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360° Peer-Feedback

Influence of the personality factors rigidity and uncertainty tolerance on peer-feedback

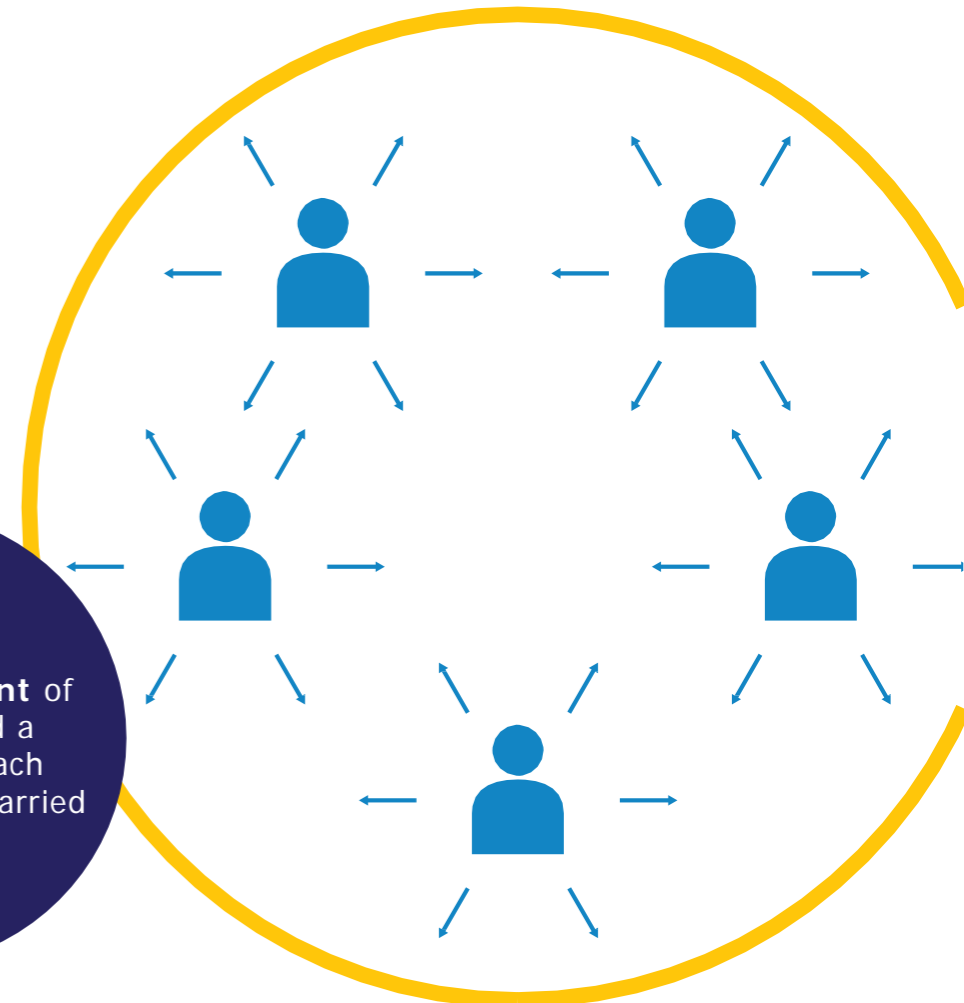
Introduction

The way feedback is provided and the relationship between the provider and perceiver are proved to shape feedback. The impact of the perceivers' personality, its behavioral structures and their influence on feedback has been hardly considered so far.

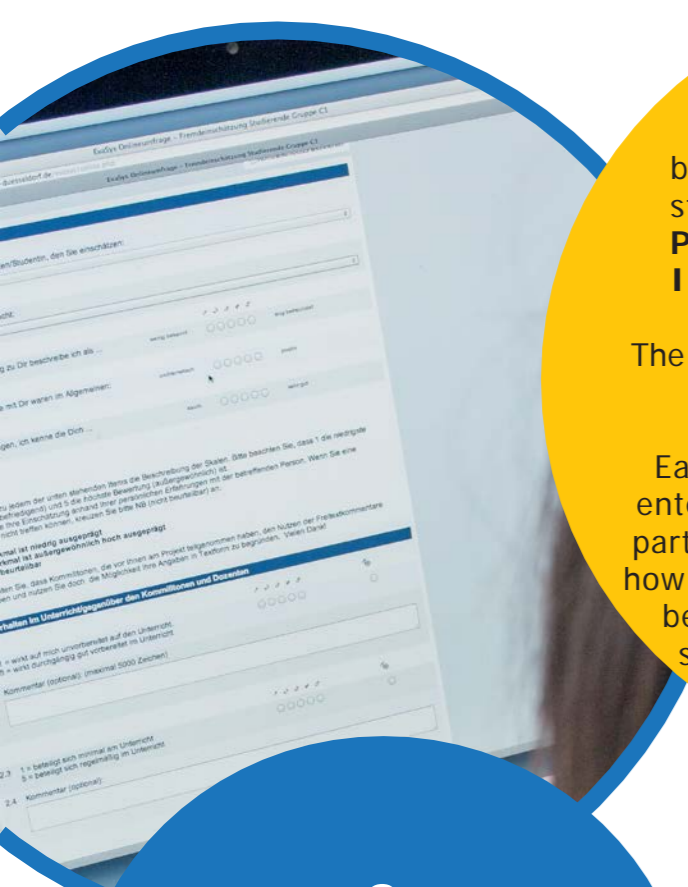
This study explores the influence of the two personality factors "behavioral rigidity" and "uncertainty tolerance" on students' peer-feedback as introduced in the medical faculty of Heinrich-Heine-University Dusseldorf in 2008. Both factors were regarded as disturbance factors for the perception and acceptance of feedback.

Objectives, material and methods

A total of 111 students of a medical faculty participated voluntarily in a peer-feedback initiative. First, all filled in an electronic questionnaire on behavioral rigidity (TBR-FR) as well as on uncertainty tolerance (UGTS). Subsequently students conducted a self-assessment about their personal and professional development and were assessed regarding the same topics by a group of peers they were working with in the process of the semester. Finally, the results of the groups' assessment were provided anonymously to each student. Besides this, 11 students out of the total group participated in semi-structured interviews on the subject of acceptance of feedback.



1
A self-assessment of all students and a feedback for each group member is carried out



2
The evaluation categories had been modified so they fit the student's day and based on the **Peer-Assessment-Tool of Indiana University, USA**
The **10-item-rating** was based on a **five point Likert-Scale**.
Each item offered the opportunity to enter **free-text-comments** and each participant was also requested to state how well he or she knows the person to be assessed. Each assessment was submitted electronically by using **EvaSys®**.

3
Each student receives per **E-mail** his/her **personal results** from the self- and cumulative peer-feedback as well as the free-text-comments.



Results

Behavioral rigidity:

A significant negative correlation between behavioral rigidity of students and their perception by peers in regard of "acceptance of failure" ($r = -.13$; $p = .042$) emerged.

There was also an evident correlation between behavioral rigidity and the external perception of the effort for "preparation for class" ($r = .38$; $p = .012$).

Based on the interviews more rigid students seem to be less likely to accept negative peer feedback.

Uncertainty tolerance:

Participants with a less distinct uncertainty tolerance tended to be assessed by their peers significantly as

- less professional ($r = .34$; $p = .007$)
- with inferior communication skills towards patients ($r = .34$; $p = .006$)
- with less capability of empathy ($r = .26$; $p = .039$).

The more positive students assessed themselves, the significant more negative they were perceived by their peers ($r = -.344$; $p = .018$). The exemplary interview statements of the participants support these results.

Conclusion

Personality factors of a feedback perceiver seem to have influence on the acceptance of feedback and on the feedback providers' assessment of this person as well.

Personality factors should be more considered when implementing feedback initiatives as for instance persons with a more rigid behavior need apparently rather well-structured feedback situations and persons with uncertainty intolerance do need manageable situations to reduce stress.

Kontakt

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