

Tallinna Ülikool
Balti filmi, meedia ja kunstide instituut

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**FEEDBACK PERCEPTIONS OF THE CREATIVE AND
ADMINISTRATIVE EMPLOYEES OF ERR**

Magistritöö

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PhD

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SISUKOKKUVÕTE

Ülikool Tallinna Ülikool	Instituut Balti filmi, meedia ja kunstide instituut
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Pealkiri ERRi loome- ja administratiivtöötajate arusaamad tagasisidest	
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<p>Kokkuvõte</p> <p>Antud magistritöö kasutas juhtumiuuringu strateegiat ning andmekogumiseks intervjuud ja küsitlust. Uurimuse eesmärgiks oli teada saada, mis on ERRi loome- ja administratiivtöötajate arusaamad tagasiside keskkonnast ja endi tagasiside orientatsioonist ning kuidas on nende kahe grupi arusaamad erinevad või sarnased. Loometöötajad on inimesed, kes juhivad otseselt sisu loomist. Administratiivtöötajad on inimesed, kes toetavad loomesisu loojaid tehes tööd erinevates organisatsiooni osakondades nagu personaliosakond, klienditeenindus, juhatus ja samas ka oskustöölised nagu kaameramehed ja stilistid. Tagasiside keskkond on igapäevane kontekst, milles tagasisidet antakse ning tagasiside orientatsioon on isiku võime tagasisidet vastu võtta. Uurimisküsimused olid järgnevad:</p> <ol style="list-style-type: none"> 1. Mis on ERRi loome- ja administratiivtöötajate arusaamad tagasiside keskkonnast? Kuidas on need arusaamad loome- ja administratiivtöötajate puhul erinevad või sarnased? 2. Mis on ERRi loome- ja administratiivtöötajate arusaamad endi tagasiside orientatsioonist? Kuidas on need arusaamad loome- ja administratiivtöötajate puhul erinevad või sarnased? <p>Tagasiside keskkonna osas olid tulemused järgmised:</p> <p>Tagasiside andjat tajutakse üldiselt usaldusväärsema mõlema grupi poolt, kuid administratiivtöötajad tajuvad tagasisideandjat rohkem usaldusväärsema. Tagasiside kvaliteeti tajuvad mõlemad grupid pigem kõrgena, kuid erinevuste ja sarnasuste välja toomiseks tuleks uuringut süvendada. Mõlemad grupid tajuvad, et tagasiside andmine on pigem heal tasemel, kuid administratiivtöötajate jaoks on tagasiside kõrgemal tasemel kui loometöötajate jaoks. Loometöötajad tajuvad, et nad saavad tihedamini mõlemat, nii negatiivset kui positiivset tagasisidet. Mõlemad grupid leiavad, et tagasiside andja on pigem kättesaadavam kui mitte. Mõlemad grupid leiavad, et tagasiside andmist soodustatakse pigem rohkem, kuid kuid erinevuste ja sarnasuste välja toomiseks tuleks uuringut süvendada.</p> <p>Tagasiside orientatsiooni osas olid tulemused järgmised:</p> <p>Tagasisidet nähakse olulisena suure hulga mõlema grupi esindajate poolt, kuid loometöötajad näevad, et see on olulisem töötulemuste parandamiseks ja karjääriredelil tõusmiseks, samas kui administratiivtöötajad näevad, et see on olulisem eesmärkide saavutamiseks. Mõlemad grupid tajuvad, et neil on lihtne tagasiside põhjal tegutseda, kuid</p>	

administratiivtöötajad tajuvad seda enam. Üldiselt tajuvad mõlemad grupid sarnaselt, et nad tulevad väga hästi toime tagasisidega.

Edasised uurimused võiksid vastata küsimusele “miks?”. Praegune uurimus loob põhja, et mõista kuidas on erinevad või sarnased loome ja administratiivtöötajate arusaamad tagasisidest, kuid järgnevad uuringud võivad uurida, miks need erinevused ja sarnasused on olemas. Samuti oleks võimalik uurida sama teemat teistes riikides või ringhäälingu asemel meediafirmas.

Märksõnad

ERR, loometöötajad, administratiivtöötajad, tagasiside keskkond, tagasiside orientatsioon

Säilitamise koht

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ABSTRACT

Tallinn University	Baltic Film, Media and Arts School
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Abstract <p>The aim of this thesis was to find out what are the perceptions of the feedback environment and feedback orientation of creative and administrative employees of ERR and how are these perceptions different or similar for these creative and administrative employees. The research questions were:</p> <p style="padding-left: 40px;">What are the perceptions of the feedback environment of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?</p> <p style="padding-left: 40px;">What are the perceptions of feedback orientation of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?</p> <p>For the feedback environment, the following can be said. The feedback sources are mostly credible for both, but the sources of feedback are perceived as more credible by administrative employees than creative employees. Feedback quality is perceived to be rather higher than not by both groups, but feedback quality perceptions of both groups should be further studied in terms of similarities and differences. Both types of workers perceive feedback to be delivered well rather than not well, but it can be said that administrative workers perceive the delivery of feedback to be slightly better than creative workers. Creative employees get both favourable and unfavourable feedback more frequently than administrative employees. Both groups of workers find the feedback source to be more available than not and there are small differences with levels of agreement for statements under the feedback source availability section. It is perceived by both groups that feedback seeking is more promoted than not, but the differences and similarities in promotion of feedback seeking would require further study.</p> <p>For feedback orientation, the following can be said. Feedback is seen as important by a larger percentage of both types of employees, but creatives see more value in it for improving performance and advancing in a company, while administratives see more value in it for reaching their goals. Feedback accountability is similarly high for both, but it is slightly higher for administrative employees than creative employees. Overall, both creative and administrative employees perceive that they handle feedback similarly well.</p>	
Keywords ERR, creative and administrative workers, feedback environment, feedback orientation	
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1. INTRODUCTION

During discussion in a media management lecture attended by the author of this thesis, the topic of feedback came up. Some employees working in the media industry who were attending the lecture stated that there were problems with receiving feedback. This raised the interest of the author in the topic. Feedbacking as a process of people management is an actual topic, while also being an overall minimally discussed topic in research done in the media sector. The author believes that the topic of feedback should be studied more in the media management context. Improving feedback is an important problem that should be discussed because feedback keeps employees motivated and learning, thus better feedback results in the media organisation's workers being more effective in their jobs, which ultimately increases the media organization's value for society. The current research will be a case study of the employee perceptions of ERR, thus it is appropriate to discuss the societal value of the public service media organization.

Feedbacking in a media organization is different from other organizations due to there being two types of employees: administrative and creative workers. There are also two dimensions of feedback, the individual's perceptions and the outside environment. The aim of the current research is to find out what are the perceptions of the feedback environment and feedback orientation of creative and administrative employees of ERR and how are these perceptions different or similar for these creative and administrative employees. The research method is an exploratory case study making use of the data collection method of a survey and an expert interview. There are two main research questions:

1. What are the perceptions of the feedback environment of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?
2. What are the perceptions of feedback orientation of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?

The current research is about media management at the smallest level, for feedbacking employees is usually done individually. However, the research is still important to better the process of feedbacking both creative and administrative employees within a media organization.

The main concepts used by the current research are the feedback environment, feedback orientation, creative workers and administrative workers. According to Steelman et al. (2004), the feedback environment consists of “the contextual aspects of day-to-day supervisor-subordinate and coworker-coworker feedback processes rather than to the formal performance appraisal feedback session” (p. 166). The feedback environment is, put roughly and simply, the daily context of giving feedback. London and Smither (2002) defined the concept of feedback orientation: feedback orientation is the overall feedback receptivity of an individual that includes the individual’s likelihood to act on feedback, tendency to seek and process feedback mindfully and being comfortable with feedback. Administrative workers, according to Aris and Bughin (2005), are “people working in functional departments, support staff and ‘crafts people’” (p. 341), creative workers, however, are the people who “generate or discover new content or artists and assess their likelihood of success” (p. 341).

2. LITERATURE REVIEW

2.1 Leadership in the Media Industry

According to Deslandes (2016), the media sector needs strong leaders more now than ever before. This is due to digital/technological innovations that bring with them societal, economic and editorial changes. A vision and strategies to implement this vision are required for these changes to be handled well, and leaders are usually the people to develop these. According to Küng (2016), leadership has been defined based on traits, skills and styles of leaders, but in more contemporary theories, leadership as a concept has been broadened to include processes happening between leaders and their subordinates. The traits approaches theorize that people are born with specific traits that categorize them as leaders, but there has been no definitive list of these traits established, although in the media industry, risk-taking is often one of them. The skills approaches suggest that leadership can be learned through acquiring capabilities, such as technical knowledge, analytical thinking or social skills. Style approaches focus on “leadership behaviour and its impact on others” (p. 182). Redmond (2005) has pointed out that “[m]anagement style is a key factor in organizational performance, particularly whether that style fits the needs of those being managed” (p. 117). Leaders with typical characteristics often associated with leadership, like risk-taking and perseverance, different necessary skills and an appropriate leadership style, can be seen as the reasons for why some organizations maintain or gain a competitive advantage and are able to conquer many challenges. Not all managers are leaders because some managers only follow orders that come from higher levels in the organization. As Küng (2016) has put: “leadership is about change while management is about maintenance” (p. 185), which means that leaders set strategies to achieve goals based on their vision while managers act on strategies and actually achieve the goals through planned steps. Regardless of this distinction, every manager and leader has a management style. However, leadership cannot be viewed solely or largely from the individual traits, skills or style of the leader, especially in the media sector, where a complex environment generates the need for adaptation and collaboration. Leadership is also dependent on and influenced by organization specific contexts, like the way interactions take place between leaders and their teams/employees.

For these interactions, feedback is a crucial tool that helps leaders to inspire, motivate, implement organizational strategies or simply give out performance-related

information. Without feedback, there would be no progress nor learning: so, not only is feedback important to employees, but also to managers and leaders themselves to improve their management or leadership skills. Many researchers have shown the importance of communication for managing employees, stating communicating as one of the most valuable functions of a manager (Redmond, 2005). According to Redmond (2005), frequent effective communication leads to better performance through improved motivation and clarity of tasks, while little or no communication can lead to unfavourable rumours or the worsening of work results. As he has illustrated: “[w]hatever is communicated, or not communicated, by a manager has an effect” (p. 132). Since feedback is the form of workplace communication that has the goal of motivating employees to innovate and/or better their work, it can be deduced that the ability to give feedback effectively (among other communication skills) should be a key trait of any manager, who aims to be a leader.

According to Redmond (2005), some other traits that make a manager a leader are the focus on knowing their workers, the setting and moving towards goals that are mutually beneficial to individual employees and the whole organization and the ability to inspire. When managers gain insight into the individual aspects of their workers and use this to build a trustful environment, the workers become more motivated and have more courage to pitch creative ideas, thus making their work more effective. Knowing the expectations of employees, it is easier to set both short- and long-time goals that benefit the individuals and the organization. In addition, the road to inspiration can also be based on employees’ wants and needs - because it is easier to inspire people with whom trust has been established through the understanding of their individuality. Thus, influencing inspiration, goal-setting and the increasing of motivation, effectiveness and creativity are based on how well the manager knows their employees. Learning about the people managed can be done through communication, which can be categorized based on form as small talk, informal feedback and formal feedback (Jalak, 2010). Small talk is simply non-work-related polite conversation, while informal feedback is work-related conversation that has usually not been stated as feedback nor precisely scheduled or planned ahead. Formal feedback is work-related conversation that has been stated as feedback and is mostly at least somewhat planned. An example of small talk is when a manager comments on the weather to an employee. An example of informal feedback is when after a meeting in which one employee spoke, another employee says that what the first employee said was well put. An example of formal feedback would be a meeting scheduled to discuss performance where a manager gives information to an employee.

Leadership in media is an important topic because the leaders of media organizations have a lot of influence over some aspects of society. As K ng (2016) has put: “control of media content confers considerable opportunities to influence public opinion, build personal profile, gain access to politicians and, by extension, influence regulation and trade terms” (p. 175). However, although media industry leaders have such power, there is not a lot of research into media leadership and human relations management in the media, which is closely tied to leadership because leaders are the people standing behind human relations management, among other aspects of their organization.

Leadership is also closely tied to creativity. For example, some management styles limit creativity: “traditional management”, that is strongly rule and norm based, hinders freedom to think outside the box (Dwyer, 2016). However, some more contemporary management styles are aimed to promote creativity and do it rather well: these aim to better connect with employees and disrupt traditional ways of work for the purpose of innovation. According to Dwyer (2016), this is especially relevant in the media industry where creativity is the force that gives, maintains or, in its absence, erases a competitive advantage. However, for public service media, the importance of creativity is not linked to competitive advantage, but is nonetheless crucial - as public service media is perhaps even more necessary for societal and cultural purposes than media firms that are profit-oriented (Lowe & Martin, 2014). All media shapes the minds and behaviours of people who use it because audiences are active, the people consuming media do not just passively take in information: they construct their own meanings from media content and this carries over to their behaviour (Ang, 2007). Since public service media aims to give content to everyone in their region, they have a large grasp and a larger duty to society. Public service media needs to be creative and innovative due to staying relevant for their viewers, thus being at the forefront of cultural and societal change (Lowe & Martin, 2014).

According to K ng (2016), there are four aspects in which the link between creativity and leadership becomes identifiable: intrinsic motivation, vision, environmental context and emotions. Intrinsic motivation is one of the catalysts for creativity and good leaders know how to facilitate intrinsic motivation in their employees. Having a vision is one of the defining traits of a leader and for creativity, it is essential to have a vision of what will be created. The environmental context is something that a leader establishes and it enhances creativity when built up in the right way through emphasizing learning, trust and freedom to make choices, even if they fail to be good choices. Emotions are important in connection to intrinsic motivation and a good leader leads through emotions: getting people emotionally

invested in their vision and remaining emotionally committed to it themselves. Thus, it can be stated that creativity is at least in part dependent on leadership (as emphasized by, for example, Dwyer, 2016; Küng, 2016; Redmond, 2005). Therefore the creative workers of media organizations need strong leaders to facilitate intrinsic motivation, lead with their vision, establish a creative environment and get the people, who are being led, emotionally engaged.

2.2 Human Resource Management in the Media

One of the major aspects that sets media organizations apart from other types of organizations is the conflict inherent to media work. As described by Redmond (2005), the creativity needed for content creation is in conflict with the organizational focus on gaining profit. This is true for most, if not all, creative industries. In the example of news journalism, a creative text that a journalist has really put thought and effort into does usually not get as many clicks online or does not bring in as much overall public interest than a short article on something trivial, like some gossip about a celebrity. Thus, the article on gossip generates more advertising revenue. This is something that effective media managers need to consider to find a balance between giving employees enough freedom, for reasons like motivation and innovation, and remaining profitable. However, this is not the case for public service media because public service media does not need to consider monetary profit. Public service media needs to consider its value for society. Thus, public service media has another type of conflict within: the need to give something to all groups of viewers, remain within societal and cultural bounds, drive innovation in the media sphere, create content at a high quality level and, at the same time, keep itself separate from economic and political power holders (Lowe & Martin, 2014).

According to Costello and Oliver (2018), strategic human resource management is important for today's media companies because they have to adapt rapidly to stay in business, which means that their employees have to be managed effectively to improve performance or keep it at a high level. From the perspective of public service media, adapting is more crucial for giving out quality content, remaining at a societally relevant position and driving innovation. One of the ways of accomplishing this is to facilitate a supportive environment for employee creativity. Redmond (2005), also points to the changes of the media environment, stating that "virtually every aspect of the media has been altered by new

technology and audience fragmentation” (p. 115), while emphasizing that in order to survive in the dynamic environment, people working in the field have to be innovative. Public service media does not have to think about the survival aspect as much as media firms, but having innovative employees is nonetheless necessary, for example, to keep up with trends. This means that media managers have to deal with the psychology of their employees as well as the “traditional structural-functional aspects of the media organization” (p. 115) to foster creativity and productivity. The structural-functional aspects are the rules, regulations and other larger contexts outside of the individual that are typical of the media industry. Regarding the management of media employees while considering their individual traits, such as psychology, skills and knowledge, there are other aspects that define human resource management in the media as different from other industries. For example, the two types of employees that need to be managed - content creators and administrative workers: creatives and transformers.

Transformers, according to Aris and Bughin (2005), are “people working in functional departments, support staff and ‘crafts people’” (p. 341). Creatives, on the other hand, are the people who, first, “generate or discover new content or artists and assess their likelihood of success” (p. 341). Secondly, creatives are in charge of developing “the talent or concept into a lasting success” (p. 341). Thus, they are the people directly at the head of creating content. Transformers are administrative workers, for example, those employees who work in the company’s advertising, HR or customer service departments and also ‘crafts people’ like stylists and cameramen. Creatives, for example, are chief editors, book publishers, journalists and film producers. According to Aris and Bughin (2005), human resource management should be different for creatives and transformers. For example, transformers need a stricter and more professional work environment than creatives, while creatives need to be managed through four systematic processes: attraction, development, motivating and transition. However, both transformers and creatives should be given job-specific feedback to aid them in their work.

An example of research in the field of creativity is Dwyer’s (2016) work on managing creativity in media organizations on the example of the BBC. Dwyer highlighted the tension between creativity and conventional management: that conventional management hinders creativity because it regulates and controls the work of employees, making it difficult to think innovatively. Creative freedom is not only important for the whole organization as a driver of innovation, it also keeps employees motivated through giving them independence and the sense that they own their work (Redmond, 2005). However, despite the need for

creative freedom on the one hand, media workers also need to receive feedback by directly communicating with managers often on the other hand. Thus, a balance between the side of management and the side of creativity must be found for effective work. Dwyer (2016) also discussed that although creativity is considered crucial in the media industry, there is no widely agreed-upon definition of creativity and thus no way to objectively measure it. All of this can make managing creative workers difficult. Dwyer suggests using a model that he modified based on Teresa Amabile's work on managing creativity (as cited in Dwyer, 2016) to analyse and explain creative performance while considering the context of a media organization (in his case study, the BBC), which would point out how to better manage creativity for improving performance. In Dwyer's modified model of Amabile's theories (as cited in Dwyer, 2016), the interaction between domain skills (special high-level skills pertaining to one's profession), creative thinking skills and motivation is what constitutes creativity. For all of these three fields, feedback is important: domain and creative thinking skills can be developed further with feedback and feedback can help motivate workers.

Mark Deuze (2016) has written about media work and managing workers in the media industry. He brings out many relevant points. Firstly, the individualization of work is making creative industry workers both harder and easier to manage. They are easier to manage because their likelihood of bargaining and engaging in collective action is low, but harder to manage because there is a network of fragmented individuals that is more or less temporary. Secondly, on the same topic, Deuze clearly states that "media management is about individual talent" (p. 340). For the human resource department, the individualization of work means focusing on the individual viewpoints of workers. The two measurement tools, the Feedback Orientation Scale and the Feedback Environment Scale, the statements of which are used for the survey for this study, bring attention to the individual workers viewpoints on feedback, which are further explored in the conducted interviews. These scales will be more thoroughly defined further on in chapters 2.5 and 2.7. Thirdly, Deuze also states the importance of the growing focus on creativity due to the need to adapt to stay in business or to reach higher levels of success for media firms, thus bringing attention to the crucial role of creative workers in the media.

2.3 Feedback as a Part of Human Resource Management

Human resource management, commonly abbreviated as HRM, comprises the practises of the human resource department of an organization that deals with the employees

of the organization. According to Noam (2019), “HRM deals with a multitude of issues: hiring, promoting, training, firing, compensating, supervising, evaluating, protecting, providing benefits, and generally matching firm needs with people and their needs” (p. 98). Out of these issues, feedback can be useful in training, supervision and evaluation. Training employees is teaching them new skills and knowledge that will be useful for their work. Supervision, similarly, is about learning (learning from a supervisor). Since “learning without feedback is impossible” (Jalak, 2010, p.11), feedback is crucial for both training and supervision. Regarding evaluation, it is feedback when an employee is let know of the results of their work. Hiring, firing and promotion can sometimes also be accompanied by feedback, when the reasons are given why the employee was hired, fired or promoted.

According to Noam (2019), “HRM has a leading role in creating and maintaining morale, developing the skills of employees, controlling labour expenses and applying the company’s policies” (p. 98). All of this can be done with the tool of feedback. When an employee is given positive feedback, it boosts their morale. Developing skills is done through learning, which cannot be done without feedback. The application of company policies and the control of labour expenses is done by implementing feedback.

The skill of giving feedback effectively is something that a competent leader or supervisor has or is developing. However, giving employees feedback can be difficult because there are many variables to consider from many sides, like the timing, the moods of the people involved and the environment (Jalak, 2010). For example, how comfortable is the giver of feedback with giving negative and/or positive feedback. Overall, the variables of the giver and the receiver can be narrowed down to how well the giver gives feedback and how well the receiver responds to feedback. Thus, not only the giver of feedback should work on how to give better feedback, but also the receiver can develop their skills at taking feedback, be it praise, instruction or criticism. The third larger component to consider in feedback giving besides the two human factors is the feedback environment, that consists of the contextual aspects of daily feedback processes. For studying the perceptions of the reception of feedback, the empirical part of this research will use the Feedback Orientation Scale (Linderbaum & Levy, 2010), and for measuring the perceptions of the feedback environment, the Feedback Environment Scale (Steelman et al., 2004) will be used. These scales will be defined in chapters 2.5 and 2.7.

2.4 Definitions, Importance, Problems and Types of Feedback

Feedback has been defined by various researchers and human resource management (HRM) professionals in different terms. It has been defined in education, information technology and HRM contexts. According to the HRM expert Kristel Jalak (2010), feedback is a process, in which a person is let know how much his actions correspond or do not correspond to agreed-upon performance standards, the expectations of others or actions required to reach a goal (p. 9). In the case of the current research, this definition should be more specific to employees. According to the information systems researcher Arkalgud Ramaprasad (1983), “[f]eedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (p. 4). This is a very broad definition but it still applies in the case of organizational feedback. For example, if the “system parameter” would be articles written in a week by one journalist, the actual level would be 2 articles per week and the reference level (how many this journalist is supposed to write) would be 3 articles per week. So, “altering the gap” would be when the journalist is told that they should be writing more. Thus, feedback in the organization is information that is given to employees for them to use in changing something in their work for the better. Although Ramaprasad’s definition is very wide, it still fits, but a more specific definition would be better for the purposes of the current research. According to two professors of education at the University of Auckland, John Hattie and Helen Timperley (2007) “[f]eedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one’s performance or understanding.” This definition is also fitting but it could be more HRM-specific. According to management professors Patricia L. Harms and Deborah Britt Roebuck (2010) “the process of evaluating and discussing the performance of both employees and managers is referred to as feedback” (p. 413). This definition seems the most appropriate for the present research.

Feedback is important because it highly influences the performance of the employees and through them the performance of the whole organization. Feedback gives the receiver of feedback a clearer idea of what they have been doing, what they are doing and what they must do in the future. Feedback is also crucial in raising or maintaining employee motivation. When given effectively, feedback motivates the receiver of feedback to achieve better results in their work. For example, a study by Anseel and Lievens (2007) found that “[a] favorable supervisor feedback environment was related to higher levels of job

satisfaction 5 months later“. When feedback is not given but it is needed by the employee, it may hinder getting successful outcomes for tasks - performing well (Jalak, 2010). When feedback is given in a manner that is not helpful, it can have a demotivating effect and cause the worsening of results (Jalak, 2010). Feedback can also aid employees in feeling satisfied with their job (Jalak, 2010).

Feedback is important for both media industry creatives and transformers as it is required by all employees. There is a lack of specific research on feedback for creatives and/or transformers. However, there has been work written on managing creative workers (for example, Aris & Bughin, 2005; Dwyer, 2016; Gotsi et al., 2010) and overall people management in the media (such as Costello & Oliver, 2018; Deslandes, 2016; Deuze, 2016, Noam, 2019), which was discussed in the previous sections, and research on overall feedback (for example London, 2003; Ramaprasad, 1983; Mohanaruban et al., 2018).

According to Jalak (2010), feedback can be categorized in many different ways. For example, it can be categorized based on the number of sources (multisource [360-degree feedback] or one source feedback), the timing (spontaneous or planned feedback), the time-based orientation (feedback about the past, the present or the future), the type of data used (qualitative or quantitative feedback), the presentation/delivery (unequivocal or allusive feedback) and the success level of the task that will be discussed/the tone (positive or negative feedback) (Jalak, 2010). These types can be combined to create more specific categories of feedback, like planned positive qualitative multisource feedback about the past. The present research will use the concepts of positive and negative feedback and qualitative and quantitative feedback. Quantitative feedback is given more to administrative employees, for it is given in the form of numeric data or graphs, while qualitative feedback is more subjective and cannot be concretely measured (Jalak, 2010).

On the receiving end, employees might feel that they do not receive enough feedback. This is because they do not actively seek it, they do not recognise it, they do not know how to accept it, feedback is not given or feedback is given in a unbeneficial way (Jalak, 2010, p. 10). Perceptions of feedback may differ for the giver and receiver of feedback, which can cause these problems.

On the other hand, the givers of feedback may not find time for giving feedback because of the nature of their work (for example, the increasing speed at which news media needs to be updated) or may not find that feedback is necessary when employees feel like they require it. The givers of feedback may also feel uncomfortable giving feedback, which would be a reason for not doing it very often (Jalak, 2010).

2.5 Research on Feedback Perceptions

The research done on perceptions of feedback is mostly in the field of psychology and/or education, with a few examples in the field of HRM. For example, Brett and Atwater (2001) conducted a study that was published in the *Journal of Applied Psychology*, to find out the perceptions of the accuracy and usefulness of 360° feedback among students who were employed during the conducting of the study. It is relevant for the current research because Brett and Atwater's study is based on employee perceptions of feedback. They found that "feedback is perceived as most useful when participants get high ratings that confirm their own self-assessments rather than when they receive information about development needs they did not know they had" (p. 941) and that "negative ratings are not seen as accurate and useful" (p. 941). These results are typical because of human nature and the nature of negative feedback: when presented with information that brings out flaws or other negative aspects (negative feedback), most people would rather ignore it or deem it inaccurate and vice versa: people see feedback as most useful, when it conforms to their own views of themselves, which are usually positive.

Another example of research done on perceptions of feedback comes from the field of clinical education: Mohanaruban et al. (2018) studied the perceptions of feedback of medical trainees. They found that the trainees valued specific and actionable feedback, ad hoc assessments and that assessors should receive formal training in feedback. These findings could be generalized to be relevant to the media industry. Usually specific and actionable feedback is valued by all receivers of feedback because it allows one to clearly see where one should make changes in their work. The availability of ad hoc assessments is important for most professions because they are required by some situations, for example, when quick feedback should be given to some task with a deadline approaching or when a mistake in some work product needs to be fixed as soon as possible. Assessors receiving formal training in feedback should be a requirement before becoming an assessor. However, it is understandable that for most feedback givers who have not received training on how to give feedback, factors such as the nature of their work, on the example of media work, the speed at which news media needs to stay up to date with their content, can hinder receiving training on this matter.

Some studies have been conducted on the perceptions of different aspects of feedback. For example, Sparr and Sonnentag (2008) studied the perceptions of feedback fairness with the help of the leader-member exchange (LMX) concept (Graen and Uhl-Bien,

1995), which theorizes that supervisors have unique relationships with every employee. Sparr and Sonnentag (2008) looked at the perceived fairness of supervisor feedback as related to employee well-being at work. In their field study, they found that “fairness perceptions of feedback are highly relevant for the relationship between supervisor and employee and employee well-being at work” (p. 218). They specified that the relationship between supervisor and employee (conceptualized through LMX) is the mediator between fairness of feedback and well-being at work, since the perception of feedback fairness influences this relationship, which in turn has an impact on employee well-being. In short, in most cases, the more fair the perception of feedback, the better is the relationship between supervisor and employee (and vice versa) and the better the relationship, the better the well-being of the employee.

A case study conducted in the UK by Wilson and Lupton (2016) looked at perceptions of the importance of feedback and the connection between these perceptions and organizational tenure, hierarchical level and length of experience of employees in a professional services organization. The study used a data collection method consisting of a survey and interviews. For the survey, they used a part of the Feedback Orientation Scale (FOS), a tool for measuring individual employees’ overall receptivity to feedback created by Linderbaum and Levy (2010). Wilson and Lupton found that generally, feedback is important for employees but when their organizational tenure and experience level are higher, they value feedback less. The reasons why employees perceived feedback as valuable were its importance “in maintaining and improving their performance, developing their skills and contributing to their success in general” (Wilson & Lupton, 2016, p. 25). The reasons for the employees with more experience and a longer organizational tenure valuing feedback less were “confidence and an improved ability to self-appraise” (Wilson & Lupton, 2016, p. 25).

In the example of Wilson and Lupton’s (2016) survey, the Feedback Orientation Scale was translated into Estonian and used as statements in the survey alongside the Feedback Environment Scale by Steelman et al. (2004), which will be discussed further on. Although Wilson and Lupton (2016) used only the utility aspect of the FOS, in the present research the whole scale was used. The Feedback Orientation Scale has also been validated by Braddy et al. (2013) in a leadership development context and by Yang et al. (2014) in the Chinese education context. The FOS has also been used by Hawass (2017), who looked at the “effect of paternalistic leadership on the employee’s feedback orientation in the Egyptian public sector” (p. 1238). He found “that paternalistic leadership is positively associated with feedback utility, accountability, awareness and self-efficacy” (p. 1238). While according to

Hawass' research paternalistic leadership is helpful for feedback orientation, it can be assumed that since the present research is not in an Egyptian context, but in the context of Estonia, the feedback orientation will not be positively related to paternalistic leadership. This stems from the previously discussed ideas that media workers wish to be more in control of and have more freedom in their own work, and media needs creativity, which can be hindered by paternalism.

The FOS was constructed based on the work of London and Smither (2002), who defined the concept of feedback orientation. According to them, feedback orientation is the overall feedback receptivity of an individual that includes the individual's likelihood to act on feedback, tendency to seek and process feedback mindfully and being comfortable with feedback. The FOS allows the measurement of an individual's perceived feedback utility, accountability towards feedback, social awareness regarding feedback and feedback self-efficacy.

2.6 Research on Feedback in Estonia

In Estonia, there have been three Bachelor's theses (Möldre, 2012; Laas, 2015; Nukka, 2015) and one Master's thesis (Möldre, 2014) written on feedback that are relevant for this thesis because the case company of the current research is in Estonia. The case company will be introduced in the method chapter.

The Bachelor's thesis by Laas (2015) looked at the influence of the feedback process on work productivity through the example of Creative Union Group. The aim of the thesis was to propose improvements to the process of performance feedback (Laas, 2015). The main findings by Laas (2015) were that "feedback really does influence work productivity" (p. 44) and three issues highlighted by the thesis: the importance of commitment of the parties, regularity of feedback and avoiding routine. The improvements suggested were committing to and understanding the feedback process, giving feedback regularly and preventing routine of formal feedback by carrying out varied surveys once in a 1-3 year period.

The Bachelor's thesis by Nukka (2015) researched the specificities of feedback in personnel selection and assessment based on Volvo Estonia OÜ. One of the aims of Nukka's thesis was to find out what are the specificities of giving feedback for personnel performance appraisal in the case of Volvo Estonia OÜ. The main findings were that "employees are open to feedback", "feedback is usually given personally", feedback given to employees is mostly

positive, “negative feedback often does not carry the motivational function”, “feedback focuses mostly on the past”, “feedback is given too late and therefore its efficiency is decreased” (p. 71), feedback in Volvo Estonia OÜ needs more attention by management and employees wish for more feedback than is given (Nukka, 2015).

The Master’s thesis by Möldre (2014) aimed “to develop suggestions for giving feedback considering the preferences and specialities of different generations in Estonia” (p. 105). Möldre found the preferences of three generations, the Boom Generation (born from 1943-1960), Generation X (1961-1981) and the Millennial Generation (1982-2005). For the Boom Generation, it was suggested to give feedback through “using the absolute standard when evaluating work results, conducting performance reviews for feedback processes, and giving immediate feedback via direct contact” (p. 108). The absolute standard, according to Schrader and Steiner (1996), is a standard of evaluation where the work results are evaluated in comparison with norms. Performance reviews are interviews between a manager and an employee (Asmuß, 2008). Generation X should be given feedback by “using the individual standard when evaluating work results, conducting 360-degree feedback surveys for feedback processes, and giving immediate feedback via direct contact” (Möldre, 2014, p. 109). The individual standard is a standard of evaluation where the work results are evaluated by comparing changes in the individual’s work results during a certain time period (Schrader & Steiner, 1996) and 360-degree feedback is feedback from several people (Tosti & Addison, 2009). The Millennium Generation should be given feedback through “using the individual standard when evaluating work results, efficiency of FAST-feedback, and receiving immediate feedback via computer” (Möldre, 2014, p. 109). FAST-feedback, according to Tulgan (1999), is frequent, accurate, specific and timely feedback.

The theses have looked at a union of marketing communication companies, a car company and the generational differences of preferences toward receiving feedback. However, the topic has not been covered from the perspective of a media organization. It is important to research this topic in a media organization because of the specifics of media organizations, which make them different from companies or other types of organizations. Also, the societal value of a media organization benefits from well trained employees, which can be done with feedback. These aspects will be discussed further on.

2.7 The Feedback Environment and Feedback Orientation

According to Steelman et al. (2004), the feedback environment consists of “the contextual aspects of day-to-day supervisor-subordinate and coworker-coworker feedback processes rather than to the formal performance appraisal feedback session” (p. 166). Thus, the feedback environment is the daily context of giving feedback. To measure the feedback environment, Steelman et al. (2004) created and validated the Feedback Environment Scale (FES). It measures the aspects of feedback processes. These are “source credibility, feedback quality, feedback delivery, frequency of favourable feedback, frequency of unfavourable feedback, source availability, and promoting feedback seeking” (Steelman et al., 2004, p. 167) that are looked at through two different sources: the supervisor and the coworkers. For example, source credibility can answer the question how credible do the employees perceive the feedback giver (the supervisor or the coworkers) to be. The feedback environment and feedback orientation together give a better understanding of feedback: feedback environment looking at contextual aspects of feedback processes and feedback orientation looking at aspects of the individual who receives feedback. The aspects of the individual, according to London and Smither (2002), are how much they value and like feedback, how accountable they feel to act on feedback, how likely they are to seek and mindfully process feedback and how sensitive they are to other’s views of themselves. Gabriel et al. (2014) have looked at the link between feedback orientation and how empowering is the supervisor feedback environment. They used the concepts of employee psychological empowerment, feedback orientation and environment and the measurement tools based on each of these concepts, the Feedback Orientation Scale by Linderbaum and Levy (2010), the Feedback Environment Scale by Steelman et al. (2004) and the Psychological Empowerment Scale by Spreitzer (as cited in Gabriel et al., 2014). They found that “when feedback orientation was high, the feedback environment exhibited a strong positive relationship with meaning, competence, and self-determination; when feedback orientation was low, relationships actually became weaker when predicting meaning and negative when predicting competence and self-determination” (p. 487). Also, Dahling et al. (2012) have used both the Feedback Orientation Scale and the Feedback Environment Scale in their research, where they looked at the consequences and correlates of feedback orientation inside organizations. They theorized the following: “that emotional intelligence and the organization’s feedback environment are correlates of feedback orientation and that feedback orientation is indirectly

related to task performance and leader–member exchange ratings made by the supervisor through increased feedback-seeking behaviour” (p. 531). Their theory was supported by their study, which found out “that both emotional intelligence and perceptions of the supervisor feedback environment had positive, moderate relationships with feedback orientation” (p. 542) and “that feedback orientation has a strong, direct effect on feedback-seeking behaviour” (p. 543).

As mentioned above, the feedback environment consists of the following aspects: “source credibility, feedback quality, feedback delivery, frequency of favourable feedback, frequency of unfavourable feedback, source availability, and promoting feedback seeking” (Steelman et al., 2004, p. 167). While the feedback orientation encompasses an individual’s perceived feedback utility and self-efficacy, and their accountability towards and social awareness regarding feedback. Overall, there are three larger variables that affect the whole process of giving and receiving feedback: the source, the recipient and the environment/context. All of these aspects together form a larger picture of feedback inside an organization and will be discussed in the following sections.

2.8 Aspects of Feedback

2.8.1 Source Credibility and Availability

The source of feedback can be another employee or a higher-up manager/leader, who is approached by or approaches themselves the recipient of feedback. According to Giffin (as cited in Steelman et al., 2004), source credibility is the expertise and trustworthiness of the source. Expertise encompasses knowledge of the recipient’s job requirements and actual performance and the ability to judge this accurately, while trustworthiness is whether the feedback recipient trusts that the source provides accurate feedback (Steelman et al., 2004). The perception of a source’s credibility directly influences whether the recipient is or is not influenced by the feedback: more trusted and knowledgeable sources are more likely to influence behaviour.

The following statements to measure perceptions of source credibility were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are generally familiar with my performance on the job.

2. In general, I respect my supervisor's/coworkers' opinions about my job performance.
3. With respect to job performance feedback, I usually do not trust my supervisor/coworkers.
4. My supervisor is/coworkers are fair when evaluating my job performance.
5. I have confidence in the feedback my supervisor gives/coworkers give me.

According to Steelman et al. (2004), source availability is “the perceived amount of contact an employee has with his or her supervisor and/or coworkers and the ease with which feedback can be obtained” (p. 169). The more available a source, the more opportunities for feedback to be given and received, which is positive because frequent feedback leaves less room for errors by giving more clarity to recipients and builds a stronger connection between the source and recipient through communication.

The following statements to measure perceptions of source availability were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are usually available when I want performance information.
2. My supervisor is/coworkers are too busy to give me feedback.
3. I have little contact with my supervisor/coworkers.
4. I interact with my supervisor/coworkers on a daily basis.
5. The only time I receive performance feedback from my supervisor is during my performance review.

2.8.2 Feedback Quality

Feedback quality is made up of the applicability, specificity and consistency of feedback. According to London (2003), for feedback to be deemed of high quality, it must be useful for the recipient, given in a consistent manner and specific to the tasks or performance of the recipient. The perceived quality of feedback influences how likely the employee is to accept it and, further on, act on it. Feedback quality can be improved by the source, when they adapt and evolve their skills of giving feedback, and while the recipient can better their skills of receiving feedback, the quality of feedback is not largely influenced by them. The recipient's response to feedback can be negative but responding happens after at least some of the feedback has been given and usually, feedback is seen as low-quality if the response to it is negative. Thus, feedback quality is under a source's control.

The following statements to measure feedback quality were used by Steelman et al. (2004) in their research:

1. My supervisor gives/coworkers give me useful feedback about my job performance.
2. The performance feedback I receive from my supervisor/coworkers is helpful.
3. I value the feedback I receive from my supervisor/coworkers.
4. The feedback I receive from my supervisor/coworkers helps me do my job.
5. The performance information I receive from my supervisor/coworkers is generally not very meaningful.

2.8.3 Positive and Negative Feedback

According to Jalak (2010), positive feedback is praise - when the feedback giver notices that the person receiving feedback has done their job well or even exceeded expectations and tells them. Positive feedback has the advantage of making the feedback receiver feel more confident, more open to accepting all kinds of feedback and more likely to seek feedback in the future. However, positive feedback has a downside: when given only positive feedback, the receiver might begin to think that they can do no wrong and they will stop making changes leading to innovation. According to Steelman et al. (2004), “favourable feedback is conceptualized as the perceived frequency of positive feedback such as compliments from supervisors and/or coworkers when from the feedback recipient’s view, his or her performance does in fact warrant positive feedback” (p. 168).

The following statements to measure perceptions of positive feedback were used by Steelman et al. (2004) in their research:

1. When I do a good job at work, my supervisor praises/coworkers praise my performance.
2. I seldom receive praise from my supervisor/coworkers.
3. My supervisor generally lets/coworkers generally let me know when I do a good job at work.
4. I frequently receive positive feedback from my supervisor/coworkers.

Negative feedback is, essentially, when the feedback recipient has done something wrong or not well enough and the feedback giver tells them. Negative feedback is necessary for the recipient to avoid making mistakes in the future. However, negative feedback may not serve its purpose when the recipient does not listen to it, which is more often the case with

negative feedback than with positive feedback. According to Steelman et al. (2004), “unfavourable feedback is conceptualized as the perceived frequency of negative feedback such as expressions of dissatisfaction and criticism from supervisors and/or coworkers when from the feedback recipient’s view, his or her performance warrants such feedback” (p. 168).

The following statements to measure perceptions of negative feedback were used by Steelman et al. (2004) in their research:

1. When I don’t meet deadlines, my supervisor lets/coworkers let me know.
2. My supervisor tells/coworkers tell me when my work performance does not meet organizational standards.
3. On those occasions when my job performance falls below what is expected, my supervisor lets/coworkers let me know.
4. On those occasions when I make a mistake at work, my supervisor tells/coworkers tell me.

2.8.4 Feedback Delivery

Feedback delivery is the recipient’s perception of the feedback source’s intentions. According to Steelman et al. (2004), “[t]he more considerate the feedback source is when providing feedback, the more likely an individual is to accept and respond to the feedback” (p. 167). Showing consideration can be done verbally through supportive messages and asking for the recipient’s opinions but also through overall behaviour like making appropriate eye contact and having attentive body language. According to Jalak (2010), effective feedback is based on mutual respect. Also, whether or not the source respects the recipient and vice versa is evident in their body language. Thus, feedback delivery is how feedback is communicated through the source’s words and demeanour. Steelman et al. (2004) highlight this by stating that the source needs to learn how he or she conveys intentions in the delivery process. According to Jalak (2010), there can be positive and negative motives for giving feedback: positive motives are helping the recipient in their work, aiding them to grow as a professional and solving a problem together, while negative motives are revenge, punishment, distraction or other motives that are only for the source’s personal gain. Here, the source’s motive and intention are the same concept. Thus, for efficient delivery, it is important to consider if the recipient is open to feedback and how they might react to it because in doing so the source is not focused on their own perceptions.

The following statements to measure perceptions of feedback delivery were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are supportive when giving me feedback about my job performance.
2. When my supervisor gives/coworkers give me performance feedback, he or she is/they are considerate of my feelings.
3. My supervisor generally provides/coworkers generally provide feedback in a thoughtless manner.
4. My supervisor does/coworkers do not treat people very well when providing performance feedback.
5. My supervisor is/coworkers are tactful when giving me performance feedback.

2.8.5 Feedback Frequency

Usually, the more frequent the feedback, the better. Frequent feedback gives the recipient clearer ideas of what to improve or change and helps avoid problems, while also strengthening the professional bond between employees and/or employees and managers. However, the frequency of favourable feedback and the frequency of unfavourable feedback are separately defined for and measured in the Feedback Environment Scale by Steelman et al. (2004). The frequency of favourable feedback is defined by them as the recipient's "perceived frequency of positive feedback" (p. 168) when from their view, this feedback is warranted by their performance. Similarly, the frequency of unfavourable feedback is defined by them as "the perceived frequency of negative feedback ... when from the recipient's view, his or her performance warrants such feedback" (p. 168). This differentiates the concepts of favourable and unfavourable feedback from respectively, feedback that is liked and feedback that is disliked by the recipient.

2.8.6 Feedback Seeking and Its Promotion

According to Ashford and Cummings (1983), the recipients of feedback are active in seeking feedback. This might be because sometimes they feel like they are not getting enough feedback and thus have the need to ask for it. However, although people think they need to seek feedback, they might not do so, due to feedback seeking not being promoted, which means they do not feel comfortable enough to ask for feedback. The promotion of feedback

seeking is conceptualized to be “the extent to which the environment is supportive or unsupportive of feedback seeking” (Steelman et al., 2004). Promoting feedback seeking can be done by managers when they encourage or reward employees for asking for feedback. However, the want to seek feedback comes from the individual: promotion can only enhance the already existing need.

The following statements to measure perceptions of feedback seeking were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are often annoyed when I directly ask for performance feedback.
2. When I ask for performance feedback, my supervisor generally does not/my coworkers generally do not give me the information right away.
3. I feel comfortable asking my supervisor/coworkers for feedback about my work performance.
4. My supervisor encourages/coworkers encourage me to ask for feedback whenever I am uncertain about my job performance.

2.8.7 Feedback Utility

Under utility, Linderbaum and Levy (2010) seek to measure how important feedback is for employees. “Utility is defined as an individual’s tendency to believe that feedback is useful in achieving goals or obtaining desired outcomes” (Linderbaum and Levy, 2010, p. 1376). The employees who value feedback more usually have an increased need for feedback, are more likely to use, act on and aptly handle feedback of all kinds and will therefore more probably ask for feedback. Thus, an individual’s feedback utility is strongly linked to other aspects of their feedback orientation and the feedback environment. Seeing the importance of feedback can also be seen as the basis on which the other aspects stand because the understanding that feedback is necessary is what pushes people to accept, put to use and ask for feedback.

The statements to measure perceptions of feedback utility used by Linderbaum and Levy (2010) in their research were:

1. Feedback contributes to my success at work.
2. To develop my skills at work, I rely on feedback.
3. Feedback is critical for improving performance.
4. Feedback from supervisors can help me advance in a company.

5. I find that feedback is critical for reaching my goals.

2.8.8 Feedback Self-Efficacy (Handling of Feedback)

According to Linderbaum and Levy (2010), feedback self-efficacy is “an individual’s perceived competence to interpret and respond to feedback appropriately” (p. 1378). Self-efficacy, according to Bandura (1977), is the individual’s perception of their capability to be successful in a certain situation or context to achieve goals. For the present research, this context is the reception of feedback. Thus, feedback self-efficacy is about the individual’s perception of how confident they are while dealing with feedback, in other words, how well they can handle feedback. This is closely tied to the results of feedback. When the recipient can handle feedback well, which means they have high feedback self-efficacy, they are also more likely to act on it appropriately and seek it out - which results in feedback itself being more effective and bettering performance.

The statements to measure perceptions of feedback self-efficacy used by Linderbaum and Levy (2010) in their research were:

1. I feel self-assured when dealing with feedback.
2. Compared to others, I am more competent at handling feedback.
3. I believe that I have the ability to deal with feedback effectively.
4. I feel confident when responding to both positive and negative feedback.
5. I know that I can handle the feedback that I receive.

2.8.9 Feedback Accountability and Social Awareness (Acting on Feedback)

Linderbaum and Levy (2010) define accountability as “an individual’s tendency to feel a sense of obligation to react and follow up on feedback” (p. 1377). Accountability, thus also encompasses the individual’s perceived inner likeliness that they will act on feedback. Social awareness, on the other hand, comes from a more external pressure because it is “an individual’s tendency to use feedback so as to be more aware of other’s views of oneself and to be sensitive to these views” (Linderbaum & Levy, 2010, p. 1377). The goal of feedback is usually for the recipient to change, improve or keep succeeding at some aspect of their work, and this requires action. When recipients act on feedback, the source can know that the feedback fulfilled its purpose. With the accountability and social awareness sections of the FOS, the question “how likely is the employee to act on feedback?” can be answered.

However, since both of these answer the same question, one from a more individual-centred inner perception, and one having more to do with other's views as a kind of external pressure, the social awareness section will be left out of the research. This is also because inner pressure is more important in the field of media, where many employees see themselves as having a calling, rather than just a job. According to Deslandes (2016), some research has found that "[t]he players in the media environment are practitioners, journalists, producers and entrepreneurs who view their professions as an avocation and are therefore reluctant to accept the imposition of external authority or controls" (p. 311).

The statements to measure perceptions of feedback accountability used by Linderbaum and Levy (2010) in their research were:

1. It is my responsibility to apply feedback to improve my performance.
2. I hold myself accountable to respond to feedback appropriately.
3. I don't feel a sense of closure until I respond to feedback.
4. If my supervisor gives me feedback, it is my responsibility to respond to it.
5. I feel obligated to make changes based on feedback.

3. RESEARCH METHODOLOGY

3.1 Problem and Aim of the Research

The current research is based on the idea that the creative and administrative employees of media organizations require different ways of management, and thus might have different perceptions of feedback. Therefore, the problem this research indirectly addresses is how to make feedback more effective through considering the similarities and differences between the feedback environment and feedback orientation perceptions of administrative and creative employees. This is an important problem because feedback as a tool of human resource management keeps employees motivated and is crucial to learning, thus better feedback results in the organization having a better work environment and the workers being more effective in their jobs, which ultimately increases the organization's value for society.

The aim of the research is to find out what are the perceptions of the feedback environment and feedback orientation of creative and administrative employees of ERR and how are these perceptions different or similar for these creative and administrative employees.

3.2 Research Questions and Hypotheses

The research questions are as follows:

1. What are the perceptions of the feedback environment of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?
2. What are the perceptions of feedback orientation of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?

The research questions are narrowed down by nine hypotheses: six hypotheses for feedback environment and three for feedback orientation. The following paragraphs will explain the hypotheses for feedback environment in detail.

H1: The sources of feedback are perceived as more credible by administrative employees than creative employees.

For administrative employees, it is easier to view the sources of feedback as credible, because administrative work can be given more quantitative feedback, which is concrete (Jalak, 2010), and the sources of feedback are usually more familiar with the work of the receivers of feedback. Feedback given to administrative workers usually comes from other administrative workers in the same area of expertise. However, creative employees receive more qualitative feedback due to the nature of their work (Aris & Bughin, 2005). The sources of feedback of creative employees do not often have the same tasks as the feedback recipients because creative tasks are intrinsically different from administrative tasks: creative work is more personal (Deslandes, 2016). It is more difficult to give feedback for a creative accomplishment because a worker's personal creative work is not concretely measurable. In addition, it is also more likely that there are tensions between feedback sources and the creatives receiving feedback because a creative vision is more difficult to be feedbacked (Gotsi et al., 2010).

H2: Feedback quality is perceived as higher by administrative employees than creative employees.

Administrative employees tend to have more credible sources of feedback, as explained above, and thus more trust in the quality of feedback. Also, their work can be more supplemented through quantitative feedback, which is more precise and concrete than qualitative feedback (Jalak, 2010), which creative employees tend to get more of. In addition, creative workers have a more personal connection to their work which makes it more difficult to feedback them (Deslandes, 2016). Thus, it can be deduced that the feedback given to administrative employees may be of higher quality than that given to creative employees, since it is, due to the aforementioned aspects, easier to give by the feedback source.

H3: Feedback is perceived to be similarly well delivered by both types of employees.

The givers of feedback in the current research are colleagues and direct leaders of the recipients of feedback. According to the head of HR at ERR, the leaders have received instruction on how to deliver feedback well, it being an important aspect of their work, thus the delivery aspect should be similar for creative and administrative workers. Delivery should not be affected by the creative and administrative distinction for the feedback sources should

remain professional while feedbacking regardless of whether the recipient's work is more personal (as is the case for creative workers) or not.

H4: Favourable feedback will be perceived as more frequent than unfavourable feedback for both employees similarly.

Ideally, favourable feedback should be more frequent to keep employee morale high (Jalak, 2010). The ERR prioritizes creating high quality content and is very successful at this because, for example, according to research done by Kantar Emor in 2020, the Estonian audience trusts the ERR online news platform and ETV the most. Thus, because of making the best content, ERR employees should be praised more frequently for their accomplishments. However, due to human nature, people tend to remember unfavourable feedback more than positive feedback. Whereas, a public service media organization is more stable due to not having to consider profit for survival but has higher societal value and thus responsibility (Lowe & Martin, 2014), requiring the employees to be specialists in their field and thus make little to no mistakes in their work, which should result in little to no negative feedback.

H5: The availability of the sources of feedback will be perceived similarly as low by both types of employees.

Source availability in the media industry as a whole is low because of the nature of media work. Media work is, essentially, delivering information to the media audience. This has to be done at a rapid pace because news that is more than a few hours old is not news anymore (Lee, 2015). In addition, content based on trends also needs to be produced at a fast rate before the novelty of the trend dissipates due to some new trend (Fisher, 2014). Also, keeping up with the pace of the information flow is only one of the job tasks of media workers. Thus, there is little time to give feedback to employees and the sources of feedback are not as available as they could be.

H6: Feedback seeking is perceived to be promoted more for administrative employees than creative employees.

It is easier for administrative employees to seek feedback because their work is more straight-forward and their work is usually not considered by them to be their life or personality: their defining trait. Whereas creative workers see their work more as their contribution to society and something that defines them (Deslandes, 2016). According to

Deslandes (2016), creative workers, for example, newsroom workers who have strong creative opinions, feel disinclined to hear what higher-ups have to say: "... management, whose rationale focuses on effectiveness and performance, is not overly popular among 'entertainers' and individuals operating in this industry" (p. 312). Thus, creative workers might feel like feedback limits their creative freedom, which is why they might refrain from asking for it. Also, as stated in the above paragraphs, feedback source credibility and feedback quality may be lower for creative employees but these aspects are important antecedents to drive them to seek feedback.

The following paragraphs will explain the three remaining hypotheses, for feedback orientation, in detail.

H7: Both creative and administrative employees perceive feedback as important on a similar level.

Feedback is important to all employees for various reasons, such as learning new tasks, staying motivated, not making mistakes in their work, keeping work results at a high quality and many more (Jalak, 2010). Thus, the administrative and creative worker distinction should not influence the seeing of feedback as important. However, there may be differences individually, which come from other aspects like organizational tenure or age, as studied by Wilson and Lupton (2016).

H8: Creative workers perceive themselves to be less likely to act on feedback, while administrative workers perceive themselves to be more likely to act on feedback.

Feedback seems easier to be acted on by administrative workers because the feedback they receive does not have much to do with their creative vision. For creative workers, it does (Deslandes, 2016), so it might be more difficult to act on it. In addition, as discussed above, source credibility, feedback quality and feedback seeking may be lower for creative workers, which all influence acting on feedback.

H9: Both creative and administrative employees perceive that they handle feedback similarly well.

The people working for ERR are all top specialists in their field because they must meet the hiring criteria, which have to be in agreement with the requirement that the ERR should create high value content whilst catering to the many needs of their media audience (Estonian

Public Broadcasting Act, 2007). Thus, being professional workers, they should view themselves capable of handling feedback well. The differences here might come from organizational tenure, as people working longer for an organization become more self-confident with time and thus they can handle feedback better, as illustrated by the research of Wilson and Lupton (2016).

3.3 Research Methods

The research uses an exploratory case study method because it studies the feedback process in one media company, feedback is a contemporary organizational phenomenon and this research will look at perceptions of this phenomenon to answer a “how” question. According to Robert K. Yin (2018), “[a] case study is an empirical method that investigates a contemporary phenomenon in depth and within its real-world context especially when the boundaries between phenomenon and context may not be clearly evident” (p. 15). Also, according to Peter G. Swanborn (2010), a case study includes comparisons that are made “within the unit of observation” (p. 5), thus fitting this research, for comparisons will be made between two groups of workers within ERR.

The data collection method for this research is quantitative. A survey for gathering information about the media organization’s creative and administrative employees’ perceptions of the feedback environment and their feedback orientation was sent to the employees of ERR. The survey is brought out in Appendix A. Also, an expert interview was conducted with the head of human resources at ERR after the survey data was collected. The questions of the interview are brought out in Appendix B. The interview was necessary for contextualizing the results of the survey, it was useful in interpreting some of the answers. The interview was held via the video calling program Zoom in the beginning of December and it took around 30 minutes.

The sample of the survey consisted of all of the employees of ERR, approximately 680 people. This is the approximate number of people that the survey was sent out to via email. Out of these, 58 people, 8,5% of the whole sample, responded to the survey. Thus $N=680$ and $n=58$ and the response rate was 8,5%. Every respondent answered every obligatory question, while 14 respondents answered the final optional question: “would you like to add something about feedback?”. The survey was made on the SurveyMonkey website, which generated graphs and percentages for the results. The survey incorporated 16 questions, 5 of the questions were about respondent traits (gender, age, branch of

organization, tenure and creative/administrative classification) and 11 about their feedback perceptions. The respondents classified themselves as creatives and administratives. The 11 feedback perception questions were statements taken from the Feedback Orientation Scale (Linderbaum & Levy, 2010) and the Feedback Environment Scale (Steelman et al., 2004). The following statements to measure perceptions of source credibility were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are generally familiar with my performance on the job.
2. In general, I respect my supervisor's/coworkers' opinions about my job performance.
3. With respect to job performance feedback, I usually do not trust my supervisor/coworkers.
4. My supervisor is/coworkers are fair when evaluating my job performance.
5. I have confidence in the feedback my supervisor gives/coworkers give me.

The following statements to measure perceptions of source availability were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are usually available when I want performance information.
2. My supervisor is/coworkers are too busy to give me feedback.
3. I have little contact with my supervisor/coworkers.
4. I interact with my supervisor/coworkers on a daily basis.
5. The only time I receive performance feedback from my supervisor is during my performance review.

The following statements to measure feedback quality were used by Steelman et al. (2004) in their research:

1. My supervisor gives/coworkers give me useful feedback about my job performance.
2. The performance feedback I receive from my supervisor/coworkers is helpful.
3. I value the feedback I receive from my supervisor/coworkers.
4. The feedback I receive from my supervisor/coworkers helps me do my job.
5. The performance information I receive from my supervisor/coworkers is generally not very meaningful.

The following statements to measure perceptions of positive feedback were used by Steelman et al. (2004) in their research:

1. When I do a good job at work, my supervisor praises/coworkers praise my performance.
2. I seldom receive praise from my supervisor/coworkers.
3. My supervisor generally lets/coworkers generally let me know when I do a good job at work.
4. I frequently receive positive feedback from my supervisor/coworkers.

The following statements to measure perceptions of negative feedback were used by Steelman et al. (2004) in their research:

1. When I don't meet deadlines, my supervisor lets/coworkers let me know.
2. My supervisor tells/coworkers tell me when my work performance does not meet organizational standards.
3. On those occasions when my job performance falls below what is expected, my supervisor lets/coworkers let me know.
4. On those occasions when I make a mistake at work, my supervisor tells/coworkers tell me.

The following statements to measure perceptions of feedback delivery were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are supportive when giving me feedback about my job performance.
2. When my supervisor gives/coworkers give me performance feedback, he or she is/they are considerate of my feelings.
3. My supervisor generally provides/coworkers generally provide feedback in a thoughtless manner.
4. My supervisor does/coworkers do not treat people very well when providing performance feedback.
5. My supervisor is/coworkers are tactful when giving me performance feedback.

The following statements to measure perceptions of feedback seeking were used by Steelman et al. (2004) in their research:

1. My supervisor is/coworkers are often annoyed when I directly ask for performance feedback.
2. When I ask for performance feedback, my supervisor generally does not/my coworkers generally do not give me the information right away.
3. I feel comfortable asking my supervisor/coworkers for feedback about my work performance.

4. My supervisor encourages/coworkers encourage me to ask for feedback whenever I am uncertain about my job performance.

The statements to measure perceptions of feedback utility used by Linderbaum and Levy (2010) in their research were:

1. Feedback contributes to my success at work.
2. To develop my skills at work, I rely on feedback.
3. Feedback is critical for improving performance.
4. Feedback from supervisors can help me advance in a company.
5. I find that feedback is critical for reaching my goals.

The statements to measure perceptions of feedback self-efficacy used by Linderbaum and Levy (2010) in their research were:

1. I feel self-assured when dealing with feedback.
2. Compared to others, I am more competent at handling feedback.
3. I believe that I have the ability to deal with feedback effectively.
4. I feel confident when responding to both positive and negative feedback.
5. I know that I can handle the feedback that I receive.

The statements to measure perceptions of feedback accountability used by Linderbaum and Levy (2010) in their research were:

1. It is my responsibility to apply feedback to improve my performance.
2. I hold myself accountable to respond to feedback appropriately.
3. I don't feel a sense of closure until I respond to feedback.
4. If my supervisor gives me feedback, it is my responsibility to respond to it.
5. I feel obligated to make changes based on feedback.

All of these statements were translated into Estonian and included in the survey of the current research with a 5-point scale with the options fully agree, mostly agree, mostly disagree, fully disagree and cannot say (neither agree nor disagree) in Estonian (nõustun täielikult, pigem nõustun, pigem ei nõustu, ei nõustu üldse, ei oska öelda, respectively). These options were given values for the purpose of statistical analysis. The values for each were “fully agree” +2, “mostly agree” +1, “mostly disagree” -1, “fully disagree” -2 and “cannot say (neither agree nor disagree)” 0. The supervisor-coworker distinction from the Feedback Environment Scale (Steelman et al., 2004) was not included, the terms were replaced with “feedback giver” (tagasiside andja).

3.4 The Research Process

The research was conducted in the year 2021, from February to December. In February, the writing of the literature review began. From March to May, the majority of the literature review was written, the survey was created and the contacting of different media organizations took place. Two Estonian media companies did not reply to the invitation to cooperate for this research and one Estonian media company replied that they did not wish to cooperate. In May, ERR accepted the invitation for cooperation via email and one meeting was held with the head of HR of ERR. In September, the survey was sent out to the employees of ERR. The survey was open from the 2nd of September until the 24th of September. In October, the writing of the empirical part began. In the beginning of December, the expert interview was held with the head of human resources of ERR.

3.5 ERR as a Case Study

ERR, Eesti Rahvusringhääling - Estonian Public Broadcasting - is the public service media organization of Estonia. Under ERR, there are three television channels (ETV, ETV2, ETV+), five radio stations (Vikerraadio, Raadio 2, Klassikaraadio, Raadio 4, Raadio Tallinn), one VOD service (Jupiter) and eight news portals (Uudised, Sport, Kultuur, Novaator, Meelelahutus, Ilm, rus.err.ee, news.err.ee). The Estonian Public Broadcasting Act “provides the legal status, objective, functions, financing, and organisation of management and activities of Estonian Public Broadcasting” (Estonian Public Broadcasting Act, 2007). These aspects of ERR are clearly defined by the law and the leadership of ERR has to keep them in mind while making decisions. There are around 680 workers in total under ERR.

Feedback is important as a tool for learning inside the organization. The organization’s employees have to learn because ERR has a responsibility as the public service media organisation to create public value and it cannot do so without well trained workers. Public value is conceptualized as “what the public most ‘values’, and what adds value to the public sphere” (Benington & Moore, 2011) and it consists of three different aspects: social, economic and political value (Lowe & Martin, 2014). According to Trappel (2014), “while public value is easily defined in negative terms as being the opposite of private value (i.e., that which profits a firm and its owner / investor interests mainly), social value goes far beyond the economic worth to include many more aspects that are closely related to the role and functions that media play in democratic societies”. For example, some aspects that give

public service media its social value are meeting the needs of a wide audience, promoting media literacy, being impartial in political matters and independent from political influence, reporting on events accurately and fairly, creating high quality media content, finding a path between traditions and innovations and conducting civil debates (Lowe & Martin, 2014). In order to do all this the organization must start from the micro-level, the individual worker, who must be a professional well-trained employee. Employee learning can be accomplished via efficient feedback.

There are three types of feedback for the workers of ERR. The first is feedback given to workers from their direct leaders. This is one of the types of feedback that this research addresses. The second is feedback from colleagues, that is mostly given spontaneously, as in there are no specific planned feedback sessions between colleagues. This is the second type of feedback that this research addresses, for it usually takes place in the workplace and is a part of the organizational environment. The third type of feedback is feedback from the media audience and will not be studied by the current research for the audience is not a part of feedback within the organization and it is not closely related to management.

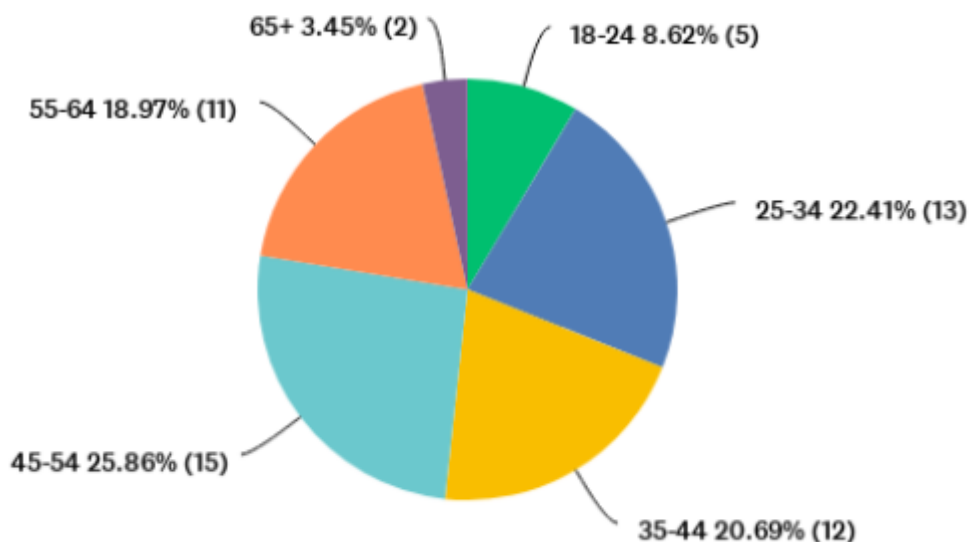
4. RESULTS

4.1 Respondent Data

The survey received fifty eight respondents. Out of the fifty eight, twenty (34.48%) were men and thirty eight (65.52%) were women. Out of all the respondents, five (8.62%) were aged 18-24, thirteen (22.41%) were aged 25-34, twelve (20.69%) were aged 35-44, fifteen (25.86%) were aged 45-54, eleven (18.97%) were aged 55-64 and two (3.45%) were aged 65+ (Figure 1).

Figure 1

Age Distribution of Sample



Out of all the respondents, eighteen (31.03%) worked for the radio stations under ERR, thirty (51.72%) for the television channels of ERR, seven (12.07%) for the ERR online portals, four (6.90%) for the entire ERR, one (1.72%) for the ERR advisory board, one (1.72%) in the ERR archive and one (1.72%) in the information and communications technology department at ERR. Out of all the respondents, nineteen (32.76%) had worked for ERR less than 5 years, fifteen (25.86%) had worked for ERR 5-10 years and twenty four (41.38%) had worked for ERR for over 10 years. Out of all the respondents, forty one (70.69%) classified themselves as creative workers and seventeen as administrative workers (29.31%).

4.2 Feedback Utility

The first block of statements in the survey addressed perceptions of feedback utility. These were:

1. Feedback contributes to my success at work. (Tagasiside aitab kaasa mu tööalasele edukusele.)
2. To develop my skills at work, I rely on feedback. (Ma kasutan tagasisidet, et oma tööalaseid oskusi arendada.)
3. Feedback is critical for improving performance. (Tagasiside on oluline minu töö tulemuslikkuse parendamiseks.)
4. Feedback can help me advance in a company. (Tagasiside võib aidata mul karjääriredelil tõusta.)
5. I find that feedback is critical for reaching my goals. (Leian, et tagasiside on oluline minu tööalaste eesmärkideni jõudmiseks.)

For the first statement, “feedback contributes to my success at work”, 41.46% of creative workers fully agreed, 41.46% of creative workers mostly agreed, 4.88% of creative workers mostly disagreed, 4.88% of creative workers fully disagreed and 7.32% could not say (Figure 2). For the same statement, 41.18% of administrative workers fully agreed, 41.18% of administrative workers mostly agreed, 5.88% of administrative employees mostly disagreed and 11.76% could not say (Figure 2). The biggest difference in these answers is that a small percentage of creative workers fully disagreed, while no administrative workers fully disagreed. Both groups had a much higher percentage of those who agreed on any level. The weighted average for creative workers was +1.10, for administrative workers it was +1.18 (Appendix C, Table 1). Thus, administrative workers agreed slightly more.

For the second statement, “to develop my skills at work, I rely on feedback”, 34.15% of creative workers fully agreed, 46.34% of creative workers mostly agreed, 12.20% of creative workers mostly disagreed, 2.44% of creative workers fully disagreed and 4.88% could not say (Figure 3). For the same statement, 35.29% of administrative workers fully agreed, 47.06% of administrative workers mostly agreed, 11.76% of administrative workers mostly disagreed and 5.88% fully disagreed (Figure 3). No administrative workers could not say. Both groups had a much higher percentage of those who agreed on any level. The weighted average for creative workers was +0.98, for administrative workers it was +0.94 (Appendix C, Table 1). Thus, creative workers agreed slightly more.

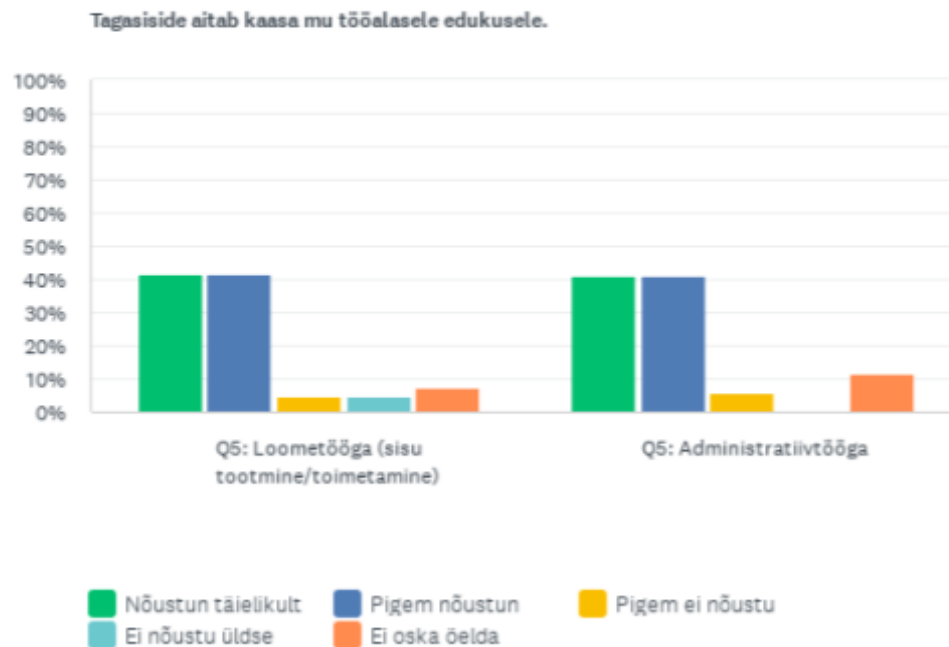
For the third statement, “feedback is critical for improving performance”, 36.59% of creatives fully agreed, 56.10% of creatives mostly agreed, 2.44% of creatives mostly disagreed and 4.88% could not say (Figure 4). For the same statement, 29.41% of administrative workers fully agreed, 52.94% of administrative workers mostly agreed, 5.88% of administrative workers mostly disagreed and 11.76% of administrative workers could not say (Figure 4). No respondent fully disagreed. Total agreement and both levels of agreement were higher for creative workers. The weighted average for creative workers was +1.27, for administrative workers it was +1.06 (Appendix C, Table 1). Thus, creative workers agreed more.

For the statement “feedback can help me advance in a company”, 24.39% of creatives fully agreed, 34.15% of creatives mostly agreed, 17.07% of creatives mostly disagreed, 9.76% of creatives fully disagreed and 14.63% could not say (Figure 5). For the same statement, 17.65% of administratives fully agreed, 23.53% mostly agreed, 17.65% mostly disagreed, 17.65% fully disagreed and 23.53% could not say (Figure 5). Total agreement was higher for creative workers while total disagreement was lower. The weighted average for creative workers was +0.46, for administrative workers it was +0.06 (Appendix C, Table 1). Thus, creative workers agreed significantly more.

For the final statement in the utility block, “I find that feedback is critical for reaching my goals”, 31.71% of creatives fully agreed, 51.22% of creatives mostly agreed, 4.88% mostly disagreed, 2.44% fully disagreed and 9.76% could not say (Figure 6). For the same statement, 35.29% of administrative workers fully agreed, 52.94% mostly agreed, 5.88% mostly disagreed and 5.88% could not say (Figure 6). No administrative workers fully disagreed, while total agreement was slightly higher for administrative workers. The weighted average for creative workers was +1.05, for administrative workers it was +1.18 (Appendix C, Table 1). Thus, administrative workers agreed slightly more.

Figure 2

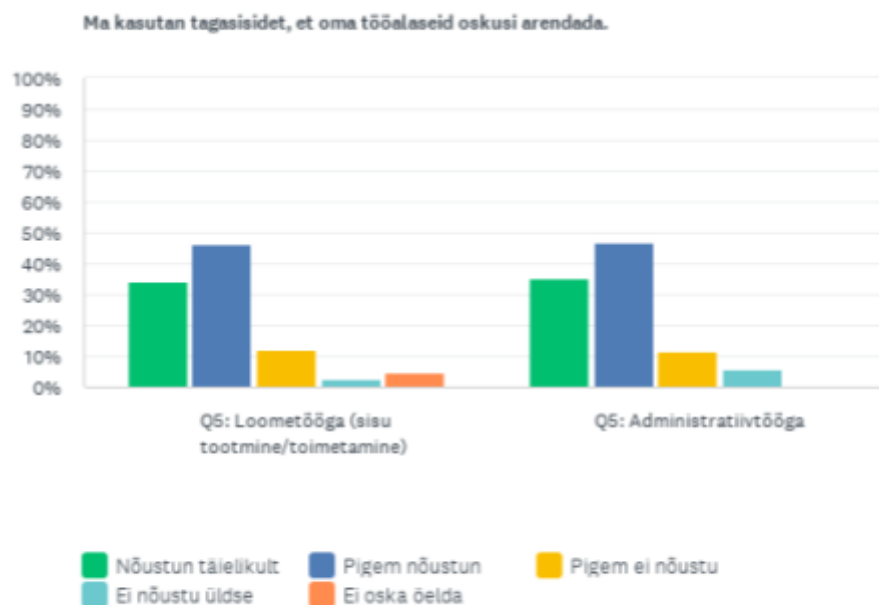
Responses of Creative and Administrative Workers to the Statement “feedback contributes to my success at work”



Note. n=58

Figure 3

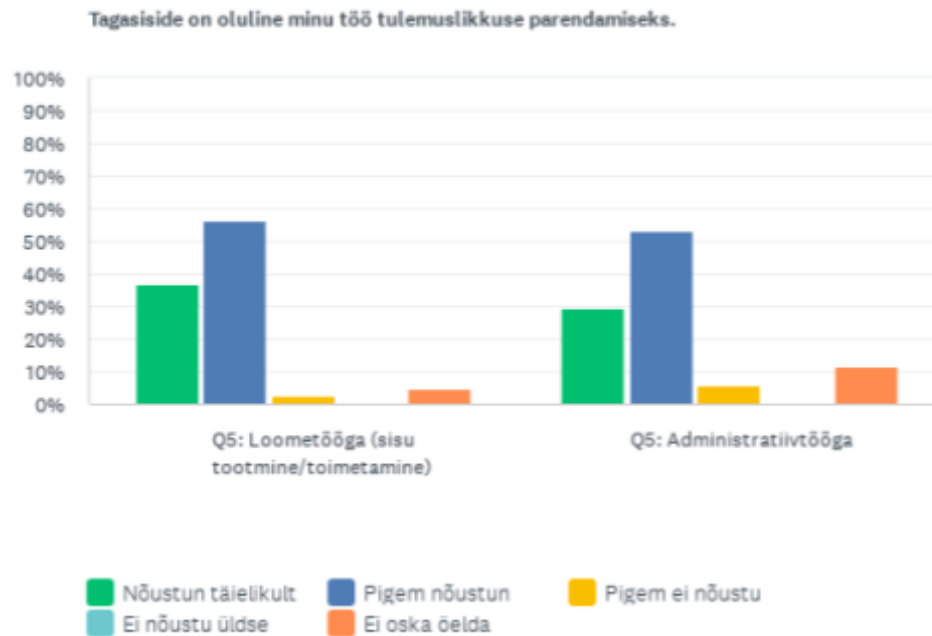
Responses of Creative and Administrative Workers to the Statement “to develop my skills at work, I rely on feedback”



Note. n=58

Figure 4

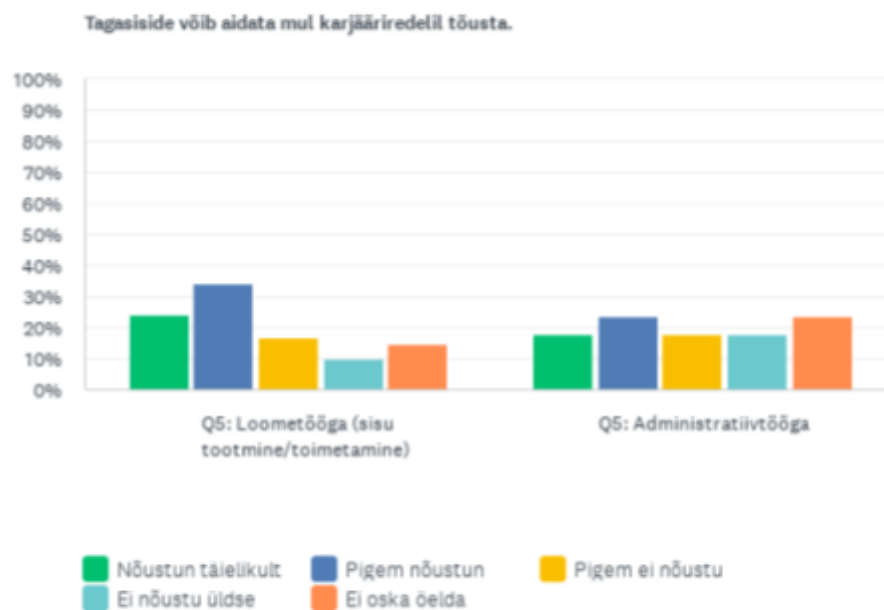
Responses of Creative and Administrative Workers to the Statement “feedback is critical for improving performance”



Note. n=58

Figure 5

Responses of Creative and Administrative Workers to the Statement “feedback from supervisors can help me advance in a company”



Note. n=58

Figure 6

*Responses of Creative and Administrative Workers to the Statement
“I find that feedback is critical for reaching my goals”*



Note. n=58

4.3 Feedback Accountability

The second block of statements in the survey addressed perceptions of feedback accountability. These were:

1. It is my responsibility to apply feedback to improve my performance. (Olen kohustatud enda töö tulemuslikkuse parendamiseks tagasisidet rakendama.)
2. I hold myself accountable to respond to feedback appropriately. (Olen kohustatud reageerima tagasisidele sobivalt.)
3. I don't feel a sense of closure until I respond to feedback. (Ma ei tunne, et tagasiside protsess on lõplik, enne kui olen selle põhjal tegutsenud/sellele reageerinud.)
4. If I am given feedback, it is my responsibility to respond to it. (Kui mulle antakse tagasisidet, on mul kohustus sellele reageerida/selle põhjal tegutseda.)
5. I feel obligated to make changes based on feedback. (Ma tunnen, et olen kohustatud tagasiside põhjal tegema muutusi oma töös.)

For the first statement, “it is my responsibility to apply feedback to improve my performance”, 12.20% of creative workers fully agreed, 46.34% mostly agreed, 14.63% mostly disagreed, 17.07% fully disagreed and 9.76% could not say (Figure 7). For the same statement, 23.53% of administrative workers fully agreed, 35.29% mostly agreed, 29.41% mostly disagreed, 5.88% fully disagreed and 5.88% could not say (Figure 7). Here, there is no large overall difference, for the total percentages of agreement and disagreement are around the same for both groups, more people from both groups agree than disagree. The weighted average for creative workers was +0.22, for administrative workers it was +0.41 (Appendix C, Table 2). Thus, administrative workers agreed more.

For the statement “I hold myself accountable to respond to feedback appropriately”, 29.27% of creative workers fully agreed, 31.71% mostly agreed, 12.20% mostly disagreed, 4.88% fully disagreed and 21.95% could not say (Figure 8). For the same statement, 29.41% of administrative workers fully agreed, 35.29% mostly agreed, 17.65% mostly disagreed and 17.65% could not say (Figure 8). Here, the main difference is that no administrative workers fully disagreed, while both groups of workers had the largest percentage of those who agreed on both levels. The total percentages of agreement and disagreement are around the same for both groups. The weighted average for creative workers was +0.68, for administrative workers it was +0.76 (Appendix C, Table 2). Thus, administrative workers agreed slightly more.

For the statement “I don’t feel a sense of closure until I respond to feedback”, 19.51% of creative workers fully agreed, 34.15% mostly agreed, 12.20% mostly disagreed, 7.32% fully disagreed and 26.83% could not say (Figure 9). For the same statement, 29.41% of administrative workers fully agreed, 35.29% mostly agreed, 23.53% mostly disagreed and 11.76% could not say (Figure 9). No administrative workers fully disagreed and total agreement was higher for administrative workers. The weighted average for creative workers was +0.46, for administrative workers it was +0.71 (Appendix C, Table 2). Thus, administrative workers agreed more.

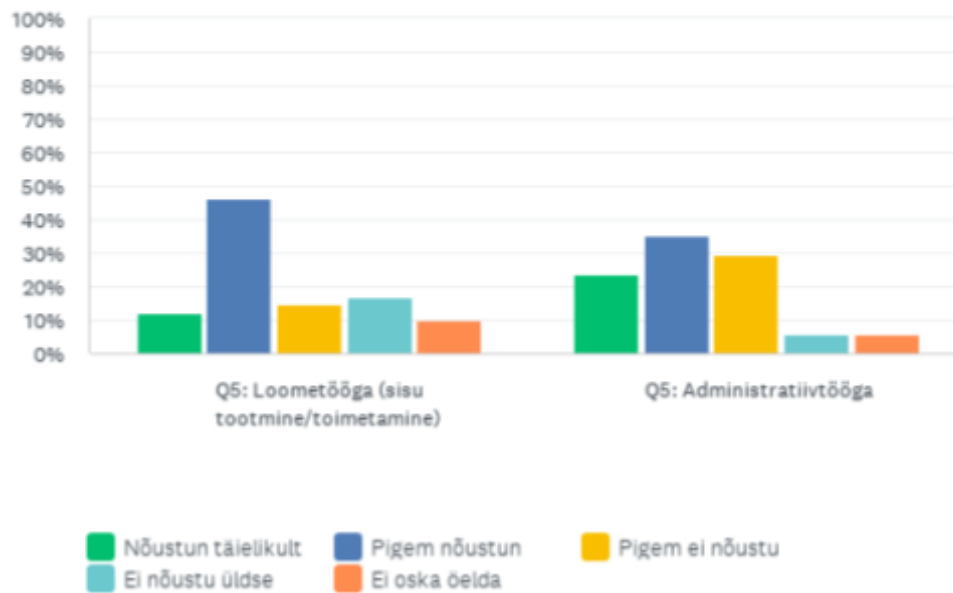
For the statement “if I am given feedback, it is my responsibility to respond to it”, 19.51% of creative workers fully agreed, 46.34% mostly agreed, 9.76% mostly disagreed, 14.63% fully disagreed and 9.76% could not say (Figure 10). For the same statement 29.41% of administrative workers fully agreed, 47.06% mostly agreed, 11.76% mostly disagreed and 11.76% could not say (Figure 10). No administrative workers fully disagreed and total agreement was higher for administrative workers, while total disagreement was higher for creative workers. The weighted average for creative workers was +0.46, for administrative workers it was +0.94 (Appendix C, Table 2). Thus, administrative workers agreed significantly more.

For the statement “I feel obligated to make changes based on feedback”, 19.51% of creative workers fully agreed, 31.71% mostly agreed, 17.07% mostly disagreed, 17.07% fully disagreed and 14.63% could not say (Figure 11). For the same statement, 23.53% of administrative workers fully agreed, 41.18% mostly agreed, 17.65% mostly disagreed and 17.65% could not say (Figure 11). Here, total agreement is higher for administrative employees and, again, none of them fully disagree. The weighted average for creative workers was +0.20, for administrative workers it was +0.71 (Appendix C, Table 2). Thus, administrative workers agreed significantly more.

Figure 7

Responses of Creative and Administrative Workers to the Statement “it is my responsibility to apply feedback to improve my performance”

Olen kohustatud enda töö tulemuslikkuse parendamiseks tagasisidet rakendama.

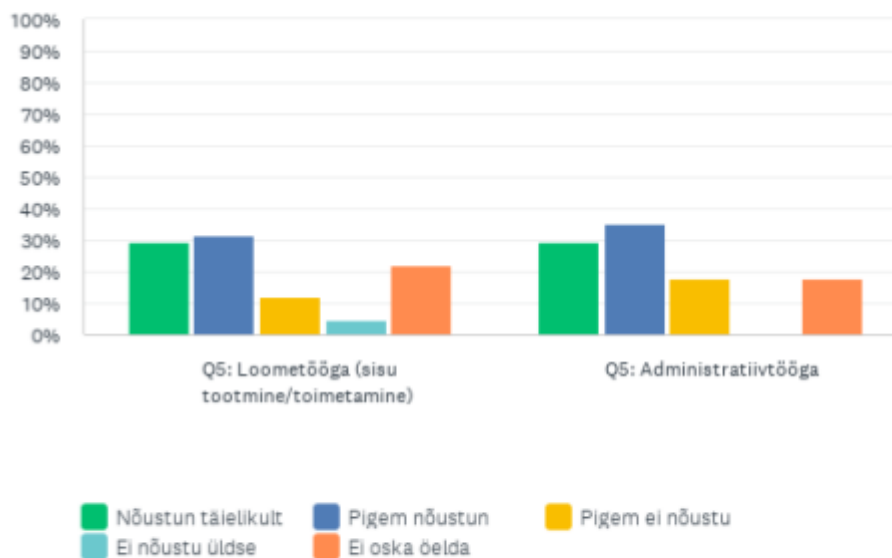


Note. n=58

Figure 8

Responses of Creative and Administrative Workers to the Statement “I hold myself accountable to respond to feedback appropriately”

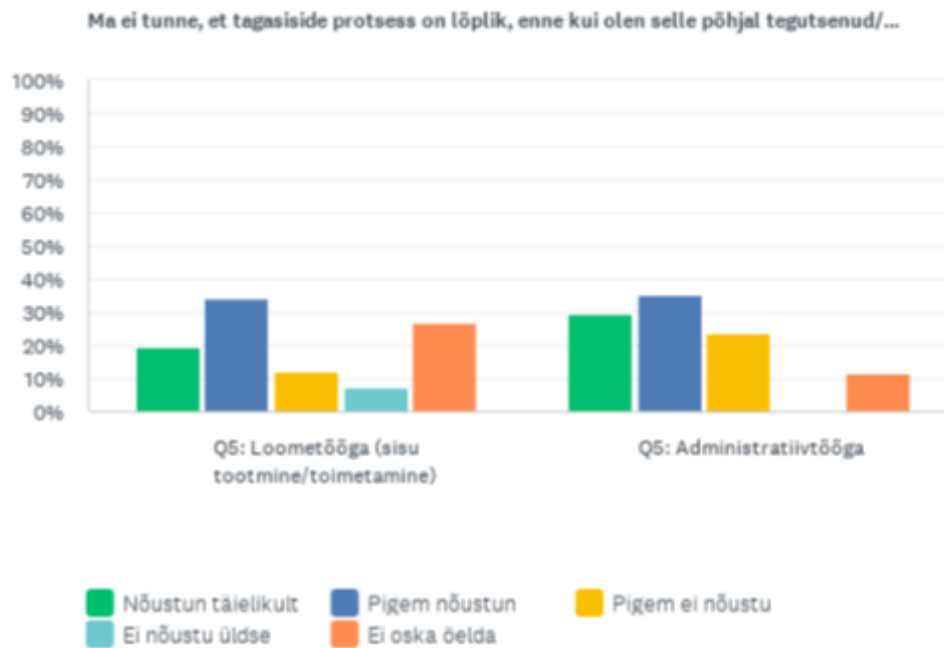
Olen kohustatud reageerima tagasisidele sobivalt.



Note. n=58

Figure 9

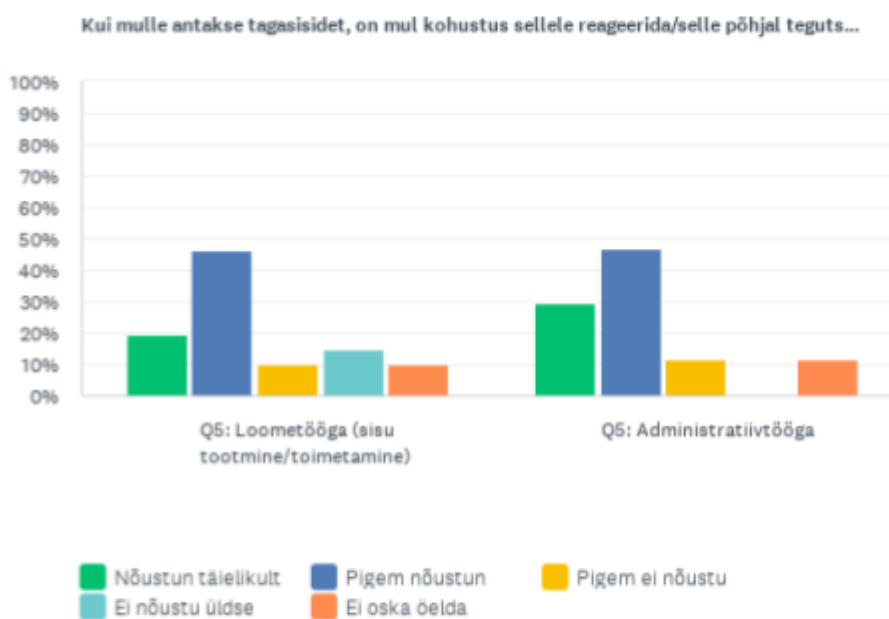
Responses of Creative and Administrative Workers to the Statement “I don’t feel a sense of closure until I respond to feedback”



Note. n=58

Figure 10

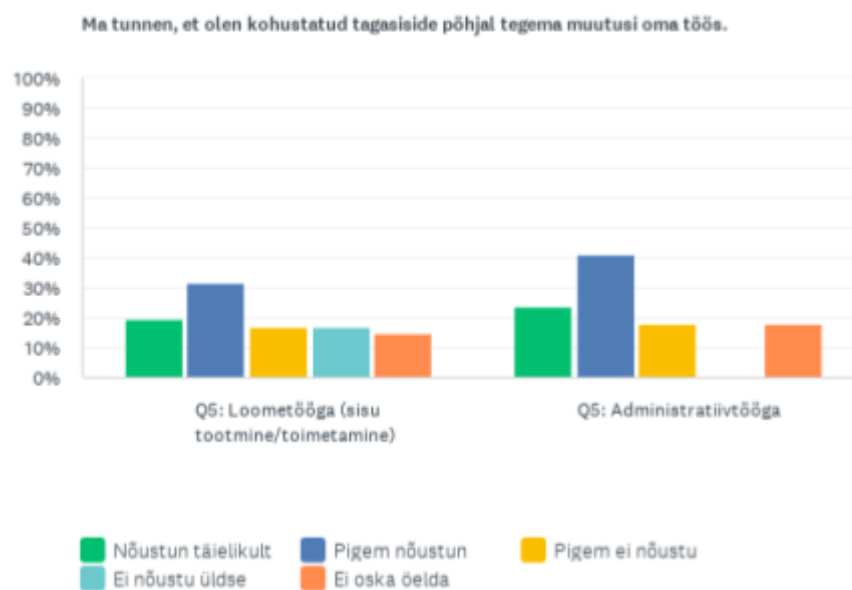
Responses of Creative and Administrative Workers to the Statement “if my supervisor gives me feedback, it is my responsibility to respond to it”



Note. n=58

Figure 11

*Responses of Creative and Administrative Workers to the Statement
“I feel obligated to make changes based on feedback”*



Note. n=58

4.4 Feedback Self-Efficacy

The third block of statements in the survey addressed perceptions of feedback self-efficacy. These were:

1. I feel self-assured when dealing with feedback. (Tagasisidega tegeledes tunnen ennast enesekindlalt.)
2. Compared to others, I am more competent at handling feedback. (Teistega võrreldes olen parem tagasisidega toime tulemisel.)
3. I believe that I have the ability to deal with feedback effectively. (Usun, et mul on oskus tagasisidet efektiivselt rakendada.)
4. I feel confident when responding to both positive and negative feedback. (Olen enesekindel reageerides nii positiivsele kui negatiivsele tagasisidele.)
5. I know that I can handle the feedback that I receive. (Tean, et tulen toime tagasisidega.)

For the statement “I feel self-assured when dealing with feedback”, 21.95% of creative workers fully agreed, 58.54% mostly agreed, 14.63% mostly disagreed and 4.88% could not say (Figure 12). For the same statement, 17.65% of administrative workers fully agreed, 64.71% mostly agreed, 11.76% mostly disagreed and 5.88% could not say (Figure 12). Out of both types of workers, none fully disagreed. The weighted average for creative workers was +0.88, for administrative workers it was +0.88 (Appendix C, Table 3). Thus, there was no statistical difference.

For the statement “compared to others, I am more competent at handling feedback”, 9.76% of creative workers fully agreed, 26.83% mostly agreed, 21.95% mostly disagreed, 4.88% fully disagreed and 36.59% could not say (Figure 13). For the same statement, 5.88% of administrative workers fully agreed, 23.53% mostly agreed, 11.76% mostly disagreed and 58.82% could not say (Figure 13). No administrative workers fully disagreed. Total agreement and disagreement were higher for creative workers, while a larger percentage of administrative workers could not say. Both types of workers had the highest percentage of people who could not say. The weighted average for creative workers was +0.15, for administrative workers it was +0.24 (Appendix C, Table 3). Thus, administrative workers agreed slightly more.

For the statement “I believe that I have the ability to deal with feedback effectively”, 24.39% of creative workers fully agreed, 65.85% mostly agreed, 4.88% mostly disagreed and

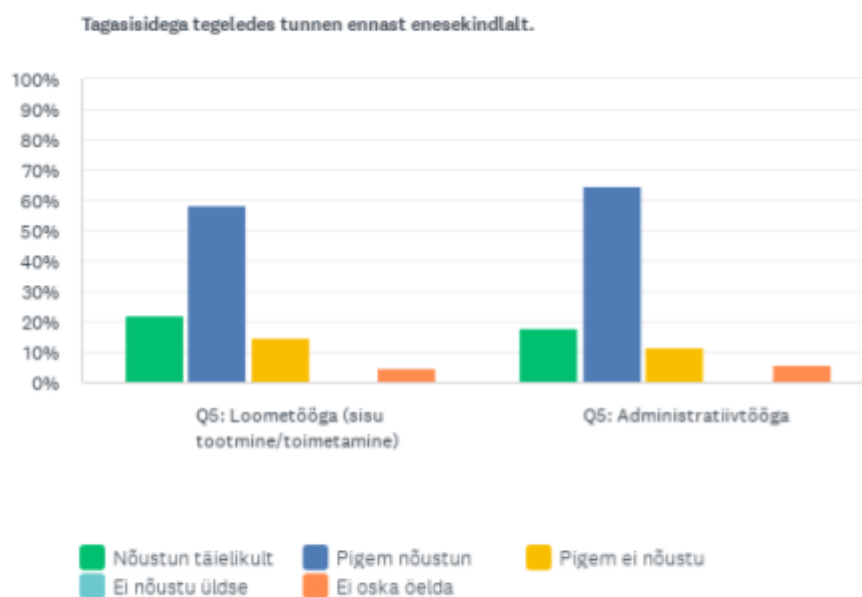
4.88% could not say (Figure 14). For the same statement, 41.18% of administrative workers fully agreed, 35.29% mostly agreed and 23.53% could not say (Figure 14). Out of both types of workers, none fully disagreed and no administrative workers disagreed on any level. The percentage of creative workers who agreed is higher than the percentage of administrative workers who agreed. The weighted average for creative workers was +1.10, for administrative workers it was +1.18 (Appendix C, Table 3). Thus, administrative workers agreed slightly more.

For the statement “I feel confident when responding to both positive and negative feedback”, 19.51% of creative workers fully agreed, 53.66% mostly agreed, 17.07% mostly disagreed, 2.44% fully disagreed and 7.32% could not say (Figure 15). For the same statement, 17.65% of administrative workers fully agreed, 58.82% mostly agreed, 11.76% mostly disagreed, 5.88% fully disagreed and 5.88% could not say (Figure 15). The answers were distributed quite similarly, with the largest percentage of both groups agreeing. The weighted average for creative workers was +0.71, for administrative workers it was +0.71 (Appendix C, Table 3). Thus, there was no statistical difference.

For the statement “I know that I can handle the feedback that I receive”, 31.71% of creative workers fully agreed, 51.22% mostly agreed, 4.88% mostly disagreed and 12.20% could not say (Figure 16). For the same statement, 35.29% of administrative workers fully agreed, 47.06% mostly agreed, 5.88% mostly disagreed and 11.76% could not say (Figure 16). No person in both groups fully disagreed. Here, there is no large difference in the distribution of answers, with the largest percentage of both groups agreeing. The weighted average for creative workers was +1.10, for administrative workers it was +1.12 (Appendix C, Table 3). Thus, administrative workers agreed only a very tiny bit more.

Figure 12

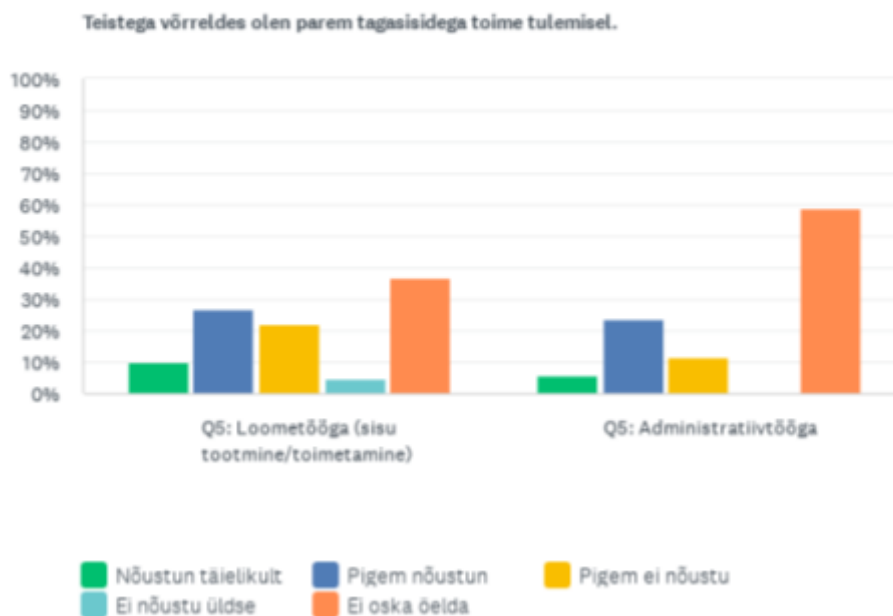
*Responses of Creative and Administrative Workers to the Statement
“I feel self-assured when dealing with feedback”*



Note. n=58

Figure 13

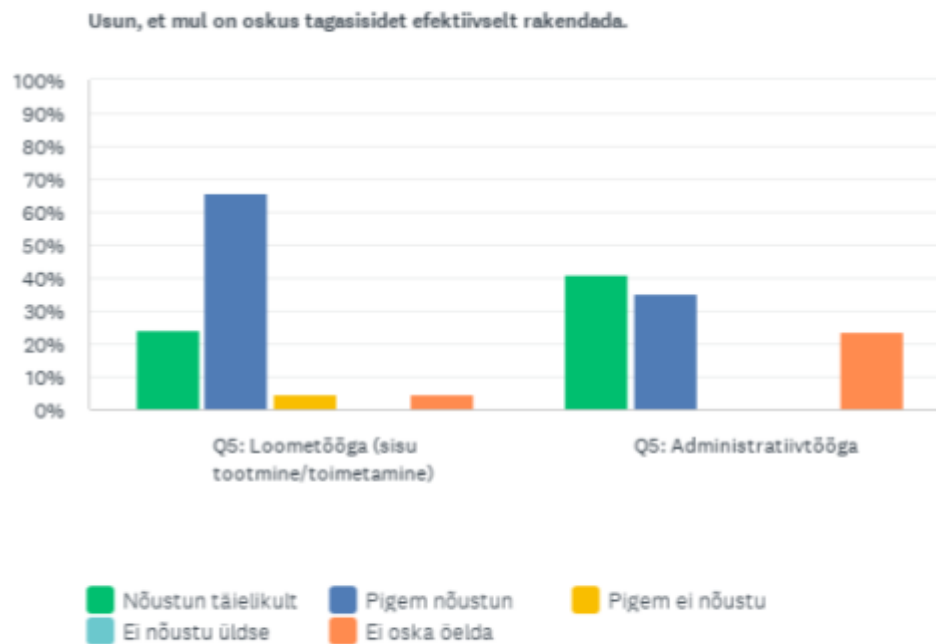
*Responses of Creative and Administrative Workers to the Statement
“compared to others, I am more competent at handling feedback”*



Note. n=58

Figure 14

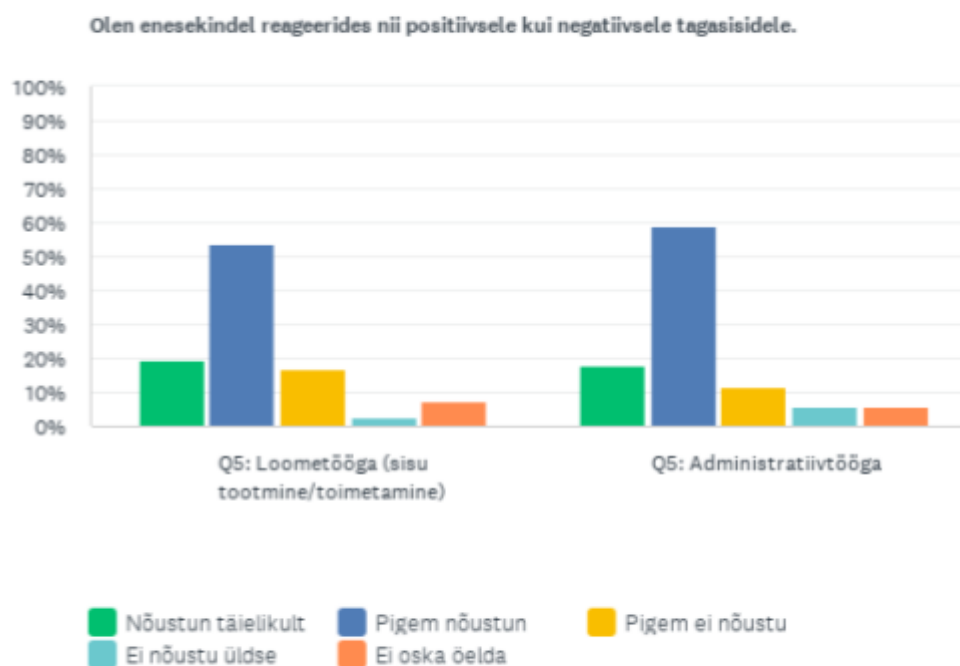
*Responses of Creative and Administrative Workers to the Statement
“I believe that I have the ability to deal with feedback effectively”*



Note. n=58

Figure 15

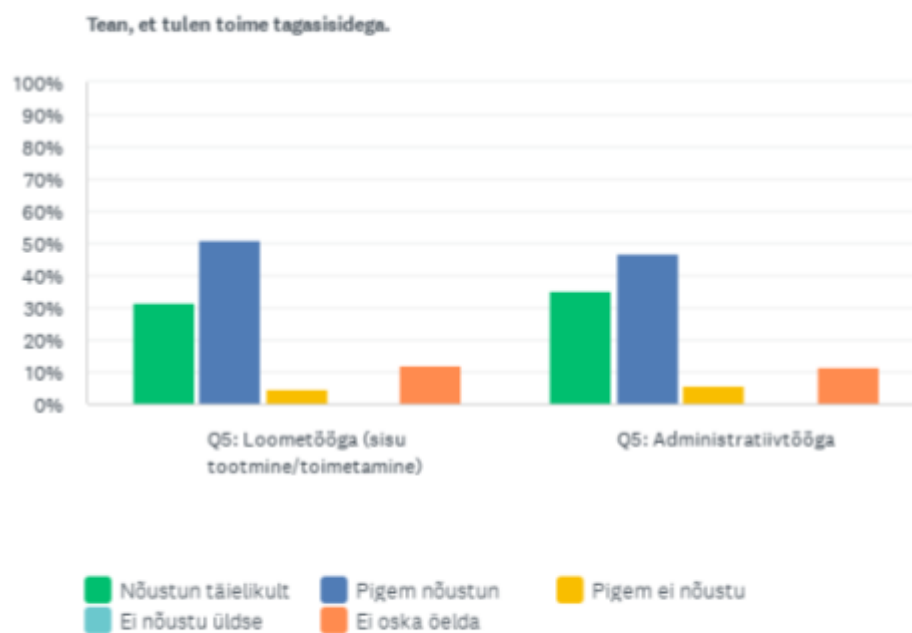
*Responses of Creative and Administrative Workers to the Statement
“I feel confident when responding to both positive and negative feedback”*



Note. n=58

Figure 16

Responses of Creative and Administrative Workers to the Statement “I know that I can handle the feedback that I receive”



Note. n=58

4.5 Source Credibility

The fourth block of statements in the survey addressed perceptions of feedback source credibility. These were:

1. The feedback giver is generally familiar with my performance on the job. (Tagasiside andja on teadlik minu töö tulemuslikkusest.)
2. In general, I respect the feedback giver's opinions about my job performance. (Austan tagasiside andja arvamusi minu töö tulemuslikkusest.)
3. With respect to job performance feedback, I usually do not trust the feedback giver. (Ma ei usalda tagasiside andjat.)
4. The feedback giver is fair when evaluating my job performance. (Tagasiside andja annab mulle õiglast tagasisidet töö tulemuslikkusest.)
5. I have confidence in the feedback I am given. (Usaldan tagasisidet, mida mulle antakse.)

For the first statement, “the feedback giver is generally familiar with my performance on the job”, 21.95% of creative workers fully agreed, 34.15% mostly agreed, 26.83% mostly disagreed, 4.88% fully disagreed and 12.20% could not say (Figure 17). For the same statement, 23.53% of administrative workers fully agreed, 23.53% mostly agreed, 11.76% mostly disagreed, 5.88% fully disagreed and 35.29% could not say (Figure 17). A larger percentage of creative workers agreed and disagreed than administrative workers, out of whom the largest percentage could not say. The weighted average for creative workers was +0.41, for administrative workers it was +0.47 (Appendix C, Table 4). Thus, administrative workers agreed slightly more.

For the second statement, “in general, I respect the feedback giver's opinions about my job performance”, 34.15% of creative workers fully agreed, 51.22% mostly agreed, 7.32% mostly disagreed, 2.44% fully disagreed and 4.88% could not say (Figure 18). For the same statement, 35.29% of administrative workers fully agreed, 52.94% mostly agreed, 5.88% mostly disagreed and 5.88% could not say (Figure 18). No administrative workers fully disagreed, but otherwise the answers were distributed similarly. The weighted average for creative workers was +1.07, for administrative workers it was +1.18 (Appendix C, Table 4). Thus, administrative workers agreed slightly more.

For the third statement, “with respect to job performance feedback, I usually do not trust the feedback giver”, 4.88% of creative workers fully agreed, 9.76% mostly agreed, 26.83% mostly disagreed, 48.78% fully disagreed and 9.76% could not say (Figure 19). For

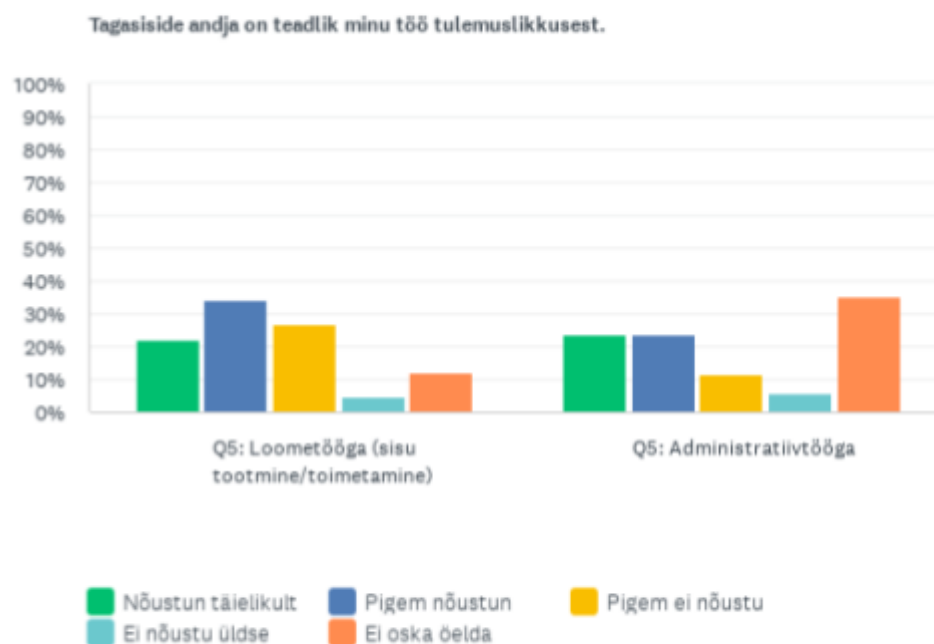
the same statement, 41.18% of administrative workers mostly disagreed, 47.06% fully disagreed and 11.76% could not say (Figure 19). Here, the main difference is that no administrative workers agreed, while 14.64% of creative workers agreed either fully or mostly. The weighted average for creative workers was -1.05, for administrative workers it was -1.35 (Appendix C, Table 4). Thus, administrative workers disagreed more.

For the fourth statement, “the feedback giver is fair when evaluating my job performance”, 17.07% of creative workers fully agreed, 51.22% mostly agreed, 14.63% mostly disagreed, 7.32% fully disagreed and 9.76% could not say (Figure 20). For the same statement, 11.76% of administrative workers fully agreed, 64.71% mostly agreed, 5.88% mostly disagreed, 5.88% fully disagreed and 11.76% could not say (Figure 20). The weighted average for creative workers was +0.56, for administrative workers it was +0.71 (Appendix C, Table 4). Thus, administrative workers agreed slightly more.

For the final statement, “I have confidence in the feedback I am given”, 21.95% of creative workers fully agreed, 53.66% mostly agreed, 17.07% mostly disagreed, 2.44% fully disagreed and 4.88% could not say (Figure 21). For the same statement, 23.53% of administrative workers fully agreed, 64.71% mostly agreed and 11.76% could not say (Figure 21). Here, the difference is that no administrative workers disagreed. The weighted average for creative workers was +0.76, for administrative workers it was +1.12 (Appendix C, Table 4). Thus, administrative workers agreed significantly more.

Figure 17

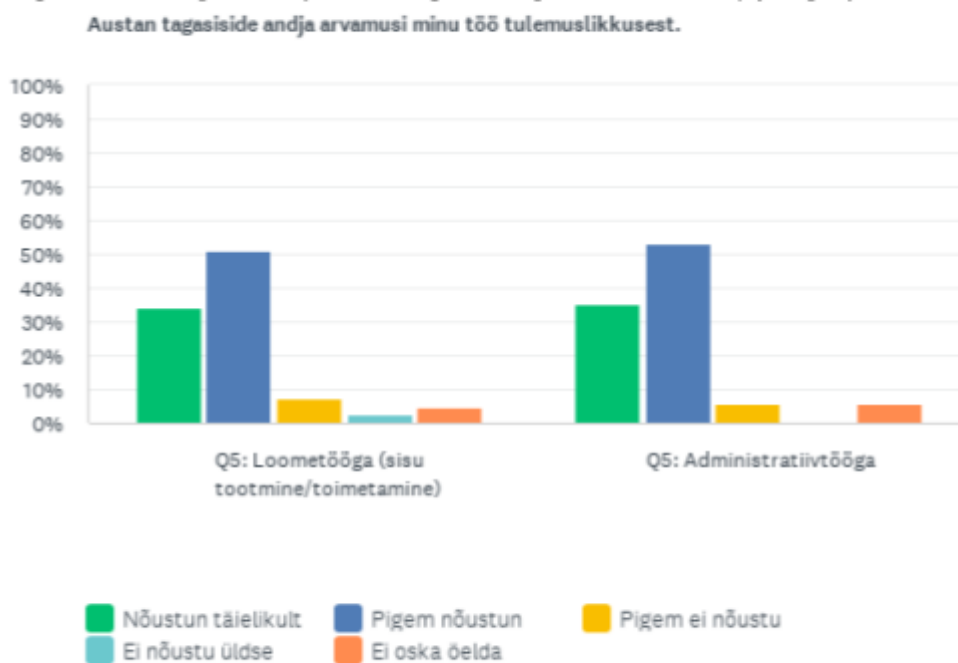
*Responses of Creative and Administrative Workers to the Statement
“the feedback giver is generally familiar with my performance on the job”*



Note. n=58

Figure 18

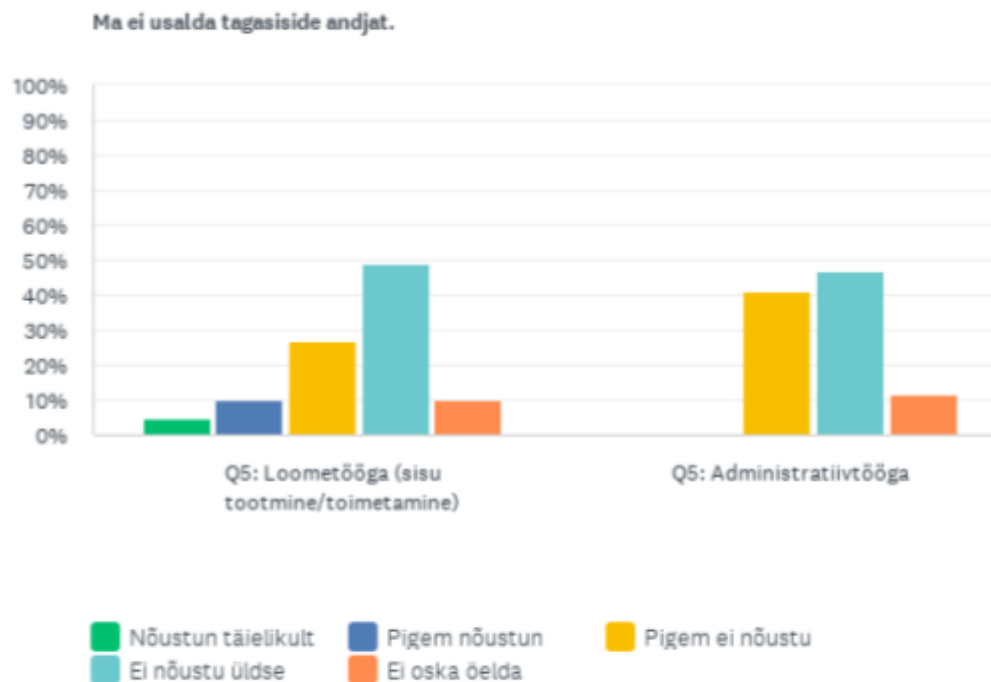
*Responses of Creative and Administrative Workers to the Statement
“in general, I respect the feedback giver’s opinions about my job performance”*



Note. n=58

Figure 19

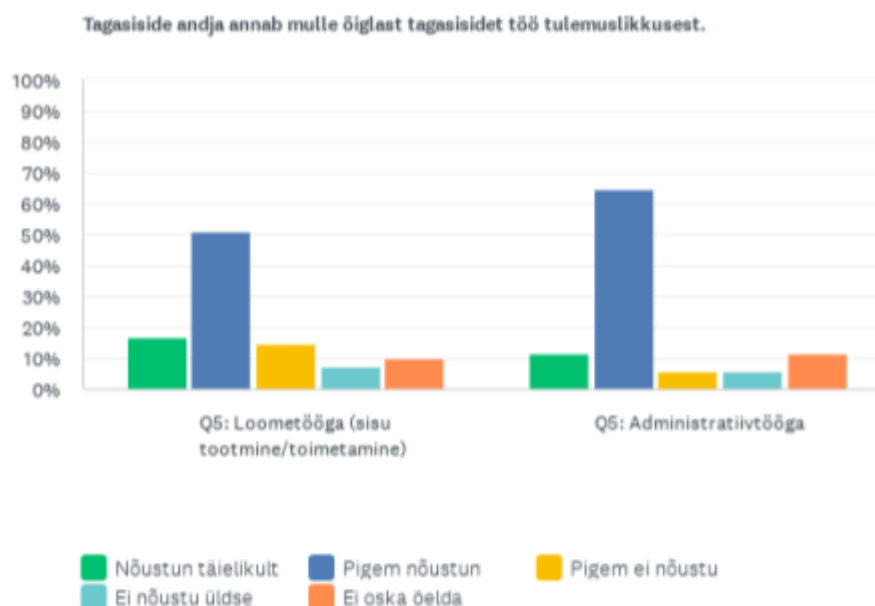
Responses of Creative and Administrative Workers to the Statement “with respect to job performance feedback, I usually do not trust the feedback giver”



Note. n=58

Figure 20

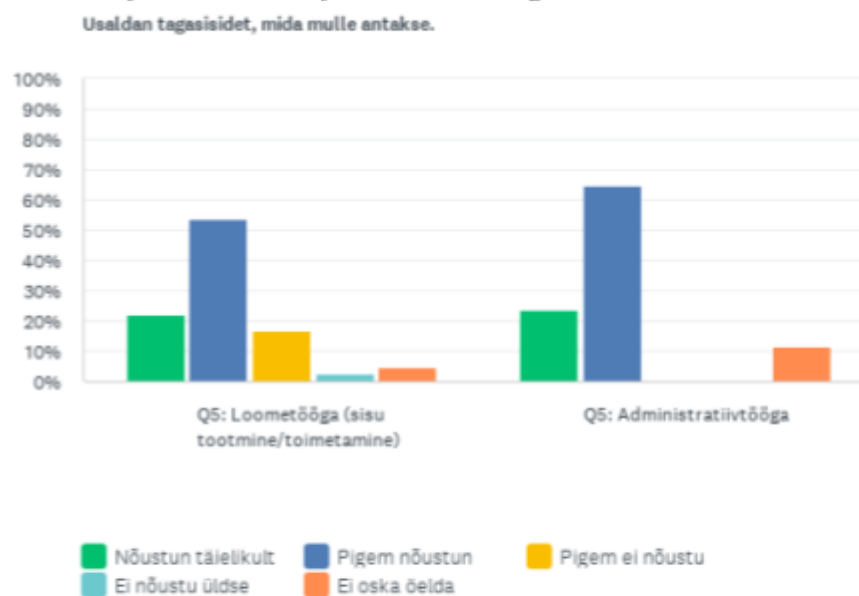
Responses of Creative and Administrative Workers to the Statement “the feedback giver is fair when evaluating my job performance”



Note. n=58

Figure 21

*Responses of Creative and Administrative Workers to the Statement
“I have confidence in the feedback I am given”*



Note. n=58

4.6 Feedback Quality

The fifth block of statements in the survey addressed perceptions of feedback quality. These were:

1. I am given useful feedback about my job performance. (Mulle antakse kasulikku tagasisidet töö tulemuslikkuse kohta.)
2. The performance feedback I receive is helpful. (Tagasiside töötulemuste kohta on mulle abiks.)
3. I value the feedback I receive. (Väärtustan tagasisidet, mida mulle antakse.)
4. The feedback I receive helps me do my job. (Tagasiside aitab mul teha oma tööd.)
5. The performance information I receive is generally not very meaningful. (Informatsioon, mida saan töö tulemuslikkuse kohta, ei ole üldiselt minu jaoks väga relevantne.)

For the first statement, “I am given useful feedback about my job performance”, 14.63% of creative workers fully agreed, 51.22% mostly agreed, 24.39% mostly disagreed, 4.88% fully disagreed and 4.88% could not say (Figure 22). For the same statement, 11.76% of administrative workers fully agreed, 29.41% mostly agreed, 29.41% mostly disagreed, 23.53% fully disagreed and 5.88% could not say (Figure 22). The percentage of creative workers who mostly agreed is significantly higher than the percentage of administrative workers who mostly agreed and the percentage of administrative workers who fully disagreed is significantly higher than that of the creative workers who fully disagreed. The weighted average for creative workers was +0.46, for administrative workers it was -0.24 (Appendix C, Table 5). Thus, administrative workers disagreed more, while creative workers agreed more.

For the second statement, “the performance feedback I receive is helpful”, 41.46% of creative workers fully agreed, 53.66% mostly agreed, 2.44% mostly disagreed and 2.44% could not say (Figure 23). For the same statement, 41.18% of administrative employees fully agreed, 41.18% mostly agreed, 11.76% mostly disagreed and 5.88% could not say (Figure 23). No respondent from either group fully disagreed. A larger percentage of creative workers mostly agreed and a larger percentage of administrative workers mostly disagreed. The weighted average for creative workers was +1.34, for administrative workers it was +1.12 (Appendix C, Table 5). Thus, creative workers agreed more.

For the third statement, “I value the feedback I receive”, 51.22% of creative workers fully agreed, 41.46% mostly agreed, 4.88% mostly disagreed and 2.44% could not say (Figure 24). For the same statement, 52.94% of administrative workers fully agreed and

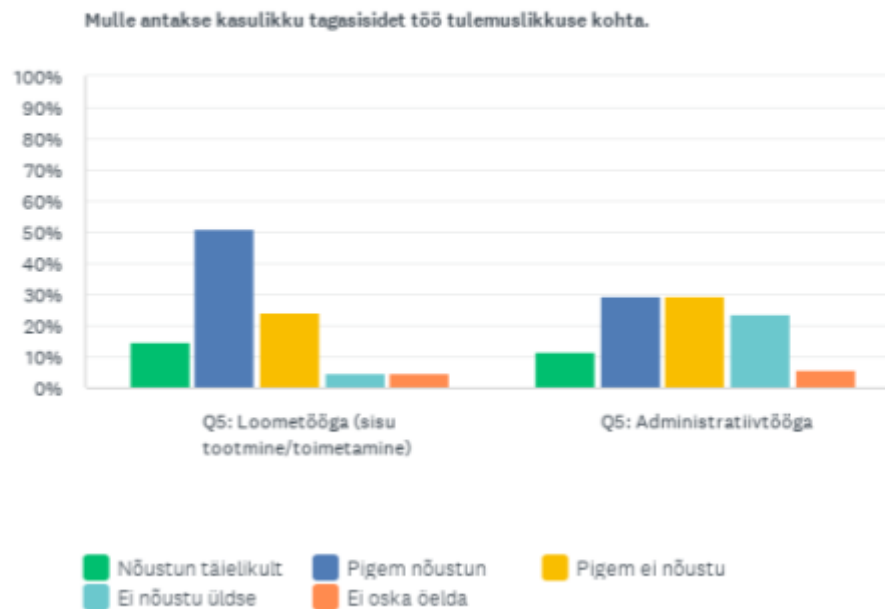
47.06% mostly agreed (Figure 24). No respondents fully disagreed. No administrative workers disagreed or could not say. The weighted average for creative workers was +1.39, for administrative workers it was +1.53 (Appendix C, Table 5). Thus, administrative workers agreed slightly more.

For the fourth statement, “the feedback I receive helps me do my job”, 39.02% of creative workers fully agreed, 48.78% mostly agreed, 4.88% mostly disagreed and 7.32% could not say (Figure 25). For the same statement, 29.41% of administrative workers fully agreed, 58.82% mostly agreed and 11.76% mostly disagreed (Figure 25). No respondents fully disagreed. Here, the distribution of responses is quite similar. The weighted average for creative workers was +1.22, for administrative workers it was +1.06 (Appendix C, Table 5). Thus, creative workers agreed more.

For the final statement, “the performance information I receive is generally not very meaningful”, 9.76% of creative workers fully agreed, 14.63% mostly agreed, 41.46% mostly disagreed, 26.83% fully disagreed and 7.32% could not say (Figure 26). For the same statement, 5.88% of administrative workers fully agreed, 5.88% mostly agreed, 52.94% mostly disagreed, 17.65% fully disagreed and 17.65% could not say (Figure 26). Here, the percentage of total agreement is higher for creative workers and the percentage of those who could not say is higher for administrative workers. The weighted average for creative workers was -0.61, for administrative workers it was -0.71 (Appendix C, Table 5). Thus, administrative workers disagreed slightly more.

Figure 22

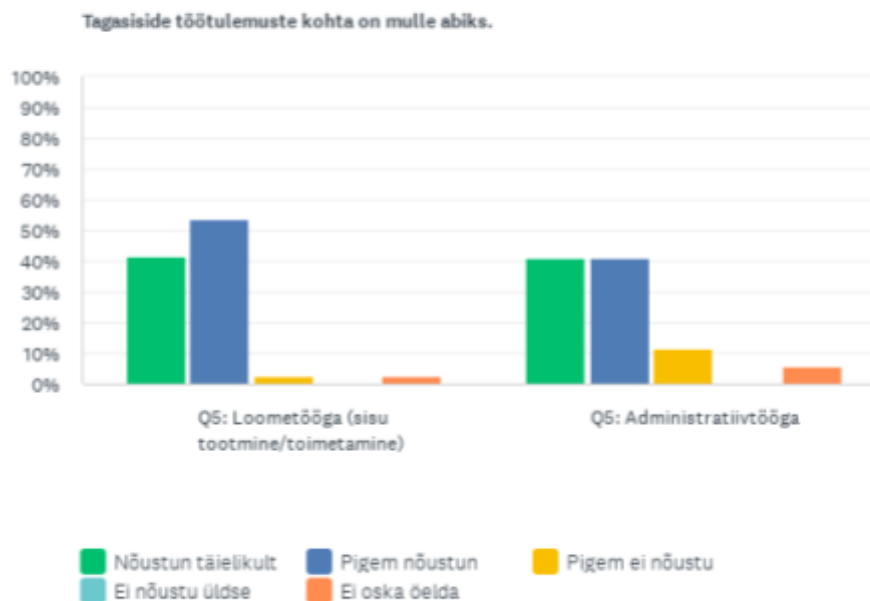
*Responses of Creative and Administrative Workers to the Statement
“I am given useful feedback about my job performance”*



Note. n=58

Figure 23

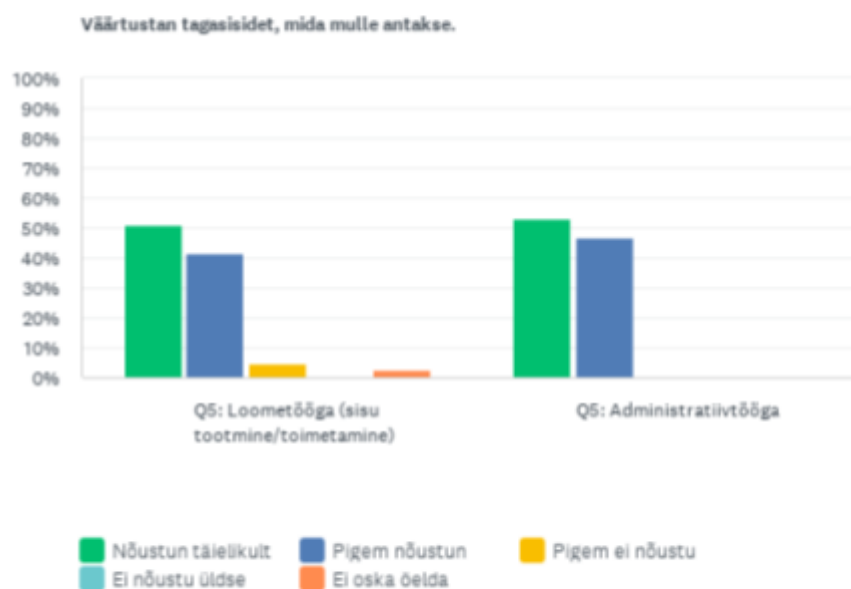
*Responses of Creative and Administrative Workers to the Statement
“the performance feedback I receive is helpful”*



Note. n=58

Figure 24

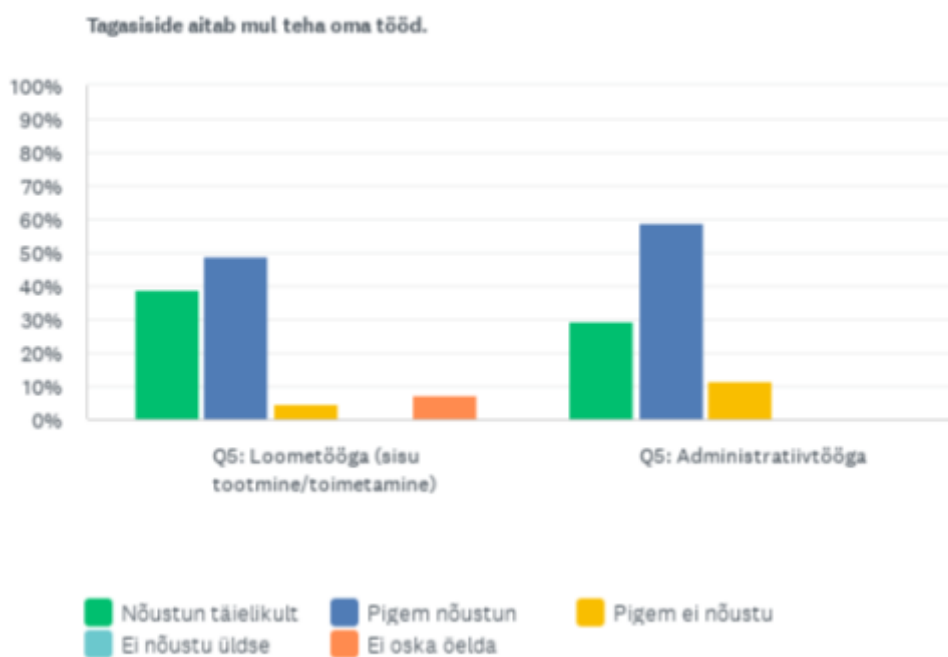
*Responses of Creative and Administrative Workers to the Statement
“I value the feedback I receive”*



Note. n=58

Figure 25

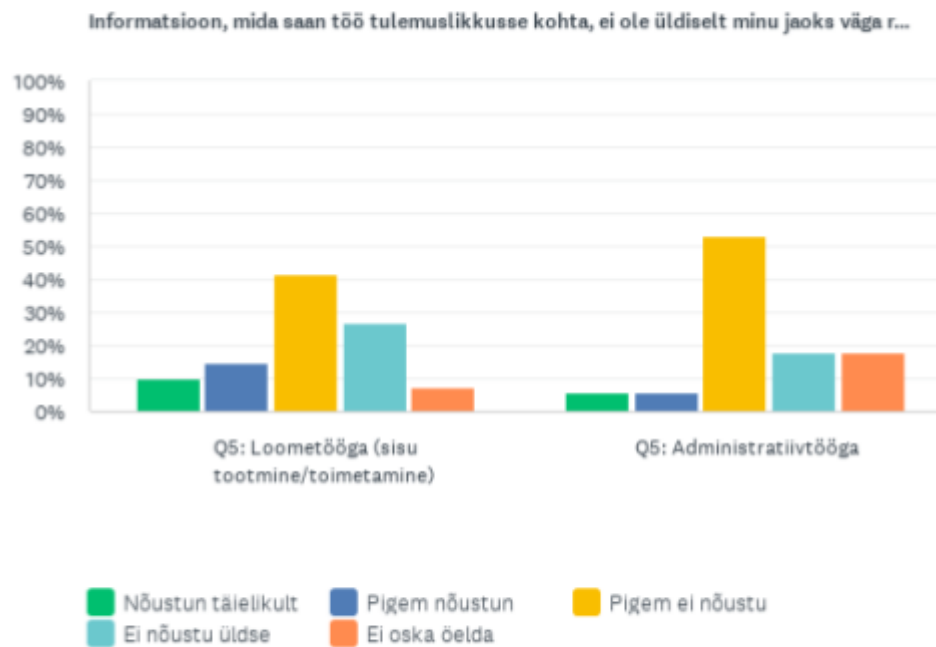
*Responses of Creative and Administrative Workers to the Statement
“the feedback I receive helps me do my job”*



Note. n=58

Figure 26

*Responses of Creative and Administrative Workers to the Statement
“the performance information I receive is generally not very meaningful”*



Note. n=58

4.7 Feedback Delivery

The sixth block of statements in the survey addressed perceptions of feedback delivery. These were:

1. The feedback giver is supportive when giving me feedback about my job performance. (Tagasiside andja on mulle tagasisidet andes toetav.)
2. When the feedback giver gives me performance feedback, he/she is considerate of my feelings. (Tagasiside andja arvestab minu tunnetega, kui annab mulle tagasisidet.)
3. The feedback giver generally provides feedback in a thoughtless manner. (Tagasiside andja annab tagasisidet mõtlematult.)
4. The feedback giver does not treat people very well when providing performance feedback. (Tagasiside andja ei kohtle inimesi väga hästi, kui annab neile tagasisidet.)
5. The feedback giver is tactful when giving me performance feedback. (Tagasiside andja on taktitundeline, kui ta annab mulle tagasisidet.)

For the first statement, “the feedback giver is supportive when giving me feedback about my job performance”, 19.51% of creative workers fully agreed, 56.10% mostly agreed, 9.76% mostly disagreed, 2.44% fully disagreed and 12.20% could not say (Figure 27). For the same statement, 29.41% of administrative workers fully agreed, 47.06% mostly agreed, 11.76% mostly disagreed and 11.76% could not say (Figure 27). No administrative workers fully disagreed, otherwise the answers were distributed similarly. The weighted average for creative workers was +0.80, for administrative workers it was +0.94 (Appendix C, Table 6). Thus, administrative workers agreed slightly more.

For the second statement, “when the feedback giver gives me performance feedback, he/she is considerate of my feelings”, 12.20% of creative workers fully agreed, 43.90% mostly agreed, 24.39% mostly disagreed, 2.44% fully disagreed and 17.07% could not say (Figure 28). For the same statement, 17.65% of administrative workers fully agreed, 58.82% mostly agreed and 23.53% could not say (Figure 28). The difference here is that no administrative workers disagreed on any level, while 31.71% of creative workers mostly disagreed or fully disagreed. The weighted average for creative workers was +0.39, for administrative workers it was +0.94 (Appendix C, Table 6). Thus, administrative workers agreed significantly more.

For the third statement, “the feedback giver generally provides feedback in a thoughtless manner”, 2.44% of creative workers fully agreed, 14.63% mostly agreed, 43.90% mostly disagreed, 29.27% fully disagreed and 9.76% could not say (Figure 29). For the same

statement, 11.76% of administrative workers mostly agreed, 47.06% mostly disagreed, 23.53% fully disagreed and 17.65% could not say (Figure 29). No administrative workers fully agreed. The total agreement percentage was higher for creative workers while a larger percentage of administrative workers could not say. The weighted average for creative workers was -0.83, for administrative workers it was -0.82 (Appendix C, Table 6). Thus, there was no large difference.

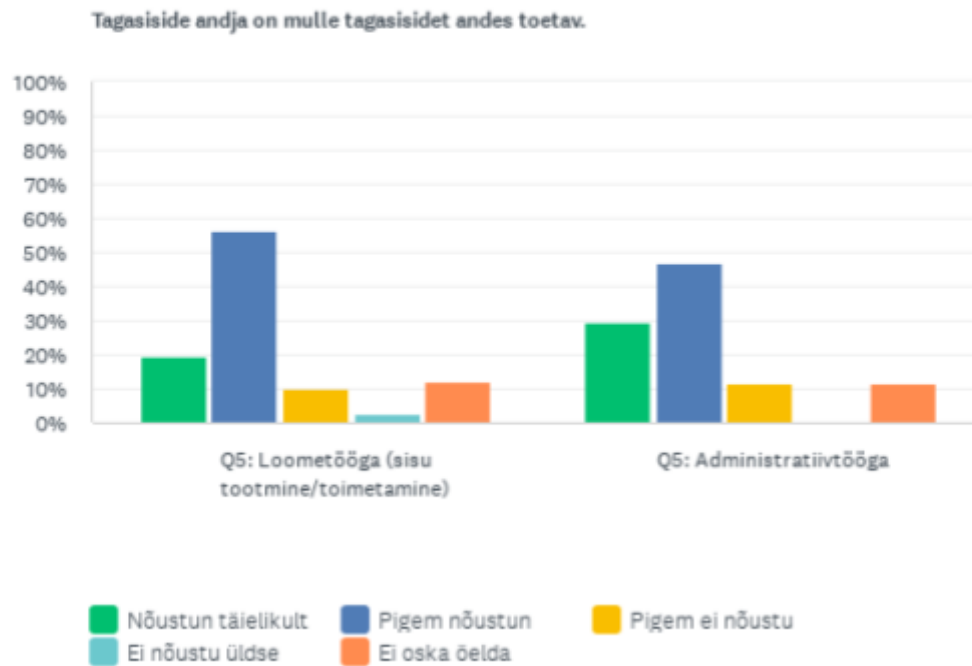
For the fourth statement, “the feedback giver does not treat people very well when providing performance feedback”, 2.44% of creative workers fully agreed, 7.32% mostly agreed, 43.90% mostly disagreed, 31.71% fully disagreed and 14.63% could not say (Figure 30). For the same statement, 5.88% of administrative workers mostly agreed, 41.18% mostly disagreed, 35.29% fully disagreed and 17.65% could not say (Figure 30). No administrative workers fully agreed, while other responses distributed quite similarly for both groups - total disagreement was the highest for both groups. The weighted average for creative workers was -0.95, for administrative workers it was -1.06 (Appendix C, Table 6). Thus, administrative workers disagreed slightly more.

For the final statement, “the feedback giver is tactful when giving me performance feedback”, 14.63% of creative workers fully agreed, 58.54% mostly agreed, 9.76% mostly disagreed, 2.44% fully disagreed and 14.63% could not say (Figure 31). For the same statement, 23.53% of administrative workers fully agreed, 47.06% mostly agreed and 29.41% could not say (Figure 31). Both groups had a majority of those agreeing. Here, the crucial difference is that no administrative workers disagreed on any level. The weighted average for creative workers was +0.73, for administrative workers it was +0.94 (Appendix C, Table 6). Thus, administrative workers agreed more.

Figure 27

Responses of Creative and Administrative Workers to the Statement

"The feedback giver is supportive when giving me feedback about my job performance"

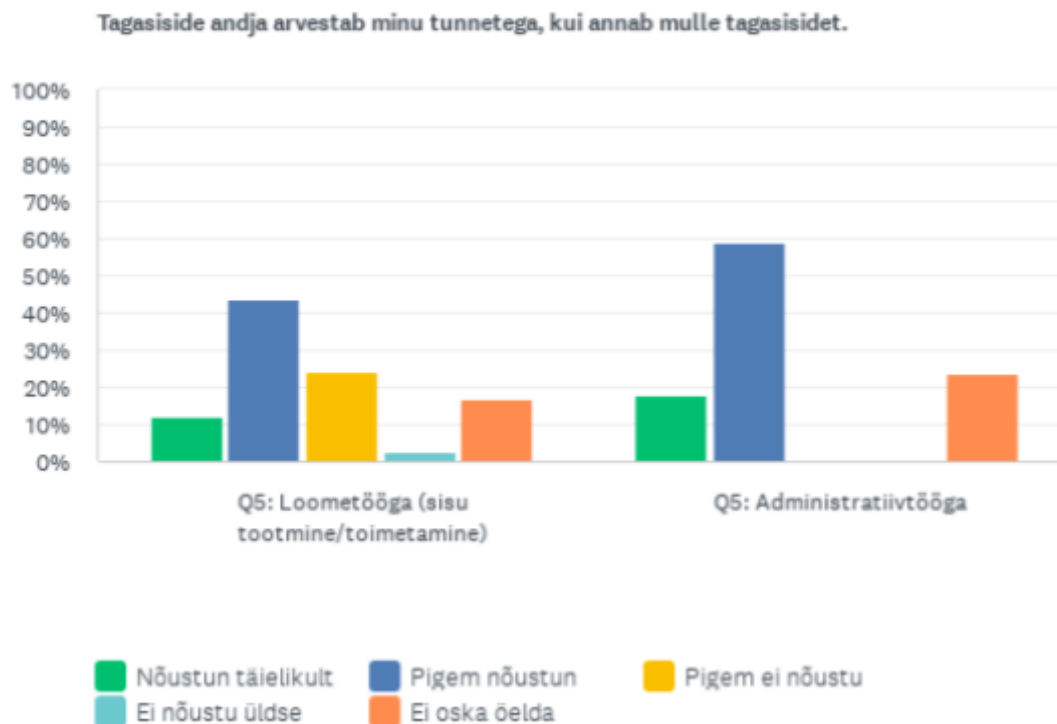


Note. n=58

Figure 28

Responses of Creative and Administrative Workers to the Statement

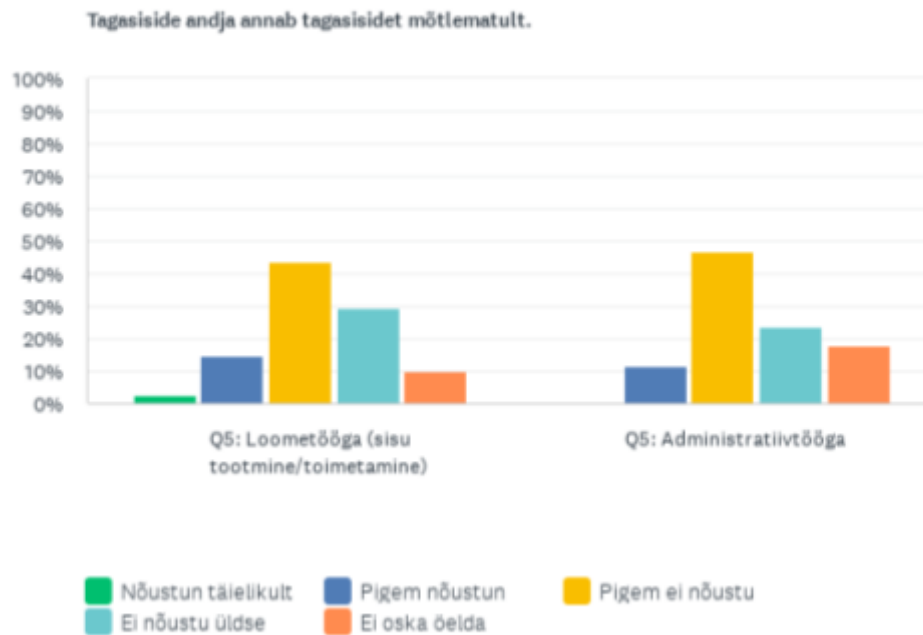
"when the feedback giver gives me performance feedback, he/she is considerate of my feelings"



Note. n=58

Figure 29

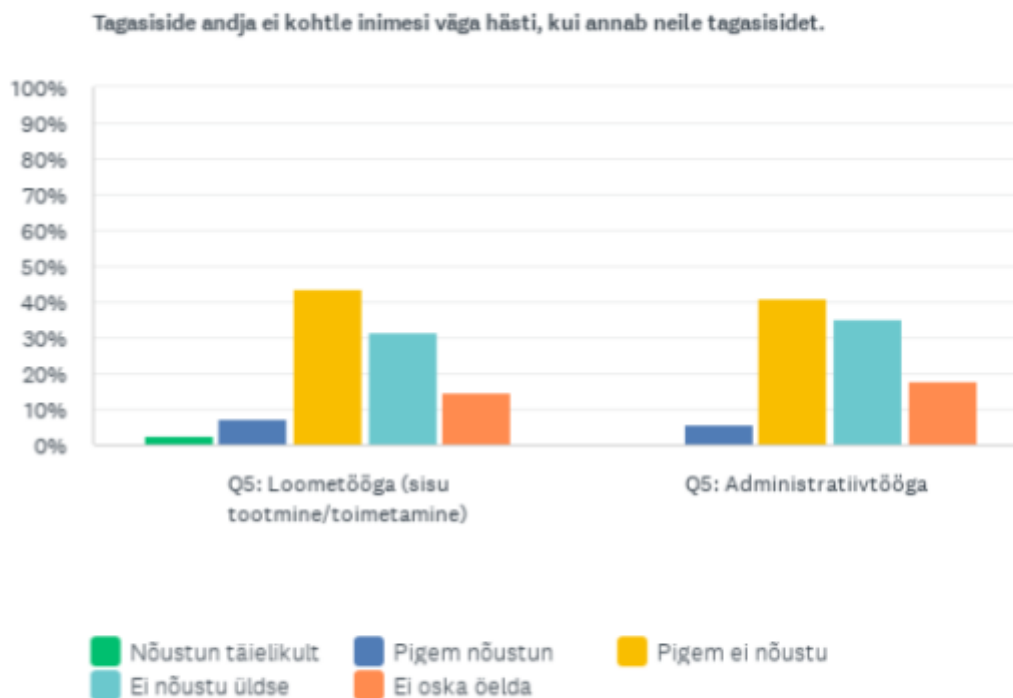
*Responses of Creative and Administrative Workers to the Statement
“the feedback giver generally provides feedback in a thoughtless manner”*



Note. n=58

Figure 30

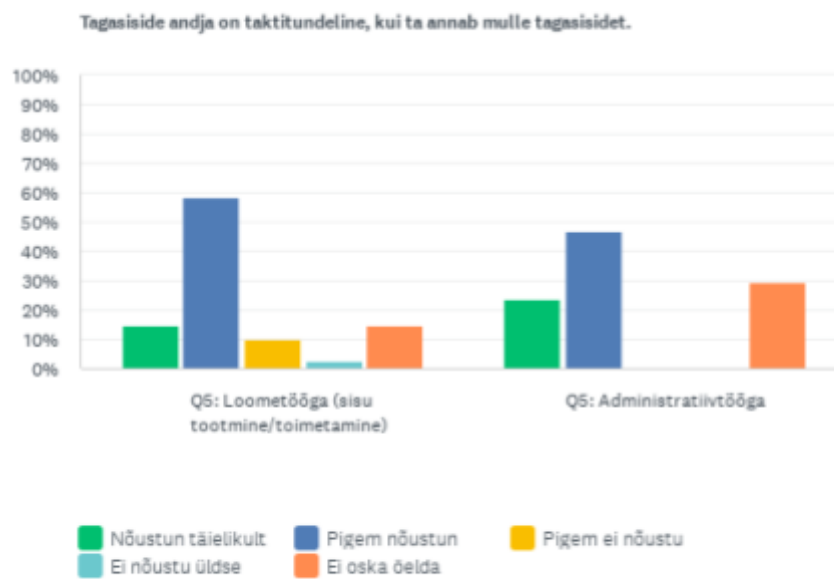
*Responses of Creative and Administrative Workers to the Statement
“the feedback giver does not treat people very well when providing performance feedback”*



Note. n=58

Figure 31

*Responses of Creative and Administrative Workers to the Statement
“the feedback giver is tactful when giving me performance feedback”*



Note. n=58

4.8 Positive Feedback

The seventh block of statements in the survey addressed perceptions of positive feedback. These were:

1. When I do a good job at work, I am praised for my performance. (Mind kiidetakse heade töötulemuste eest.)
2. I seldom receive praise. (Mind kiidetakse tööl harva.)
3. I am generally let know when I do a good job at work. (Mulle antakse teada, kui ma saan oma tööga hästi hakkama.)
4. I frequently receive positive feedback. (Saan tihti positiivset tagasisidet.)

For the first statement, “when I do a good job at work, I am praised for my performance”, 14.63% of creative workers fully agreed, 51.22% of creative workers mostly agreed, 17.07% mostly disagreed, 12.20% fully disagreed and 4.88% could not say (Figure 32). For the same statement, 5.88% of administrative workers fully agreed, 35.29% mostly agreed, 23.53% mostly disagreed, 17.65% fully disagreed and 17.65% could not say (Figure 32). The total agreement percentage of creative workers was significantly higher than that of administrative workers, while the total percentage of disagreement was higher for administrative workers than it was for creative workers. The weighted average for creative workers was +0.39, for administrative workers it was -0.12 (Appendix C, Table 7). Thus, administrative workers disagreed more, while creative workers agreed more.

For the second statement, “I seldom receive praise”, 7.32% of creative workers fully agreed, 31.71% mostly agreed, 26.83% mostly disagreed, 26.83% fully disagreed and 7.32% could not say (Figure 33). For the same statement, 35.29% of administrative workers fully agreed, 17.65% mostly agreed, 35.29% mostly disagreed, 5.88% fully disagreed and 5.88% could not say (Figure 33). The full and total agreement of administrative workers was higher than that of creative workers, while the full and total disagreement was higher for creative workers. The weighted average for creative workers was -0.34, for administrative workers it was +0.41 (Appendix C, Table 7). Thus, administrative workers agreed more, while creative workers disagreed more.

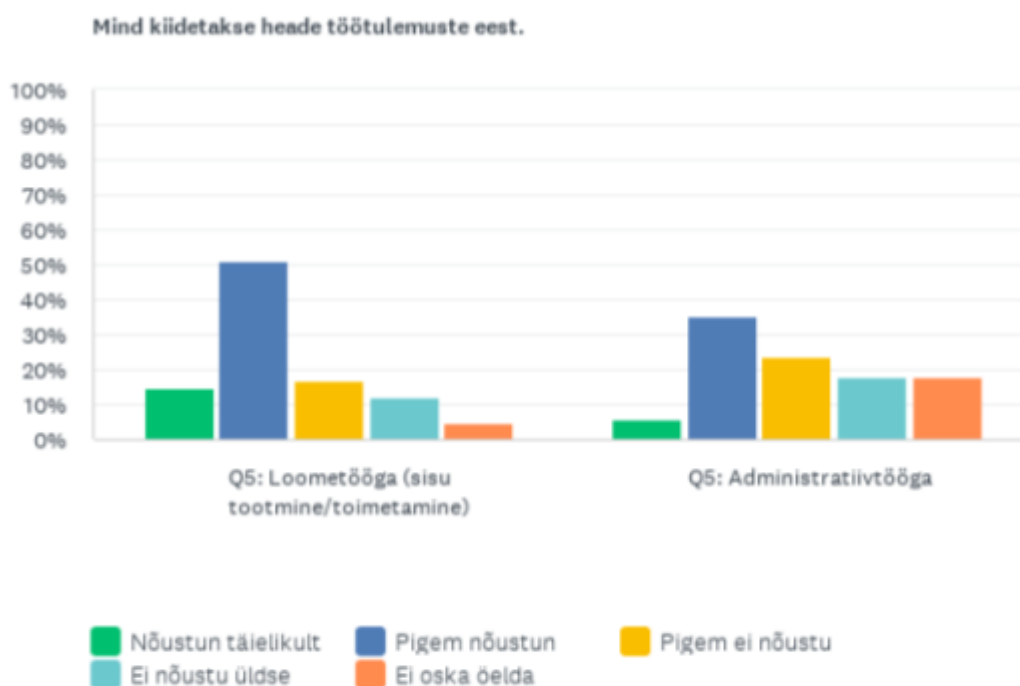
For the third statement, “I am generally let know when I do a good job at work”, 12.20% of creative workers fully agreed, 51.22% mostly agreed, 19.51% mostly disagreed, 14.63% fully disagreed and 2.44% could not say (Figure 34). For the same statement, 11.76% of administrative workers fully agreed, 41.18% mostly agreed, 17.65% mostly disagreed,

17.65% fully disagreed and 11.76% could not say (Figure 34). The total agreement of creative workers was higher than that of administrative workers because more creative workers mostly agreed than administrative workers. The weighted average for creative workers was +0.27, for administrative workers it was +0.12 (Appendix C, Table 7). Thus, creative workers agreed slightly more.

For the final statement, “I frequently receive positive feedback”, 12.20% of creative workers fully agreed, 29.27% mostly agreed, 31.71% mostly disagreed, 14.63% fully disagreed and 12.20% could not say (Figure 35). For the same statement, 5.88% of administrative workers fully agreed, 41.18% mostly agreed, 17.65% mostly disagreed, 29.41% fully disagreed and 5.88% could not say (Figure 35). Total agreement was slightly higher for administrative workers. The weighted average for creative workers was -0.07, for administrative workers it was -0.24 (Appendix C, Table 7). Thus, administrative workers disagreed more.

Figure 32

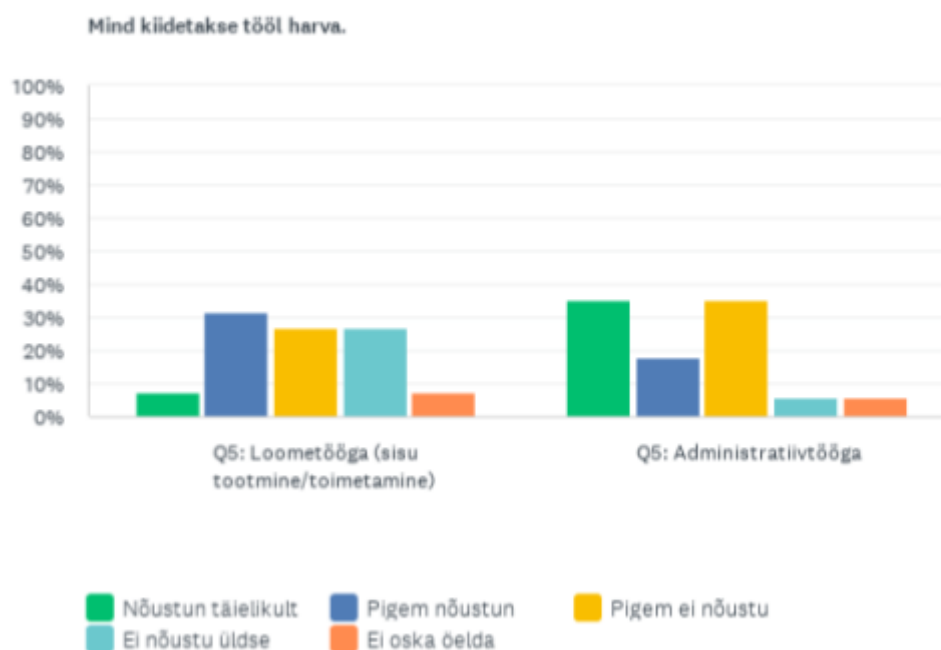
Responses of Creative and Administrative Workers to the Statement “when I do a good job at work, I am praised for my performance”



Note. n=58

Figure 33

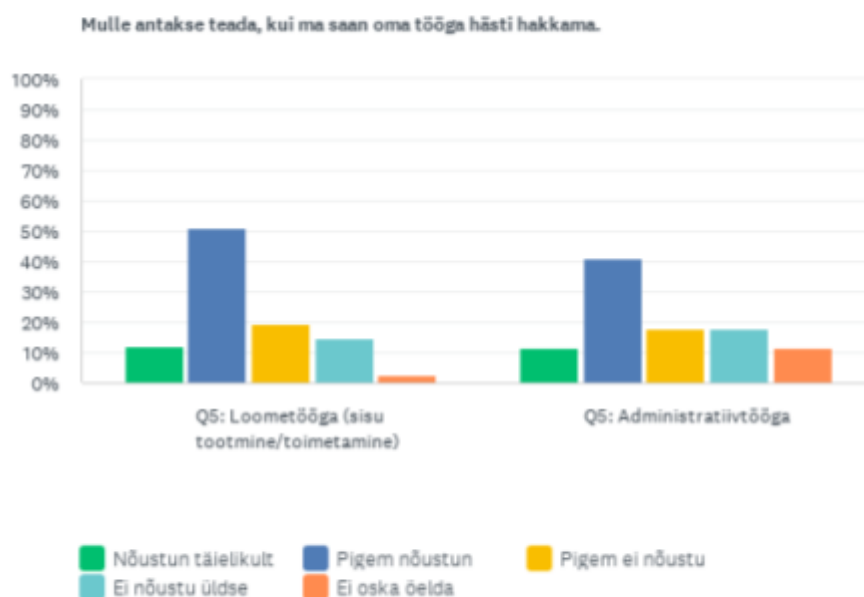
*Responses of Creative and Administrative Workers to the Statement
“I seldom receive praise”*



Note. n=58

Figure 34

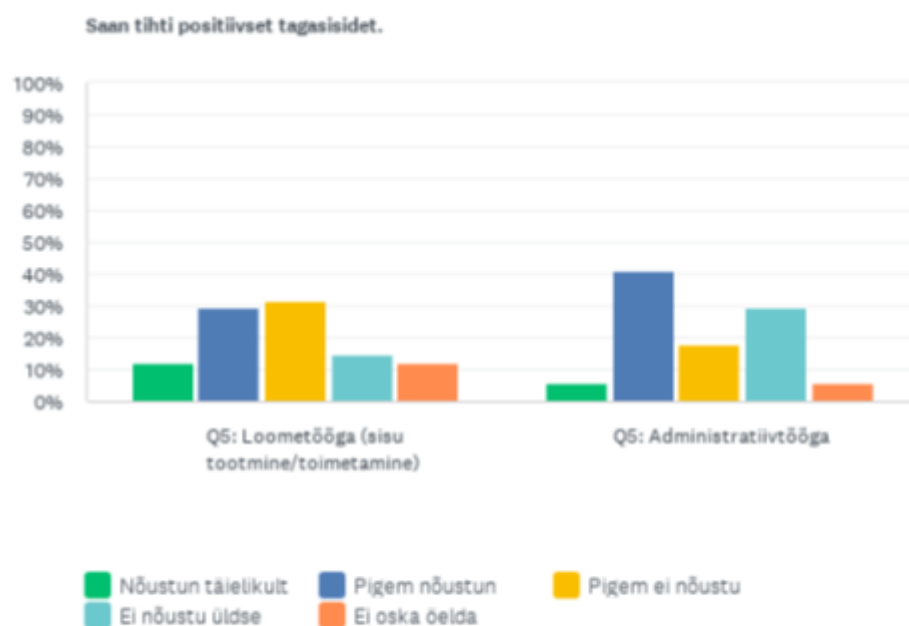
*Responses of Creative and Administrative Workers to the Statement
“I am generally let know when I do a good job at work”*



Note. n=58

Figure 35

*Responses of Creative and Administrative Workers to the Statement
“I frequently receive positive feedback”*



Note. n=58

4.9 Negative Feedback

The eighth block of statements in the survey addressed perceptions of negative feedback. These were:

1. When I don't meet deadlines, I am let know. (Mulle antakse teada, kui ma ei soorita tööd õigeaegselt.)
2. I am told when my work performance does not meet organizational standards. (Mulle antakse teada, kui mu töö tulemuslikkus ei vasta organisatsiooni standarditele.)
3. On those occasions when my job performance falls below what is expected, I am let know. (Mulle antakse teada, kui mu töö tulemuslikkus langeb alla nõutava taseme.)
4. On those occasions when I make a mistake at work, I am told. (Mulle antakse teada, kui ma eksin oma töös.)

For the first statement, “when I don't meet deadlines, I am let know”, 24.39% of creative workers fully agreed, 46.34% mostly agreed, 14.63% mostly disagreed, 2.44% fully disagreed and 12.20% could not say (Figure 36). For the same statement, 23.53% of administrative workers fully agreed, 41.18% mostly agreed, 5.88% mostly disagreed, 17.65% fully disagreed and 11.76% could not say (Figure 36). A larger percentage of creative workers agreed on both levels, while the percentage of total disagreement was higher for administrative workers. The weighted average for creative workers was +0.76, for administrative workers it was +0.47 (Appendix C, Table 8). Thus, creative workers agreed significantly more.

For the second statement, “I am told when my work performance does not meet organizational standards”, 24.39% of creative workers fully agreed, 43.90% mostly agreed, 7.32% mostly disagreed, 4.88% fully disagreed and 19.51% could not say (Figure 37). For the same statement, 23.53% of administrative workers fully agreed, 29.41% mostly agreed, 5.88% mostly disagreed, 17.65% fully disagreed and 23.53% could not say (Figure 37). A larger percentage of creative workers agreed on both levels, while the total disagreement percentage was higher for administrative workers. The weighted average for creative workers was +0.76, for administrative workers it was +0.35 (Appendix C, Table 8). Thus, creative workers agreed significantly more.

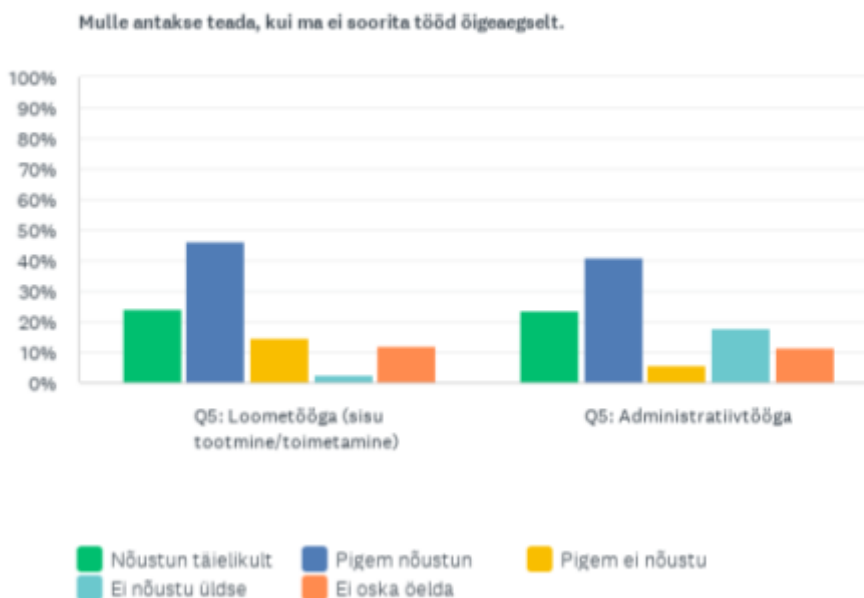
For the third statement, “on those occasions when my job performance falls below what is expected, I am let know”, 17.07% of creative workers fully agreed, 43.90% mostly agreed, 12.20% mostly disagreed, 4.88% fully disagreed and 21.95% could not say (Figure 38). For the same statement, 23.53% of administrative workers fully agreed, 29.41% mostly

agreed, 17.65% fully disagreed and 29.41% could not say (Figure 38). No administrative workers mostly disagreed. Total agreement was higher for creative workers, while a larger percentage of administrative workers could not say. The weighted average for creative workers was +0.56, for administrative workers it was +0.41 (Appendix C, Table 8). Thus, creative workers agreed slightly more.

For the final statement, “on those occasions when I make a mistake at work, I am told”, 31.71% of creative workers fully agreed, 51.22% mostly agreed, 9.76% mostly disagreed and 7.32% could not say (Figure 39). No creative workers fully disagreed. For the same statement, 35.29% of administrative workers fully agreed, 41.18% mostly agreed, 5.88% mostly disagreed, 11.76% fully disagreed and 5.88% could not say (Figure 39). The total percentage of agreement was higher for creative workers, while the total percentage of disagreement was higher for administrative workers. The weighted average for creative workers was +1.05, for administrative workers it was +0.82 (Appendix C, Table 8). Thus, creative workers agreed more.

Figure 36

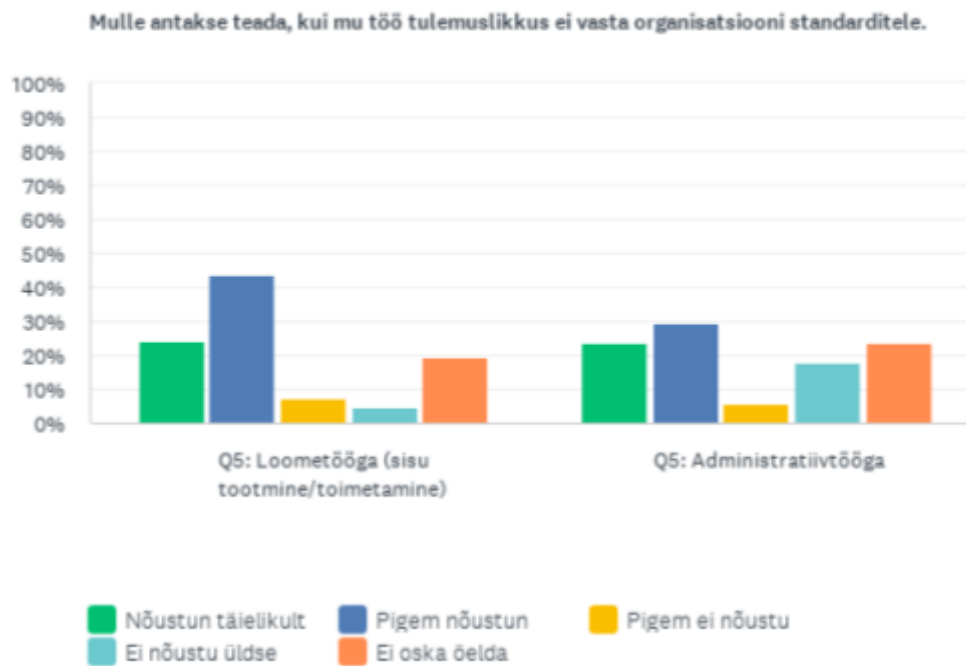
*Responses of Creative and Administrative Workers to the Statement
“when I don’t meet deadlines, I am let know”*



Note. n=58

Figure 37

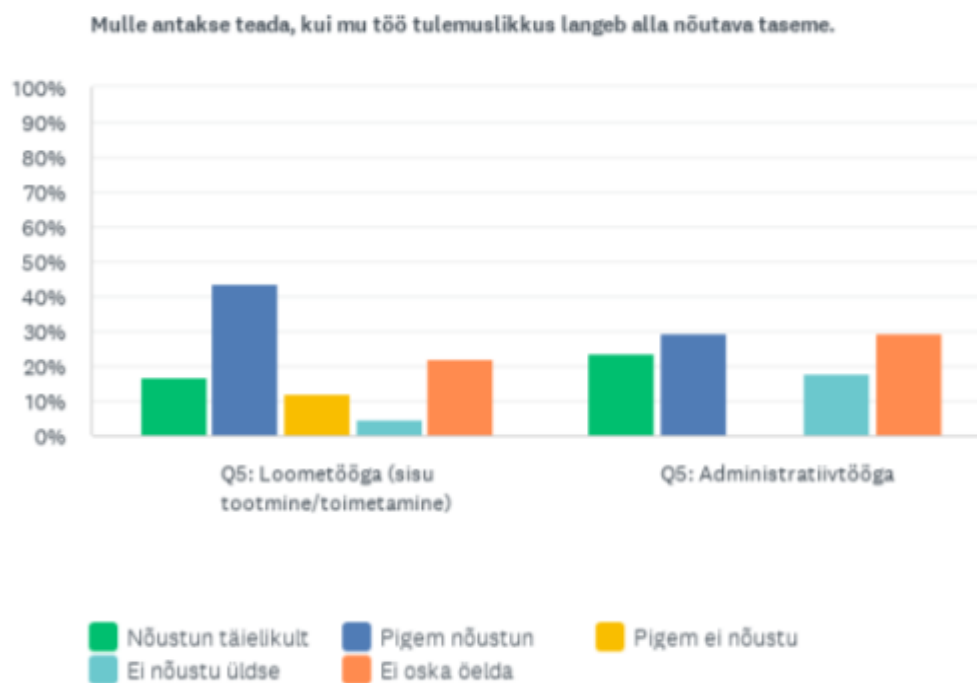
*Responses of Creative and Administrative Workers to the Statement
“I am told when my work performance does not meet organizational standards”*



Note. n=58

Figure 38

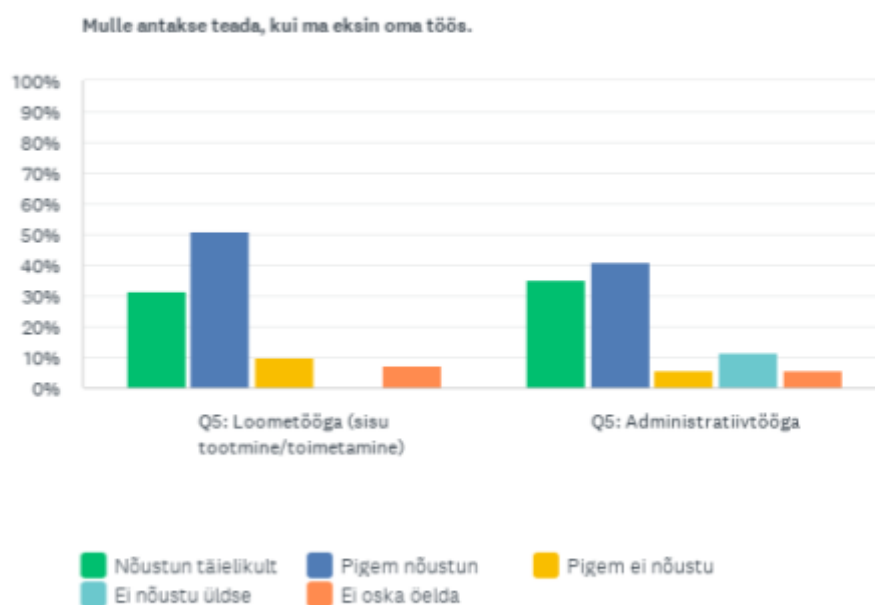
Responses of Creative and Administrative Workers to the Statement “on those occasions when my job performance falls below what is expected, I am let know”



Note. n=58

Figure 39

*Responses of Creative and Administrative Workers to the Statement
“on those occasions when I make a mistake at work, I am told”*



Note. n=58

4.10 Source Availability

The ninth block of statements in the survey addressed perceptions of feedback source availability. These were:

1. The feedback giver is usually available when I want performance information. (Tagasiside andja on tavaliselt kättesaadav, kui ma tahan saada informatsiooni oma töö tulemuslikkuse kohta.)
2. The feedback giver is too busy to give me feedback. (Tagasiside andja on liiga hõivatud, et anda mulle tagasisidet.)
3. I have little contact with the person giving me feedback. (Mul on vähe kontakti tagasiside andjaga.)
4. I interact with the feedback giver on a daily basis. (Suhtlen tagasiside andjaga igapäevaselt.)
5. The only time I receive performance feedback is during my performance review. (Saan tagasisidet ainult siis, kui selleks on planeeritud vestlus.)

For the first statement, “the feedback giver is usually available when I want performance information”, 26.83% of creative workers fully agreed, 48.78% mostly agreed, 14.63% mostly disagreed, 7.32% fully disagreed and 2.44% could not say (Figure 40). For the same statement, 17.65% of administrative workers fully agreed, 41.18% mostly agreed, 11.76% mostly disagreed, 11.76% fully disagreed and 17.65% could not say (Figure 40). A larger percentage of creative workers agreed on both levels, while a larger percentage of administrative workers could not say. The weighted average for creative workers was +0.73 for administrative workers it was +0.41 (Appendix C, Table 9). Thus, creative workers agreed significantly more.

For the second statement, “the feedback giver is too busy to give me feedback”, 12.20% of creative workers fully agreed, 19.51% mostly agreed, 29.27% mostly disagreed, 24.39% fully disagreed and 14.63% could not say (Figure 41). For the same statement, 17.65% of administrative workers fully agreed, 5.88% mostly agreed, 29.41% mostly disagreed, 29.41% fully disagreed and 17.65% could not say (Figure 41). The percentage of total agreement was larger for creative workers and the percentage of total disagreement was higher for administrative workers. The weighted average for creative workers was -0.34, for administrative workers it was -0.47 (Appendix C, Table 9). Thus, administrative workers disagreed slightly more.

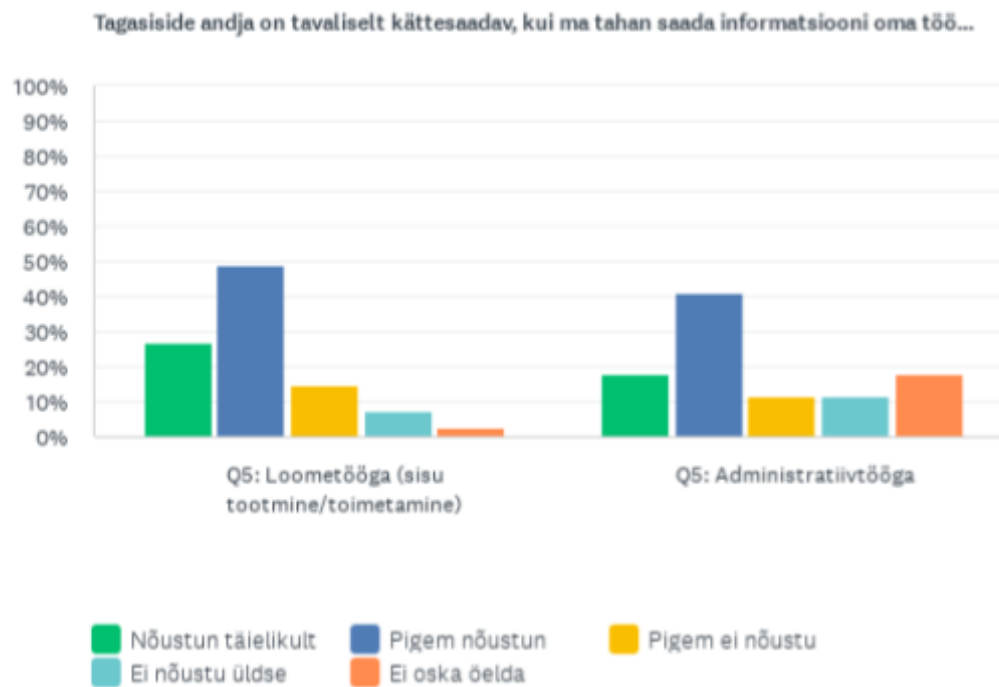
For the third statement, “I have little contact with the person giving me feedback”, 4.88% of creative workers fully agreed, 31.71% mostly agreed, 19.51% mostly disagreed, 36.59% fully disagreed and 7.32% could not say (Figure 42). For the same statement, 11.76% of administrative workers fully agreed, 17.65% mostly agreed, 23.53% mostly disagreed, 23.53% fully disagreed and 23.53% could not say (Figure 42). Total agreement and disagreement were higher for creative workers, while a larger percentage of administrative workers could not say. Both groups have a higher percentage of those who disagree. The weighted average for creative workers was -0.51, for administrative workers it was -0.29 (Appendix C, Table 9). Thus, creative workers disagreed more.

For the fourth statement, “I interact with the feedback giver on a daily basis”, 24.39% of creative workers fully agreed, 31.71% mostly agreed, 24.39% mostly disagreed, 17.07% fully disagreed and 2.44% could not say (Figure 43). For the same statement, 41.18% of administrative workers fully agreed, 17.65% mostly agreed, 23.53% mostly disagreed, 11.76% fully disagreed and 5.88% could not say (Figure 43). Both groups have a higher percentage of those who agree. A slightly larger percentage of administrative workers agree and a slightly larger percentage of creative workers disagree. The weighted average for creative workers was +0.22, for administrative workers it was +0.53 (Appendix C, Table 9). Thus, administrative workers agreed more.

For the final statement, “the only time I receive performance feedback is during my performance review”, 4.88% of creative workers fully agreed, 21.95% mostly agreed, 29.27% mostly disagreed, 41.46% fully disagreed and 2.44% could not say (Figure 44). For the same statement, 11.76% of administrative workers fully agreed, 11.76% mostly agreed, 29.41% mostly disagreed, 35.29% fully disagreed and 11.76% could not say (Figure 44). Both groups have a larger percentage of those who disagree. There is a slightly larger percentage of total agreement for creative workers and a significantly larger percentage of total disagreement for creative workers. The weighted average for creative workers was -0.80, for administrative workers it was -0.65 (Appendix C, Table 9). Thus, creative workers disagreed more.

Figure 40

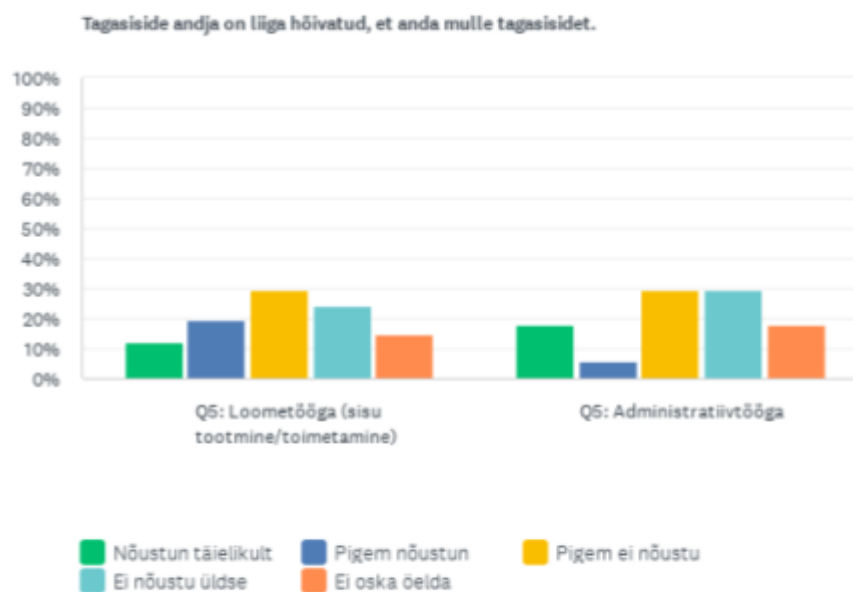
*Responses of Creative and Administrative Workers to the Statement
“the feedback giver is usually available when I want performance information”*



Note. n=58

Figure 41

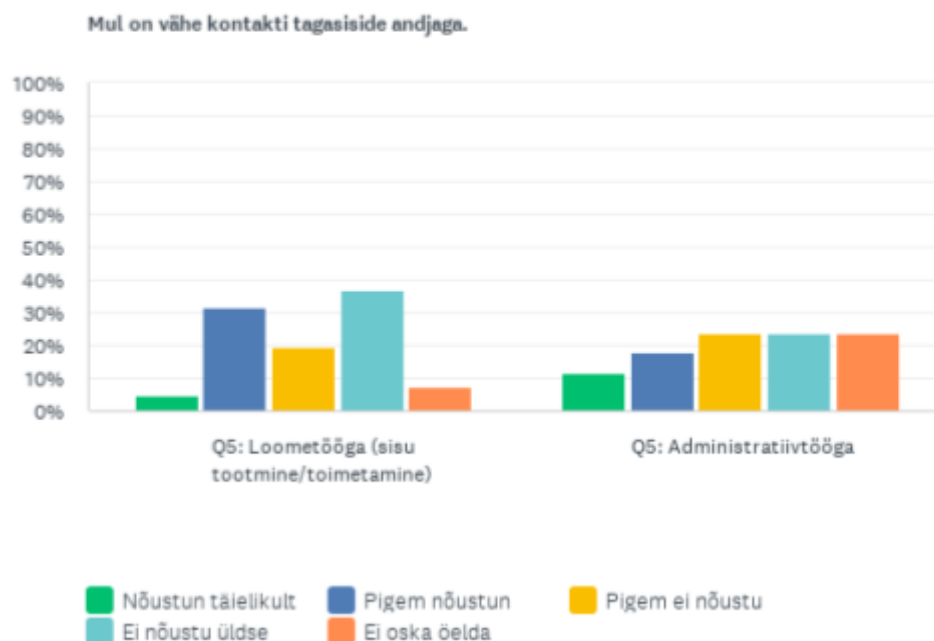
*Responses of Creative and Administrative Workers to the Statement
“the feedback giver is too busy to give me feedback”*



Note. n=58

Figure 42

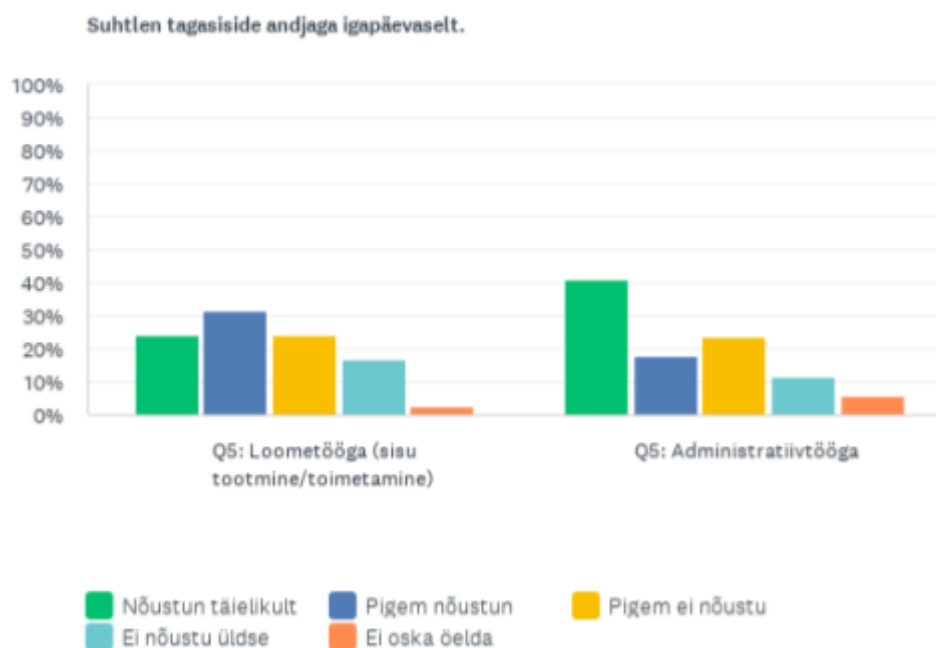
*Responses of Creative and Administrative Workers to the Statement
“I have little contact with the person giving me feedback”*



Note. n=58

Figure 43

*Responses of Creative and Administrative Workers to the Statement
“I interact with the feedback giver on a daily basis”*

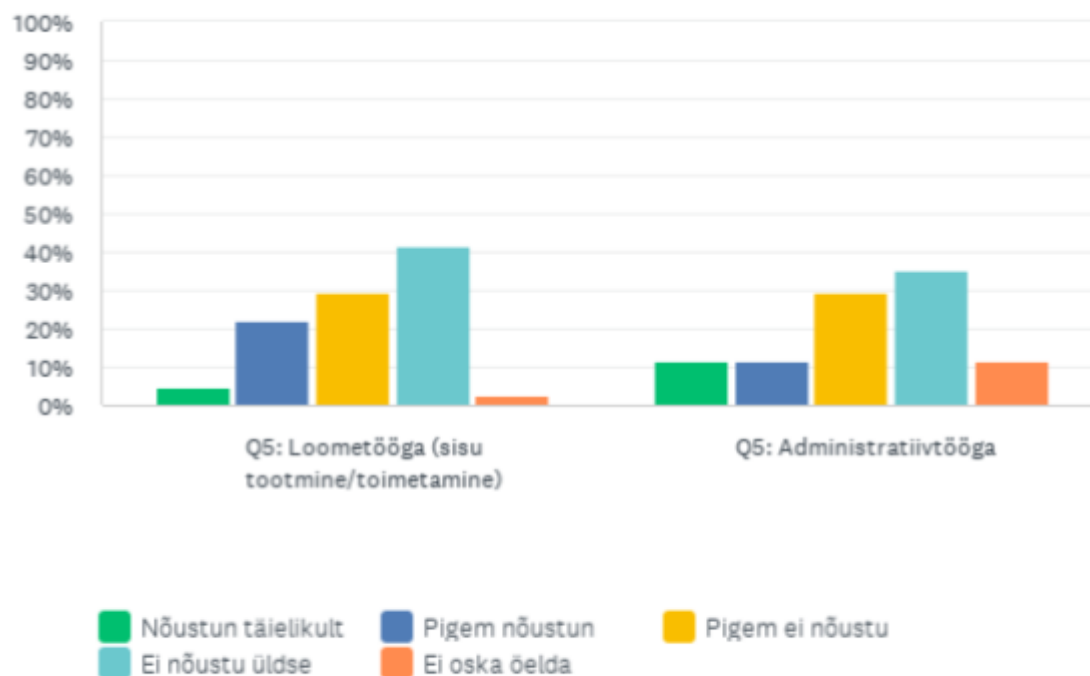


Note. n=58

Figure 44

*Responses of Creative and Administrative Workers to the Statement
“the only time I receive performance feedback is during my performance review”*

Saan tagasisidet ainult siis, kui selleks on planeeritud vestlus.



Note. n=58

4.11 Feedback Seeking

The final block of statements in the survey addressed perceptions of feedback seeking. These were:

1. The feedback giver is often annoyed when I directly ask for performance feedback. (Tihti ollakse minu peale pahane, kui küsin otse tagasisidet.)
2. When I ask for performance feedback, I am generally not given the information right away. (Tavaliselt, kui küsin tagasisidet, ei anta seda mulle kohe.)
3. I feel comfortable asking for feedback about my work performance. (Tunnen ennast mugavalt küsides tagasisidet.)
4. I am encouraged to ask for feedback whenever I am uncertain about my job performance. (Tagasiside andja julgustab mind küsima tagasisidet, kui ma olen ebakindel oma töö tulemustes.)

For the first statement, “the feedback giver is often annoyed when I directly ask for performance feedback”, 2.44% of creative workers fully agreed, 4.88% mostly agreed, 14.63% mostly disagreed, 73.17% fully disagreed and 4.88% could not say (Figure 45). For the same statement, 5.88% of administrative workers mostly agreed, 23.53% mostly disagreed, 58.82% fully disagreed and 11.76% could not say (Figure 45). No administrative workers fully agreed. Here, the answers were divided similarly, only the total disagreement was lower by a small percentage for administrative workers while a larger percentage of them could not say. The weighted average for creative workers was -1.51, for administrative workers it was -1.35 (Appendix C, Table 10). Thus, creative workers disagreed more.

For the second statement, “when I ask for performance feedback, I am generally not given the information right away”, 4.88% of creative workers fully agreed, 17.07% mostly agreed, 26.83% mostly disagreed, 46.34% fully disagreed and 4.88% could not say (Figure 46). For the same statement, 29.41% of administrative workers mostly agreed, 35.29% mostly disagreed, 23.53% fully disagreed and 11.76% could not say (Figure 46). No administrative workers fully agreed. The total disagreement was higher for creative workers, while the total agreement was higher for administrative workers although none of them fully agreed. The weighted average for creative workers was -0.93, for administrative workers it was -0.53 (Appendix C, Table 10). Thus, creative workers disagreed significantly more.

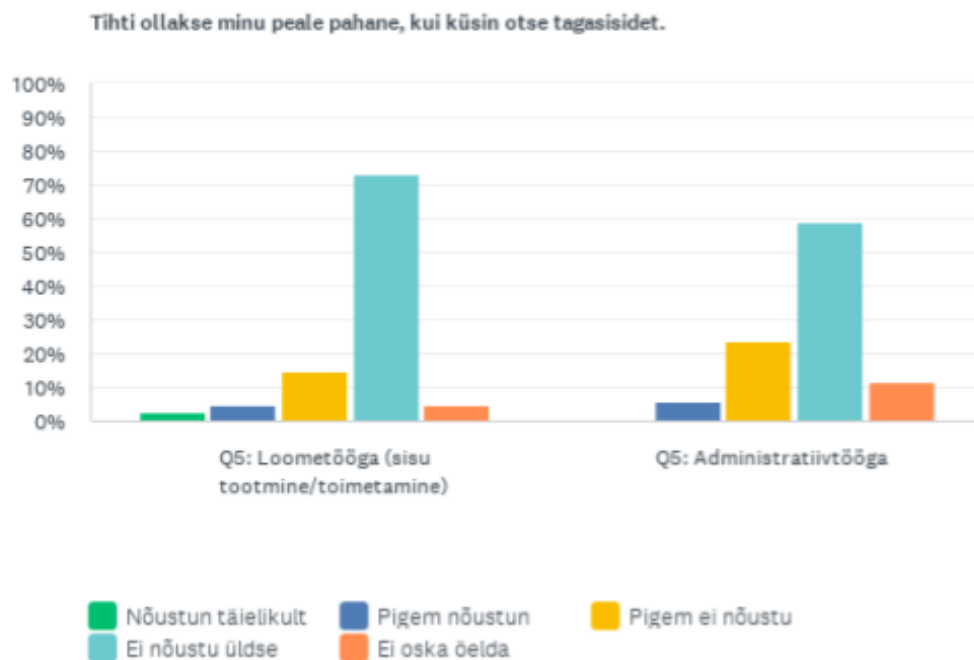
For the third statement, “I feel comfortable asking for feedback about my work performance”, 29.27% of creative workers fully agreed, 39.02% mostly agreed, 12.20%

mostly disagreed, 14.63% fully disagreed and 4.88% could not say (Figure 47). For the same statement, 29.41% of administrative workers fully agreed, 35.29% mostly agreed, 17.65% mostly disagreed, 5.88% fully disagreed and 11.76% could not say (Figure 47). Both total agreement and total disagreement percentages were higher for creative workers, while a larger number of administrative workers could not say. The weighted average for creative workers was +0.56, for administrative workers it was +0.65 (Appendix C, Table 10). Thus, administrative workers agreed slightly more.

For the fourth statement, “I am encouraged to ask for feedback whenever I am uncertain about my job performance”, 7.32% of creative workers fully agreed, 34.15% mostly agreed, 21.95% mostly disagreed, 17.07% fully disagreed and 19.51% could not say (Figure 48). For the same statement, 11.76% of administrative workers fully agreed, 41.18% mostly agreed, 11.76% mostly disagreed, 17.65% fully disagreed and 17.65% could not say (Figure 48). Here, total agreement was higher for administrative workers, while total disagreement was lower. The weighted average for creative workers was -0.07, for administrative workers it was +0.18 (Appendix C, Table 10). Thus, administrative workers agreed more, while creative workers disagreed more.

Figure 45

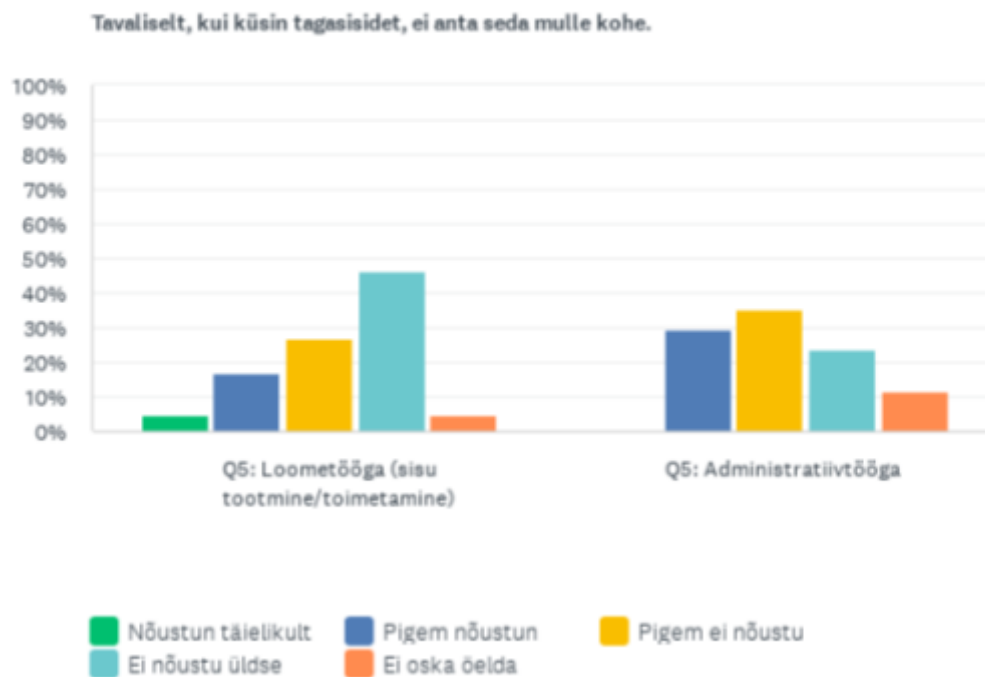
Responses of Creative and Administrative Workers to the Statement “the feedback giver is often annoyed when I directly ask for performance feedback”



Note. n=58

Figure 46

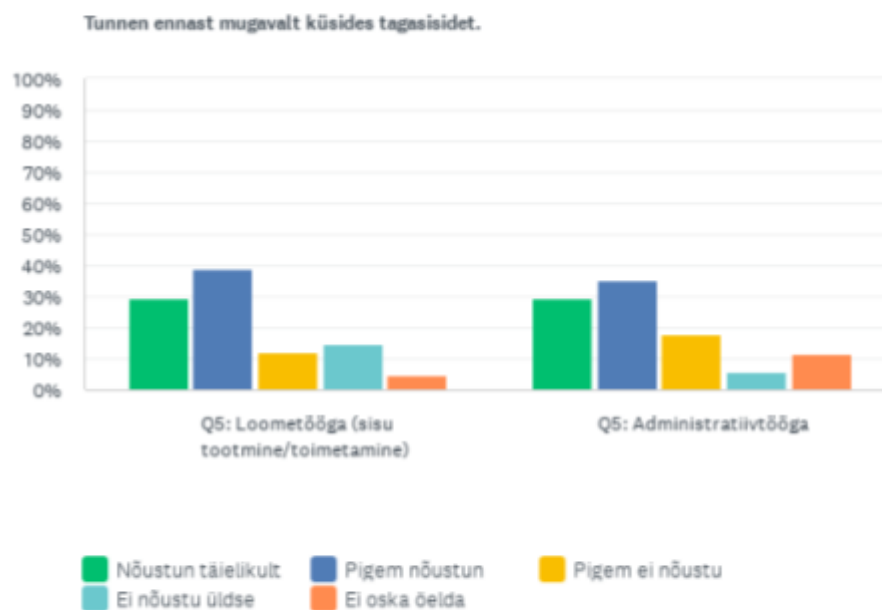
Responses of Creative and Administrative Workers to the Statement “when I ask for performance feedback, I am generally not given the information right away”



Note. n=58

Figure 47

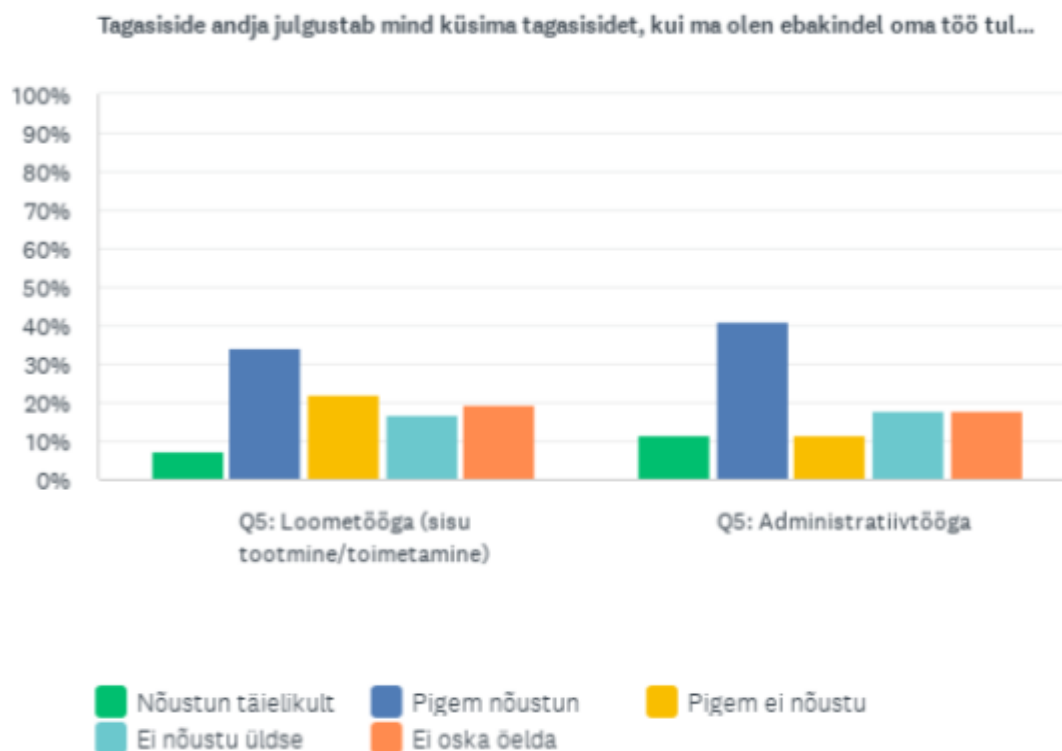
Responses of Creative and Administrative Workers to the Statement “I feel comfortable asking for feedback about my work performance”



Note. n=58

Figure 48

Responses of Creative and Administrative Workers to the Statement “I am encouraged to ask for feedback whenever I am uncertain about my job performance”



Note. n=58

4.12 Main Points of the Interview

During the interview with the head of human resources at ERR, three most important ideas for the current research came up.

Firstly, the administrative and creative employees of ERR should not be feedbacked very differently. Both types of workers should feel like they are valued and given feedback similarly. The differences should come more from an individual approach, because feedback should be given through considering the individual more, whereas it should still be work task or work outcome based feedback, not feedback about the person. Giving feedback differently may have the adverse effect of administrative employees feeling less like a part of the organization.

Secondly, creative work is very personal, even considered by the workers to be what defines their life, thus giving feedback to creative workers should be done with caution. This is also because creative work is not objectively measurable. Administrative work, however, is easier to feedback because administrative workers do not have reason to be as doubtful about whether their feedback may be very subjective. This is an aspect, where giving feedback should be done differently. This supports the idea that creative work is more difficult to feedback discussed in the theoretical part of the current research.

The third idea brought up was that all employees can handle feedback well, regardless of the creative or administrative distinction. This is due to them being given feedback in a professional manner and their ability to remain professional themselves. This supports the hypothesis “both creative and administrative employees perceive that they handle feedback similarly well”.

Overall, the interview emphasized the mentioned ideas that constructed a basis for the hypotheses, supporting them. Thus, it was useful for confirming that the context was interpreted accurately.

5. DISCUSSION

The research questions were as follows:

1. What are the perceptions of the feedback environment of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?
2. What are the perceptions of feedback orientation of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?

The hypotheses were as follows:

For the feedback environment:

H1: The sources of feedback are perceived as more credible by administrative employees than creative employees.

H2: Feedback quality is perceived as higher by administrative employees than creative employees.

H3: Feedback is perceived to be similarly well delivered by both types of employees.

H4: Favourable feedback will be perceived as more frequent than unfavourable feedback for both employees similarly.

H5: The availability of the sources of feedback will be perceived similarly as low by both types of employees.

H6: Feedback seeking is perceived to be promoted more for administrative employees than creative employees.

For feedback orientation:

H7: Both creative and administrative employees perceive feedback as important on a similar level.

H8: Creative workers perceive themselves to be less likely to act on feedback, while administrative workers perceive themselves to be more likely to act on feedback.

H9: Both creative and administrative employees perceive that they handle feedback similarly well.

For the first hypothesis, “the sources of feedback are perceived as more credible by administrative employees than creative employees”, the credibility of the feedback source has some differences between creative and administrative workers. These differences are that

some creative workers do not trust the feedback giver, while all administrative workers do or cannot say whether they do or do not, and that some creative workers do not have confidence in the feedback they are given, while all administrative workers do or cannot say. Therefore, it could be said that, although the other answers were mostly distributed similarly in that the feedback sources are mostly credible for both, the credibility of the feedback source is higher for administrative workers than creative workers, which supports the first hypothesis.

For the second hypothesis, “feedback quality is perceived as higher by administrative employees than creative employees”, the perceived feedback quality has some differences between administrative and creative workers. For most of the statements in this block, except the first and final statement, agreement is higher for both groups. For the first statement, “I am given useful feedback about my job performance”, a larger percentage of administrative workers disagree rather than agree, while for the last statement, “the performance information I receive is generally not very meaningful”, disagreement is higher for both groups. This shows that overall, feedback quality is perceived to be rather higher than not by both groups. While looking at the responses to the first two statements from this block, “I am given useful feedback about my job performance” and “the performance feedback I receive is helpful”, it seems like creative workers perceive feedback to have slightly more usefulness and helpfulness than administrative workers. Then again, looking at responses to the third and final statements, “I value the feedback I receive” and “the performance information I receive is generally not very meaningful”, it seems like administrative workers perceive feedback to be slightly more valuable and meaningful than creative workers. This contradiction could be explained as such: creative workers perceive the feedback to be slightly more useful and helpful, while administrative workers see slightly more value and meaning in feedback even if it is not perceived to be as useful and as helpful as for creative workers. For example, if an administrative worker is given unhelpful feedback, they may still see value and meaning in it. This does neither support nor disprove the hypothesis, further study would be required.

For the third hypothesis, “feedback is perceived to be similarly well delivered by both types of employees”, the results indicate that there is a slight difference in the perception of feedback delivery for creative and administrative workers. For the statement “the feedback giver is supportive when giving me feedback about my job performance”, no administrative workers fully disagreed, while the total percentage of agreement for both parties was around 75%. For the statement “when the feedback giver gives me performance feedback, he/she is considerate of my feelings”, no administrative workers disagreed on any level, while 31.71%

of creative workers mostly disagreed or fully disagreed. For the statement “the feedback giver generally provides feedback in a thoughtless manner”, no administrative workers fully agreed and the total agreement percentage was higher for creative workers while a larger percentage of administrative workers could not say. For the statement “the feedback giver does not treat people very well when providing performance feedback”, no administrative workers fully agreed, while total disagreement was the highest for both groups. For the statement “the feedback giver is tactful when giving me performance feedback”, both groups had a majority of those agreeing but no administrative workers disagreed on any level. Looking at the responses to all the statements, while both types of workers perceive feedback to be delivered well rather than not well, it can be said that administrative workers perceive the delivery of feedback to be slightly better than creative workers. Thus, the hypothesis is disproven.

For the fourth hypothesis, “favourable feedback will be perceived as more frequent than unfavourable feedback for both employees similarly”, there are differences in perceptions of favourable and unfavourable feedback frequency between administrative and creative workers. Looking at the responses for the first three statements of the positive feedback block, it could be said that creative workers are given more positive feedback than administrative workers. For the first statement, “when I do a good job at work, I am praised for my performance”, the full and total agreement of administrative workers was higher than that of creative workers, while the full and total disagreement was higher for creative workers. For the second statement, “I seldom receive praise”, the full and total agreement of administrative workers was higher than that of creative workers, while the full and total disagreement was higher for creative workers. For the third statement, “I am generally let know when I do a good job at work”, the total agreement of creative workers was higher than that of administrative workers. However, looking at the response for the last statement, “I frequently receive positive feedback”, it could be said that administrative workers receive positive feedback a bit more frequently, since their total agreement was slightly higher. It could be said that creative workers receive slightly more negative feedback, because their total agreement percentages are higher for every statement in the negative feedback block: “when I don’t meet deadlines, I am let know”, “I am told when my work performance does not meet organizational standards”, “on those occasions when my job performance falls below what is expected, I am let know”, “on those occasions when I make a mistake at work, I am told”. Thus, creative employees get both types, favourable and unfavourable, feedback more frequently, which disproves the hypothesis.

For the fifth hypothesis, “the availability of the sources of feedback will be perceived similarly as low by both types of employees”, both groups of workers find the feedback source to be more available than not. Also, looking at the first and last statement, it can be said that the feedback source is perceived to be slightly more available by creative workers. For the first statement, “the feedback giver is usually available when I want performance information”, a larger percentage of creative workers than administrative workers agreed on both levels. For the final statement, “the only time I receive performance feedback is during my performance review”, there is a slightly larger percentage of total agreement for creative workers and a significantly larger percentage of total disagreement for creative workers. Thus, the hypothesis is disproven.

For the sixth hypothesis, “feedback seeking is perceived to be promoted more for administrative employees than creative employees”, two statements have differences in responses and two have similar responses. Looking at the second statement, it could be said that creative workers perceive that they are given feedback more quickly upon asking than administrative workers perceive it. Looking at the fourth statement, creative workers perceive that they are slightly less encouraged to seek feedback than administrative workers perceive that they are. The other two statements’ responses were divided quite similarly: a larger percentage of creative and administrative workers both perceive that the feedback giver is mostly not annoyed by asking for feedback and a larger percentage of both perceive themselves to be more comfortable asking for feedback than not. Overall, it is perceived by both that feedback seeking is more promoted than not, but this hypothesis would require further study to be supported or disproven.

Looking at the perceptions of the feedback environment, the following can be said. The feedback sources are mostly credible for both, but the sources of feedback are perceived as more credible by administrative employees than creative employees. Feedback quality is perceived to be rather higher than not by both groups, but feedback quality perceptions of both groups should be further studied in terms of similarities and differences. Both types of workers perceive feedback to be delivered well rather than not well, but it can be said that administrative workers perceive the delivery of feedback to be slightly better than creative workers. Creative employees get both favourable and unfavourable feedback more frequently than administrative employees. Both groups of workers find the feedback source to be more available than not and there are small differences with levels of agreement for statements under the feedback source availability section. It is perceived by both groups that feedback

seeking is more promoted than not, but the differences and similarities in promotion of feedback seeking would require further study.

For the seventh hypothesis, “both creative and administrative employees perceive feedback as important on a similar level”, there were differences between the groups. For the first two statements, “feedback contributes to my success at work” and “to develop my skills at work, I rely on feedback”, responses were divided similarly in that both types of workers had almost equally high agreement and low disagreement levels. However, for the last three statements, there were some differences. A larger percentage of creative workers agree that feedback is crucial for improving performance and advancing in a company, while a slightly larger percentage of administrative workers agree that feedback is critical for reaching their goals. In sum, feedback is seen as important by a larger percentage of both types of employees, but creatives see more value in it for improving performance and advancing in a company, while administratives see more value in it for reaching their goals. Thus, the hypothesis is disproven.

The eighth hypothesis, “creative workers perceive themselves to be less likely to act on feedback, while administrative workers perceive themselves to be more likely to act on feedback”, was supported. For the first two statements, “it is my responsibility to apply feedback to improve my performance” and “I hold myself accountable to respond to feedback appropriately”, there were no large differences and both groups had a higher level of agreement than disagreement. For the three last statements, “I don’t feel a sense of closure until I respond to feedback” “if I am given feedback, it is my responsibility to respond to it”, “I feel obligated to make changes based on feedback”, total agreement was higher for administrative workers. Thus, while accountability, the individual workers’ likelihood to act on feedback out of their own will, is similarly high for both, it is slightly higher for administrative employees than creative employees.

The ninth hypothesis, “both creative and administrative employees perceive that they handle feedback similarly well”, was mostly supported, except for one sub-statement. For three statements, “I feel self-assured when dealing with feedback”, “I know that I can handle the feedback that I receive” and “I feel confident when responding to both positive and negative feedback”, there was no large difference and both groups agreed the most. For two statements, “compared to others, I am more competent at handling feedback” and “I believe that I have the ability to deal with feedback effectively”, there were some differences: for the first statement, the agreement and disagreement percentages of creative workers were higher, and for the second statement, the percentage of creative workers who agreed is higher

than the percentage of administrative workers who agreed. Thus, feedback self-efficacy is mostly similarly high for both administrative and creative employees. However, looking at the distribution of answers for the statement “I believe that I have the ability to deal with feedback effectively”, it could be said that creative workers have higher feedback self-efficacy.

Looking at perceptions of feedback orientation, the following can be said. Feedback is seen as important by a larger percentage of both types of employees, but creatives see more value in it for improving performance and advancing in a company, while administratives see more value in it for reaching their goals. Feedback accountability is similarly high for both, but it is slightly higher for administrative employees than creative employees. Overall, both creative and administrative employees perceive that they handle feedback similarly well.

Regarding the interview, it was useful in that it supported the contextual base for the survey. It supported the idea that creative work is more difficult to feedback, which was a starting point for many hypotheses. It also supported the hypothesis “both creative and administrative employees perceive that they handle feedback similarly well”.

For some statements, there was a high “could not say” response rate. This can be explained in the words of three respondents who answered the final question for the survey (“would you like to add something about feedback?”) by stating that they either have not received feedback in a long time, they get feedback very rarely or they are not given feedback. Also, five people responded to the same question, saying that they were confused about what was meant under “feedback giver” in the survey - that they have too many different feedback givers to give concrete answers. These outcomes highlight a flaw in the survey: that the term “feedback giver” should have been explained to the respondents and there should have been a question about whether frequent feedback is given or not. The final question was overall answered by 14 respondents.

All the people tasked with giving feedback in ERR can use this research to consider whether they should or should not keep in mind the creative and administrative worker distinction while giving feedback - considering this can enhance the process of giving feedback. Through a more effective feedback process, ERR could benefit with even better trained employees and thus strengthen its value for the whole of Estonian society. Also, the current research could be continued by other researchers. For example, further studies could ask the question “why?”. This research is a base to see how the feedback perceptions between administrative and creative employees are different or similar, but further studies can ask why

there are these differences and similarities. Further studies could also be done in other countries or with media companies instead of a public service media organization.

Since the current research is a case study and the percentage of respondents was small (8,5% of the whole sample), the results cannot be generalized. While there is research on the management of creative workers and feedback overall, there was no research found by the author of the current research on feedbacking creative and administrative workers. So, the research opens a new topic of discussion. However, this is a limitation because the theoretical foundations are weaker for a topic less discussed. In addition, the researcher had limited access to data sources: the media companies that were contacted first either did not reply or refused to cooperate. This constrained the time for the research. Other limitations arose when looking at the survey responses, which indicated that there should have been more explanation of concepts for the respondents and a question added. Further studies done on similar topics should keep in mind these limitations.

6. SUMMARY

Feedback is an important tool for managing people. In the media industry, these people can be grouped as creative and administrative workers. Creative workers are the people directly at the front of creating content, while administrative workers are those who transform content working in the organisation's different departments like HR, customer relations, high ranking leaders and also 'crafts people' like stylists or cameramen. Feedback itself can be divided into the feedback environment in an organization and the feedback orientation of an individual. The feedback environment is the daily context of giving feedback, while feedback orientation is the feedback receptivity of an individual.

The current research looks at the differences and similarities of feedback orientation and feedback environment perceptions of creative and administrative employees of ERR. The aim of this research is to find out what are the perceptions of the feedback environment and feedback orientation of creative and administrative employees of ERR and how are these perceptions different or similar for these creative and administrative employees. The research uses an exploratory case study method and a survey and an interview as data collection methods. The research questions, which further on were divided into 9 hypotheses, are:

What are the perceptions of the feedback environment of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?

What are the perceptions of feedback orientation of creative and administrative employees of ERR? How are these different or similar for these creative and administrative employees?

Looking at the perceptions of the feedback environment, the following can be said. The feedback sources are mostly credible for both, but the sources of feedback are perceived as more credible by administrative employees than creative employees. Feedback quality is perceived to be rather higher than not by both groups, but feedback quality perceptions of both groups should be further studied in terms of similarities and differences. Both types of workers perceive feedback to be delivered well rather than not well, but it can be said that administrative workers perceive the delivery of feedback to be slightly better than creative workers. Creative employees get both favourable and unfavourable feedback more frequently than administrative employees. Both groups of workers find the feedback source to be more

available than not and there are small differences with levels of agreement for statements under the feedback source availability section. It is perceived by both groups that feedback seeking is more promoted than not, but the differences and similarities in promotion of feedback seeking would require further study.

Looking at perceptions of feedback orientation, the following can be said. Feedback is seen as important by a larger percentage of both types of employees, but creatives see more value in it for improving performance and advancing in a company, while administratives see more value in it for reaching their goals. Feedback accountability is similarly high for both, but it is slightly higher for administrative employees than creative employees. Overall, both creative and administrative employees perceive that they handle feedback similarly well.

Further studies could ask the question “why?”. This research is a base to see how the feedback perceptions between administrative and creative employees are different or similar, but further studies can ask why there are these differences and similarities. Further studies could also be done in other countries or with media companies instead of a public service media organization.

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APPENDIX A: THE SURVEY

Loome- ja administratiivtöötajate arusaamad tagasisidest meediaorganisatsioonis

Olen Tallinna Ülikooli nüüdismeedia eriala magistritudeng Karlote Kiissa ning teen magistritööd teemal "Loome- ja administratiivtöötajate arusaamad tagasisidest meediaorganisatsioonis". Info kogumiseks palun Teil täita järgnev küsimustik, mis võtab ligikaudu 5 minutit. Küsitlus on anonüümne.

Küsimuste korral palun võtta minuga ühendust meiliaadressil karlote@tlu.ee.

* 1. Olen:

- ☐ Mees
- ☐ Naine

* 2. Minu vanus on:

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

* 3. Töötan:

- ☐ Raadios
- ☐ Televisioonis
- ☐ Veebiportaalis
- ☐ Muijal (palun täpsustada):

* 4. Olen töötanud oma praegusel ametikohal:

- ☐ Vähem kui 5 aastat
- ☐ 5-10 aastat
- ☐ Rohkem kui 10 aastat

* 5. Tegelen:

- ☐ Loometööga (sisu tootmine/toimetamine)
- ☐ Administratiivtööga

* 6. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tagasiside aitab kaasa mu tööalasele edukusele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma kasutan tagasisidet, et oma tööalaseid oskusi arendada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside on oluline minu töö tulemuslikkuse parendamiseks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside võib aidata mul karjääriredelil tõusta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leian, et tagasiside on oluline minu tööalaste eesmärkideni jõudmiseks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Olen kohustatud enda töö tulemuslikkuse parendamiseks tagasisidet rakendama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen kohustatud reageerima tagasisidele sobivalt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma ei tunne, et tagasiside protsess on lõplik, enne kui olen selle põhjal tegutsenud/sellele reageerinud.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kui mulle antakse tagasisidet, on mul kohustus sellele reageerida/selle põhjal tegutseda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma tunnen, et olen kohustatud tagasiside põhjal tegema muutusi oma töös.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tagasisidega tegeledes tunnen ennast enesekindlalt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teistega võrreldes olen parem tagasisidega toime tulemisel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usun, et mul on oskus tagasisidet efektiivselt rakendada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen enesekindel reageerides nii positiivsele kui negatiivsele tagasisidele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tean, et tulen toime tagasisidega.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tagasiside andja on teadlik minu töö tulemuslikkusest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Austan tagasiside andja arvamusi minu töö tulemuslikkusest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma ei usalda tagasiside andjat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja annab mulle õiglast tagasisidet töö tulemuslikkusest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usaldan tagasisidet, mida mulle antakse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Mulle antakse kasulikku tagasisidet töö tulemuslikkuse kohta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside töötulemuste kohta on mulle abiks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Väärtustan tagasisidet, mida mulle antakse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside aitab mul teha oma tööd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatsioon, mida saan töö tulemuslikkuse kohta, ei ole üldiselt minu jaoks väga relevantne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tagasiside andja on mulle tagasisidet andes toetav.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja arvestab minu tunnetega, kui annab mulle tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja annab tagasisidet mõtlematult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja ei kohtle inimesi väga hästi, kui annab neile tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja on taktitundeline, kui ta annab mulle tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Mind kiidetakse heade töötulemuste eest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mind kiidetakse tööl harva.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mulle antakse teada, kui ma saan oma tööga hästi hakkama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saan tihti positiivset tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Mulle antakse teada, kui ma ei soorita tööd õigeaegselt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mulle antakse teada, kui mu töö tulemuslikkus ei vasta organisatsiooni standarditele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mulle antakse teada, kui mu töö tulemuslikkus langeb alla nõutava taseme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mulle antakse teada, kui ma eksin oma töös.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Palun vali, kuivõrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tagasiside andja on tavaliselt kättesaadav, kui ma tahan saada informatsiooni oma töö tulemuslikkuse kohta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja on liiga hõivatud, et anda mulle tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mul on vähe kontakti tagasiside andjaga.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suhtlen tagasiside andjaga igapäevaselt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saan tagasisidet ainult siis, kui selleks on planeeritud vestlus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 15. Palun vali, kui võrd oled nõus järgmiste väidetega.

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse	Ei oska öelda
Tihti ollakse minu peale pahane, kui küsin otse tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tavaliselt, kui küsin tagasisidet, ei anta seda mulle kohe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tunnen ennast mugavalt küsides tagasisidet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagasiside andja julgustab mind küsima tagasisidet, kui ma olen ebakindel oma töö tulemustes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Soovin midagi tagasiside kohta lisada:

APPENDIX B: THE INTERVIEW QUESTIONS

1. Millest lähtud personalijuhtimisel? Kas on ka mingeid allikaid, juhendeid, millest lähtud?
2. Milline on tagasiside andmine ERRis? Kui tihti antakse tagasisidet? Kes annab kellele tagasisidet? Kui palju tagasisidest on kvantitatiivne ja kui palju kvalitatiivne ning millisel juhul antakse kvant. tagasisidet ja millisel juhul kval. tagasisidet?
3. Kas loometöö ja administratiivtöö tegijad vajavad erinevat tagasisidet või tagasiside andmise viisi? Miks/miks mitte?
4. Kas loomeinimesi võib olla keerulisem tagasisidestada kui administratiivtöö tegijaid? Kas tagasiside pigem aitab või pigem raskendab loomingulisust?
5. Kas töötajad otsivad ka ise tagasisidet? Miks nad otsivad/ei otsi?
6. Mis on tagasiside andmisel olulised aspektid?
7. Millal on tagasiside kõige efektiivsem?
8. Kas töötajaid on õpetatud tagasisidet andma/vastu võtma? Kas neid peaks õpetama?

APPENDIX C: STATISTICAL TABLES

Table 1. Statements for feedback utility:

Tagasiside aitab kaasa mu tööalasele edukusele.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	41.46% 17	41.46% 17	4.88% 2	4.88% 2	7.32% 3	70.69% 41	1.10
Q5: Administratiivtööga (B)	41.18% 7	41.18% 7	5.88% 1	0.00% 0	11.76% 2	29.31% 17	1.18
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.95	1.15	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.00	1.24	
Ma kasutan tagasisidet, et oma tööalaseid oskusi arendada.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	34.15% 14	46.34% 19	12.20% 5	2.44% 1	4.88% 2	70.69% 41	0.98
Q5: Administratiivtööga (B)	35.29% 6	47.06% 8	11.76% 2	5.88% 1	0.00% 0	29.31% 17	0.94
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.98	1.00	
Q5: Administratiivtööga (B)		1.00	4.00	2.00	1.88	0.83	
Tagasiside on oluline minu töö tulemuslikkuse parendamiseks.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	36.59% 15	56.10% 23	2.44% 1	0.00% 0	4.88% 2	70.69% 41	1.27
Q5: Administratiivtööga (B)	29.41% 5	52.94% 9	5.88% 1	0.00% 0	11.76% 2	29.31% 17	1.06
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.80	0.89	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.12	1.18	
Tagasiside võib aidada mul karjäärireedelil tõusta.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	24.39% 10	34.15% 14	17.07% 7	9.76% 4	14.63% 6	70.69% 41	0.46
Q5: Administratiivtööga (B)	17.65% 3	23.53% 4	17.65% 3	17.65% 3	23.53% 4	29.31% 17	0.06
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.56	1.34	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.06	1.43	
Leian, et tagasiside on oluline minu tööalaste eesmärkideni jõudmiseks.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	31.71% 13	51.22% 21	4.88% 2	2.44% 1	9.76% 4	70.69% 41	1.05
Q5: Administratiivtööga (B)	35.29% 6	52.94% 9	5.88% 1	0.00% 0	5.88% 1	29.31% 17	1.18
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.07	1.16	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	1.88	0.96	

Table 2. Statements for feedback accountability:

Olen kohustatud enda töö tulemuslikkuse parendamiseks tagasisidet rakendama.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	12.20% 5	46.34% 19	14.63% 6	17.07% 7	9.76% 4	70.69% 41	0.22
Q5: Administratiivtööga (B)	23.53% 4	35.29% 6	29.41% 5	5.88% 1	5.88% 1	29.31% 17	0.41
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.66	1.18	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.35	1.08	
Olen kohustatud reageerima tagasisidele sobivalt.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	29.27% 12	31.71% 13	12.20% 5	4.88% 2	21.95% 9	70.69% 41	0.68
Q5: Administratiivtööga (B)	29.41% 5	35.29% 6	17.65% 3	0.00% 0	17.65% 3	29.31% 17	0.76
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.59	1.50	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.41	1.37	
Ma ei tunne, et tagasiside protsess on lõplik, enne kui olen selle põhjal tegutsenud/sellele reageerinud.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	19.51% 8	34.15% 14	12.20% 5	7.32% 3	26.83% 11	70.69% 41	0.46
Q5: Administratiivtööga (B)	29.41% 5	35.29% 6	23.53% 4	0.00% 0	11.76% 2	29.31% 17	0.71
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.88	1.50	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.29	1.23	
Kui mulle antakse tagasisidet, on mul kohustus sellele reageerida/selle põhjal tegutseda.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	19.51% 8	46.34% 19	9.76% 4	14.63% 6	9.76% 4	70.69% 41	0.46
Q5: Administratiivtööga (B)	29.41% 5	47.06% 8	11.76% 2	0.00% 0	11.76% 2	29.31% 17	0.94
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.49	1.23	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.18	1.20	
Ma tunnen, et olen kohustatud tagasiside põhjal tegema muutusi oma töös.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	19.51% 8	31.71% 13	17.07% 7	17.07% 7	14.63% 6	70.69% 41	0.20
Q5: Administratiivtööga (B)	23.53% 4	41.18% 7	17.65% 3	0.00% 0	17.65% 3	29.31% 17	0.71
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.76	1.34	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.47	1.33	

Table 3. Statements for feedback self-efficacy:

Tagasisidega tegeledes tunnen ennast enesekindlalt.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	21.95% 9	58.54% 24	14.63% 6	0.00% 0	4.88% 2	70.69% 41	0.88
Q5: Administratiivtööga (B)	17.65% 3	64.71% 11	11.76% 2	0.00% 0	5.88% 1	29.31% 17	0.88
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.07	0.89	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.12	0.90	
Teistega võrreldes olen parem tagasisidega toime tulemisel.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	9.76% 4	26.83% 11	21.95% 9	4.88% 2	36.59% 15	70.69% 41	0.15
Q5: Administratiivtööga (B)	5.88% 1	23.53% 4	11.76% 2	0.00% 0	58.82% 10	29.31% 17	0.24
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.32	1.44	
Q5: Administratiivtööga (B)		1.00	5.00	5.00	3.82	1.46	
Usun, et mul on oskus tagasisidet efektiivselt rakendada.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	24.39% 10	65.85% 27	4.88% 2	0.00% 0	4.88% 2	70.69% 41	1.10
Q5: Administratiivtööga (B)	41.18% 7	35.29% 6	0.00% 0	0.00% 0	23.53% 4	29.31% 17	1.18
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.95	0.85	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.29	1.56	
Olen enesekindel reageerides nii positiivsele kui negatiivsele tagasisidele.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	19.51% 8	53.66% 22	17.07% 7	2.44% 1	7.32% 3	70.69% 41	0.71
Q5: Administratiivtööga (B)	17.65% 3	58.82% 10	11.76% 2	5.88% 1	5.88% 1	29.31% 17	0.71
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.24	1.03	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.24	1.00	
Tean, et tulen toime tagasisidega.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	31.71% 13	51.22% 21	4.88% 2	0.00% 0	12.20% 5	70.69% 41	1.10
Q5: Administratiivtööga (B)	35.29% 6	47.06% 8	5.88% 1	0.00% 0	11.76% 2	29.31% 17	1.12
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.10	1.21	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.06	1.21	

Table 4. Statements for source credibility:

Tagasiside andja on teadlik minu töö tulemuslikkusest.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	21.95% 9	34.15% 14	26.83% 11	4.88% 2	12.20% 5	70.69% 41	0.41
Q5: Administratiivtööga (B)	23.53% 4	23.53% 4	11.76% 2	5.88% 1	35.29% 6	29.31% 17	0.47
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.51	1.23	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.06	1.63	
Austan tagasiside andja arvamusi minu töö tulemuslikkusest.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	34.15% 14	51.22% 21	7.32% 3	2.44% 1	4.88% 2	70.69% 41	1.07
Q5: Administratiivtööga (B)	35.29% 6	52.94% 9	5.88% 1	0.00% 0	5.88% 1	29.31% 17	1.18
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.93	0.97	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	1.88	0.96	
Ma ei usalda tagasiside andjat.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	4.88% 2	9.76% 4	26.83% 11	48.78% 20	9.76% 4	70.69% 41	-1.05
Q5: Administratiivtööga (B)	0.00% 0	0.00% 0	41.18% 7	47.06% 8	11.76% 2	29.31% 17	-1.35
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	4.00	3.49	0.97	
Q5: Administratiivtööga (B)		3.00	5.00	4.00	3.71	0.67	
Tagasiside andja annab mulle õiglast tagasisidet töö tulemuslikkusest.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	17.07% 7	51.22% 21	14.63% 6	7.32% 3	9.76% 4	70.69% 41	0.56
Q5: Administratiivtööga (B)	11.76% 2	64.71% 11	5.88% 1	5.88% 1	11.76% 2	29.31% 17	0.71
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.41	1.15	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.41	1.14	
Usaldan tagasisidet, mida mulle antakse.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	21.95% 9	53.66% 22	17.07% 7	2.44% 1	4.88% 2	70.69% 41	0.76
Q5: Administratiivtööga (B)	23.53% 4	64.71% 11	0.00% 0	0.00% 0	11.76% 2	29.31% 17	1.12
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.15	0.95	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.12	1.13	

Table 5. Statements for feedback quality:

Mulle antakse kasulikku tagasisidet töö tulemuslikkuse kohta.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	14.63% 6	51.22% 21	24.39% 10	4.88% 2	4.88% 2	70.69% 41	0.46
Q5: Administratiivtööga (B)	11.76% 2	29.41% 5	29.41% 5	23.53% 4	5.88% 1	29.31% 17	-0.24
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.34	0.95	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	2.82	1.10	
Tagasiside töötlemuste kohta on mulle abiks.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	41.46% 17	53.66% 22	2.44% 1	0.00% 0	2.44% 1	70.69% 41	1.34
Q5: Administratiivtööga (B)	41.18% 7	41.18% 7	11.76% 2	0.00% 0	5.88% 1	29.31% 17	1.12
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.68	0.75	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	1.88	1.02	
Väärtustan tagasisidet, mida mulle antakse.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	51.22% 21	41.46% 17	4.88% 2	0.00% 0	2.44% 1	70.69% 41	1.39
Q5: Administratiivtööga (B)	52.94% 9	47.06% 8	0.00% 0	0.00% 0	0.00% 0	29.31% 17	1.53
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	1.00	1.61	0.79	
Q5: Administratiivtööga (B)		1.00	2.00	1.00	1.47	0.50	
Tagasiside aitab mul teha oma tööd.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	39.02% 16	48.78% 20	4.88% 2	0.00% 0	7.32% 3	70.69% 41	1.22
Q5: Administratiivtööga (B)	29.41% 5	58.82% 10	11.76% 2	0.00% 0	0.00% 0	29.31% 17	1.06
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	1.88	1.04	
Q5: Administratiivtööga (B)		1.00	3.00	2.00	1.82	0.62	
Informatsioon, mida saan töö tulemuslikkuse kohta, ei ole üldiselt minu jaoks väga relevantne.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	9.76% 4	14.63% 6	41.46% 17	26.83% 11	7.32% 3	70.69% 41	-0.61
Q5: Administratiivtööga (B)	5.88% 1	5.88% 1	52.94% 9	17.65% 3	17.65% 3	29.31% 17	-0.71
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.07	1.05	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.35	1.03	

Table 6. Statements for feedback delivery:

Tagasiside andja on mulle tagasisidet andes toetav.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	19.51% 8	56.10% 23	9.76% 4	2.44% 1	12.20% 5	70.69% 41	0.80
Q5: Administratiivtööga (B)	29.41% 5	47.06% 8	11.76% 2	0.00% 0	11.76% 2	29.31% 17	0.94
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.32	1.18	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.18	1.20	
Tagasiside andja arvestab minu tunnetega, kui annab mulle tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	12.20% 5	43.90% 18	24.39% 10	2.44% 1	17.07% 7	70.69% 41	0.39
Q5: Administratiivtööga (B)	17.65% 3	58.82% 10	0.00% 0	0.00% 0	23.53% 4	29.31% 17	0.94
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.68	1.24	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.53	1.42	
Tagasiside andja annab tagasisidet mõtlematult.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	2.44% 1	14.63% 6	43.90% 18	29.27% 12	9.76% 4	70.69% 41	-0.83
Q5: Administratiivtööga (B)	0.00% 0	11.76% 2	47.06% 8	23.53% 4	17.65% 3	29.31% 17	-0.82
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.29	0.92	
Q5: Administratiivtööga (B)		2.00	5.00	3.00	3.47	0.92	
Tagasiside andja ei kohtle inimesi väga hästi, kui annab neile tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	2.44% 1	7.32% 3	43.90% 18	31.71% 13	14.63% 6	70.69% 41	-0.95
Q5: Administratiivtööga (B)	0.00% 0	5.88% 1	41.18% 7	35.29% 6	17.65% 3	29.31% 17	-1.06
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.49	0.91	
Q5: Administratiivtööga (B)		2.00	5.00	4.00	3.65	0.84	
Tagasiside andja on taktitundeline, kui ta annab mulle tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	14.63% 6	58.54% 24	9.76% 4	2.44% 1	14.63% 6	70.69% 41	0.73
Q5: Administratiivtööga (B)	23.53% 4	47.06% 8	0.00% 0	0.00% 0	29.41% 5	29.31% 17	0.94
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.44	1.21	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.65	1.57	

Table 7. Statements for positive feedback:

Mind kiidetakse heade töötulemuste eest.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	14.63% 6	51.22% 21	17.07% 7	12.20% 5	4.88% 2	70.69% 41	0.39
Q5: Administratiivtööga (B)	5.88% 1	35.29% 6	23.53% 4	17.65% 3	17.65% 3	29.31% 17	-0.12
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.41	1.04	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.06	1.21	
Mind kiidetakse töötl harva.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	7.32% 3	31.71% 13	26.83% 11	26.83% 11	7.32% 3	70.69% 41	-0.34
Q5: Administratiivtööga (B)	35.29% 6	17.65% 3	35.29% 6	5.88% 1	5.88% 1	29.31% 17	0.41
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	2.95	1.08	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.29	1.18	
Mulle antakse teada, kui ma saan oma tööga hästi hakkama.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	12.20% 5	51.22% 21	19.51% 8	14.63% 6	2.44% 1	70.69% 41	0.27
Q5: Administratiivtööga (B)	11.76% 2	41.18% 7	17.65% 3	17.65% 3	11.76% 2	29.31% 17	0.12
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.44	0.96	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.76	1.21	
Saan tihti positiivset tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	12.20% 5	29.27% 12	31.71% 13	14.63% 6	12.20% 5	70.69% 41	-0.07
Q5: Administratiivtööga (B)	5.88% 1	41.18% 7	17.65% 3	29.41% 5	5.88% 1	29.31% 17	-0.24
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	2.85	1.18	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	2.88	1.08	

Table 8. Statements for negative feedback:

Mulle antakse teada, kui ma ei soorita tööd õigeaegselt.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	24.39% 10	46.34% 19	14.63% 6	2.44% 1	12.20% 5	70.69% 41	0.76
Q5: Administratiivtööga (B)	23.53% 4	41.18% 7	5.88% 1	17.65% 3	11.76% 2	29.31% 17	0.47
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.32		
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.53		

Mulle antakse teada, kui mu töö tulemuslikkus ei vasta organisatsiooni standarditele.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	24.39% 10	43.90% 18	7.32% 3	4.88% 2	19.51% 8	70.69% 41	0.76
Q5: Administratiivtööga (B)	23.53% 4	29.41% 5	5.88% 1	17.65% 3	23.53% 4	29.31% 17	0.35
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.51		
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.88		

Mulle antakse teada, kui mu töö tulemuslikkus langeb alla nõutava taseme.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	17.07% 7	43.90% 18	12.20% 5	4.88% 2	21.95% 9	70.69% 41	0.56
Q5: Administratiivtööga (B)	23.53% 4	29.41% 5	0.00% 0	17.65% 3	29.41% 5	29.31% 17	0.41
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.71		
Q5: Administratiivtööga (B)		1.00	5.00	2.00	3.00		

Mulle antakse teada, kui ma eksin oma töös.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	31.71% 13	51.22% 21	9.76% 4	0.00% 0	7.32% 3	70.69% 41	1.05
Q5: Administratiivtööga (B)	35.29% 6	41.18% 7	5.88% 1	11.76% 2	5.88% 1	29.31% 17	0.82
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.00		
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.12		

Table 9. Statements for source availability:

Tagasiside andja on tavaliselt kättesaadav, kui ma tahan saada informatsiooni oma töö tulemuslikkuse kohta.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	26.83% 11	48.78% 20	14.63% 6	7.32% 3	2.44% 1	70.69% 41	0.73
Q5: Administratiivtööga (B)	17.65% 3	41.18% 7	11.76% 2	11.76% 2	17.65% 3	29.31% 17	0.41
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.10	0.96	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.71	1.36	
Tagasiside andja on liiga hõivatud, et anda mulle tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	12.20% 5	19.51% 8	29.27% 12	24.39% 10	14.63% 6	70.69% 41	-0.34
Q5: Administratiivtööga (B)	17.65% 3	5.88% 1	29.41% 5	29.41% 5	17.65% 3	29.31% 17	-0.47
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.10	1.23	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.24	1.31	
Mul on vähe kontakti tagasiside andjaga.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	4.88% 2	31.71% 13	19.51% 8	36.59% 15	7.32% 3	70.69% 41	-0.51
Q5: Administratiivtööga (B)	11.76% 2	17.65% 3	23.53% 4	23.53% 4	23.53% 4	29.31% 17	-0.29
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.10	1.08	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.29	1.32	
Suhtlen tagasiside andjaga igapäevaselt.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	24.39% 10	31.71% 13	24.39% 10	17.07% 7	2.44% 1	70.69% 41	0.22
Q5: Administratiivtööga (B)	41.18% 7	17.65% 3	23.53% 4	11.76% 2	5.88% 1	29.31% 17	0.53
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.41	1.10	
Q5: Administratiivtööga (B)		1.00	5.00	2.00	2.24	1.26	
Saan tagasisidet ainult siis, kui selleks on planeeritud vestlus.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometööga (sisu tootmine/toimetamine) (A)	4.88% 2	21.95% 9	29.27% 12	41.46% 17	2.44% 1	70.69% 41	-0.80
Q5: Administratiivtööga (B)	11.76% 2	11.76% 2	29.41% 5	35.29% 6	11.76% 2	29.31% 17	-0.65
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometööga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.15	0.95	
Q5: Administratiivtööga (B)		1.00	5.00	3.00	3.24	1.14	

Table 10. Statements for feedback seeking:

Tihti ollakse minu peale pahane, kui küsin otse tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometöoga (sisu tootmine/toimetamine) (A)	2.44% 1	4.88% 2	14.63% 6	73.17% 30	4.88% 2	70.69% 41	-1.51
Q5: Administratiivtöoga (B)	0.00% 0	5.88% 1	23.53% 4	58.82% 10	11.76% 2	29.31% 17	-1.35
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometöoga (sisu tootmine/toimetamine) (A)		1.00	5.00	4.00	3.73	0.73	
Q5: Administratiivtöoga (B)		2.00	5.00	4.00	3.76	0.73	
Tavaliselt, kui küsin tagasisidet, ei anta seda mulle kohe.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometöoga (sisu tootmine/toimetamine) (A)	4.88% 2	17.07% 7	26.83% 11	46.34% 19	4.88% 2	70.69% 41	-0.93
Q5: Administratiivtöoga (B)	0.00% 0	29.41% 5	35.29% 6	23.53% 4	11.76% 2	29.31% 17	-0.53
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometöoga (sisu tootmine/toimetamine) (A)		1.00	5.00	4.00	3.29	0.97	
Q5: Administratiivtöoga (B)		2.00	5.00	3.00	3.18	0.98	
Tunnen ennast mugavalt küsides tagasisidet.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometöoga (sisu tootmine/toimetamine) (A)	29.27% 12	39.02% 16	12.20% 5	14.63% 6	4.88% 2	70.69% 41	0.56
Q5: Administratiivtöoga (B)	29.41% 5	35.29% 6	17.65% 3	5.88% 1	11.76% 2	29.31% 17	0.65
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometöoga (sisu tootmine/toimetamine) (A)		1.00	5.00	2.00	2.27	1.17	
Q5: Administratiivtöoga (B)		1.00	5.00	2.00	2.35	1.28	
Tagasiside andja julgustab mind küsima tagasisidet, kui ma olen ebakindel oma töö tulemustes.							
	NÕUSTUN TÄIELIKULT (1)	PIGEM NÕUSTUN (2)	PIGEM EI NÕUSTU (3)	EI NÕUSTU ÜLDSE (4)	EI OSKA ÕELDA (5)	TOTAL	WEIGHTED AVERAGE
Q5: Loometöoga (sisu tootmine/toimetamine) (A)	7.32% 3	34.15% 14	21.95% 9	17.07% 7	19.51% 8	70.69% 41	-0.07
Q5: Administratiivtöoga (B)	11.76% 2	41.18% 7	11.76% 2	17.65% 3	17.65% 3	29.31% 17	0.18
BASIC STATISTICS		MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION	
Q5: Loometöoga (sisu tootmine/toimetamine) (A)		1.00	5.00	3.00	3.07	1.26	
Q5: Administratiivtöoga (B)		1.00	5.00	2.00	2.88	1.32	