Module 10

How to Give Feedback

* State the constructive purpose of your feedback.
* Describe specifically what you have observed.
* Describe your reactions and observations of the effects on others.
* Give the other person an opportunity to respond.
* Offer very clear and specific suggestions – avoid ambiguity.
* Express support, summarize clearly and follow up.
* Make feedback specific to related behavior:

**Example #1:** Make your feedback specific to the behavior.

# Specific:

* “Henry, I am concerned about your punctuality. You have been 15 minutes late for the last three mornings. Will you please explain why.”

# Vague/poor:

* “Henry, you have a bad attitude toward your job.”

**Example #2:** Consider your timing. Provide feedback either before the event in the form of advice, or immediately after it as positive feedback.

* **Specific** (advice before the event)
	+ “Sally, I’d like to review the content of your presentation together before your speech next week so you are well prepared and can do a really great presentation in front of the group”
* **Specific** (positive feedback after the event)
	+ “Sally, you did an outstanding job in organizing your presentation for the meeting. The speech was well-researched and logical.”
* **Vague/poor** (criticism after/before next)
	+ “Sally, because you’ve done such a poor job in the past, I need to preview the speech you plan on giving next week.”

**Example #3:** Focus on behavior the receiver can do something about.

# Specific:

* + “Sam, it is important to keep the team informed about the status of the project. How about scheduling a weekly status meeting ?”

# Vague/poor:

* + “Sam, why are you so shy that you don’t like to talk to other people?”

**Example #4:** Solicit feedback rather than impose it.

# Specific:

- “Linda, I heard you say you would like to learn how to handle your most difficult customer more effectively. Would you like me to share some techniques I have seen work?”

# Vague/poor:

– “Linda, I saw how you handled Mrs. Dawson during this crisis. It really stinks.”

**Example #5:** Avoid labels and judgments by *describing rather than evaluating*

behavior.

# Specific:

**-** “Steve, I have given you five chances to attend training programs in the last year and you haven’t enrolled yet. What’s getting in your way?”

# Vague/poor:

– “Steve, you are very lazy about improving your skills and don’t seem to care about your career here”.

**Example #6**: Define the impact of the behavior on you, the unit, the team, and the organization.

# Specific:

**-** “Sarah, when you don’t get your report to me on time, I can’t get complete the report for my boss’s deadline. This slows up decisions about resources needed for next month.”

# Vague/poor:

- **“**Sarah, can’t you ever get your reports to me on time?”

**Example #7:** Use “I” statements as opposed to “you” statements to reduce defensiveness when asking for a change in behavior.

# Specific:

* + “Tim, when you play your radio in the work area, I lose my concentration. Would you mind turning it off during regular work hours?**”**

# Vague/poor:

* + **“**Tim, you are so inconsiderate of other people when you leave your radio on.”