



## FEEDBACK 2.0: THE INTERPLAY OF TECHNOLOGY AND CULTURE IN SHAPING COMMUNICATION

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**Abstract:** This paper explores the role of feedback in shaping individual and collective identities. In modern society, identity is seen as a dynamic construct that is formed through interactions and communication with others. Analyzing the relevant literature from psychology and social theory, the paper addresses the question of how feedback, whether positive or negative, affects individuals' self-perception and self-confidence. It also explores the impact of feedback on collective identity, emphasizing how open communication can improve group cohesion, while unclear or insufficient feedback can cause fragmentation within the community. This paper contributes to the understanding of the complex relationships between feedback and identity, providing insight into how identities are formed, redefined, and maintained in dynamic social contexts.

**Keywords:** Feedback, individual identity, collective identity, communication, group cohesion.

### Introduction

In today's society, which is marked by rapid change, globalization and digitalization, the culture of feedback is becoming increasingly important. This paper explores the theoretical aspects of feedback culture, examining its ethical, epistemological, and social significance. The goal is to reveal the implications that feedback has on human relationships, communication and identity development. The question of feedback arises not only as a technical practice, but also as a moral question. Is feedback necessary for personal development and collective cohesion? How do we shape our identity through the feedback we receive from others? In addition, how does power and authority affect the dynamics of giving and receiving feedback? Feedback plays a key role in the successful functioning of modern organizations. As the world changes rapidly under the influence of technological innovation and cultural dynamics, the ways in which feedback is given and received must adapt to new realities. In the digital age, where communication is becoming faster and more efficient, it is important to understand not only the technological tools that are available, but also the cultural contexts that shape our interactions. Modern approaches to feedback are not only tools for improving performance, but also a means of building relationships, understanding and empathy among team members. In this paper, we will explore how culture and technology influence feedback practices, emphasizing the importance of adapting communication strategies to ensure that they are effective and relevant.

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## Definition of Feedback

Feedback can be classified into different types, including positive, critical, formative, and summative. Positive feedback highlights successes or achievements, while critical feedback points to mistakes and failures, providing opportunities for learning and growth (Kluger & DeNisi, 1996). Formative feedback is provided during the process, with the goal of improving performance, while summative feedback processes the results at the end of a process or activity (Brookhart, 2008).

## The Importance of Feedback in Different Contexts

In an educational context, feedback proves to be a key element in learning. Research shows that feedback can significantly improve students' academic performance when it is timely, specific, and constructive (Hattie & Timperley, 2007). Teachers, providing feedback, not only help students understand their weaknesses, but also motivate them to further work and develop skills. In the business world, feedback can have a direct impact on the performance of teams and individuals. A culture of openness to feedback within organizations can contribute to greater employee engagement, leadership development, and improved team cohesion (London, 2003). Organizations that actively promote feedback often see better productivity and innovation. In the context of personal development, feedback is essential for building self-confidence and self-reflection capacity. Through feedback received from family members, friends, or colleagues, individuals can develop a better understanding of their strengths and weaknesses, which can result in emotional growth and better interpersonal relationships (Stone, Patton, & Heen, 2010).

## Philosophical Theories and Feedback

Feedback, as a central element of human communication, can be viewed through various philosophical frameworks that explore its ethical, epistemological and social dimensions. This analysis encompasses theories of social interaction, discursive ethics, as well as phenomenological approaches, thus providing a comprehensive view of the place of feedback in the human experience. Jürgen Habermas, in his work *The Theory of Communicative Action* (2017), lays the foundations for understanding feedback as an indispensable element of dialogic communication. He points out that open and unconditional conversations are the basis for a common understanding and adds that feedback plays a key role in the process of validating the arguments and attitudes of the participants in the discourse. According to Habermas, feedback is not only a means of transmitting information, but is also a way of establishing intersubjectivity and gaining legitimacy in communication (Habermas, 2017). George Herbert Mead, in his works on social behavior, emphasizes how feedback shapes an individual's identity within society. Within Mead's theory, the individual develops through interactions with others, and feedback is the tool through which social norms and meanings are transmitted and redefined (Mead, 1934). This approach implies that feedback is not only a reflection of reality, but actively contributes in shaping it. Martha Nussbaum in her work *Love and Knowledge* (1990) discusses the emotional aspects of communication, acknowledging the importance of empathy and understanding in feedback. According to Nussbaum, giving and receiving feedback requires not only intellectual but also emotional engagement. The ethics of feedback lie in its ability to support personal growth and mutual understanding, as well as its potential power to make or break interpersonal relationships. This perspective emphasizes the moral responsibility of those who provide feedback, as well as the importance of the context in which it is given. Phenomenology, which deals



with the subjective experiences of individuals, provides additional insight into the significance of feedback. In this context, feedback is not only information, but also a means through which individuals interpret their experience and place within the community. Edmund Husserl and Maurice Merleau-Ponty point out that perception and action also involve feedback that relies on our body and sensations, thus emphasizing that communication is not only a cognitive process, but also a bodily and emotional one (Husserl, 1998; Merleau-Ponty, 1962). From different philosophical perspectives, it can be concluded that feedback has multiple meanings and functions in human interaction. From the establishment of communicative action, through the social construction of identity, to ethical and phenomenological implications, feedback proves to be a key element that shapes our relationships and understanding of the world. Its complexity requires continuous study in order to be adequately implemented in different social contexts. Given all of the above, feedback can be considered an essential element of constructive dialogue in different contexts. Its ability to shape behavior, modify performance, and foster personal development makes it an indispensable resource in education, organizations, and everyday life. Given the importance of this topic, further research and consideration of its aspects can contribute to the development of a more comprehensive understanding of feedback and its impact on individual and collective progress.

### **Identity and Feedback**

In modern societies, identity is understood as a dynamic construct that is formed through various interactions and communications. Feedback, as a key element of these interactions, plays a significant role in shaping both individual and collective identities. In this part of the paper, we will look at the way in which feedback affects the formation of identity, relying on the relevant theoretical literature. Individual identity is often defined as the set of traits and beliefs that an individual uses to understand himself or herself in relation to others. According to the psychological theory of social identity, feedback from others can significantly affect self-perception (Tajfel & Turner, 1979). When an individual receives feedback, whether positive or negative, that information can serve as a mirror through which he or she perceives his or her own values and abilities. In the context of education, for example, research has shown that feedback from teachers can shape a student's confidence and motivation (Hattie & Timperley, 2007). Positive feedback can strengthen a student's identity as a successful person, while negative feedback can raise doubts about one's own abilities and identity. Collective identity refers to a sense of belonging to a group, whether it is an ethnic, cultural, professional, or any other type of community. It is crucial to note that feedback within a group can have a significant impact on the formulation of collective identity. According to interdependence theory and group dynamics, feedback plays a role in defining boundaries within group cohesion (Graham, 1991). Research has shown that transparent and open feedback communication within teams can improve group cohesion and identity, while ineffective communication can lead to fragmentation (Salas, Sims, & Burke, 2005). This process can further affect how group members see their place within the wider social structure. Feedback, as a process that enables communication between individuals and their communities, has the potential to shape and redefine identities in a variety of ways. On an individual level, giving and receiving feedback develops a sense of self-confidence and validates or denies personal beliefs. On a collective level, feedback mechanisms can have a significant impact on group dynamics and identity. In situations where feedback is insufficient or unclear, conflicts can arise within the group or collective, which can lead to a weaker identity as a community.



## Feedback Ethics

Feedback is a key element of communication in a variety of contexts, from work environments to educational institutions. The ethics of feedback raises many moral questions concerning the responsibility of those who give it, as well as those who receive it. This part of the paper discusses the moral implications of feedback, focusing on ethical dilemmas that arise in the process of communication. The ethics of giving feedback cannot be viewed separately from the context in which it takes place. According to Boud and Molloy (2013), feedback is "a complex process that involves a relationship between those who provide and those who receive information." This relationship carries with it a moral responsibility to ensure that the feedback is constructive, correct and empathetic. The quality of feedback can significantly affect the emotional state of those who receive it, which is why it is essential to take into account the feelings and views of others (Boud & Molloy, 2013). In the modern context, the role of emotional intelligence in the process of giving feedback is gaining more and more importance. Mayer, Salovey, and Caruso (2016) point out that people with high emotional intelligence better understand the emotions of others and can provide feedback in a way that encourages growth and development. This suggests that giving feedback requires not only a cognitive understanding of the situation but also the ability to recognize and manage emotional responses (Mayer et al., 2016). On the other hand, moral responsibility in receiving feedback is also important. Stone and Heen (2010) argue that an individual's ability to receive and respond to feedback in a constructive way can be crucial for personal and professional development. In this sense, feedback recipients are expected to approach criticism openly and with the intention of understanding and adopting new perspectives. However, the ethical dimension of receiving feedback can be complicated, especially when the feedback is perceived as an attack or criticism. Dweck (2006) emphasizes that the way people interpret feedback can significantly affect their motivational level and psychological resilience. Her research suggests that those who have a "fixed" mindset often see feedback as a threat, while a "growing" mindset is associated with the ability to learn lessons from criticism (Dweck, 2006). The culture of the organization shapes the ethical aspects of feedback to a large extent. According to Edmonson (2019), organizations that encourage open and transparent communication are more inclined to create an environment where feedback is considered normal, constructive practice. Feedback ethics are therefore part of a broader phenomenon of organizational culture, and company values can significantly influence the way feedback is given and received (Edmonson, 2019). The ethics of feedback encompasses complex moral responsibilities that are imposed on both those who give it and those who receive it. These responsibilities are shaped by emotional intelligence, openness to development and the context in which the feedback takes place. In order to achieve effective and ethically relevant communication, it is important to develop an awareness of these responsibilities, thereby creating a more productive and cooperative work environment.

### The Impact of Contemporary Changes on Feedback Practice

The modern world is facing rapid changes that are shaping the way feedback is given, received, and interpreted. Technological advancements, along with changes in social norms and culture, have a significant impact on the practice of feedback within organizations and the wider community. This phenomenon can be viewed through the prism of digitalization, increased social interaction through social networks, as well as changes in work environments. With the development of digital technologies, especially communication platforms such as Slack, Microsoft Teams, and various project management



applications, the practice of feedback is becoming faster and more interactive. According to research conducted by Pinedo et al. (2020), the use of digital tools allows for an instant exchange of feedback, which can improve the agility of teams and reduce misunderstandings (Pinedo, G., Saldaña, J. P., & Morales, A. M. 2020). However, digitalization also brings with it its challenges. As Kuss and Griffiths (2017) point out, over-reliance on digital platforms can lead to superficial communication and a decrease in the quality of feedback. This phenomenon may result in a lack of depth in interaction provided by traditional methods of communication (Kuss, D. J., & Griffiths, M. D. 2017). In addition to technological, cultural aspects also shape the practice of feedback. Globalization and diversification of the workforce have led to the development of different styles of communication, where cultural norms and values differ. In addition to cultural differences, changes in generational values also affect access to feedback. Millennials and Generation Z, for example, emphasize the importance of feedback as an integral part of their professional development, which can be seen as a response to the constant demand for personal and professional growth (Twenge, J. M., & Campbell, S. M. 2018). According to research, these generations expect continuous feedback throughout their work, which can change the way organizations approach employee evaluation. Contemporary changes in cultural and technological contexts have a significant impact on the practice of feedback. While digitalization allows for faster and more efficient exchange of information, cultural differences and generational values require adaptation of the approach to feedback. To ensure effective communication and maintain a high level of engagement, organizations must be aware of these changes and develop strategies that take into account the diversity of communication styles and employee expectations.

## Conclusions

In this paper, we explore the relationship between identity and feedback, emphasizing how this complex relationship shapes individual and collective identities in contemporary society. Based on the analysis of the relevant literature, it is clear that feedback plays a key role in shaping individuals' perception of themselves and their belonging to different groups. First, on an individual level, feedback acts as a mirror that reflects our abilities, values, and self-confidence. Positive feedback can strengthen an individual's self-confidence, validating their identity as a capable and valuable member of the community. In contrast, negative feedback can cause suspicion and insecurity, which can lead to an identity crisis. This process depends on the context in which the feedback is shared, including relationships with family, peers, and teachers. Therefore, understanding feedback mechanisms is essential for the development of a healthy personality and the strengthening of self-confidence. On a collective level, feedback has the power to shape group identities and influence the dynamics within communities. Effective communication and transparent feedback sharing within teams and groups can strengthen group cohesion and identity. This cohesion can be crucial in situations that require cooperation and joint work, while a lack of feedback can cause confusion and conflict. In a dynamic social environment, where the boundaries between identities are often questioned, the importance of open communication and constructive feedback becomes even greater. In light of these analyses, it is important to recognize that feedback comes not only from formal sources, such as the education system or professional environments, but also from everyday interactions with friends, family, and community. Therefore, developing a culture of openness and constructive dialogue in all aspects of life can significantly contribute to the strengthening and development of identity, enabling individuals and collectives to thrive. Finally, future research should focus on further understanding the complex connections between feedback and identity, especially in the context of ubiquitous



digitalization and globalization. As ways of communicating and forming identities continue to change, it is necessary to explore how new forms of feedback, such as those coming from social media, affect perceptions of self and belonging, as well as how they can shape social norms and values. This will enrich our understanding of human nature and social dynamics in modern society.

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