



# Feedback: Sharing What Matters





When you see it, say it.

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## Introduction

This course, *Giving and Receiving Feedback*, teaches the skills that are necessary to both give and receive recognition and constructive feedback in a way that maintains relationships and increases performance.



## Objectives

Upon completion of this module, you will be able to:

- Define feedback.
- Demonstrate the ability to use observation versus judgment.
- Apply steps to giving recognition.
- Discuss guidelines for giving constructive feedback
- Apply steps to giving constructive feedback.
- Apply guidelines to ask for and receive feedback.



### Definition of Feedback

Feedback is the sharing of information. Its intent is to help someone stop, start, or continue a behavior.

Feedback opens the door to awareness, discussion, and problem solving. It is important to personal growth and development.

When feedback is given constructively and respectfully, the receiver of the feedback is more likely to listen non-defensively and to take appropriate action.



Below are examples of opportunities to give someone feedback:

- Demonstrating behaviors that are aligned or not aligned with obtaining objectives and goals.
- Demonstrating behaviors that are obtaining or not obtaining successful results.
- Being effective or ineffective at building relationships.
- Taking or not taking initiative to solve issues.
- Using or not using efficient time management techniques to achieve priorities.
- Demonstrating or not demonstrating behaviors that are team oriented.
- Achieving or not achieving quality standards on completed work.
- Being detailed enough, too detailed or not detailed enough when completing assignments.

### Observation versus Judgment

*Instructions: In the space below, write the words that describe what would make feedback an observation and what would make feedback a judgment.*

Observation	Judgment

*Instructions: Identify up to three team members. Not using names, identify three behaviors (both positive and negative) that are being demonstrated.*

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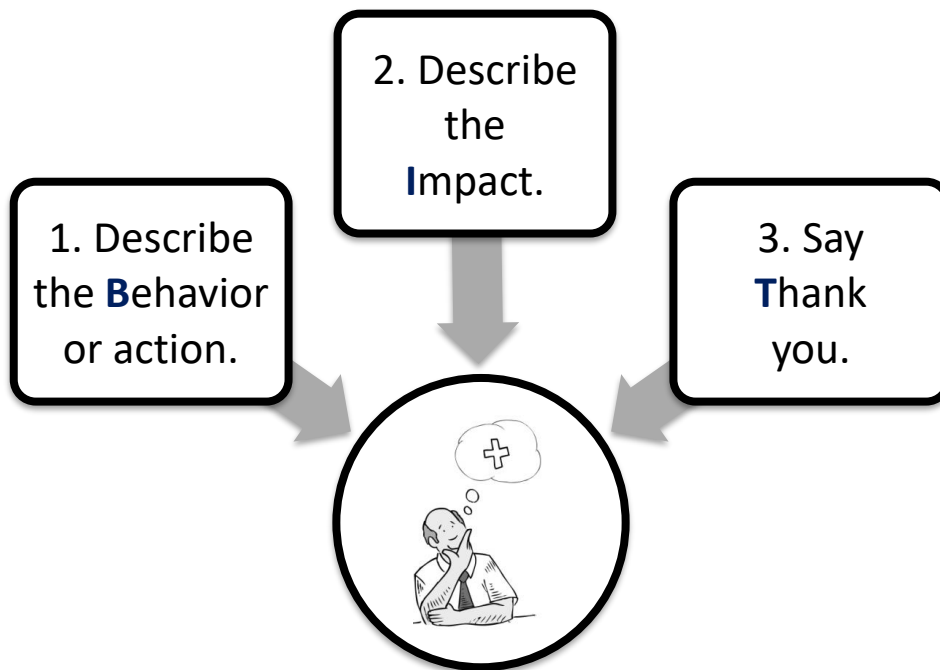
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## Giving Recognition

*(A little BIT goes a long way.)*



### Examples

- *“Sam, I appreciate the detail you put into the report. The details helped convince the team to go with the idea we were proposing.”*
- *“Louise, the way you handled that tough customer was wonderful. You were calm and did a great job of explaining why we couldn’t do what he wanted us to do, and you offered a great alternative. This type of customer care is aligned with our company values. Thank you for taking such great care with the customer.”*
- *“Ralph, thank you for the time you put into the presentation. The graphics were perfect in explaining the main points. I appreciate your work.”*



*Practice: Giving Recognition*

What feedback do you need to give?

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**Step 1:** What is the behavior or action?

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**Step 2:** What is the impact?

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**Step 3:** How will you say thank you?

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*Approaching the Conversation*

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*Instructions: With your partner, decide who will play the role of Dana, the feedback receiver, and who will play the role of the supervisor, the feedback giver. Read the case study, and then from the perspective of your chosen role, respond to the question.*

You are Dana’s and Ralph’s supervisor.

- Dana is a high performer. She takes her work seriously. She has developed valuable work strategies that produce high-quality work.
- Ralph is a newer team member who has been known to have quality issues. He is currently working on a special project with Dana.

You, the supervisor, overheard Dana talking to Ralph in a disrespectful way. Her voice was condescending, and she sounded impatient. Although Ralph has demonstrated a sincere interest in fixing the quality issues, and others have been working with him to resolve the issues, he is still learning and from time to time makes mistakes.

**You (supervisor): feedback giver**

Please write how you would approach Dana to address the situation in the case study.

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**Dana: feedback receiver**

Please write how you would like to be approached by the feedback provider as he/she addresses the situation with you.

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## Guidelines for Giving Constructive Feedback



Below are tips for giving feedback.

- ***Be timely, yet sensitive.***  
Find a “good” time to provide feedback, being mindful not to let too much time pass after the event. A guideline is to give feedback within 24 hours.
- ***Ask for permission to share.***  
Start your feedback session with statements that are brief and non-critical or evaluative. “I have some thoughts I would like share with you about the last meeting. Is this a good time?” or “Would you be open to some thoughts about ...?”
- ***Use “I” statements.***  
When possible, share your observations versus what others have told you. For example, use statements such as: “I observed...” or “I overheard...” or “I have some feedback...”
- ***Focus on the behavior, situation, or issue; not the person.***  
Describe the feedback in a way that focuses on the behavior, the situation, or the issue. Avoid making it personal or offensive. For example: “That situation looked like it was a tough one to handle. I heard/saw the impatience in your voice and body language” rather than “You didn’t handle that situation very well.”
- ***Avoid the word “you”.***  
When possible, avoid using the word “you” when giving feedback. For example: “The report has errors” rather than “You made errors on the report.”

## Opportunity to Give Constructive Feedback

*Instructions: Identify an opportunity that you have at work to give someone constructive feedback. Describe the situation and then describe the specific behaviors about which you want to give feedback.*

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Note: You will use this situation in a practice role play later in the session. Select an example you can share with others.

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Example: Describe the situation.

- I need to give feedback to a peer about how he/she works with customers.

Example: Describe the specific behaviors.

- Does not make eye contact
- Works on computer while customer is talking
- Does not take notes

What is the situation?

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What is the specific behavior the person is demonstrating?

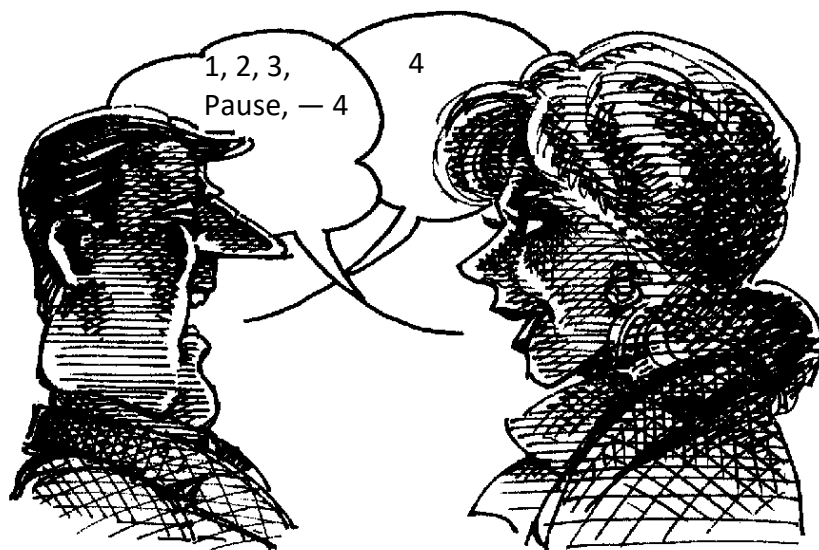
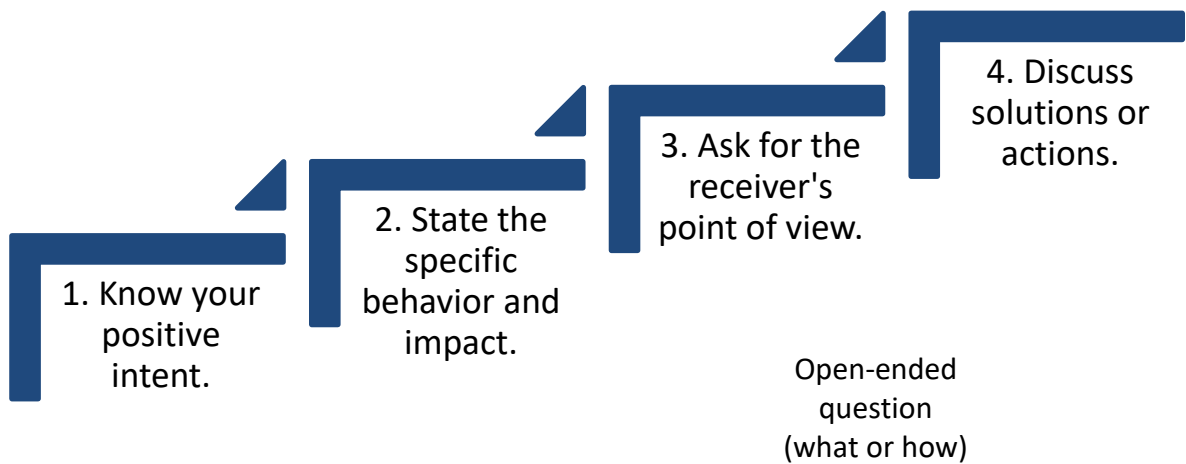
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## Four Components to Giving Constructive Feedback

*(Sharing information about what can be improved.)*



## 1. Know Your Positive Intent

- Positive intent makes it easier for you to give the feedback and for the receiver to hear what you are about to say.
  - *Improve teamwork.*
  - *Increase job satisfaction.*
  - *Improve career advancement potential.*
  - *Achieve desired results.*
- If you can't think of a positive reason for giving the feedback, don't give it.
- Positive intent can include the intent for the relationship and the task.
  - *Maintain the self-esteem of the other person.*
  - *Maintain the long-term relationship.*
  - *Complete the task.*
  - *Increase job performance.*
- Select an appropriate time to give the feedback.
- Create a trusting environment: location, be present, attitude.
- Start your feedback session with statements that are brief and non-critical or evaluative.
  - *"I have some thoughts I would like to share with you about the last meeting. Is this a good time?"*
  - *"A behavior that I observed that you may not be aware of is..."*
  - *"Recently, I noticed..."*

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## 2. State the Specific Behavior and Impact

- Avoid starting the feedback with the word “you”.
- Focus on the behavior, the situation, or the issue, not on the person.
  - *“You did a terrible job on that call.” (poor example)*
  - *“The XYZ information provided on the call was inaccurate.” (better example)*
- or
- *“You made some errors on the return/audit.” (poor example)*
- *“The return/audit has three errors.” (better example)*
- Be brief and to the point.
- Limit your feedback to one issue at a time.
- Do not refer to others unless necessary to provide examples or factual data.
- Start the behaviors with your observation.
  - *“I have noticed...”*
  - *“I have observed...”*
  - *“There is some information I would like to talk about...”*
  - *“My perception of the situation is...”*
- State the reasonable impact of the behavior.
  - *“When you asked for questions in the meeting, there was a one-second silence and then you wrapped up the meeting. Because there wasn’t a long-enough pause, the meeting attendees didn’t get a chance to ask questions. As a result, they might have left the meeting with important questions unanswered.”*
- State one impact, not every impact that preceded or will follow the situation.

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### 3. Ask for the Receiver's Point of View

- Ask the receiver to share his/her point of view in a way that is not condescending. Use open-ended questions that begin with “what” or “how”.
  - “What are your thoughts about my observations?”
  - “What is your point of view?”
  - “How did you experience this situation?”
  - “What is your perception?”
- Pause and give the receiver a chance to share his/her viewpoint.
- If you disagree, listen carefully and keep an open mind.
- The goal is to understand the receiver. You do not have to agree with him/her.
- Summarize the receiver's viewpoint so that he/she feels valued.



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## 4. Discuss Solutions or Actions

- Avoid blame and focus on solutions or actions.
- Offer suggestions if the receiver asks.
- Avoid telling the receiver what to do. Let him/her identify what needs to be done.
- Clearly state your expectations.
  - *“I would like to see fewer errors and higher productivity.”*
  - *“It is important that each customer be treated with respect.”*
  - *“In the next report, each blank area should be completed.”*
- Ask for the receiver to share his/her thoughts about the next step.
  - *“How will you handle the situation the next time it occurs?”*
  - *“What is a next step?”*
  - *“What are your thoughts about moving forward?”*



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# WHAT IF...

What if the receiver...	...then
Becomes Defensive	<ul style="list-style-type: none"> <li>• Acknowledge his/her defensiveness in receiving the feedback. "I can see that you are upset by this feedback. That was not my intent. I was hoping that the feedback would provide information you may not have known."</li> <li>• Don't become defensive.</li> <li>• Evaluate how the feedback was delivered.</li> </ul>
Is Rude	<ul style="list-style-type: none"> <li>• Talk about how you are talking versus the topic. "We are not being respectful of each other."</li> <li>• Acknowledge that the person's feelings might have been hurt.</li> </ul>
Is Surprised	<ul style="list-style-type: none"> <li>• Acknowledge the surprise. "I can see you are surprised by this feedback."</li> <li>• Ask for his/her perspective. "What is your perspective of the situation?"</li> </ul>
Doesn't Believe You	<ul style="list-style-type: none"> <li>• Provide specific examples.</li> <li>• Suggest time to reflect and observe the behavior in the work setting. "I can see that you don't believe that your behaviors have the impact I described. How about observing the reactions of others during the next week and then we get together to discuss what you observed."</li> </ul>

*Practice: Giving Constructive Feedback*

*Instructions: Using the scenario on page 8, prepare to give your feedback in a role play.*



**1: Positive intent**

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**2a: Specific behavior/situation/issue**

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**2b: Impact of the behavior/situation/issue**

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**3: Question asked to invite the other person to share his/her point of view**

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## Asking for Feedback

*Asking for what is meaningful*

- Ask for feedback on what to stop, start, and continue.
- Be specific about what kind of feedback you are seeking.
- Provide information about why you are asking.
- State a quantity to the amount feedback you want. For example: “What is one area you see as a strength”.
- Share your perception and ask for his/her feedback on your perception.



Feedback you want, from whom:

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*What Makes Feedback Difficult to Give?*

*Instructions: On a sticky note, write what makes it difficult, for you personally, to give feedback.*

Giver	Receiver

## Receiving Feedback

### *Making It Easier for the Giver*

The receiver of feedback has as much influence on the value of feedback as the giver of feedback.

When receiving feedback, consider the following tips.

- Which tip(s) are most difficult for you? (check the *Hard* column.)
- Which tip(s) are easiest for you? (check the *Easy* column.)

Hard	Easy	Tips
		Listen to understand, not to respond.
		Don't interrupt.
		Suspend judgment about the value of the feedback.
		Treat the feedback as an opportunity to gather data.
		Explore gently; if needed, ask open-ended questions to clarify.
		Don't defend yourself or share excuses.
		Express your appreciation for the giver being willing and taking time to give you constructive feedback.
		Practice W.A.I.T. (Why Am I Talking); be silent.
		Take time to sort out what you've heard and what you want to do about it.
		When receiving recognition, acknowledge that you received it. <ul style="list-style-type: none"> <li>○ <i>"You are welcome."</i></li> <li>○ <i>"I appreciate that you took time to say thank you."</i></li> <li>○ <i>"Your thank-you means a lot to me."</i></li> </ul>

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## Developmental Opportunities

Select one or more of the following developmental options that will support growth and development in the giving feedback competency.

- Read a book or trade journal about giving feedback. Identify the three key points that you learned. Share the key points with someone and ask for his/her feedback and insight.
- Identify a problem or unresolved issue that is occurring repeatedly. Plan on how you can use the feedback steps to give feedback. Plan a time that you will give feedback to the person(s) involved in the situation.
- Identify an opportunity that you have to give someone feedback. Review the feedback steps and plan on how you will give feedback.
- At a team meeting, bring up the topic of feedback. Discuss team members' openness to receive feedback and their comfort level at giving it. Together, make a commitment to increase the amount of feedback given to team members.
- Compile a list of "Feedback Phrases" you hear and observe being used effectively during the next 21 days. Select several phrases to use.
- Practice giving feedback in front of a mirror. Do this for a planned feedback session.