**Additional file 1**

All 216 hypotheses by rank order with theme (n=61 participants).

| **Hypotheses**  | **Theme**  | **Number of participants who chose this hypothesis as one of their top 50 (%)** |
| --- | --- | --- |
| **A&F interventions will be more effective…** |  |  |
| 1. …if the feedback is provided by a trusted source
 | Trustworthiness/Credibility  | 45 (74%) |
| 1. …if recipients are involved in the design/development of the feedback intervention
 | Decision Processes or Conceptual Model  | 37 (61%) |
| 1. …when recommendations related to the feedback are based on good quality evidence
 | Trustworthiness/Credibility  | 37 (61%) |
| 1. …if the behaviour is under the control of the recipient
 | Self -Efficacy/Control  | 35 (57%) |
| 1. …if it addresses barriers and facilitators (drivers) to behaviour change
 | Remove Barriers  | 33 (54%) |
| 1. …if it suggests clear action plans
 | Enable Action Plans/Coping Strategies  | 32 (52%) |
| 1. …when target/goal/optimal rates are clear and explicit
 | Goal Setting  | 31 (51%) |
| 1. …when they involve formative (identifying areas to help improve) rather than summative (performance only) assessment
 | Attack on Self Identity  | 29 (48%) |
| 1. …if the environment encourages the desired behaviour as the default
 | Environment  | 29 (48%) |
| 1. …if it is relevant to issues that are a priority for recipients
 | Recipient Priorities  | 28 (46%) |
| 1. …if they encourage co-construction of goals among colleagues
 | Social Engagement  | 28 (46%) |
| 1. …if the recipient agrees that the benchmark is relevant to them
 | Comparisons  | 27 (44%) |
| 1. …if it is structured according to the most relevant data unit (e.g. individual, practice)
 | Feedback Specificity  | 27 (44%) |
| 1. ..when a comparator is provided
 | Comparisons | 26 (43%) |
| 1. …if the comparator is specific to the recipient's own context/practice
 | Comparisons  | 26 (43%) |
| 1. …if it clearly identifies a behaviour that should be improved
 | Goal Setting | 26 (43%) |
| 1. …when recipients believe that the target behaviour needs to change
 | Recipient Priorities  | 26 (43%) |
| 1. …if targeted at a small number of the highest priority issues.
 | Recipient Priorities  | 26 (43%) |
| 1. …if they encourage engagement with the data
 | Attract/Maintain Attention  | 25 (41%) |
| 1. …if the goals are believed to be reasonable and attainable
 | Goal Setting  | 25 (41%) |
| 1. …if individual level provider data is provided
 | Feedback Specificity  | 25 (41%) |
| 1. …if they address all relevant members of the practice team, not a single provider
 | Social Engagement  | 24 (35%) |
| 1. …when designed to reduce cognitive load demands (e.g. include more white space, eliminate decimals, clear legend; left to right reading flow)
 | Cognitive Load | 24 (35%) |
| 1. …if it makes reference to performance successes in addition to providing clear direction on how to improve
 | Motivation/Intention Issues  | 24 (35%) |
| 1. …if it is provided to the intended target for behavior change
 | Single Hypotheses  | 23 (38%) |
| 1. …if the information explaining the audit and feedback is clear and unambiguous
 | Cognitive Load  | 23 (38%) |
| 1. …if educational messages are clearly presented
 | Cognitive Load | 23 (38%) |
| 1. …if it provides clear direction on the behaviour requiring change
 | Cognitive Load | 23 (38%) |
| 1. …if the harms associated with incorrect behaviour in question are clearly indicated
 | Justify Need for Behaviour Change  | 23 (38%) |
| 1. …if the reminder messages are presented in real time/point of care
 | Memory | 23 (38%) |
| 1. …if it can elicit a sense of achievement when a target is reached (achievement motivation)
 | Motivation/Intention Issues  | 23 (38%) |
| 1. …if the benchmark comparison is accepted as a reasonable standard
 | Comparisons  | 22 (36%) |
| 1. …when presented soon after the audited actions are taken
 | Feedback Timing  | 22 (36%) |
| 1. …when justified by improvements in patient care rather than cost savings
 | Justify Need for Behaviour Change  | 22 (36%) |
| 1. …if the recipients have the capabilities to respond to the feedback
 | Self-Efficacy/Control  | 21 (34%) |
| 1. …if they involve social group interaction within a safe/trusted environment
 | Social Engagement  | 21 (34%) |
| 1. …if it is perceived to be without conflict of interest
 | Trustworthiness/Credibility  | 21 (34%) |
| 1. …if (over time) it is accompanied with positive reinforcement to those who have improved their performance
 | Motivation/Intention Issues  | 21 (34%) |
| 1. Feedback interventions involving starting new behaviours will be more effective if they involve reminders/prompts
 | About Aspects of Behaviour  | 21 (34%) |
| 1. …if it contains multi-modal presentation (both text and graphs
 | Single Hypotheses  | 20 (33%) |
| 1. …if a priori work is conducted to ensure acceptability of the benchmark and feedback
 | Trustworthiness/Credibility  | 20 (33%) |
| 1. …if a clear and explicit benchmark is provided
 | Comparisons  | 20 (33%) |
| 1. …when it is presented continuously/as part of regular care
 | Feedback Timing  | 20 (33%) |
| 1. …when placed in the context of real-time comparison with peers
 | Feedback Timing  | 20 (33%) |
| 1. …when it involves goals set/agreed to by the participant
 | Goal Setting  | 20 (33%) |
| 1. …when recipients internalize and act on the feedback, rather than only responding to a system prompt
 | Guide Reflection  | 20 (33%) |
| 1. …if they allow the recipient to respond to the feedback providers
 | Responding to Feedback Providers  | 20 (33%) |
| 1. …if emphasis is on what needs to be achieved (loss framing) as opposed to what was achieved (gain framing) (i.e., 20 % of your patients did not receive the proper prescription vs. 80% did receive the proper prescription
 | Cognitive Influences  | 19 (31%) |
| 1. ...if it focuses on patient outcome measures rather than process measures
 | Single Hypotheses  | 19 (31%) |
| 1. …when it provides information on the appropriateness of individual decisions, not just frequency of behaviours
 | Feedback Specificity | 19 (31%) |
| 1. …when they incorporate ways to track subsequent actions.
 | Feedback Timing  | 19 (31%) |
| 1. ...if the graphical representations are clearly and consistently labelled.
 | Cognitive Load  | 19 (31%) |
| 1. ...if it involves comparisons to the self.
 | Comparisons  | 19 (31%) |
| 1. ...if designed with a clear understanding of the decision-making process underlying the behaviour to be changed.
 | Decision Processes or Conceptual Model  | 18 (30%) |
| 1. ...if it includes both local and overall norms.
 | Comparisons  | 18 (30%) |
| 1. ...if trend data are sufficiently stable to facilitate interpretation.
 | Nature of Data  | 18 (30%) |
| 1. …when it is in person (can be presented in a manner that is responsive to the situation).
 | In-Person Feedback | 18 (30%) |
| 1. ...if it creates opportunities to learn.
 | Knowledge/Learning  | 18 (30%) |
| 1. ...if it is expected that recipient behaviour change will result in improvements.
 | Self-Efficacy/Control  | 18 (30%) |
| 1. …if they involve engaging recipients in social discussion about the feedback.
 | Social Engagement  | 18 (30%) |
| 1. …when measures are used to prevent a defensive response (e.g. providing other "reassuring “messages as well, guiding self-reflection, etc.).
 | Attack on Self-Identity  | 18 (30%) |
| 1. …if they target communally determined behaviour change strategies (i.e. the group works together towards tipping points).
 | Social Engagement  | 17 (28%) |
| 1. …if individual level data is worded as a recommendation (e.g., in most cases, doing x is the best course of action) and aggregate level data is prescriptive (e.g., the guidelines states to do x).
 | Feedback Specificity | 17 (28%) |
| 1. …if resulting patient outcomes over time support behaviour change.
 | Feedback Timing | 17 (28%) |
| 1. ...when it supports learner-determined rather than externally imposed goals.
 | Goal Setting  | 17 (28%) |
| 1. ...if it involves a personal reflection component.
 | Guide Reflection  | 17 (28%) |
| 1. …if they include memorable/salient messages.
 | Memory  | 17 (28%) |
| 1. ...if it is about a behaviour that does not rely on others.
 | About Aspects of Behaviour  | 17 (28%) |
| 1. ..if disagreement with recommendations are explicitly acknowledged and addressed.
 | Social Engagement  | 17 (28%) |
| 1. ..if it includes multi-layered feedback which begins with high-level feedback and then drills down to the details.
 | User-Guided Experience  | 17 (28%) |
| 1. ...when it does not imply fault.
 | Attack on Self-Identity  | 17 (28%) |
| 1. ...if any social comparisons are perceived as relevant and attainable.
 | Comparisons  | 17 (28%) |
| 1. ...if incorporated into familiar processes of care.
 | Environment  | 17 (28%) |
| 1. …if the goal is made public.
 | Single Hypotheses  | 16 (26%) |
| 1. ...if accompanied by information about the importance of the behavior change.
 | Justify Need for Behaviour Change  | 16 (26%) |
| 1. …if a record of success is established with "early win" goals prior to moving onto more challenging goals.
 | Trustworthiness/Credibility  | 16 (26%) |
| 1. ...when presented in a clear and aesthetically pleasing way.
 | Attract/Maintain Attention  | 16 (26%) |
| 1. ...if key messages are visually distinguished from supporting material.
 | Cognitive Load  | 16 (26%) |
| 1. …when different modes of information (e.g. graphics, text) are complementary, not redundant.
 | Cognitive Load  | 16 (26%) |
| 1. …when text is simplified and minimized.
 | Cognitive Load  | 15 (25%) |
| 1. ...if patient-specific information is provided.
 | Feedback Specificity  | 15 (25%) |
| 1. …if individual members are personally committed to the group goal.
 | Goal Setting  | 15 (25%) |
| 1. ...if it encourages reflection on the original pattern of behaviour.
 | Guide Reflection  | 15 (25%) |
| 1. …if they also incorporate reminders.
 | Memory  | 15 (25%) |
| 1. ...when accompanied by incentive.
 | Motivation/Intention Issues  | 15 (25%) |
| 1. ...if graphical representation displays the variability of data in order to indicate the error or uncertainty (i.e., confidence intervals).
 | Nature of Data | 15 (25%) |
| 1. …if the recipients of the feedback identify with the messenger of the feedback.
 | Trustworthiness/Credibility  | 15 (25%) |
| 1. …when origin of benchmarks is made clear.
 | Trustworthiness/Credibility  | 15 (25%) |
| 1. ...if more detailed information is available on demand.
 | User-Guided Experience  | 15 (25%) |
| 1. ..if the recipient reads / processes it.
 | Attract/Maintain Attention  | 15 (25%) |
| 1. …if it provides a visually clear target rate.
 | Cognitive Load  | 15 (25%) |
| 1. ...if a response or action is required.
 | Enable Action Plans/Coping Strategies  | 15 (25%) |
| 1. ...when the important comparisons are in proximity to one another.
 | Cognitive Load  | 14 (23%) |
| 1. ...if it is non-punitive.
 | Attack on Self-Identity  | 14 (23%) |
| 1. ...if it is accompanied with a goal.
 | Goal Setting  | 14 (23%) |
| 1. …when specific to patients most likely to benefit from the change in provider behaviour.
 | Feedback Specificity  | 14 (23%) |
| 1. …if they make clear where the recipient is an outlier.
 | Motivation/Intention Issues  | 14 (23%) |
| 1. ...when there are few costs to change behaviour.
 | Opportunity Costs  | 14 (23%) |
| 1. …if they imply some kind of extended commitment (e.g. agreeing to a future communication, follow-up).
 | Single Hypotheses  | 14 (23%) |
| 1. …if it includes stratification by common "alibi" variables (i.e., demonstrating that "my patients are not sicker").
 | Single Hypotheses  | 14 (23%) |
| 1. …when they incorporate facilitated social discussions about the feedback
 | Social Engagement  | 14 (23%) |
| 1. ...if the interpretation to be drawn from the comparison to benchmark is made clear and explicit.
 | Cognitive Load  | 13 (21%) |
| 1. ...if they include motivational messages that are tailored to the individual provider.
 | Motivation/Intention Issues  | 13 (21%) |
| 1. ...when the practice gap is at least partly caused by a lack of knowledge.
 | Knowledge/Learning  | 13 (21%) |
| 1. …if they incorporate an understanding of the communication style of the recipient.
 | Recipient Characteristics  | 13 (21%) |
| 1. ..if data come from sources similar to the recipient's clinical practice.
 | Trustworthiness/Credibility  | 13 (21%) |
| 1. ...if the focus is on only one specific behaviour at a time.
 | Cognitive Load  | 13 (21%) |
| 1. ...when the reader is oriented to how to read the feedback.
 | Cognitive Load  | 13 (21%) |
| 1. ...if the degree of difference between comparators is clear and made relevant.
 | Comparisons  | 13 (21%) |
| 1. …when multiple individual physician practice data is presented along with the recipients' data.
 | Comparisons  | 13 (21%) |
| 1. ...if it incorporates the typical clinical encounter decisions in the specific context.
 | Environment  | 13 (21%) |
| 1. …if they encourage people to use implementation intention strategies.
 | Enable Action Plans/Coping Strategies  | 12 (20%) |
| 1. …it facilitates respect, feelings of control over the learning agenda.
 | Self-Efficacy/Control  | 12 (20%) |
| 1. …if they provide information sought by the recipient.
 | Recipient Priorities  | 12 (20%) |
| 1. ...if targeted at those who are underperforming.
 | Recipient Characteristics  | 12 (20%) |
| 1. ...if reflection occurs soon after feedback.
 | Guide Reflection  | 12 (20%) |
| 1. ...if each episode of feedback includes multiple time points.
 | Feedback Timing  | 12 (20%) |
| 1. ...when it addresses a behaviour that is relevant to the current patient.
 | About Aspects of Behaviour  | 12 (20%) |
| 1. ...when it can be customized by the recipient.
 | User-Guided Experience  | 12 (20%) |
| 1. ...when it is sufficiently salient and receives sufficient attention.
 | Attract/Maintain Attention  | 12 (20%) |
| 1. …if noun descriptors rather than verbs are used in messaging (e.g., don't be an over prescriber vs please prescribe less
 | Cognitive Influences  | 12 (20%) |
| 1. ...if text accompanying graphical components only describes information clearly related to the graphical content.
 | Cognitive Load  | 12 (20%) |
| 1. ...if only the most critical information is presented initially.
 | Cognitive Load  | 12 (20%) |
| 1. Feedback interventions involving multiple quality indicators will be more effective if the sign is consistent (i.e. higher numbers are better).
 | Cognitive Load  | 11 (18%) |
| 1. …when graphical representations of sub-par performance are displayed below, and good performance displayed above, a visual frame of reference
 | Cognitive Influences  | 11 (18%) |
| 1. ...if it elicits a clear affective response.
 | Attack on Self-Identity  | 11 (18%) |
| 1. ..when recipients believe the change is THEIR idea.
 | Self-Efficacy/Control  | 11 (18%) |
| 1. …when it is available when the recipient is receptive to it (pull), rather than directed to them at a time not of their choosing (push).
 | Feedback Timing  | 11 (18%) |
| 1. ...if it is corrective (what was wrong, how to improve it).
 | Knowledge/Learning  | 11 (18%) |
| 1. …if the frequency of the feedback is determined by the frequency of the target behaviour
 | Feedback Timing  | 11 (18%) |
| 1. …if they include active learning strategies (e.g. simulations, games with feedback).
 | Knowledge/Learning  | 11 (18%) |
| 1. …if they target (triage) individuals who have motivation (intention) to change.
 | Motivation/Intention Issues  | 11 (18%) |
| 1. Feedback about behaviour will be more effective for behaviors that are easy compared to those that are harder to do.
 | About Aspects of Behaviour  | 11 (18%) |
| 1. Feedback interventions involving stopping behaviours will be more effective if they involve persuasive components.
 | About Aspects of Behaviour  | 11 (18%) |
| 1. ...if graphical elements are without unnecessary depth elements.
 | Cognitive Load  | 11 (18%) |
| 1. ..when presenting absolute numbers as opposed to percentages.
 | Cognitive Load  | 11 (18%) |
| 1. …if targets are made aware of the involvement of other stakeholder groups in the development process.
 | Decision Processes or Conceptual Model  | 10 (16%) |
| 1. …if they allow an opportunity to indicate why a recommended action wasn't taken.
 | Responding to Feedback Providers  | 10 (16%) |
| 1. ..if it incorporates messages specifically about barriers to the target behaviour.
 | Remove Barriers  | 10 (16%) |
| 1. ...if opportunity costs of engaging with the feedback are taken into account.
 | Opportunity Costs  | 10 (16%) |
| 1. ...if there is an immediate cue to action, during the patient encounter.
 | Feedback Timing  | 10 (16%) |
| 1. …if the goal is above current performance.
 | Goal Setting  | 10 (16%) |
| 1. ..when the comparator depicts the goal rather than a peer comparison.
 | Goal Setting  | 10 (16%) |
| 1. …if they involve demonstrations of the behaviour.
 | Single Hypotheses  | 10 (16%) |
| 1. ...if information about subpar performance is provided in the context of more assuring messages (feedback sandwich).
 | Cognitive Influences  | 10 (16%) |
| 1. ...if multiple comparators provide consistent messaging.
 | Comparisons  | 9 (15%) |
| 1. ...if it comes from an organization that is known to the recipient.
 | Trustworthiness/Credibility  | 9 (15%) |
| 1. Feedback will be LESS effective if presented when no change in behaviour from the provider is suggested/required.
 | Goal Setting  | 9 (15%) |
| 1. …when they introduce challenges to promote better learning.
 | Knowledge/Learning  | 9 (15%) |
| 1. ...if it is internally generated and is also objective (e.g. self-conducted audit).
 | Nature of Data  | 9 (15%) |
| 1. …if it is accompanied with educational training to allow for procedure to become automatized.
 | Single Hypotheses  | 9 (15%) |
| 1. ...if important cues to behaviour are made salient.
 | Attract/Maintain Attention  | 8 (13%) |
| 1. ...if during a protective (group) learning time.
 | Social Engagement  | 8 (13%) |
| 1. …if they involve a self-persuasion component i.e. (self-generated reasons why the behaviour is worthwhile).
 | Single Hypotheses  | 8 (13%) |
| 1. ...if it is presented in multiple sessions over time.
 | Feedback Timing  | 8 (13%) |
| 1. ...when the comparator is clearly justified.
 | Goal Setting  | 8 (13%) |
| 1. ...if both correct and incorrect instances of the behaviour are provided.
 | Motivation/Intention Issues  | 8 (13%) |
| 1. ...if trend data is clear and in an undesired direction.
 | Nature of Data  | 8 (13%) |
| 1. …when colour changes are purposeful and convey meaning.
 | Cognitive Load  | 8 (13%) |
| 1. ...if benchmark comparisons are limited to the most important ones.
 | Comparisons  | 8 (13%)  |
| 1. ...if it incorporates data showing that population normative behaviour is trending in a direction consistent with the recommendations.
 | Comparisons  | 8 (13%) |
| 1. ...if data about position/rank is provided, but not emphasized.
 | Comparisons  | 7 (11%) |
| 1. ...if individuals persuade themselves that the message is credible.
 | Trustworthiness/Credibility  | 7 (11%) |
| 1. ..when presented by someone (i.e. perhaps not the researcher) who enjoys an educational alliance with the participant.
 | Trustworthiness/Credibility | 7 (11%) |
| 1. …if they involve learning new behaviours in a group setting.
 | Social Engagement  | 7 (11%) |
| 1. ..if it incorporates information from a barriers analysis conducted with low utilizers to determine the barriers to behaviour change.
 | Remove Barriers  | 7 (11%) |
| 1. ...for high achievers when it involves comparison with the self.
 | Recipient Characteristics  | 7 (11%) |
| 1. ...if information about opportunity costs is included.
 | Opportunity Costs  | 7 (11%) |
| 1. …if practice feedback is used as a catalyst to encourage iterative , scenario-based feedback.
 | Knowledge/Learning  | 7 (11%) |
| 1. ...if it includes more than simple knowledge about outcome probabilities.
 | Knowledge/Learning  | 7 (11%) |
| 1. …if they include elements to enable patient requests of the desired behaviour (i.e., patient asks "did you wash your hands"?).
 | Memory | 7 (11%) |
| 1. ..if incorporates an emotional message underlining the desired behaviour
 | Memory  | 7 (11%) |
| 1. ..if it is consistent with the explicit intentions of the target individual.
 | Motivation/Intention Issues  | 6 (10%) |
| 1. Feedback interventions focusing on multiple behaviours will be more effective when behaviors are targeted for change sequentially before proceeding to the next behaviour.
 | About Aspects of Behaviour | 6 (10%) |
| 1. …if clinical procedure goals (e.g., reducing test ordering) are implemented first, before goals focused on overcall care (costs, overall morbidity).
 | Goal Setting  | 6 (10%) |
| 1. …if they encourage learning of underlying concepts, rather than specific examples.
 | Knowledge/Learning  | 6 (10%) |
| 1. ...if an aspirational goal is set.
 | Goal Setting  | 6 (10%) |
| 1. ...if a writing component is part of a feedback reflection intervention.
 | Guide Reflection  | 6 (10%) |
| 1. …if enablers and barriers are assessed after feedback is incorporated into practice.
 | Remove Barriers  | 6 (10%) |
| 1. ...if target/ benchmark performance remains consistent over time.
 | Comparisons  | 6 (10%) |
| 1. ...if it clearly and explicitly describes whether target feedback or comparators are closer to optimal performance (i.e. the "sign" of the feedback).
 | Enable Action Plans/Coping Strategies | 6 (10%) |
| 1. ...if it is not consistently negative.
 | Attack on Self-Identity  | 5 (8%) |
| 1. when feedback specificity is presented at the optimal level (inverted U shape; is less effective if too specific or too general).
 | Feedback Specificity  | 5 (8%) |
| 1. Effectiveness of feedback decreases according to the size of the provider group it summarizes increases.
 | Feedback Specificity  | 5 (8%) |
| 1. …when it evokes specific, moment-to-moment safety goals, rather than encouraging a physician to engage in self-assessment after task completion.
 | Feedback Timing  | 5 (8%) |
| 1. ...when presented at intervals that are long enough to prevent habituation.
 | Feedback Timing  | 5 (8%) |
| 1. …when they encourage processing complementary to a person's typical strategy (for structured learners, focus on details. For detail learners, focus on structure).
 | Recipient Characteristics  | 5 (8%) |
| 1. ...if as few graphs as possible are presented.
 | Cognitive Load | 5 (8%) |
| 1. …if the display is designed to minimize ink-to-information ratio.
 | Cognitive Load  | 5 (8%) |
| 1. ...if fixed comparators, rather than those that change over time, are used.
 | Comparisons  | 5 (8%) |
| 1. …if comparisons with norms are made so that numeric attributes become more highly evaluable.
 | Comparisons  | 4 (7%) |
| 1. ...if it avoids being directive.
 | Enable Action Plans/Coping Strategies  | 4 (7%) |
| 1. …if any social comparisons focus on specific individual patient cases rather than broad practice patterns
 | Feedback Specificity  | 4 (7%) |
| 1. …if they include tests that encourage reflection on current knowledge
 | Guide Reflection  | 4 (7%) |
| 1. …when behaviour rates are presented consistently
 | Nature of Data  | 4 (7%) |
| 1. …when it incorporates standardized scenarios with controlled patient characteristics
 | Feedback Specificity  | 3 (5%) |
| 1. …when its frequency is tied with end of practice administrative periods, rather than day-to-day practice
 | Feedback Timing  | 3 (5%) |
| 1. Reminder messages will only be effective when knowledge is a barrier to behaviour
 | Memory  | 3 (5%) |
| 1. …for those with a performance goal orientation if it does not involve comparison with others
 | Recipient Characteristics  | 3 (5%) |
| 1. …if they target system components working at odds with each other
 | Remove Barriers  | 3 (55) |
| 1. …when accompanied by information related to liability concerns
 | Remove Barriers  | 3 (5%) |
| 1. …if it does not include absolute statements that could create liability issues
 | Remove Barriers  | 3 (55) |
| 1. …if framed in terms of social conversations (memes) with which the recipient is familiar
 | Social Engagement  | 3 (5%) |
| 1. …if group level data is provided only when the homogeneity of variance within the group is high
 | Comparisons  | 3 (5%) |
| 1. …if frequent feedback is provided initially and made less frequent over time.
 | Feedback Timing  | 2 (3%) |
| 1. …if incidence of type 1 errors (false positive or missing a test that should have been ordered) is low but incidence of type 2 errors (false negative or ordering a test that was not needed) is high.
 | About Aspects of Behaviour  | 2 (3%) |
| 1. …for those with a mastery goal orientation if it involves comparison to others.
 |  Recipient Characteristics | 2 (3%) |
| 1. feedback will be LESS effective when presented to those with greater expertise.
 | Recipient Characteristics  | 2 (3%) |
| 1. People with higher organizational and job tenure are less likely to seek feedback.
 | Recipient Characteristics  | 2 (3%) |
| 1. …if the recipient can respond to the feedback with "non-applicable”
 | User-Guided Experience  | 2 (3%) |
| 1. …if it incorporates a gaming approach
 | Motivation/Intention Issues  | 1 (2%) |
| 1. …for low self-esteem individuals, if negative feedback does not follow positive feedback
 | Recipient Characteristics  | 1 (2%) |
| 1. …if the recipient generates a response immediately prior to receiving the feedback
 | Single Hypotheses  | 1 (2%) |
| 1. …when guidance specifically addresses the sign of the feedback for that individual
 | Enable Action Plans/Coping Strategies  | 1 (2%) |
| 1. …when not limited to correct/incorrect evaluations.
 | Knowledge/Learning  | 0 (0%) |
| 1. …if it includes an unconditional incentive
 | Motivation/Intention Issues  | 0 (0%) |