

A Work Project presented as part of the requirements for the Award of a Master Degree in Management from Nova – School of Business and Economics,

**There is no failure. Only Feedback**

Enhancing effort through change oriented feedback: The mediation effects of Organizational Based Self-Esteem and Trust in Leader

Vasco Carvalhosa Empis, nº 3449

A project carried out on the Master in Management Program, under the supervision of:

Professor Pedro Neves

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## Abstract

Feedback is a powerful way of interaction between leaders and their teams. However, its benefits on future performance are found not to be linear. Prompting oriented feedback (or positive feedback) has a positive influence on future performance, however, according to past research, the same relation is not consistent for change oriented feedback (or negative feedback). With this research, we propose to study the relation between change oriented feedback and individual effort. Moreover, we test two possible mechanisms (mediators) of change oriented feedback on individual effort. To perform this study, we used a sample of youth football players and their coaches, participating in an end season football tournament.

## **1. Introduction**

Leadership can be defined as the process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013) and has been studied by several researchers. According with Bass (1981), there are almost as many different definitions of leadership as persons who attempted to define this concept, which illustrates the difficulty in having consensual conclusions regarding this theme.

Leadership applied to management started being discussed in the early 20<sup>th</sup> century with the Scientific Management Theory (Taylor, 1911). Taylor believed that leadership in organizations would be important to improve employee's proactivity. Kurt Lewin (1939) also developed a leadership theory, in which leaders would distinct between autocratic, democratic, or laissez faire (meaning do not influencing decision making). More recent studies regarding leadership highlight the importance of the leader-follower relations in the leadership process. Transformational leadership theory (Burns, 1978; Bass, 1985), and the Leader Member Exchange (LMX) Theory (Dansereau, Graen, and Haga, 1975) are two examples of leadership theories based on the quality of relations and interactions between leaders and followers.

Feedback is defined as information about the extent to which behaviors and performance correspond to expectations (Hein & Koka, 2007), and it is one of the most crucial coaching/leadership behaviors (Carpentier & Mageau, 2013). Due to its relevance as a communication tool that will impact the effective team functioning and cohesion (Dionne & Yammarino, 2004), it is a particular element of leadership that may also influence itself the team future performance.

With this thesis, we will measure the impact of feedback, as a leadership behavior, on team's future performance. We will study a specific type of feedback – change oriented feedback (or negative

feedback) - because the conclusions from past studies regarding the impact of this type of feedback on performance are not consistent. We propose to test if change oriented feedback has a positive impact on future performance, and to understand the mechanisms that link change oriented feedback to performance. Also, we will measure this effects in a particularly special sample group, which are young athletes, highlighting the relevance of the individual's different stages of development and specific characteristics when providing change oriented feedback.

### **1.1.Feedback**

Feedback, defined above as information to express if performance corresponded to expectations (Hein & Koka, 2007), is a communication process directly linked to performance, due to its evaluative nature.

In the past, feedback was considered to have no more than an instructional propose, used to provide information about a specific task (Sadler, 1989), meaning that it was not taken in account the way it was given, and the possible consequences that could result from providing feedback inadequately. Feedback was considered to be a simple evaluation of past performance, and its substance and content reflected the performance it referred to. With the increased studies related with feedback, it is proposed today that, although it has an instructional propose to facilitate learning, it can also influence several dimensions of who is being evaluated, as perceived competence, well-being, satisfaction and self- esteem (Stein & Bloom, 2012).

Feedback can be conveyed differently, according to the performance or behavior it refers to. Prompting oriented feedback (or positive feedback) aims to confirm and reinforce desirable behaviors, while change oriented feedback (or negative feedback) indicates that performance is

inadequate, and that behaviors need to be modified, in order to achieve the proposed goals (Carpentier & Mageau, 2013). The first published studies regarding prompting oriented feedback and change oriented feedback indicated the difficulties in providing this second type of feedback. According to these authors, prompting oriented feedback would be typically associated with positive consequences such as the increase of intrinsic motivation (Butler, 1987), self-competence perceptions (Harackiewicz, Manderlink, & Sansone, 1984), and individual satisfaction (Deci, 1999). By contrast, change oriented feedback, would be associated with negative competence-related results such as decreases in individual satisfaction (Senko & Harackiewicz, 2005), or less availability to increase or maintain the placed effort (Jussim, Soffin, Brown, Ley, & Kohlhepp, 1992). However, more recent studies propose that both prompted oriented feedback and change oriented feedback can enhance positive or negative outcomes, depending on the way they are given (Carpentier & Mageau, 2013). Nonetheless, it is in change oriented feedback that more problems occur, due to the difficulty that exists in promoting a positive feeling or reaction after criticizing an undesired performance (Carpentier & Mageau, 2013). Carpentiers and Mageau (2013), in accordance with Moratidis and Lens (2010) propose that both prompted oriented feedback and change oriented feedback can be linked to positive outcomes, diverging from the prior studies made regarding this themes in the last century.

Due to the difficulty in enhancing positive outcomes after providing change oriented feedback, people who occupy a position of authority often tend to distort, delay or withhold change oriented feedback (Larson, 1989). However, avoiding this type of feedback prevents individuals to benefit from it.

Change-oriented feedback interventions serve two important functions (Weinberg & Gould, 2011). First, they motivate by informing about the discrepancy between actual and desired performances,

which can increase the desire to perform better in the future. (Carpentier & Mageau, 2013). This desire can be represented with the increase of future effort, in order to perform according with the expectations. Second, change oriented feedback works as a guide, by focusing on the specific changes that have to be made in order to improve future performances (Carpentier & Mageau, 2013). By contrast, negative outcomes may also result from change oriented feedback when it is not delivered adequately. Typically, the negative consequences include the decrease of motivation and self-esteem, as well as the quality of the leader-follower relation (Tata, 2002).

To be able to foster the positive effects behaviors that may result from change oriented feedback, it should be delivered following an autonomy supportive leadership style (Mouratidis, 2010). Autonomy supportive behaviors (ie. providing choice, giving a rational and acknowledging feelings) have been linked to many positive consequences such as more self-determined motivation, higher self- esteem and greater well-being (Amorose & Anderson-Butcher, 2007). On the opposite, controlling behaviors, which pressure followers to act and behave in a certain specific way, are expected to increase stress, and decrease satisfaction and perceived sense of competence (Carpentier and Mageau, 2013).

An autonomy supportive feedback scale, proposed by Carpentier and Mageau (2013) and based on the Mouratidis' (2010) scale regarding the same theme, highlights seven sub dimensions change oriented feedback should follow, in order to be given in an autonomy supportive manner: being emphatic (1); paired with choices of solutions (2); based on attainable objectives known by the follower (3); avoiding personal related statements (4) paired with tips on how to improve (5) being delivered promptly (6), and in a considerate tone of voice (7).

*Being empathic* is defined as taking into consideration individual' feelings and difficulties, regarding the evaluated task, when delivering feedback. *Being paired with choices of solutions*

refers to giving multiple solutions to correct a wrong situation, instead of pointing a unique possible solution. *Being based on attainable objectives known* has to be with defining goals that are possible to be achieved and that are aligned and known by all the involved persons. (Carpentier & Mageau, 2013). *Avoiding personal related statements* refers to providing feedback that is task-oriented, because person-related feedback can create vulnerability and a sense of contingent self-worth. (Kamins and Dweck, 1999). Task-oriented feedback, which is characterized by comments on the process and on specific technical changes, avoids linking people's self-esteem to their performance (Carpentier & Mageau, 2013). *Paired with tips on how to improve* refers to the leader's capacity incentive the group or individual to focus on the learning process, instead of being limited to pointing bad performances. *Being delivered promptly* and in a *considerable tone of voice* are aspects that are associated with a non-controlling authority methodology, enhancing individual satisfaction well-being, and decreasing stress (Carpentier & Mageau, 2013).

We also propose two possible mediators between change oriented feedback and effort: Organizational Based Self Esteem (OBSE), and trust in leader.

### **1.2.OBSE as a possible mediator between change oriented feedback and effort**

OBSE is a concept that was first introduced by Pierce, Gardner, and Durham (1989), and it is directly linked to self-esteem (Pierce & Gardner, 2004). Self-esteem generally refers to a person's global evaluation of his/her overall worthiness (Coopersmith, 1967) and is conceptualized as a higher order construct of which OBSE is one of many specific sub-dimensions (Bowling & Eschleman, 2009).. Conceptualized as a development outcome, it is a reflection of both intrapersonal and interpersonal processes (Coatsworth & Conroy, 2006). Plus, it is a function of

self-evaluations of competence and abilities (Harter, 1989) and the internalization of the affects and beliefs expressed in interpersonal relations with significant others (Coatsworth & Conroy, 2006).

OBSE can be defined as the degree to which an individual believes him/her to be capable, significant, and worthy as an organizational member (Pierce & Gardner, 2004). Thus, OBSE reflects the self-perceived value that individuals have of themselves as organizational members acting within an organizational context (Pierce et al., 1989). The authors also indicate that individuals with high levels of OBSE should perceive themselves as important, meaningful, effectual and worthwhile within their employing organization.

Different factors can contribute to OBSE, such as the relation with peers, and the environmental conditions (Pierce et al., 1989). The relation with peers works as an antecedent of OBSE because we tend to consider the opinion of the others about our competence, and so, when the others perceive us as being competent in a certain function, this is expected to contribute to the increase levels of OBSE. The environmental conditions are also an antecedent of OBSE because organizations characterized by high levels of hierarchy and supervision are expected to be negatively related with the individual's OBSE (Pierce et al., 1989). The relation with the leader is also pointed as a possible antecedent of OBSE due to its impact on self-esteem, and motivation (Coatsworth & Conroy, 2006).

Feedback, as a particular leadership behavior, should contribute to OBSE. According to Smith & Smoll (1990), evaluative feedback from others is a powerful determinant of self-esteem. The personal significance of those who provide evaluative feedback, as well as the perceived importance of the competency area in question, helps determine the significance that particular behavior settings have for self-esteem development (Smith & Smoll, 1993). The perception and

interpretation of feedback as being accurate, supportive and encouraging is also hypothesized to influence and individual's perceived competence, and through different emotions affect his or her self-esteem. (Harter, 2012)

**Hypothesis 1a:** Change oriented feedback is positively related with OBSE

Organizational contexts characterized by low levels of OBSE can derive to negative consequences, such as turnover intentions and turnover (Gardner & Pierce, 2001), and also stress (Tang and Ibrahim, 1998), frustration and depression (Jeck and Elacqua 1999).

Emotional exhaustion and the decrease of job satisfaction are also pointed as possible negative consequences of work/organizational environments characterized by individuals presenting low levels of OBSE (Elloy and Patil, 2010).

By contrast, the main positive consequences of high OBSE are the increase of work motivation (Pierce et al., 1989) and intrinsic motivation (Hui & Lee, 2000), and higher performance ratings (Van Dyne & Pierce, 2003; Pierce et al., 1993; Gardner, Pierce, Van Dyne, & Cummings, 2000; 1992; Marion-Landais, 2000). Job satisfaction, is also pointed as a possible consequence of OBSE (Pierce et al., 1989).

OBSE is also expected to be related to self-efficacy, which in turn has been linked with performance (Bandura, 1997; Judge & Bono, 2001). Pierce & Gardner (2004) also studied the possible effects of OBSE in performance, and concluded that both in-role and extra-role performance are potential consequences of OBSE.

**Hypothesis 1b:** OBSE is positively related with player's effort

The existent causal relations between feedback and OBSE, and between OBSE and performance evidence a possible third scenario, in which OBSE would link feedback and performance as a mediator. Pierce and Gardner (2004) stated that OBSE is, in part, a social construction, shaped and molded according to the messages transmitted by role models, teachers, mentors, and those who evaluate the individual's work. According to the authors, high self-esteem individuals are, under similar conditions, more likely to achieve higher levels of performance.

**Hypothesis 1c:** OBSE is a mediator between change oriented feedback and player's effort

### **1.2.Trust as a mediator between feedback and effort**

A possible second mediator that may link feedback and performance of organizational teams is trust in leader. There are different proposals for the definition of trust. Most authors seem to conceptualize and measure trust as an expectation or belief that one can rely on other's person's actions and words and/or that the person has good intentions towards oneself (e.g. Cummings & Bromiley 1996; Dirks, 1999; Robinson, 1996). Trust in leader is, thus, translated to the team conviction that their leader's interests are aligned with the team, and that his/her actions or words will bring benefits to the team.

Trust in leader is important to the group and team contextual environment because it brings followers to accept more easily the leader's goals, beliefs, or vision (Bennis and Nanus, 1985). According to Dirks (2000), trust in leader evidences are empathized particularly in the short run, with the team's disposition to accept the leader's goals and decisions, and to work hard to achieve the suggested goals set by the leader. Dirks also suggests that trust in leadership allows the team members to suspend their questions, doubts, and personal motives and instead throw themselves into working toward team goals (Dirks, 2000). In contrast, when the team feels that it cannot rely on the leader, or that the leader does not have the team's interest in consideration, team members

are unlike to carry out the roles specified by the leader or to work toward the performance-related objectives and strategies set by the leader. A major consequence of the lack of confidence and trust between teams and their leaders is the unwillingness of team members to sacrifice their personal interests by the team's goals or objectives (Dirks & Ferrin, 2002).

According to Dirks and Ferrin (2002), the antecedents of trust in leader can be divided in three main sub categories: attributes of the follower; attributes of the relationship; and leader actions and practices. *Attributes of the follower* is pointed as an antecedent of trust in leader because individuals vary in the extent to which they trust others in general (Dirks and Ferrin, 2002), meaning that different persons will have different willingness to trust in others depending on many factors such as past experiences or individual personality. *Attributes of the relationship* is also an antecedent of trust in leader because the characteristics of this trust relationship (such as its time duration) will impact how strong this trust relation can be (Dirks and Ferrin, 2002). *Leader actions or practices* are also particularly relevant because individuals observe leaders' actions and draw inferences about the nature of the relationship with the leader (Dirks and Ferrin, 2002). Thus, leadership has an important role as an antecedent of trust in leader, and particularly feedback, as a key leadership behavior, is expected to be positively related with trust in leader. As a *leader action or practice*, feedback will influence the nature of the relationship between the leader and his or her team.

**Hypothesis 2a:** Change oriented feedback is positively related with trust in leader

Trust in leader is also expected to positively influence the individual performance. The first studies regarding this theme (Galembievski & McConkie, 1975; Williamson, 1993), did not find any

consistent correlation between the two concepts. However, more recent studies (Dirks, 2000) found a causal effect between trust in leader and performance, when studying a sample of college American basketball players. According to the author, trust in leader impact on performance will increase with the increased level of uncertainty and risk, because under high levels of uncertainty, trust in leader may be crucial for getting individuals to buy into a common goal, and work toward it as a unit (Dirks, 2000)

**Hypothesis 2b:** Trust in leader is positively related to player's effort

Although feedback may not directly impact employee's responses and performance (Fedor, 1991), trust in the leader may mediate this relationship. In response to change oriented feedback their leader, a team member is likely to consider the feedback accurate, enhancing the trust he/she places in that leader and expend extra effort to try to improve performance (Dirks & Ferrin, 2001).

**Hypothesis 2c:** Trust in leader is a mediator between feedback and player's effort

## **2.Method**

### **2.1.Sample and Procedure**

To proceed with this study, questionnaires were distributed to both players and coaches in an end season youth football tournament. It was an international football tournament, with teams from Portugal, Brazil, USA, Colombia and Spain, and it was located in a small village in the north of Portugal. All the teams travelled to this village by bus, and this bus travel was responsibility of the organization of the tournament.

In total, 32 teams participated in this tournament, divided by two different age categories: u-13 (players born in 2004) and u-15 (players born in 2002). We contacted 7 of these teams three weeks before the beginning of the tournament, in order to ask permission to involve their players and coaches in this study. Six accepted to participate, and one team did not accept. In total, these six teams represented a number of 90 players and 6 coaches that participated in this study.

Questionnaires were distributed in two different moments of time, separated by six days. The first questionnaires (distributed to both players and coaches of the teams that accepted to participate in this study) were delivered and completed in the bus travel before the tournament start. The second questionnaires (also given to both players and coaches) were distributed in the bus travel back home of the teams, after the end of the tournament. The questionnaires allocated for the players were different from the questionnaires delivered to coaches, meaning that in total, there were made four questionnaires (two for players and two for coaches) in two different moments of time.

All the 90 players responded to the two questionnaires distributed. They were all aged between 12 and 15. Their average age was 13.39 years old, and they were playing football, in average, for the last 3,55 years. Regarding their nationality, 81 of them were Portuguese, and the remaining 9 were Brazilian, so, all them were native Portuguese speakers.

All the six coaches involved in this study were aged between 22 and 28. Their average age was 25,3 years old. Their experience as a coach was, on average, of 4,5 years old.

## **2.2.Measures**

Participants answered to the questionnaires, rating their agreement with each statement using a 5-point likely scale (1 = *strongly disagree*; 5 = *strongly agree*).

*Change Oriented Feedback (player's 1<sup>st</sup> questionnaire)*

The change oriented feedback scale was part of the first questionnaire designed for players. The scale used was created by Carpentier & Mageau (2013). The Cronbach alpha was .79. An example of this 22 items scale is "Following a bad performance, my coach has the tendency to depreciate me as an individual".

*OBSE (player's first questionnaire)*

The OBSE scale was based on the scale created by Pierce & Gardner (1989). An example item for this scale was "I am valued in the team". This 9 items scale was part of the player's first questionnaire, and its Cronbach alpha was .91.

*Trust (player's first questionnaire)*

The scale used to measure trust was the one created by Dirks (2000). It was an 8 item scale, included in the player's first questionnaire. The Cronbach alpha for this scale was .79. An example item for this scale is "I would feel a sense of loss of the coach left to take a job elsewhere".

*Effort (coach's second questionnaire)*

Effort was the scale included in the coaches' second questionnaire. It was intended to measure the players' effort in this end season tournament. Adapted from the Intrinsic Motivation Inventory (McAuley et al, 1987), it was a 4 items scale, and recorded a Cronbach alpha of .78. One of the items for this scale is "The player X showed commitment to meet his role during the tournament".

### *Skills (coach's first questionnaire)*

We used skills as a control variable. This scale was included in the coaches' first questionnaire. It was adapted from the Intrinsic Motivation Inventory scale (McAuley et al, 1987). An example item for this scale was "The player X has high skills, when compared with his team members". It was a 2 items scale, and the Cronbach alpha was .90.

### **3.Results**

Table 1, presented below, illustrates means, standard deviations, Cronbach's alphas, and correlations between the different variables assessed in the four questionnaires. Reliabilities for all scales in this study presented acceptable values, between .72 and .91

**Table I** Descriptive Statistics, correlations and Cronobach's alpha

Variable	M	SD	1	2	3	4	5
1.feedback (p, t1)	3.92	.45	(.79)				
2.OBSE (p, t1)	4.23	.64	.26*	(.91)			
3.trust (p, t1)	4.46	.5	.43**	.23*	(.79)		
4.effort (c, t2)	3.92	.75	.14	.17	.04	(.78)	
5.skills (c,t1)	3.54	1.04	-.05	.21*	-.11	.07	(.90)

(p, t1) - player's first questionnaire

(c, t1) - coach's first questionnaire

(c, t2) - coach's second questionnaire

### 3.1. Test of Hypotheses

To test the proposed mediation effects, we used the model developed by Hayes (2012). This model shows interesting results in measuring moderation and mediation effects, particularly in small size samples, and it has been used by several researchers when they intend to study this indirect effects. Shorut and Bolger (2002) demonstrated that bootstrap methods are more powerful than traditional tests of mediation. Its particularity of testing patters with different sub samples within the same sample makes it a powerful tool when testing small samples. We used this model to test the mediation effects of both OBSE and trust in the relation between feedback and effort. The player's skills (assessed by the coach) was used as a control variable.

**Table II**  
Bootstrapping effects

Predictor	Mediator OBSE			Mediator Trust			Outcome Effort		
	B (SE)	t	95% CI	B (SE)	t	95% CI	B (SE)	t	95% CI
<i>Control Variable</i>									
Skills	.08 (.06)	1.36	[-.04, .21]	-.07 (.05)	-1.43	[-.17, .03]	.08 (.08)	.94	[-.09, .25]
<i>Predictor</i>									
Feedback	.38 (.15)	2.56*	[.08, .67]	.46 (.12)	3.99**	[.23, .7]			
<i>Mediators</i>									
OBSE							.37 (.17)	2.14*	[.02, .72]
Trust							.05 (.22)	.24	[-.38, .49]
<i>Mediation Effects</i>									
OBSE							.15 (.09)		[.02, .38]
Trust							.02 (.10)		[-.19, .23]

CI – Confidence Interval; \* p < 0.05 \*\* p < 0.01

Hypothesis 1a ( B = .38; p < .05) intended to study the relationship between feedback and OBSE.

Hypothesis 1b ( B = .37; p < .05) tested a positive relation between OBSE and Effort. Hypothesis

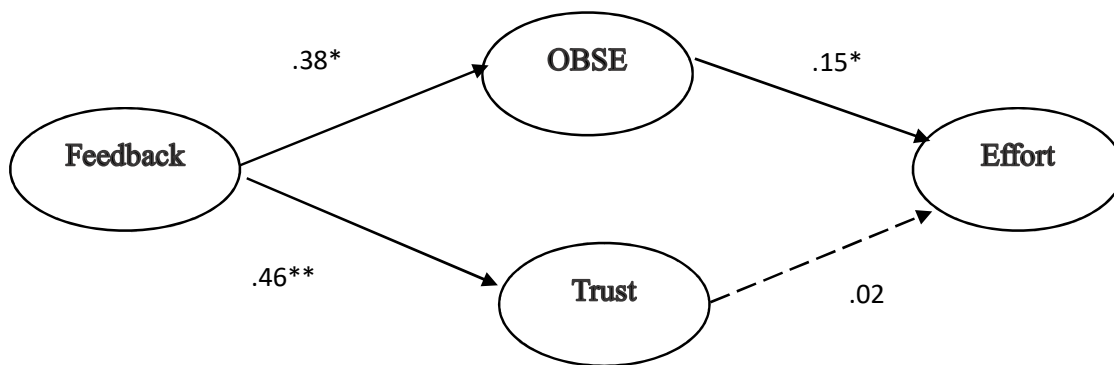
1c (B = .15; p < .05) tested the OBSE as a mediator between feedback and effort (indirect effect).

These hypotheses were confirmed.

Hypothesis 2a ( $B = .46$ ;  $p < .01$ ) tested a positive relation between feedback and trust. Hypothesis 2b ( $B = .05$ ;  $p > .05$ ) tested a relation between trust and effort, which was not confirmed. As such, hypothesis 2c ( $B = .02$ ;  $p > .05$ ), which intended to study trust as a mediator between feedback and effort, was not confirmed as well.

Results indicated that OBSE is a mediator between feedback and effort. By contrast, trust did not work as a mediator between feedback and effort.

A scheme indicating the obtained results is presented below.



**Figure I** Mediation effects

#### 4. Discussion

In this thesis, we proposed to study the mediation effects of both OBSE and trust in the relation between feedback and effort, using a sample of youth football players and coaches. The results obtained were in accordance with theory, particularly for the OBSE, where the mediation effect between feedback and effort was verified. The results indicated, however, that trust is not a mediator between feedback and trust. A possible reason to explain the unexpected non influence of trust has to be with the characteristics of the sample used, and is explained with more detail below.

#### **4.1.Theoretical Implications**

Our research has several theoretical contributions. First, our results point out the important effect of OBSE in the leadership process, and specifically when leaders propose to enhance performance and effort from their team members. Leadership is pointed as one of the possible predictors of OBSE, since that interpersonal relations with supervisors may result in more direct or explicit signals of about one's worth in an organization (Pierce & Gardner, 2004). This influence of leadership in OBSE is explained by the impact leaders may have by providing explicit signals regarding their own worth and value in the organization (Bowling & Eschleman, 2009).

A second theoretical contribution from this study comes from comparing the two mechanisms between feedback and effort. Trust would be expected to be related with leadership and also with effort, given that trust in leadership allows the team to be willing to accept the leaders' goals and decisions, and to work hard to achieve them (Dirks, 2000). A possible reason to explain this non relevance of trust in the leadership-effort relation might have to do with the age and stage of development of the sample used in this study (between 12 and 15), This stage of development is characterized by a considerable number of physical and cognitive changes associated with puberty, which are expected to decrease self-esteem (Harter, 1998). Due to the decrease of self-esteem, adolescents will most likely be more sensitive to the effects of leadership behaviors like feedback on OBSE, which consequently has more impact on effort.

A third theoretical implication is the reinforcement of the findings from Carpentier and Mageau (2013) and Mouratidis (2010), who, in disagreement with past studies, argue that change oriented feedback can result in positive performance outcomes, if given in an autonomy supportive way. This type of feedback is able to positively impact individual performance – when given in an autonomy supportive way – by informing about the discrepancy between actual and desired

performance, and by warning for changes or improvements that need to be done to achieve that performance. (Carpentier & Mageau, 2013).

#### **4.2. Practical Implications**

The present study also provides important insights for coaches and for managers, who are in a leadership position. Firstly, it was verified that change oriented feedback, as well as other leadership behaviors, impact individual performance. To promote effort through feedback, it is important for coaches and managers to adapt the feedback

A second important practical implication has to be with how change oriented feedback is given by coaches. In order to be accurate, and promote OBSE, trust, and later result in an increase of performance, change oriented feedback has to be aligned with a leadership autonomy supportive style. As a leadership communication behavior, change oriented feedback should be given to promote the autonomy of followers, and to avoid being associated with abusive controlling behaviors. To do so, it is particularly important that feedback provides to follower's a choice of different solutions to overtake a difficulty (paired with choice of solutions), and also that it provides different ideas on how to improve (paired with tips), instead of pointing a unique possible solution defined by the coach or leader to surpass a certain identified difficulty (Carpentier & Mageau, 2013). Providing different possible solutions will give the follower the possibility to choose the one that better suits him/her, which is associated with more autonomy given and less abusive behaviors of the leaders.

Being emphatic, and providing feedback in an adequate tone of voice is also a characteristic of autonomy supportive feedback. Being emphatic, by showing that the leader knows the exact

difficulties of the follower when providing feedback, is expected to have important contributions to trust in leader. Providing feedback in a considerate tone of voice can also be important to avoid a lack of self-esteem of followers that may occur when feedback is delivered in an inadequate tone of voice (Chapentier & Mageau, 2013), especially in the age group studied here.

#### **4.3.Limitations and Future Research**

This study has several limitations that deserve comment. First, the small sample of only 90 participants might influence the pattern of the results. Although there were participating 32 teams in this tournament, which represents a total number of around 500 participants, the fact that the answers had to be collected in the both bus travels to the tournament (in the first day) and back home (in the last day) limited our possible range of teams to the ones that were departing from Lisbon. Thus, it was only possible to deliver the questionnaires to six teams, representing a total number of 90 answers collected by the players and 6 answers collected by the coaches. Future research should try to study change oriented feedback effects on performance in larger samples, because it would probably allow to identify other possible mechanisms that change oriented has to influence performance.

Important future research can be made regarding the variables in study. As the sample in study was composed by teenagers aged between 12 and 15 years (in the adolescence development stage), OBSE was particularly important in the process of feedback on effort. The same conclusions were not verified for trust. Replicating the study with a sample composed by older individuals would be interesting to see the pattern changes throughout the lifespan of an athlete.

Also, it could be interesting to see if intra-team trust is also positively related with effort, and if feedback has impact on this variable. According with Dirks and Jong (2016), intra-team trust is positively related with team performance, and so, the effects of feedback on intra-team trust could be further explored in future studies.

## **5. Conclusion**

According to this study, both prompt oriented feedback and change oriented feedback can positively influence future performance, if they are given in an autonomy supportive way. This thesis also found OBSE to be a mediator between feedback and effort, highlighting the importance of individual self-image in the leadership process. Following this idea, Manuel Sérgio (2013) states that “to have success in their activity, coaches do not need to know about goals or saves, they should instead focus in knowing about the men who score the goals and the men who make the saves.”

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