

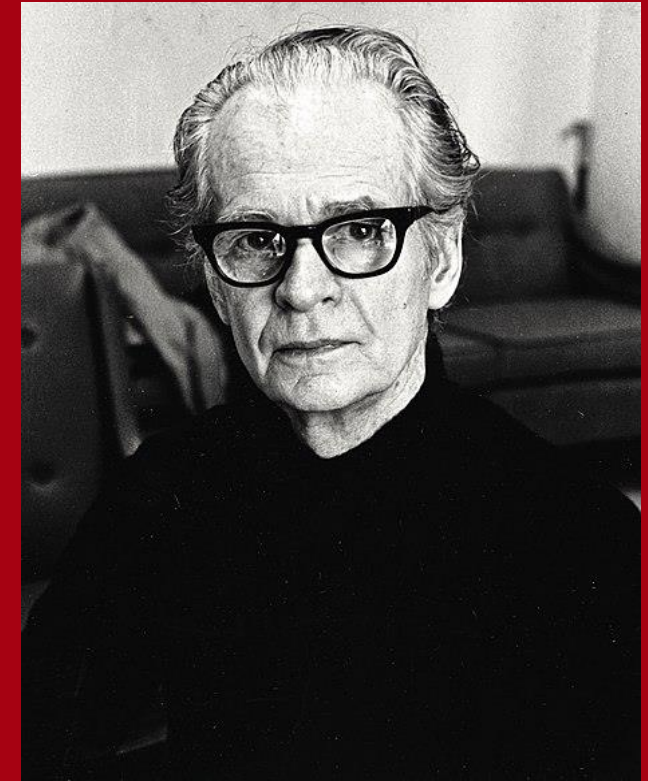
Theory of Feedback and Reinforcement



Reinforcement Theory of Motivation

Reinforcement theory of motivation was proposed by **BF Skinner** and his associates. It states that individual's behaviour is a function of its consequences. It is based on “**law of effect**”, i.e, individual's behaviour with positive consequences tends to be repeated, but individual's behaviour with negative consequences tends not to be repeated.

BF SKINNER



Reinforcement theory of motivation overlooks the internal state of individual, i.e., the inner feelings and drives of individuals are ignored by Skinner. This theory focuses totally on what happens to an individual when he takes some action.

Thus, according to **Skinner**, the external environment of the organization must be designed effectively and positively so as to motivate the employee.

This theory is a strong tool for analyzing controlling mechanism for individual's behaviour. However, it does not focus on the causes of individual's behaviour.

The managers use the following **methods for controlling the behaviour of the employees:**

- **Positive Reinforcement-** This implies giving a positive response when an individual shows positive and required behaviour. For example - Immediately praising an employee for coming early for job. This will increase probability of outstanding behaviour occurring again.
- Reward is a positive reinforcer, but not necessarily. If and only if the employees' behaviour improves, reward can be said to be a positive reinforcer. Positive reinforcement stimulates occurrence of a behaviour. It must be noted that more spontaneous is the giving of reward, the greater reinforcement value it has.

Negative Reinforcement- This implies rewarding an employee by removing negative / undesirable consequences. Both positive and negative reinforcement can be used for increasing desirable/required behaviour.

Punishment- It implies removing positive consequences so as to lower the probability of repeating undesirable behaviour in future. In other words, punishment means applying undesirable consequence for showing undesirable behaviour. For instance - Suspending an employee for breaking the organizational rules. Punishment can be equalized by positive reinforcement from alternative source.

- **Extinction**- It implies absence of reinforcements.
- In other words, extinction implies lowering the probability of undesired behaviour by removing reward for that kind of behaviour.
- **For instance** - if an employee no longer receives praise and admiration for his good work, he may feel that his behaviour is generating no fruitful consequence. Extinction may unintentionally lower desirable behaviour.

POSITIVE AND NEGATIVE

PUNISHMENT

THE 7

PERSONALITY TRAITS OF GOOD & BAD TEAM PLAYER IN YOUR WORKPLACE

GOOD	BAD
	
Good listener	Rude
Cooperative	Dominant
Open	Irresponsible
Accountable	Pessimistic
Integrity	Impatience
Supportive	Argumentative
Humble	Disengaged



Implications of Reinforcement Theory

Reinforcement theory explains in detail how an individual learns behaviour. Managers who are making attempt to motivate the employees must ensure that they do not reward all employees simultaneously. They must tell the employees what they are not doing correct. They must tell the employees how they can achieve positive reinforcement.





- Educators offer feedback to learners to help them improve “knowledge and skill acquisition,” as well as motivate learning (Schute, 2008). Thus, to be effective, feedback should always be constructive (helpful).
- Feedback tells the medical student how they performed and why their performance is considered good, poor or otherwise. In other words, feedback offers the factual basis and the instructor’s rationale for their evaluation of the student’s performance. Feedback, then, should be constructive (i.e., formative) whenever it is given.

How is feedback different from evaluation?

Evaluation tells the medical student whether they performed well or poorly, or somewhere in between.

Effective evaluation should help the medical student understand the quality of their performance as judged by some agreed upon professional or academic standard. Often educators intend for their statements to serve as feedback, but the statements are more accurately characterized as evaluation.

Constructive Feedback is Always Formative

Giving constructive feedback, whether *formative* or *summative* is critical to student development.

- *Formative* feedback is given at a time when the student may correct or improve their performance, prior to summative assessment (e.g., mid-block or mid-clerkship) (Schute, [2008](#)).
- Summative feedback is given at the closure of a particular learning experience (e.g., end of block, end of clerkship) (Stufflebeam & Shinkfield, [2007](#)).
- Given that medicine involves lifelong learning, your summative feedback should be formative, anticipating the learner's next educational experience and increasing professional responsibilities.

Feedback Should Include Actionable Guidance

- Medical students are expected to engage in practice based learning and improvement (an ACGME competency). Improvement is motivated by a desire to become proficient, develop more expertise and competence to practice medicine. But motivation is only part of the equation. Improvement is guided by self-assessment and constructive feedback

Constructive Feedback...

Is *actionable*, that is, it helps the student to take action to continue excellent as well as improve behaviors, skills or attitudes.

Describes relevant, observable behaviors, and offers students the opportunity to self-assess - to reflect on their performance, identify strengths and recognize errors.

Offers guidance or suggestions for improvement and engages the learner in developing a plan for improvement.

Guides the learner in carrying out their plan for improvement.

THANK YOU

