitimacy was spacial distance, often the line leader did not sit close enough to the participant to see the daily work performance and therefore the feedback was not considered effective.

Spacial distance

Spacial distance (line leader not sitting close or in same location to give overview of performance) often led to a lack of understanding of their project or daily work which resulted in feedback being meanless :

"I have a boss sitting in another department that I never worked for or with. So then we meet once a year and he collects what he has heard from others, which is absolutely meaningless"

"So I am working on projects which the manager is not participating in, it is a type of project that you do not receive feedback after the project so my line manager probably doesn't know how I perform"

This issue was also recognised by the leaders:

"Yeah, the trigger was the third party. I'm not following that daily, so I need to have an alert."

"part of my group is here in Oslo, and part of it is in Stavanger, so I try to be in Stavanger half of the time, and then I have – if not, I manage to have coffee with somebody, and it's a skype coffee, half an hour, to ensure a low level for communication and that's where you fish up the frustrations. "

" I always dread those meetings. I don't like them. He manages to make me feel a little better, because I can talk for a while, but… Yeah. I've asked him to visit me where I work, because I've worked away from him for five years, I see him once every year, and he works 200 meters from where I sit. It's really not – I think it's a joke."

Unaccustomed

Another recurring factor in both effective and ineffective feedback was the newness of the situation, routine or team member/line leader, 60% of participants incidents involved something unaccustomed.

"I was on an internship a long time ago when I was doing my PhD, it was the first time I had to work... it was the first time I was encountering something that was really completely new."

"it was a new team that I worked together with and normally we don't have much time or we don't have the knowledge to know before what you will or will not do or what you can and cannot"

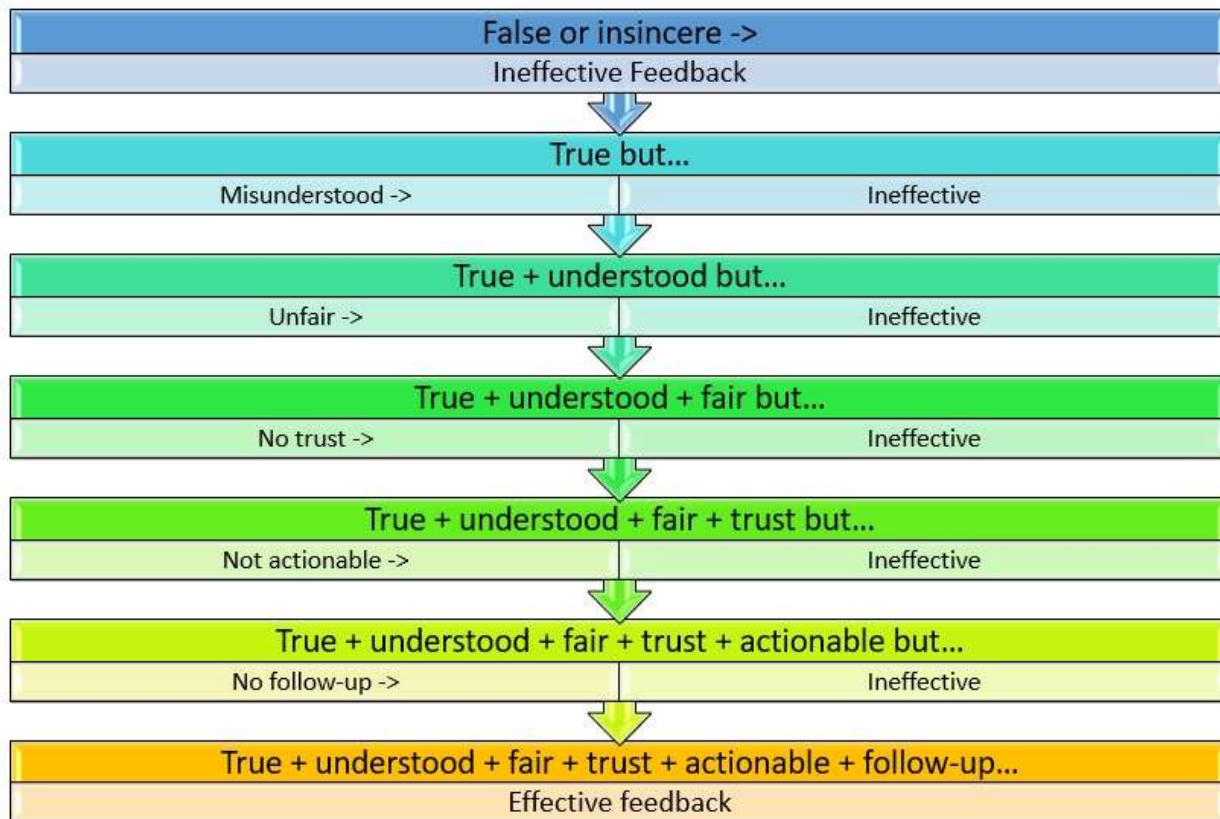"a new routine had been introduced to the company..."

"I used to work on to a totally different in the finance world but that was quite a new

"*after a rollout of a new way of working here*

That was completely inexperienced, being the last one in the group, I was back then 30, the rest of the group was in their 40s, I was the youngest and the last one on the team. And the foreigner."

This may suggest leaders should be more sensitive when giving feedback when new routines or members join their team. Newness was mentioned equally in both effective and ineffective feedback therefore this may indicate that when someone is experiencing new things they are more sensitive but will be as likely to take feedback as effective if delivered correctly and timely.

Feedback is complex with many factors our data shows this:

False or insincere ->	
Ineffective Feedback	

True but...	
Misunderstood ->	Ineffective

True + understood but...	
Unfair ->	Ineffective

True + understood + fair but...	
No trust ->	Ineffective

True + understood + fair + trust but...	
Not actionable ->	Ineffective

True + understood + fair + trust + actionable but...	
No follow-up ->	Ineffective

True + understood + fair + trust + actionable + follow-up...	
Effective feedback	

Example false

When asked to give hypothetical situation of ineffective feedback (participant could not recall an incident) "no I haven't gotten any feedback where I've been thinking that, okay, you say that, that's not true, or I'm not going to think about that, that's ridiculous."

Example of insincere:

When asked about an ineffective feedback incident:

"I guess a time to be given too much praise when it feels out of place either due to the amount of praise or compared to the task you've actually done "

True but misunderstood*:*

PCM4 ineffective feedback given to receiver, both parties realised there was an issue therefore it was perceived to be true but the feedback was not understood therefore perceived as ineffective.

True understood but unfair:

PAF6 "being too open" was true, understood but since it was a core value felt unfair. In this case the feedback was perceived as effective but could have potentially been perceived as ineffective if not taken onboard due to being unfair.

PBM14 on feedback from someone he did not trust and another that was not followed-up:

I also find it not effective if it's kind of hidden agendas behind it. if I get the impression that there are hidden agendas then I just regard it as ineffective.

PAM7 on actionable

It is important that something can be done about it and that is one of the less effective feedback I have ever gotten when you get feedback that this is not good but you know immediately that it could not have been done in a different way

PBM14 on follow-up

Ineffective means for me that I get some feedback that I find valid but is not followed up. that I regard as negative for me.

But even more factors influence the perception of effective feedback
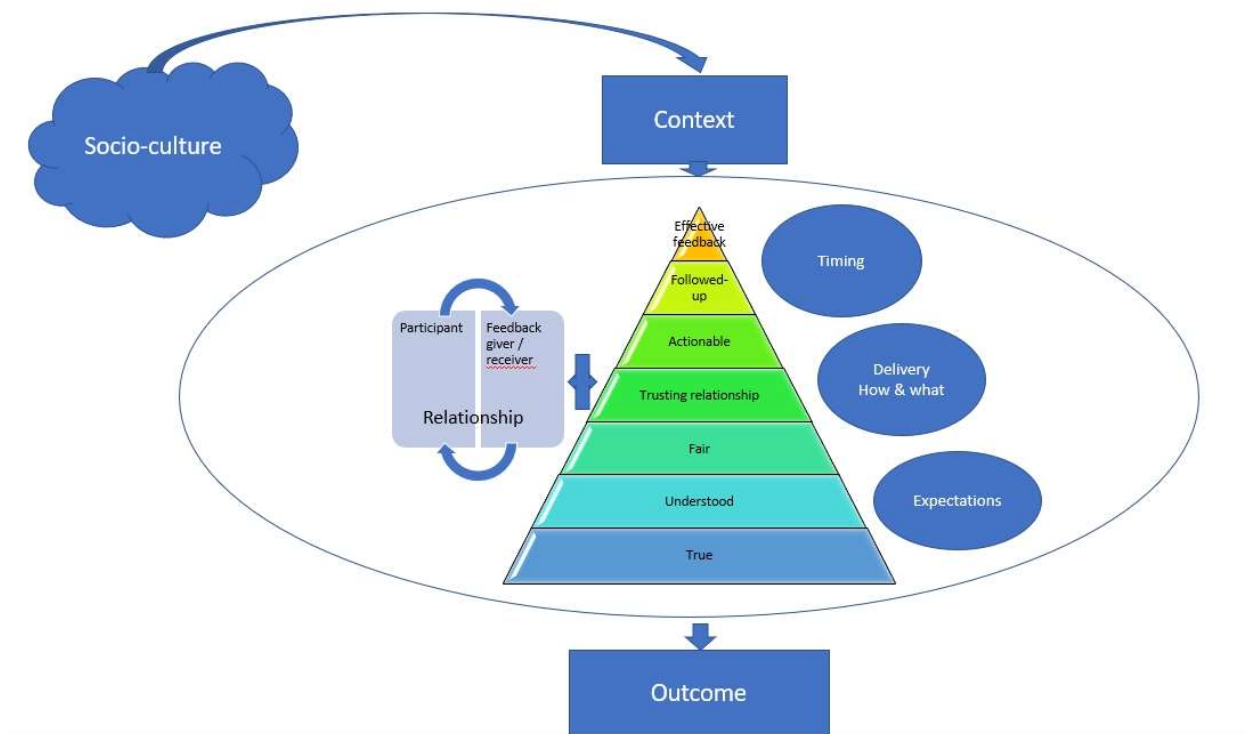
No follow-up

Even if feedback is considered valid a lack of follow-up can result in the feedback being considered ineffective:

"Ineffective means for me that I get some feedback that I find valid but is not followed up. that I regard as negative for me."

Again this was also mentioned from the leaders:

"There is no point in giving feedback if you don't follow it up, it doesn't work. So it's just like checking next time, okay, how are you doing? Because – okay, getting the feedback here and now, and then the guy has to think about it, and checking in a couple of days later, okay, are we still – was it good, did it make sense, are we fine… And then checking the implementation after. That can take a couple of weeks or something."

"it's probably not doing a lot to you when you get it once."

Behaviour and performance goals were mentioned equally as often as eachother but there were some interesting points. Although timing was considered important because behavioural aspects are challenging this feedback needed to be considered more, often scheduled or involve others, this may be why behavioural issues are not addressed, also without a trust relationship this may reinforce performance feedback instead of behavioural. Good performance (or behaviour) was easily conveyed by SMS or e-mail but when misbehaviour had to be addressed this was not considered a satisfactory format.

the ultimate goal is in a way to try and address the behaviour and explain that your behaviour is causing this and try not to point fingers because we all behave differently and there is not a right or wrong answer in a way but still I think all of us need to understand what our behaviour is doing to others.

It's to tie it to specific cases. Again, its um also the timing immediately after events to see it. I mean you are researching into it so you will probably be aware that this is one of the essentials. To do it immediately after the good performance if you like or when it needs to be adjusted in a way. It is a lot easier, the way that I see it, to give feedback on the delivery part, Moraigh is aware of that in this company we talked about delivery and behaviour dimensions, it is a lot easier to talk about the delivery part and a bit more challenging to talk about the behavioural aspect in terms of feedback.

when I start to reflect myself when you put it this way I immediately see that when I think of the positive feedback is from the people that you have built a relationship with so there is an element of trust which has been established which of course means that people are starting to open up and you get this reinforcement and people are starting to open up with as the ones that are giving negative feedback there's more distant relationships more performance orientated and less people and personal if you like.

I tend to send people an SMS directly after the performance because then we will also see that you are thinking about this outside the event so that is one thing I use to make it stronger

it takes a lot of time to give proper feedback, especially when it's negative feedback, or feedback to change someone's behaviour, and more or less personality in a way. That's the toughest one

There was mixed preferences about whether behavioural or performance was perceived as more effective:

it is very valuable to get feedback on the behaviour because I know less about that I think a lot of people know when they have done an excellent performance in the form of a delivery but to get a feedback on how you are perceived by others

Most useful is to get feedback on the work I do. I'm not sure what feels best, but…

Yeah, but it was more like a personal thing instead of, when you've written something, and it's like this section is not good enough, when you go outside and you think okay, I have to change it because I did something wrong, but that kind of goes over when you send back the proposal, you kind of don't think about it anymore.

In spite of literature claiming PA should be used for developmental goals this was mentioned in two interviews (12%) as the goal:

Starting with saying something constructive and then build up to the message that you want to give and not frame that as a weakness, but as a development goal, or a learning goal, or something to improve at or build on.

basically we're supposed to prepare our goals so we have a process of dividing goals and you can choose the division goals or division or department goals and my personal goals so normally my personal goals some goals like improve my knowledge in some areas or develop myself in these product areas improve for example Norwegian

Depending upon the goal of feedback increases (decreases) the timing and need of formality. In performance and behavioural cases (developmental not mentioned enough) if behavourial change (correction) is needed more time is needed and more formal settings are considered appropriate. Praise can be given easier, quicker and in less formal settings even if correctional.

Another interesting statement;

yes sometimes I do something wrong I normally receive feedback right away and when I do something right or do according to expectations you normally don't receive feedback.

Potentially leaders should consider the fact that positive feedback is easy, quick and cost little in time then this should be reinforced more often

For model need to show difference of arrow behavioural vs performance

Powerpoint models

Theme models

- Input variables in feedback process
- Integrated model – with 7 themes integrated
    - (1) Pre-requisite but not always sufficient
    - (2) Level of socio-culture integration
    - (3) Organisational structure, process, or culture
    - (4) The goal changes gameplay
    - (5) The impact of relationships
    - (6) Challenge to change
    - (7) The role of introspection
- Pre-requisite pyramid build-up (1)
    - Pitfalls – from ineffective feedback incidents
    - From pitfalls to pre-requisite pyramid model
    - Pitfalls and challenge to change integrated model
    - Pitfalls, challenge & pre-requisite pyramid relationship
- Lack of legitimacy & weight of incident (3)
- The goal changes gameplay (4)
- Relationship participant & feedback giver / receiver (5)
- Challenge to change process (6)
- The role of introspection (7)

Figure 1 – Input variables in feedback process
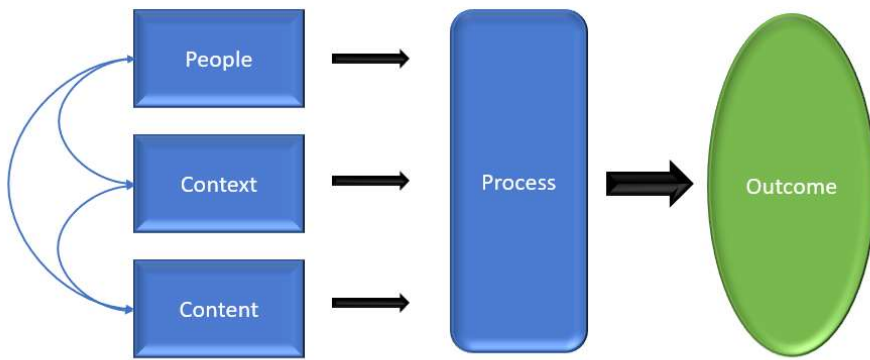
Input variables in feedback process

Figure 2 – Integrated mode

Figure 2 – Integrated mode
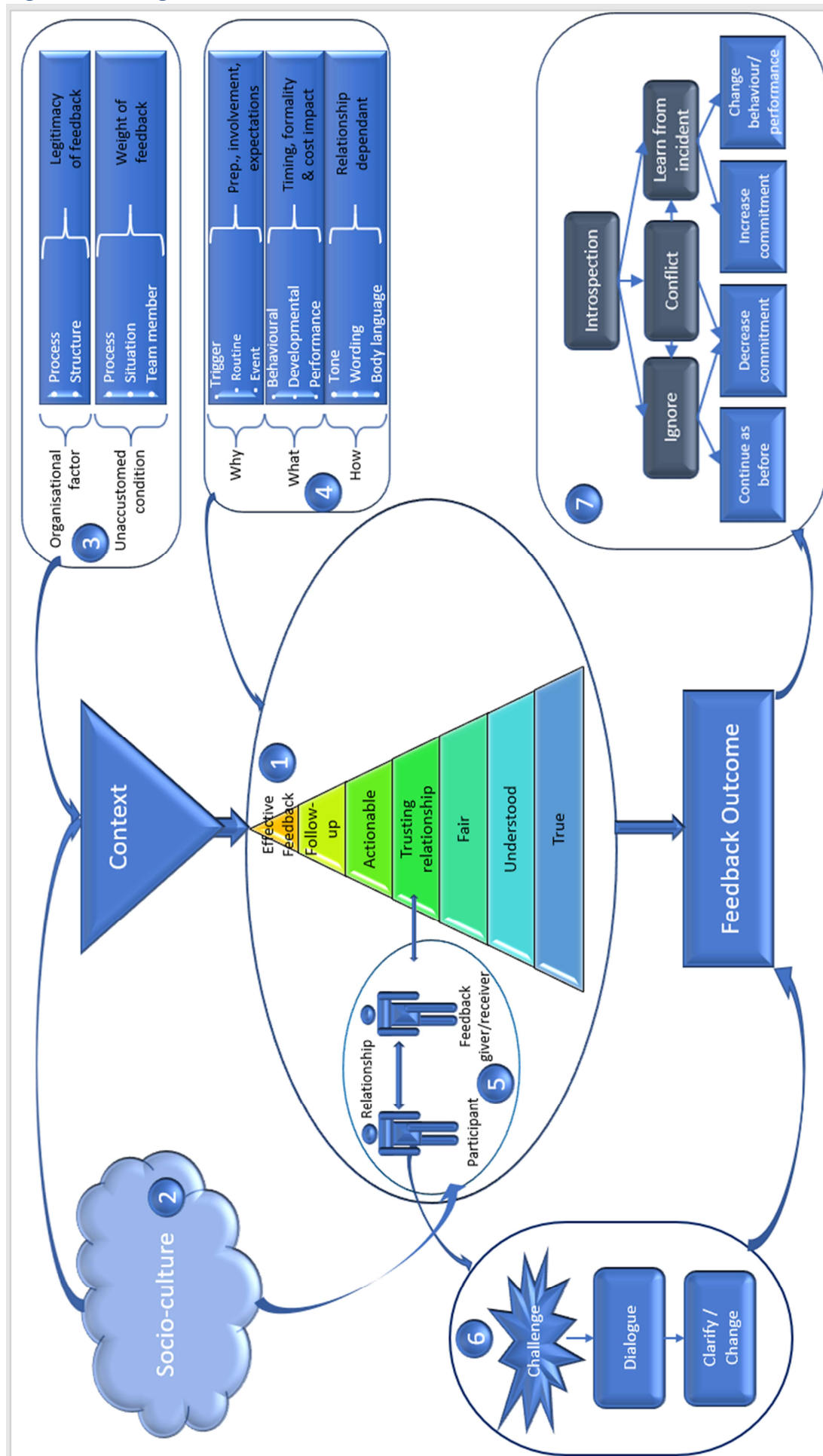
Figure 3 & 4- From pitfalls to pre-requisite pyramid model
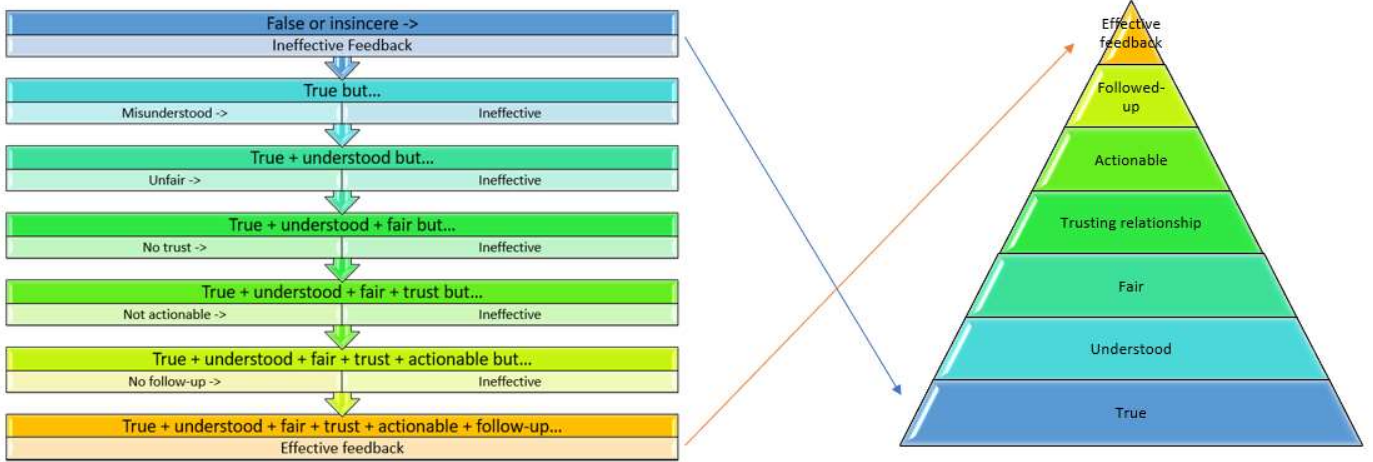
From pitfalls to pre-requisite pyramid model

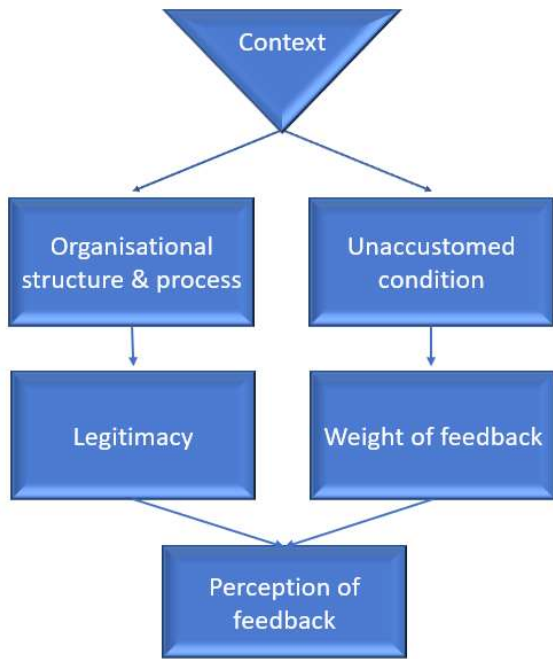## Figure 3, 4 & 8 - Pitfalls, challenge & pre-requisite pyramid relationship
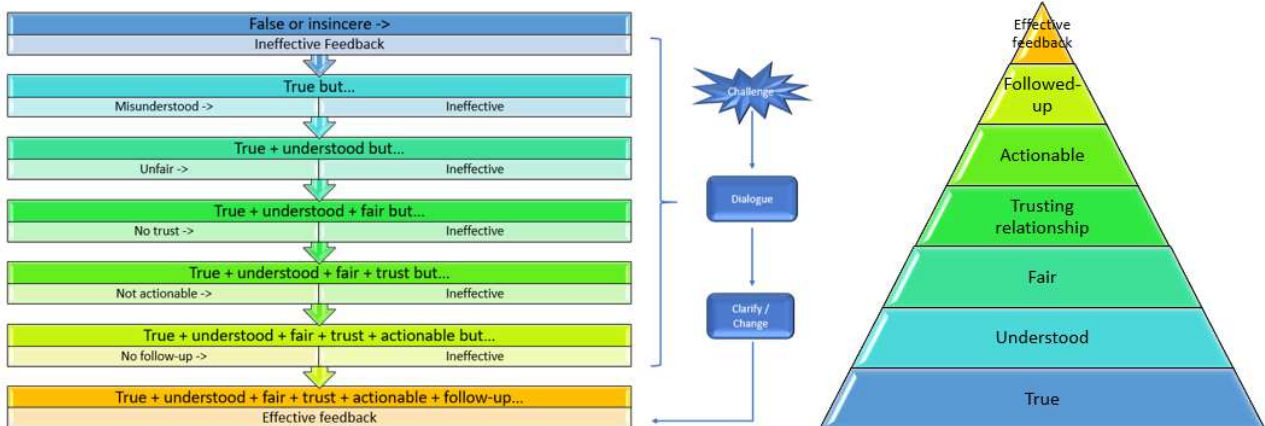
Pitfalls, challenge & pre-requisite pyramid relationship

Figure 5- Lack of legitimacy and weight of feedback

Figure 6- The goal changes the gameplay
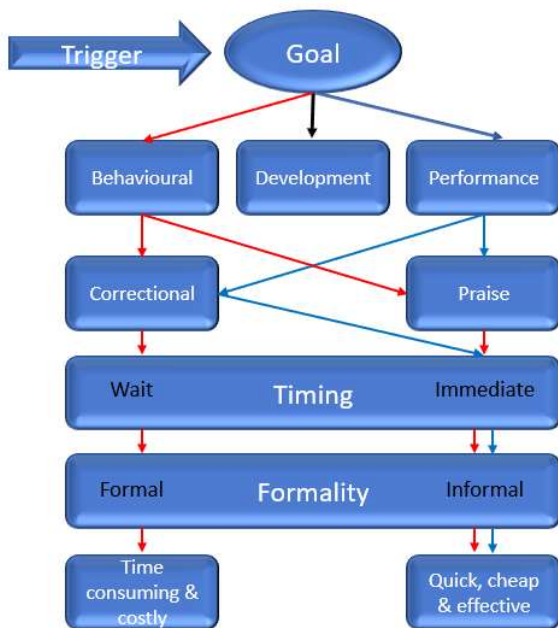
Figure 7- The goal changes the gameplay

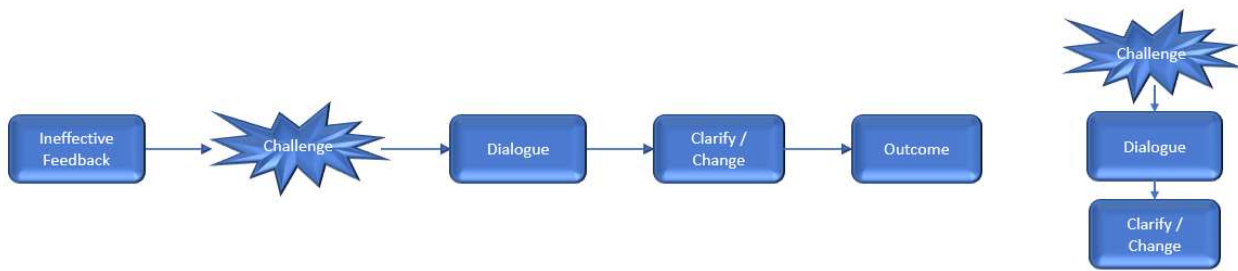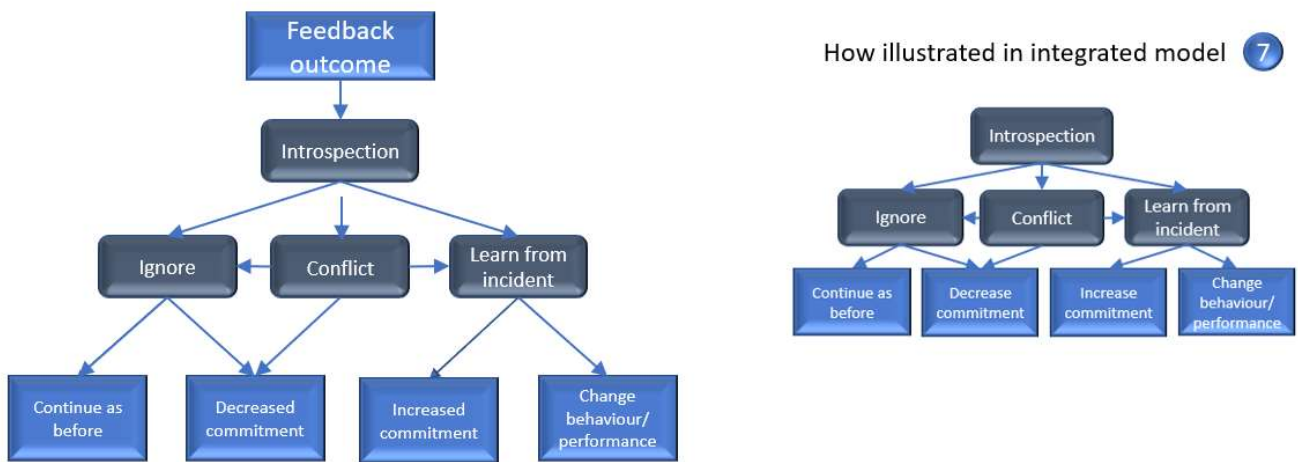How illustrated in integrated model 6

Figure 8- The role of introspection

How illustrated in integrated model 7

The role of introspection