

A Qualitative Study on the Effective Performance Feedback of Supervisors in Logistic Business

Manop Chunin and Rati Maneengam

Department of Humanities, Faculty of Applied Arts, King Mongkut's University of
Technology North Bangkok, Thailand

Corresponding Email: manop.chunin17@gmail.com

Abstract

This study is a qualitative study. It aims to investigate guidelines of the effective performance feedback of supervisors in logistic business. The participants of the study consisted of 12 supervisors and 5 subordinates. The data collection was done by individual interview. The interview was transcribed and done with content analysis. The findings revealed that the performance feedback was effective in terms of 1) situation: organizations would have annual performance feedback twice a year, while the patterns of the performance feedback would be different in each department depending on the supervisors (some departments would do individually, while some departments would do in groups). Both patterns (individual or group) would be organized in working time with an appointment of date, time, and venue in advance. 2) Manageable: the supervisors would evaluate the performance of the subordinates if they have knowledge, ability, and enough experience to be able to manage with the feedback received from the supervisors. 3) Specific: the organizations, supervisors, and subordinates would have to be informed the evaluation criteria showing specific behavior about responsibilities that the subordinates were clearly assigned from the supervisors. 4) Meaningful: the information about performance feedback which the supervisors informed the subordinates should be about responsibilities which the subordinates were directly assigned from the supervisors. 5) Timely: logistic business is an organization which needs to be operated 24 hours. In case of any emergency, the feedback should be done immediately, while another issue such as work progress report or things can be waited should be informed with the appointment of date, time, and venue. 6) Relevant: the information of the performance feedback which the supervisors informed the subordinates should be relevant to and useful for the subordinates in the future. 7) Reliable: the information that the supervisors informed the subordinates should be the actual information which can be traced back for the date, time, and complete information with the supervisor endorsed evidence from the organizations.

Keywords: Effective Performance Feedback, Qualitative Study

1. Background of the study

The performance feedback is a very important activity which the evaluator should do by giving feedback about the performance evaluation in a period of time for how good or bad the work is, any mistakes relevant to the assigned work, and the level of the standard to see if the evaluation is higher, as same as, or lower than the standard. The performance feedback is very useful. The findings found that feedback was a powerful method for improving surgical performance (Maruthappu, Trehan, Barnett-Vanes, McCulloch & Carty, 2015). Performance feedback training increased performance of direct service professionals (Pingo, Dixon & Paliliunas, 2019). Hackman & Lawler (1917) found that when jobs are high on the core 4 dimensions (variety, autonomy, task identity and feedback) employees were rated by supervisors as doing high quality work. Komaki, Collins, & Penn (1982) found that the performance was affected by giving feedback because the work evaluation result was higher than before getting the feedback with statistical significant level and the employees preferred obtaining performance feedback. Lam, Yik, & Schaubroeck (2002) found that the favorable appraisal feedback for tellers with negative affectivity but with higher rated performance, the attitude towards the work and the organization was improved within 1 month and 6 months afterwards.

Performance feedback affected self-rated assessment, affective responses and self-efficacy (Kim & Lee, 2019). Verbal feedback on the performance of individual staff members increases in more desirable behaviors (Brown, Willis & Reid, 1982). Auditory feedback influenced temporal coordination of joint sensorimotor behaviors (Zamm, Pfordresher & Palmer, 2015). Received feedback increased intentions to improve practice (Gude et al, 2018).

In addition, Venables & Fairclough (2019) found that participants group who received performance feedback of progressive success experienced positive affect and a less pronounced decline in subjective motivation. Adam & Vogel (2016) found that performance feedback reduced failures of working memory. Jawahar (2006) found that satisfaction with appraisal feedback was positively related to job satisfaction and organizational commitment and negatively related to turnover intentions. Brunot, Huguet & Monteil (1999) found that high achievers were more self-focused when receiving failure feedback than when receiving success feedback or no feedback. The low achievers were more self-focused when receiving success feedback than when receiving failure feedback or no feedback. O'Handley, Dufrene & Whipple (2018) found that results indicated that tactile prompting and weekly performance feedback increased behavior-specific praise for all three teachers. Singer (1990) explained that effective performance appraisals can create several benefits. Feedback fosters positive action and eliminates inappropriate behaviors. Second, the supervisor – employee relationship is improved. Third, effective performance appraisals increase motivation, morale, and job satisfaction – ultimately resulting in increased productivity. Rubi Gonzalez, De la Barra Vivallos, Schaefer, & Vergara – Barra (2019) mentioned that feedback is a tool which can create learning and change supporting. It helps in self-perception of the work performance and know how to improve performance and helps to increase skills important in working.

The performance feedback is very important because of several benefits; therefore, the researchers are interested in studying the guidelines of the effective performance feedback of the supervisors in logistic business which the subordinates are required to work according to the supervisors' expectation.

2. Objective of the study

The study aims to investigate the guidelines of the effective performance feedback of the supervisors in logistic business.

3. Literature review

The effective performance feedback guidelines which scholars mentioned, for example, Harris (1993 cited in Riggio, 2000) stated 9 items, namely, a) Feedback should be descriptive rather than evaluative; b) Feedback should be specific rather general; c) Feedback should be appropriate, taking into account the needs of the employer, the worker, and the situation; d) Feedback should be directed toward behavior that the worker can do something about or is able to change; e) Feedback should be well-timed. More immediate feedback is usually more effective; f) Feedback should be honest rather than manipulative or self-serving; g) Feedback should be understood by both parties. If necessary, additional input should be sought to enhance and clarify the feedback process; h) Feedback should be proactive and coercive. When change in past behavior is required, specific directions for change should be provided. Both parties should agree on the need for change and the remedy; i) Feedback should not be used as an opportunity to criticize or to find fault with the worker. It should be a natural process in the ongoing superior-subordinate relationship.

Rouxelle (2013) mentioned 7 principles for the effective feedback. They are a) Situation: the supervisors should consider the availability of the subordinate in terms of the ability and willingness before giving feedback by choosing the appropriate pattern; b) Manageable: the supervisors should make sure that the subordinates can react to the feedback by applying the organizational resources, knowledge, and ability; c) Specific: the behavior that needs the subordinates to do should be clearly specific, there might be an evidence to inform the subordinates for benefits in the future; d) Meaningful: the information for the subordinates should be relevant to the assigned responsibilities; e) Timely: the supervisors should give feedback in the appropriate time, not too early or too late which would affect the reflected behavior of the subordinates; f) Relevant: the given information should be relevant to the subordinates' interest or benefit; and g) Reliable: the feedback given to the subordinates should be direct and not biased so as to create reliability.

Similar idea was stated by Carroll & Schneider (1982). They mentioned about five necessary factors relevant to the effective performance feedback, namely a) Feedback specificity: the feedback should be concise as much as possible; b) Feedback timeliness: the feedback should be done in appropriate time and people should have time to correct their mistakes for better satisfaction. If the feedback is done too late it might not be practical; c) Impersonality of feedback: the feedback would be more effective if it is done impersonally. When one person took the feedback to inform another person, the reaction in the feedback may have an effect on the acceptance. The comments on personal characteristics might cause the emotional reaction and it might be a result that the mistake was overlooked. One method to cause the feedback to be impersonal is to give direct feedback to the subordinates so they can see how they work; d) Feedback noticeability: the feedback should be able to be noticed. The subordinate should be raised awareness about the information and lead to the acquired action; e) Feedback frequency: the feedback should be often given and the comprehensibility on the expectation about the work would be increased when having been reviewed on evaluation and early notice. This is to indicate problems on the goal achievement and for better improvement

on the work. Dahlgren (1986) explained that feedback is a necessary component of communications that leads to motivation of employees as well as effective job training. For feedback to be effective, it must be correct, constructive, and specific as well as frequent. Feedback from a boss may be ignored if the person receiving it feels the supervisor is not expert enough to judge him or her adequately. Guadalupe (2018) explained that the performance feedback was mentioned quite often that it is the information reflected to the subordinates which can lead to their change in the future.

Harris (1993) proposed nine guidelines about the performance feedback. The guidelines are: a) It should be more descriptive than evaluative. b) It should be more specific than general. c) There should be appropriate words concerning the employer's requirement, employee, and situation. d) It should focus on behavior that the employee could do something to get improved. e) It should be reflected in the appropriate time. The instant reflection can increase more effectiveness. f) It should be more honest than manipulative or self-saving. g) It should be understandable among relevant people. There should be some additional part to create clearer process of the feedback. h) It should be proactive and coactive when the change in the past needed to be done. There should be proposed guidelines which are specific and both sides agree on the same requirement to change. i) It should be applied as a chance to criticize or find mistakes together with the employee as a natural process of the continuous relationship between the supervisors and the subordinates.

4. Qualitative design methodology

4.1 Key informants

Key informants of the study consisted of 12 supervisors and 5 subordinates. The supervisors should have qualifications as follow:

- a) Be supervisors in 2 logistic businesses which are located in Bangkok
- b) Have experience in evaluate subordinate and give feedback at least one time

While the subordinates should have the guarantee from the company owners to have good performance and communication skill and to have been given feedback at least one time.

4.2 Data collection

Before interviewing, the researcher would explain the objectives of the study and data collection guidelines and ask for willingness to record the interview. The researcher did the individual interview by asking each supervisor. Here are some example of probes: "Do you have any guidelines to give feedback to your subordinates? How?" While the subordinates would be interviewed, "Do you think that the supervisor give you the effective feedback or not? If yes, how does he or she give you the feedback?" While having the interview, the researcher would ask for the willingness to record the interview and do the transcription words by words. The data analysis was done by the researcher transcribed the interview and do the content analysis. After that, the research report was written.

5. Results

It was found out that the feedback was effective as seen in the following items:

5.1 Situation The performance feedback was done in group by both patterns were organized in the working time with the appointment of date, time, and venue in advance. The supervisors can choose patterns to give feedback to subordinates differently according to the situations. The organizations would give annual feedback for twice a year by each department would have different patterns according to the supervisors. Some department did this individually by having employees complete the evaluation forms (KPI) and meet with the supervisors so as to endorse to be noted his or her own feedback. Some employees can see the results, some cannot, as reported in the following part.

“They will inform you on the second time of the feedback. If it is about individual case, you will be given the feedback one by one, but if it is about the department, all the people in the department will be given the feedback at the same time. You will be informed about this in advance.” (Pitoon)

“The meeting will be informed in advance with the avoidance of the lunch time because the company needs the employees to have delicious lunch. However, if it is the individual case, they will try to make it during working time because it seems that people use the working time as the normal daily life. So the person who was given feedback did not feel so much different from the others. Sometimes, the case was like an accident which causes from an individual staff, we would call up the person to give feedback and everybody knows this person was called so as to be known among others about the mistakes. Then everybody realizes that we did not ignore the mistakes. Only the person who makes mistakes should be called to get the feedback so the others did not know what case did he or she got the feedback since no one likes being commented in front of the others.” (Dusit)

“If it is done officially, it will be one by one and the appointment will be in advance. If there is a meeting, the feedback will be done in groups. In my view, I think my subordinates have specific characteristic. Someone needs some method. Someone never feels angry with me because they know my style; while someone cannot put up with straightforward talk. We need to be able to differentiate which ones should be treated with which method.” (Penphorn)

“If it is not official, Line message will be sent before the official contact for detailed information.” (Manatchaya)

“Normally, the company feedback will be twice a year. There will be an evaluation form and each person will be informed and called one by one. They need to sign a document identifying their acknowledgement. The subordinate will be called one by one and the time use should be convenient for both the supervisor and the subordinate.” (Ngamtip)

5.2 Manageable The supervisor will evaluate the performance of the subordinate in terms of knowledge and manageability to be able to manage work according to the supervisor feedback. Moreover, the subordinates should be able to improve themselves to suite the organization’s requirement which was set before by the organization, the supervisor, and the subordinates, as seen from the following interview.

“It depends on a case. If the case we can manage, we will try to do some actions but if it is the case we can’t do by ourselves, we may need to cooperate with other people.” (Am)

“If the organization still needs more, then, we may need to improve ourselves so as to suite the organization’s requirement.” (Pitoon)

“When the organization needs us to do whatever, we will try to adjust ourselves to satisfy the organization. Then, we let them evaluate in terms of their requirement until they are satisfied

and finally trust in our performance. Mostly, people tend to believe in themselves. When we give feedback, they might not believe so we let them do some test so it is easier when we give feedback. Later on, we can make an agreement together after getting the result of the evaluation. This means whatever we need, we will discuss for better comprehension about the expected results. If we get the results which are not as we expected, then, we would be able to give feedback easily since it is quite clear. For example, we need something to be accomplished, we should talk to the people responsible for and let them be a part to decide about the requirement, otherwise they may claim that they do not want to be responsible for this since the very beginning. To do this makes them realize their own responsibilities and what have been agreed are parts of their decision. Sometimes we need to know how much we can access to the accomplishment, for example in that 100%, we need to do it 100% so as to be successful in the activity. As a supervisor, we should know how much our subordinates can do, for example in 100%, they might be able to make it 70% and that is the best for them. So, we should let them decide together on the expected result we need. If they guarantee how much they can work on, so we let them follow the plan.” (Dusit)

“Don’t realize that I expect them to be able to import the excel information, I need to check their background if they can do this or not or have any experience on this or not. I focus on the communication, especially among colleagues. You need to identify the steps, like 1, 2, 3, and 4 so as to make this clear among the communicators and pass this information to the others with complete details. (Chairat)

5.3 Specific The specification on the organization, the supervisors, and the subordinates would be set for specific evaluation on behavior. Moreover, the methods for clear action among the subordinates should be obvious and have evidence. So the subordinates could know their performance feedback and get this information to improve themselves. Mostly, the logistic business would focus on the safety of the transportation, punctuality, and the complete delivery for the customers. Each department will have different specific behavior evaluation, for example the operation department will focus on the driver such as not driving fiercely; not stepping on the break immediately; not speeding faster than the transportation rules. As seen from the following interview.

“If doing this in a round, there is the KPI setting for the staff. We have the process of evaluation explanation which is quite unproblematic. We also let the staff do the self-evaluation before we evaluate them again. This is no problem at all. However, if there is any cases in such the evaluation round, we will inform the objectives and then call up for a meeting, mentioning about the evaluation and specific on the case which causes problems. Actually, there are a lot of the cases like this but I always tell them the clear objectives for the meeting and will listen to their reasons. Mostly, I never have any negative feedback because we focus on the solutions to the problems together.” (Nanjana)

“If there is a case where a car going to get a cabinet to check with a customer, however there is an accident during the way, e.g. the car hitting at the back of the other car; then this car can’t be used to send the cabinet to the customer, we will find another car to deliver instead. In this case, I need to inform the supervisor of this case and let him decide what to do, for example to change the car or to postpone the delivery date.” (Gulf)

“The company will have the KPI and check for our monthly KPI. Then, we will be given feedback about our evaluation. In case the organization needs us to do anything, we just do it.

Sometimes, there is an urgent case from a customer, we are required to do as the customer need. If in our position as a driver, what we need to concern is the safety, especially the accident. If we focus on the overall picture, it is about the customer's information. We need to emphasize on the safety and try to inform the driver about this. Mostly we will be informed and we will be informed also about the OP on whatever we have to do. We need to cooperate every time we work because we have a lot of work to do together. There are also things I have to be responsible such as to evaluate the expectation of each staff which affect the team work on the safety, benefits on relevant stakeholders, customers, and environment. For example, about the driving, if there is some complaint on this, we need to discuss about the case, or the speed should have to be controlled in case driving in a community. The organization will have benefit and the communication should be emphasized, especially on safety, working, and system. Nowadays, there is a CCTV so we can use this to notice the driver. Sometimes, there is an alarm while the driver drives too fast. The transportation rules affect a lot about petrol delivery especially on the safety, e.g. drive too fast, immediate break. The system of scanned-eye-lens was discussed and this should be used." (Pitoon)

"I think it is good to specify on each person's duty and see what that person's fault is or any mistakes on the process. This is because sometimes the person was assigned to do some job not relevant to the duties. Imagine you are a doctor of a car (a mechanic) you need to analyze how to operate the car, which organ or which part you will change. If you misanalyse, the car will be broken and your colleague will be in trouble. My duties is to stand by 24 hours. If you misanalyse it will be like my example I've just discussed. This is to mind about the others' feeling. Everybody is the key of the organization, you should praise them also." (Varapong)

"You should identify the specific information about the safety rules in transportation." (Manatchaya)

5.4 Meaningful The information on the work which the supervisor inform the subordinate should be about the responsibilities on the assigned work, for example, the personnel department will have specific evaluation by setting the KPI e.g. this week the human resource is looking for 40 staff, if applicant numbers reach 70% means this is successful. The supervisor will reflect this to the subordinate, as seen in the following interview.

"In case of late coming, I will inform the result but will try not to make this like a complaint from the supervisors. I may say something like we have many urgent cases in the morning and everybody may have their own jobs to do, so in our responsibility, we may cause the customer problems in terms of their needed information. Hopefully he or she can understand." (Nanjana)

"The supervisor should make a direct call depending on a case which is urgent or not. If that case is very urgent, a direct call should be made but if it's not so urgent, LINE message can be used. For example, a case which is not urgent, like late coming of the car due to the driver, or the parking lot of the car is busy, cancelled case, these cases can be called for discussion. In the case the cancellation from the customer, we may be informed by email and maybe we did not get the email, what we should do. The supervisors should give some advice. (Gulf) It depends on the supervisors' characteristic. It is needed to talk to the driver very often." (Pitoon)

"We will focus on the falling KPI which does not go along with what have been set." (Dusit)

“For example, we made an appointment with 40 people and if there is about 70% coming, we will have Pizza party or any incentive which can support each other and doesn't cause trouble in this case. For the KPI, it will be evaluated in each year but during the way to reach the KPI you can support things like eating stuff (chicken) and have a talk what they should improve e.g. he is already good in terms of his devotion, coordination, realization on his duties, but would like him to be more prudent on the information transferring to other departments. Additionally, I would like the staff to concern about other people so they will be worried about their own jobs why it needs to be done earlier or why it needs completion. I try to point this out and get them to understand about this. Sometimes, the quality is neglected from the work. We see things in different perspectives. We need to get the same concept why this job is more urgent than another one. For example, he needs to call a customer but he is arranging document files instead. I think the file arrangement can be done at 5-6 p.m. but calling the customer should be done prior because the customer tend to be free at this time if we contact the customer in the evening maybe the customer is not working anymore. (Penporn)

“The same as the information I informed my staff, it should be the information I directly assigned them.” (Manatchaya)

“If I inform them that means it is direct to my staff. I will cover only their responsibilities.” (Duangphorn)

5.5 Timely For the duration, the logistic organization is the organization which has to be in operation for 24 hours. So, when the supervisor has a problem in working or when giving feedback in case of any emergency, it needs to be done right away. For progress report or anything which can be waited, it should be done in working hours by having an advance notice on the date, time, and venue. For example, the operation department has monthly meeting and especially during festivals or in rainy season, or when there is flood, the topic of discussion will be on safety, complaint, car caring as seen in the interview below.

“In case of urgent issue, the call should be made or endorsed document can also be launched. No problem at all.” (Bird)

“Actually, it can be anytime up to the convenience of the supervisor because he or she is not free. He or she would contact the customer and will be engaged. If there is something he or she wants to contact me, it can be anytime because my work is all the night. The duration to inform me about my work is that I need know as soon as possible. Then, I decide which on is more important.” (Gulf)

“If it is urgent, anytime can be okay. (Am) Actually, it's nothing to know urgently but it is just to inform. It is like a case which we need to put in action or to know.” (Pad)

“The operation department will have monthly meeting, depending on which duration, such as festival time, or rainy season, or flooding time so the organization will do an evaluation once a year on safety and on the operation about the customer, complaint, about PM of the car or car caring.” (Pitoon)

“Nowadays if it is about IT we will inform in weekly update every Monday morning. We will have a meeting to conclude what we have in a week, our progress or problems. We do have 2 things to discuss about. They are update and problems. For the evaluation, we do it every month in KPI for a month.” (Dusit)

“To give feedback one by one which will surely have, it needs to set a day to do this. Mostly, it is on Saturday because it is not as busy as the other days. Notice in advance will be done and so do the self-preparation.” (Penporn)

“Anytime is available to tell us. If we are ready then our subordinate should be available also.” (Chairat)

“Everything should be clear otherwise, it could cause trouble and cannot be cooperated with other departments.” (Namtip)

“It should be informed before the end of the working time and another time at the end of the annual evaluation. In my opinion, it should be done individually not among many people because everybody has their own unique points to discuss and need privacy to discuss. (Duangphorn)

“When informing the performance feedback, we should use the period of time around 8.30 – 17.30 or at lunch time, you can talk to them when you are having lunch.” (Tippawan)

5.6 Relevant The information you inform should be relevant to their work which are useful for them in the future. For example, a case study sharing should be about work experience and introduce about how well to get the work done. As seen from the interview below.

“There will be a shared case which is relevant to our case. This can be about the team and the team can be called to discuss together to find the solutions on the case.” (Nanjana)

“It is useful I think. It reflects what we have done. It’s like we work and then the supervisor has a meeting with the customers and get the evaluation from the customer and then, the feedback can be reflect to us. We can also know the work we did and we can get the information to improve our work for the next time.” (Bird)

“Actually, it is in the field of getting to know work.” (Am)

“It is about our work. Sometimes we have new job. We are okay to learn new things. It is useful for us because we know more about work. If we are open we can get to know more work and learn new things. It is okay. We are also active to do and it seems to be fine.” (Pitoon)

“Mostly it is the useful information about the work and the behavior who to behave, how to write email, how to explain things, how to talk to user, how to not behave like that, not to use bad words with email users. It’s not just bad word that we use, sometimes it’s on the use of feeling since when people read things it can be interpreted differently. So please use polite words.” (Dusit)

“From the executive people to the team, try to focus on the target. More than the target, it is one’s duty. For example, how it affects the operation in terms of the incomes. Even if it does not affect directly but it has some partial effect. If there is no work, no driver, no income. Everything links to each other. Try to point this out.” (Penporn)

“The information should attract the subordinate. It should be things the subordinate can do and it should be benefit for them. The information should not be too official and not so academic otherwise it will be too boring. For example, talk about a case and let them think if they were the person in the case, what they would do.” (Varapong)

“We share experience that some work is normal but it does not mean that everybody can do it 100% complete. It might be sometimes that people thought that they knew how to work but this should be lessen. We need to communicate and not expect things like this.” (Chairat)

“The information I informed should be useful for the subordinate and it will be only about work, not individual stuff.” (Namtip)

“It will be beneficial for the subordinate and the organization for sure because if the work is not okay it is not good. Everybody needs to care for our own duties. It can have problems but we need to cooperate.” (Duangphorn)

“The information we inform would be beneficial and relevant to the subordinates.” (Tippawan)

5.7 Reliable Reliability which means the information that the supervisors give to the subordinate should be the fact. It needs to identify the date, time, and details which can be verified, together with evidence. The document announced from the organization should be endorsed by the supervisor. As seen from the following interview.

“The information I used with the subordinates should be the real case, identifying date, time, and clear details. If there is an effect with our team and there is no solution, the case might happen to our team. We should take the case into account and find possible solution if this happens to our team, who we should coordinate with. (Nanjana)

“Mostly, the information will be reliable, has a source, no need to have clear endorsement. Actually, in some case, there are endorsement.” (Am)

“They have endorsement. It seems like they have endorsement and they follow up by talking for issue 1, 2, 3, 4, and 5. If they want to make this clear, they should do like this.” (Pad)

“Yes, because we need to work on the KPI every month. There will be no evidence. Actually, the points on the days of working (missing, taking leave, coming late) will be reported according to the key (finger scan).” (Pitoon)

“Since I have experience, so when I write on something, I need to be sure it can be proved. Before I guarantee something, I need to study and test on the problem to see the solutions. Then, you can answer the user and raise their reliability. We need to provide all the reference for the result of the study and inform relevant people what cause the problem.” (Dusit)

“It is the example which used to occur in real life.” (Varapong)

“It needs to have clear evidence and used to happen in real life. For reliability, we can look from the driving license card which used to start the car, it can be used to start but it will alarm. It has the system to test for the alcohol and at the end of the work, it needs to be tested again.” (Manatchaya)

“There should be fully detailed, e.g. the work about the container needs to be able to tell what booking number it is with the correct number, what problem there is about the container, from who you get email from, which number 1,2,3, or 4, what details you agree on, who are relevant people, you get all the communication (like in endorsed document). I will always focus on whatever we have talked and need to send the repeated email. So everybody needs to have email so as to record what we have contacted as a standard.” (Chairat)

“It needs to have document, announcement, and with signature.” (Tippawan)

6. Discussion

The guidelines of the study are similar to the principles of the Rouxelle (2013) which have presented 7 items: situation, manageable, specific, meaningful, timely, relevant, and reliable. The research revealed findings which can be beneficial for the supervisors to be used with subordinates and will be used in working improvement. Many studies found that the feedback

can help improve the work operation (Komaki, Collins, and Penn, 1982); Maruthappu, Trehan, Barnett-VVanes, McCulloch, & Carty (2015); (Pingo, Dixon & Paliliunas (2019). There are also other benefits. So organizations should promote to have understanding and apply the guidelines to be used when giving feedbacks to subordinates.

To give performance feedback, there are two ways: individual, and group. The researcher found that if it needs to report for a team, it needs to be done in group but if it is to report for an individual staff which may need to talk about the strength and weakness, it should not reveal to others, so it needs to be done individually.

The feedback should be informed in the part where the subordinates have knowledge and be able to manage on that issue. Moreover, it should be able to identify which behavior to be specific. The information should be relevant to their responsibility and should be fact so the subordinates can see the possibility to improve their own work in the future. For example, the supervisors report about the driving behavior when there is flood causing the car to have problem from the water which gets in the engine. The supervisor thought that the driver could manage for that problem, when following up for the report, there might be questions and answers for that problem. The information derived from the process of report may facilitate the driver to be able to drive the car smoothly later on.

7. Suggestion

The results of the study are useful for the supervisors who should apply the result for the performance feedback for subordinates. So they can make use of the information to improve themselves in their work so as to reach their target or standard. For this study, the researcher should study the performance feedback of the supervisor which can be categorized into groups, such as high, medium, and low performance. Another issue is to study the reaction of the feedback and the result to apply the information from the work operation such as the comment of the supervisor's feedback, the feeling of the subordinates, the feeling management of the subordinates after the feedback.

References

- Adam, K. C. S., & Vogel, E. K. (2016). Reducing failures of working memory with performance feedback. *Psychonomic Bulletin & Review*, 23(5), 1520-1527.
- Brown, K., Willis, B. S., & Reid, D. H. (1982). Differential effects of supervisor verbal feedback and feedback plus approval on institutional staff performance. *Journal of Organizational Behavior Management*, 3(1): 57-68.
- Brunot, S., Huguet, P., & Monteil, J. (1999). Performance feedback and self-focused attention in the classroom: When past and present interact. *Social Psychology of Education*, 3(4): 271-293.
- Carroll, S. J., & Schneider, C. E. (1982). *Performance appraisal and review systems*. Glenview, Illinois: Scott, Foresman and Company.
- Dahlgren, M. (1986). Effective feedback improves job satisfaction. *Nursing Management*, 17(9): 34J-34N.
- Guadalupe, J. K. (2018). A comparison of the effects of various performance feedback presentations on typing accuracy and speed. *Ph. D. Dissertations*, City University of New York.

- Gude et al. (2018). Health professionals' perceptions about their clinical performance and the influence of audit and feedback on their intentions to improve practice: A theory-based study in Dutch intensive care units. *Implementation Science*. Retrieved from <https://link.springer.com/article/10.1186/s13012-018-0727-8>.
- Hackman, J. R., & Lawler, E. E. (1971). Employee reactions to job characteristics. *Journal of Applied Psychology*, 55(3): 259-286.
- Jawahar, I. M. (2006). Correlates of satisfaction with performance appraisal feedback. *Journal of Labor Research*, 27(2): 213-236.
- Kim, E. J., & Lee, K. R. (2019). Effects of an examiner's positive and negative feedback on self-assessment of skill performance, emotional response, and self-efficacy in Korea: A quasi-experimental study. *BMC Medical Education*. Retrieved from <https://link.springer.com/article/10.1186/s12909-019-1595-x>.
- Komaki, J. L., Collins, R. L., & Penn, P. (1982). Performance antecedents and consequences in work motivation. *Journal of Applied Psychology*, 67(3): 334-340.
- Lam, S. S., Yik, M. S., & Schaubroeck, J. (2002). Responses to formal performance appraisal feedback: the role of negative affectivity. *Journal of Applied Psychology*, 87(1): 192-201.
- Maruthappu, M., Trehan, A., Barnett-Vanes, A., McCulloch, P., & Carty, M. J. (2015). The impact of feedback of surgical outcome data on surgical performance: A systematic review. *World Journal of Surgery*, 39(4): 879-889.
- O'Handley, R. D., Dufrene, B. A., & Whipple, H. (2018). Tactile prompting and weekly performance feedback for increasing teachers' behavior-specific praise. *Journal of Behavioral Education*, 27(3): 324-342.
- Riggio, R. E. (2000). *Introduction to industrial/organizational psychology*. (3rd ed.). Upper Saddle River, New Jersey: Prentice Hall, Inc.
- Rouxelle, D. V. (2013). 7 Principles of highly effective managerial feedback: Theory and practice in managerial development interventions. *The International Journal of Management Education*, 11(2): 66-74.
- Rubi Gonzalez, P. S., De la Barra Vivallos, L., Schaefer, H., & Vergara-Barra, P. (2019). Feedback in training psychiatrists. *Journal of Mental Health Training, Education and Practice*, 14(4): 242-250.
- Singer, M. G. (1990). Performance appraisals: More than just a feedback tool. *Clinical Laboratory Management Review*, 4(4): 219-221.
- Venables, L., & Fairclough, S. (2009). The influence of performance feedback on goal-setting and mental effort regulation. *Motivation and Emotion*, 33(1): 63-74.
- Zamm, A., Pfordresher, P. Q., & Palmer, C. (2015). Temporal coordination in joint music performance: Effects of endogenous rhythms and auditory feedback. *Experimental Brain Research*, 233(2): 607-615.