



*Examining the Relationship Between
Performance, Individual Differences, and
Developmental Activities: Getting More Bang
for the Buck from DPACs*

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Context of the Study

- ◆ UT's Senior Executive and Physician's Executive MBA Program
 - 12-month integrated curriculum
- ◆ Leadership Development Program
 - Assessment
 - Goal Setting
 - One-on-one facilitation
- ◆ Anecdotal evidence of benefits and popularity

Goals of Present Study

- ◆ To replicate previous findings of studies examining FB acceptance and use
- ◆ To extend past research by measuring actual FB use behaviors with SME ratings (versus intentions via self reports)



Model I

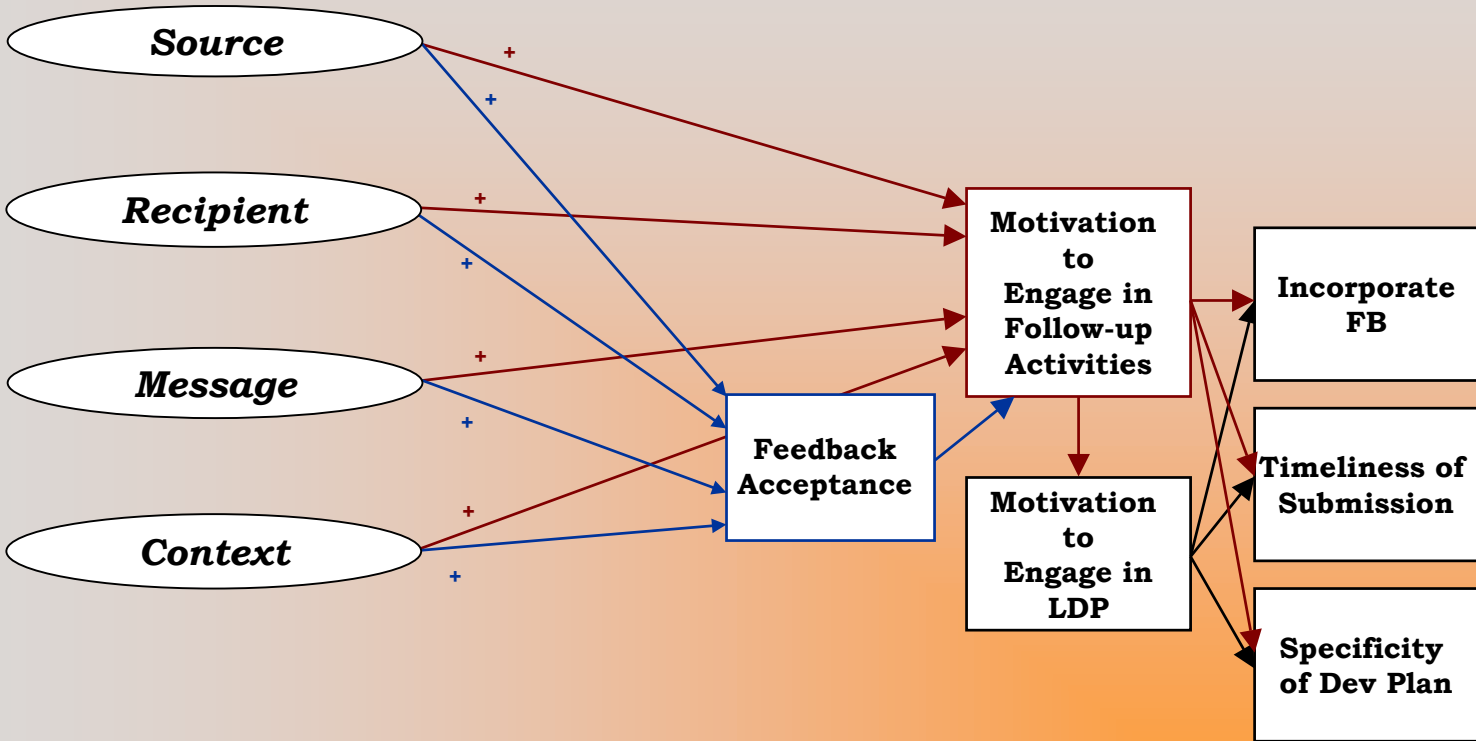
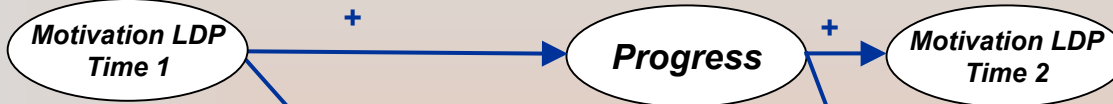


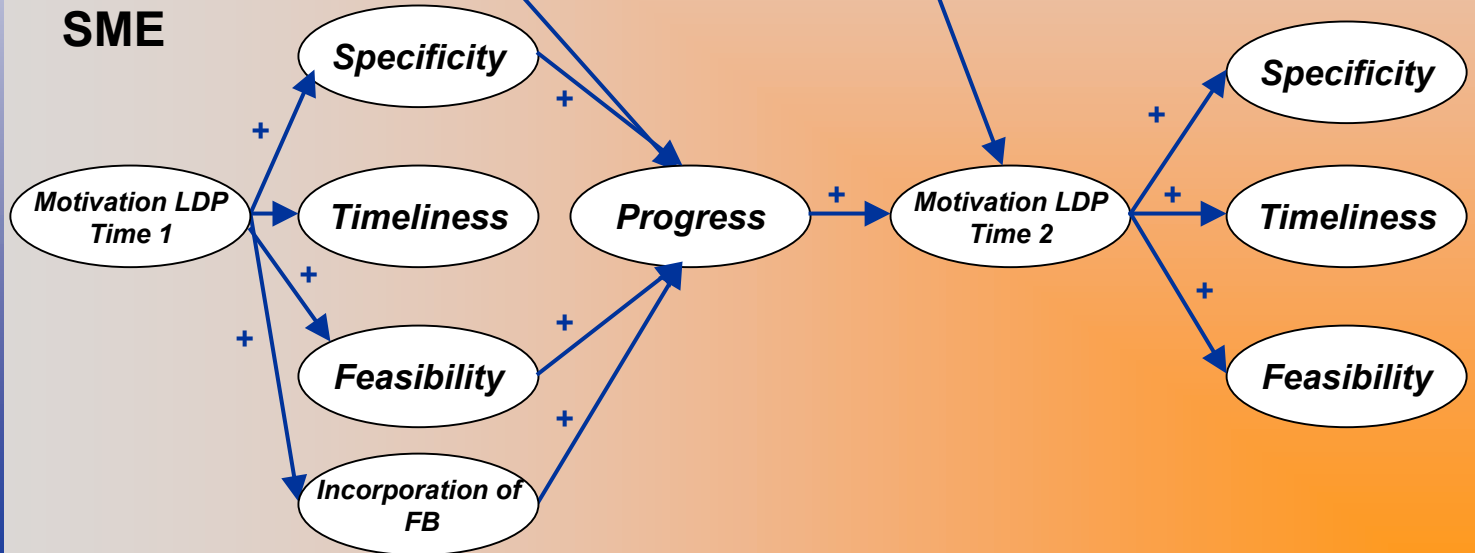
Figure 1. Conceptual framework summarizing study hypotheses. The “+” and “-” signs in parentheses indicate the direction of the proposed hypotheses.

Model II

Self



SME



Methodology

- ◆ Subjects: 37 participants in Senior Executive and Physician's Executive MBA programs
- ◆ Three surveys at various points during year
- ◆ All Ss completed a management/executive-level DPAC
 - 2 role plays, an IB, and LGD
 - CTA and CPI

Additional Criteria

SME ratings

- Motivation to Participate in LDP
- Incorporation of FB into Development Plan
- Timeliness of Assignment Submission
- Specificity of Development Plan
- Feasibility of Plan
- Progress Made



What Leads to Feedback Acceptance?

Correlates of Feedback Acceptance

- ◆ Replicated many findings of past studies:
 - Feedback message characteristics
 - Some contextual characteristics
 - Affect
 - Top Management Support, Promotional Opportunities, and Face Validity approaching significance
 - Perceived Intrinsic Benefits



What Motivates People to Use Their Feedback?

Correlates of Motivation to Engage in Follow-Up Activities

- ◆ Some recipient characteristics (Motivation to Learn, Perceived Intrinsic Benefits, Perceived Ability to Improve)
- ◆ Some message characteristics (Specificity, Usefulness, Favorability)
- ◆ Some contextual characteristics (Face Validity, Top Management Support, Liking, Relevance to Job, Overall Reaction to Developmental Program)
- ◆ Positive relationship with Incorporation of FB into Development Plan (SME rating)
- ◆ Positive relationship with Motivation to Participate in LDP (SME rating)

Correlates of Motivation to Participate in LDP (Time 1)

- ◆ Incorporation of FB into Development Plan (SME rating)
- ◆ Specificity of Development Plan (SME rating)
- ◆ Progress Made
- ◆ Motivation to Participate in LDP at Time 2





What Leads to Use of Feedback?

Correlates of Progress (Self-Report)

- ◆ Self and SME ratings of Motivation
- ◆ Specificity of Developmental Plan
- ◆ Reaction to Overall LDP Program
- ◆ Some personality (Re, Wb) and assessment center ratings (Analysis, Initiative, Leadership)

Correlates of Progress (SME Ratings)

- ◆ SME Ratings of Motivation, Feedback Incorporation, Specificity, and Feasibility
- ◆ Some assessment center ratings (Analysis, Judgment, Initiative, Leadership, Coaching)



What Sustains Motivation to Participate in Developmental Activities?

Correlates of Motivation (Time 2, Self-Report)

- ◆ Self-Ratings of Progress
- ◆ SME Ratings of Motivation (Time 1), Feedback Incorporation, Specificity
- ◆ Some contextual characteristics (Overall Reaction to Developmental Program, Face Validity, Liking, Perceived Predictive Validity, Benefits from Top Management)
- ◆ Some message (Usefulness of FB) and source characteristics (Assessor Expertise, Perceived Facilitator Competency)
- ◆ Some personality characteristics (Responsibility, Well-Being)

Correlates of Motivation (Time 2, SME Ratings)

- ◆ SME Ratings of Motivation (Time 1), Specificity (Time 1), Feasibility (Time 1), FB Incorporation
- ◆ Self ratings of Progress (Time 1)
- ◆ Some assessment center ratings (Analysis, Judgment, Leadership, Coaching)

Discussion

◆ *Feedback Source*


- Inconsistent with past research
 - *Post hoc finding of Source Expertise related to Incorporation of FB into Development Plan and Motivation to Participate in LDP*
 - *Post hoc finding of Source Concern/Interest related to Willingness to Endorse, Usefulness, and Value of FB Meeting*

◆ *Feedback Recipient*

- Problem solving skills relationship consistent with past research (e.g., Kudisch & Ladd, 1997; Jones & Whitmore, 1995)
 - *Post hoc shows Initiative and Coaching correlations*
- Continued inconsistency of personality results
 - Sa result consistent with Ryan et al, 2000
 - *Post hoc finding of strong Sy relationship*




Discussion

- 
- ◆ *Feedback Recipient (continued)*
 - Perceived Intrinsic Benefits and M to L consistent with past research

 - ◆ *Feedback Message*
 - Understandability, Favorability, Specificity, and Perceived Usefulness appear to be key factors in Feedback Acceptance and Motivation to Engage in Follow Up Activities
 - Consistent with Goodge, 1995; Harris et al., 1999

 - ◆ *Feedback Context*
 - Findings consistent with past research
 - *Post hoc suggests that Context (i.e., Face Validity, Predictive Validity, Top Management Support, and Affect) is important for Incorporation of FB into Development Plan*

Practical Implications


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- ◆ Work to improve those aspects of feedback acceptance and use that can be altered
 - ✓ Establishing expertise/credibility of assessors
 - ✓ Gaining support of top managers
 - ✓ Explicitly discussing face and predictive validity of AC
 - ✓ Creating an enjoyable assessment experience
 - ✓ Ensuring the specificity and usefulness of feedback
 - ✓ Using concerned and competent feedback givers
 - ◆ Show participants how to incorporate feedback into a developmental plan
 - ◆ Personality characteristics may be more difficult to work around...

Limitations

- ◆ Sample size
- ◆ Range restriction
- ◆ Method variance
- ◆ Unique context
 - Participants are graded on their level of participation
 - Sponsoring companies do not see AC results or developmental plan



Future Directions

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- ◆ What matters the most?
 - Relative importance of predictors
 - e.g., A and J versus Feedback Message versus Feedback Context
 - ◆ How stable is feedback acceptance and motivation to engage?
 - Does LDP participation relate to future job performance?
 - ◆ How can developmental behaviors be measured?
 - SMEs, 360 ratings, observations, retesting
 - ◆ Is there too much of a good thing?
 - e.g., should poorer performers receive fewer details?



Questions & Comments

Article references available upon request

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