Student Manual

Giving and Receiving Feedback

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Evaluation is to grade or rate an individual's global or overall performance by critiquing the person's past performance. It is typically a scheduled event that occurs in a formal setting. In an educational setting, an evaluation may be an examination or test. In a practice setting, an evaluation may be associated with an annual contract renewal.

In contrast, *feedback* is aimed at maintaining positive aspects of an individual's performance or changing something about current performance in order to improve future performance. Feedback enables individuals to become aware of their behavior and skills and their impact on those around them. Feedback, as opposed to evaluation, is given in a timely fashion relative to the performance, is frequently provided in an informal setting, and is related to a specific action rather than the individual's global performance. Feedback may be provided on a regular basis with the goal of continued performance improvement through suggestions, goal setting, and follow-up conversations.

Establishing the concept that feedback is provided to all members of the team to better the entire team helps to eliminate the negative feelings associated with evaluation programs.
— Dr. Karen Cornell, University of Georgia, 5 Steps to Effective Feedback

Criticism is driven by the frustration and fears of the giver, not from the needs of the recipient. The underlying assumption is that the recipient somehow "should know better" and needs to be set straight. The implied message is that the recipient's intentions are questionable, that there is something wrong with the recipient that the giver of criticism knows how to fix. In criticism, the problem is all in the recipient.

In contrast, *feedback* has an air of caring concern, respect, and support. Far from being a sugar cookie, feedback is an honest, clear, adult to adult exchange about specific behaviors and the effects of those behaviors. The assumption is that both parties have positive intentions, that both parties want to be effective and to do what is right for the company and other people. Another assumption is that well-meaning people can have legitimate differences in perception. The person offering the feedback owns the feedback as being his reaction to the behavior of the other person. That is, the giver recognizes the fact that what is being offered is a perception, not absolute fact.
— Gary R. Casselman, Ph.D & Timothy C. Daughtry, Ph.D, CCG, Inc.

Contents

Don't solicit feedback on your product, idea or your business just for validation purposes. You want to tell the people who can help move your idea forward, but if you're just looking to your friend, co-worker, husband or wife for validation, be careful. It can stop a lot of multimillion-dollar ideas in their tracks in the beginning.
— Sara Blakely

The most important thing in communication is to hear what isn't being said.
— Peter F. Drucker

Negative feedback is better that none. I would rather have a man hate me than overlook me. As long as he hates me I make a difference.
— Hugh Prather

It takes humility to seek feedback. It takes wisdom to understand it, analyze it, and appropriately act on it.
— Stephen R. Covey First Things First

Everybody needs feedback, and it's a heck of a lot cheaper than paying a trainer.
— Doug Lowenstein

The single biggest problem in communication is the illusion that it has taken place.
— George Bernard Shaw

You need to know about customer feedback that says things should be better.

— Bill Gates

Instructions: Determine your current thinking in most cases that involve giving feedback to someone else. Tally up your findings and then see the rating scale at the bottom of the assessment.	4 = STRONGLY AGREE	3 = SOMEWHAT AGREE	2 = SOMEWHAT DISAGREE	1 = STRONGLY DISAGREE
If I wait, the situation will probably resolve itself.				
I don't like to get criticism, so others must feel that way too.				
I criticize indirectly by using sarcasm or jokes.				
I can't seem to find the right time to give feedback.				
I don't have time to give all the constructive feedback that's needed. It's easier and quicker to pick up the slack myself.				
I'm unsure about how the other person will respond.				
I'm not perfect, so who am I to judge anybody else.				
Giving my manager negative feedback may be used against me.				
I've let the situation go for so long that saying something now seems inappropriate or futile.				
I'm not certain whether I can keep my emotions in check.				
I shouldn't have to give people feedback for something that's expected in their jobs.				
I don't get any feedback from my manager(s), so I don't have to give it to anyone else either.				
If I give positive feedback for good work, it might make it harder to criticize that person's work when it's needed later.				
If I give praise for an individual's (or team's) work, it may appear that I'm playing favorites.				
If I provide negative criticism to someone, that person's attitude or morale might get worse.				
Totals				

18 or fewer = superior; 19-34 = there's a little room to grow; 35-49 = needs improvement; 50 or more = needs a lot attention

- A method for informing others what and/or how they did or did not do; with the intention of rewarding and, or influencing change.

Feedback is not "positive" or "negative". It's information and if you have 'good' intentions and your ego is in check, the feedback will be 'neutral'. It should enable everyone to improve individual and departmental effectiveness and satisfaction.

Consider the following two types of feedback:

- <u>Reinforcing feedback</u> tells others what they are doing well and what they should continue to do.
- <u>Effecting Change feedback</u> helps identify areas for change and improvement in order to be more effective and impactful.

Most people would tell you that they would prefer reinforcing feedback. Effecting Change feedback can be more challenging to accept. Both types of feedback are important in developing. We all need to give and receive feedback so that we can gain meaningful growth, development, and confirm that our efforts are aligned with our Department's needs and goals.

Effective Feedback Overview

Intentions

Ask yourself <u>before</u> delivering feedback, "What are my intentions?" No matter which type of feedback you will be delivering, Reinforcing or Effecting Change, be aware of your motives and provide information and you're your <u>opinion</u>. (No one wants to hear your "<u>opinions</u>" only what you witnessed or observed and how it can help them improve and or change.)

Before giving feedback ask yourself:

- What are my intentions?
- Do I want to enhance performance and development or place blame?
- Do I want the Employee to know that I'm right and he or she is wrong?
- Do I want to help develop and guide him/ her?

You have to very honest and willing to look deep into yourself to access what you're true intentions are and then match your words and actions with your intentions.

Guidelines, Components and Behaviors

For better or worse, self-esteem and confidence affects the outcome of feedback sessions. Effecting Change Feedback, (previously and never to be used again known as, "negative" feedback) takes planning, empathy and careful consideration for the receiver's needs. Their previous experience receiving feedback, Personality Type, and culture affects the way they receive your feedback and if they choose to act on the information presented. The following are seven necessary components and, or behaviors that will help you in delivering feedback that is effective:

1. Be timely
2. Constructive/Corrective
3. Be specific
4. Be descriptive
5. Be honest
6. Be empathetic

Additional considerations:

- Make discoveries not declarations.
- Focus on job-related behaviors/actions only.
- Consider Type before and during feedback sessions.
- State observations positively.
- Be just and fair.
- Build and maintain trust and respect.

Before and During the Feedback Session – Points for the Sender

1. Plan for the feedback session both as sender and receiver by asking yourself the following questions:
   - What's the objective? What do you want to happen as a result of the feedback?
   - How might the team, department, or organization benefit from this feedback session?
   - Does the receiver want to get feedback?
   - What (if anything) worries me about giving or getting feedback about this specific behavior or with this specific person?
   - What makes you as the sender "qualified" to provide the feedback?
   - What is the receiver's Type?
   - What will motivate the receiver to take the action that you will be prescribing?
   - Who has successfully delivered feedback to the receiver in the past?
   - Are you prepared if the receiver does not take action on the feedback?
   - What is the best setting for our feedback session?
   - Use open forms of communication (body language, questions, non-judgmental language)
   - Be open to the responses that people may provide – don't get defensive

2. Focus on the behavior not the person; focus on business outcomes, and on description rather than judgment.
   - Describing behavior is a way of reporting what has occurred, while judging behavior is an evaluation of what has occurred in terms of "right or wrong", or "good or bad". By avoiding evaluative language, you reduce the need for the individual to respond defensively.

3. Be specific. Your opinion is not important. What you observed is.
   - The more detailed the information the better. You must provide specific examples.
   - Be descriptive not evaluative.

4. Be consistent and timely.
   - Build trust by being consistent with the way you delivery feedback.
   - Build trust and increase the likelihood that the receiver will actually listen and implement your feedback by conducting regular (consistent) feedback sessions.
   - Provide timely feedback. The time to provide feedback to someone who has been working on a case for three months two days before it's due is not the time do let them. This should have been done much earlier.

Receiving Feedback

The ability to receive feedback is challenging. Most of us have some emotional reaction to any feedback. Effective Change feedback can elicit a strong emotional response. In fact, research has shown that we tend to progress through a cycle of emotions upon receiving Effective Change feedback. Writer Cynthia Morris self-identifies <u>The Five Phases of Feedback</u>: Denial, Depression, Integration, Enthusiasm, and Acceptance.

We resist feedback for several reasons two of which are: 1) Risk - do we believe that the benefit (receiving the feedback) outweighs the risk? 2) Trust - do we trust others to provide helpful and balanced feedback? It can be difficult to make ourselves vulnerable or open to receive feedback especially, if we didn't solicit the feedback. Feedback is necessary so that we know how we're doing; and if, we're going in the 'right' direction.

If we only solicit feedback from others who always agree with us and tell us what we want to hear versus want we need to hear, we're not getting a realistic picture of our behaviors and performance. It is important to get feedback from multiple resources to gain different perspectives. Be proactive and take responsibility. Seek feedback and use it to learn and grow. Try to "depersonalize" feedback. It's a barrier to receiving feedback that can help you develop.

Ask yourself the following questions:

- Am I open to receiving feedback?
- Am I willing to create an action plan based on the feedback received?
- What (if anything) worries me about giving or getting feedback about this specific behavior or with this specific person?
- Is the sender willing to receive feedback on the feedback?
- How will I prepare myself to listen and not react defensively?
- How might the team, department, or organization benefit from this feedback session?
- Whose responsibility will it be to "own" any actions agreed to as a result of the feedback session?
- Is the feedback beyond or other than the specific request welcome?
- Will I ask open-ended questions to insure that I will receive specific, detailed and goal oriented information?

When to seek feedback

- Creating goals.
- New tasks.
- Before or after delivering presentations.
- In times of conflict.
- Developing a new skill or behavior.
- After implementing a new skill or behavior.

Creating a Feedback Partnership

If you want something to change via feedback: cease, do more of or less of, an agreement and partnership between the people involved in the feedback need to take place. When we give feedback to each other at work, it is easy to skip the step of saying what we want to have happen as a result of the feedback session, especially when we are giving or getting peer feedback. Being specific is important. "I want you to give me feedback so that I become a better trainer," is a better setup than, "Would you please give me feedback on the workshop?" Even better than both of those are, "I find that when a workshop participant disagrees with me, I don't always respond in a way that encourages learning. Did you notice that in this workshop? What do you think I should do about it?" The last of these requests for feedback is clear about exactly what is being looked for—advice on how to effectively respond when a participant disagrees. If I ask for general feedback, I may be talked to about things that don't matter to me. Remember, if it doesn't matter to me enough for me to do something about it, then it isn't feedback. I will not change my behavior, and the person who took the time to talk to me may end up thinking that I am not receptive to feedback.

Answer these questions together, and you will have forged a partnership for giving and receiving feedback. Based on your relationship with the other person, you may want to add other questions of your own that will manage any discomfort or potential hurt feelings.

Feedback Opportunities

1. Manager-to-Staff: development; work reviews
2. Colleague-to-colleague: work reviews, team development; office 'issues'
3. Program and Research teams: progress; member contributions, etc.
4. Staff-to-management: partnering; development, effectiveness of performance and leadership

1. **Situation/Context** - <u>Describe the situation. Be specific.</u> Ex.: *Yesterday, during the divisional meeting in Chicago when you presented the Engagement Survey results …*

2. **Action/Behavior** - <u>Describe the behavior as you witnessed it. Just state what you saw without drawing conclusions.</u> Ex.: *When you spoke to the audience I noticed that you did not look at the Tandberg camera and only addressed the Chicago staff.*

3. **Result/Impact** – <u>Describe what you saw. What was the affect/effect?</u> Ex.: *The New York staff quickly became disengaged and some closed their eyes. After the meeting, several New York staff members called me to ask if I would remind everyone who presents virtually to look at the video camera as they did not feel included.*

4. **Alternative Result/Next Steps** – <u>What specific actions or behaviors should change or be repeated with regards to the feedback and why?</u> Ex.: *Going forward, please make sure to look TB camera and ask the virtual audience questions so that they feel included in the meeting and also to confirm that they can hear and see you and the presentation slides.*

Effective Communications for Effective Feedback

View feedback as a process for <u>joint discovery and not declarations</u>. The goal is to help others gain important information to help them with their development. With this intention you will be more likely to demonstrate the following effective communications skills that are imperative to delivering and receiving feedback:

- Empathetic listening
- Understanding of other's personality Types
- Asking confirming questions
- Matching body language with true intent

After you have truly listened and heard what was being communicated to you it will then be time to respond and give feedback.

Meeting Planner

<table>
<tr><td rowspan="3">Facts/Empathy</td><td>Name(s)</td><td>Values, Needs & Motivators – what's important to them?</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><td rowspan="8">Coherence I</td><td colspan="2">Meeting Objectives

By end of meeting I want them to…</td><td>Think</td><td>Feel</td><td>Do</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Meeting Set Up</td><td>What? (Subject)</td><td colspan="3"></td></tr>
<tr><td>Why (WIFT?)</td><td colspan="3"></td></tr>
<tr><td>How (Agenda, people, materials)</td><td colspan="3"></td></tr>
<tr><td>Outcome(s)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="4">Flexibility</td><td>Discussion Topics</td><td>Key questions to ask</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><td rowspan="6">Coherence II</td><td colspan="3">Key (Persuasive) Messages</td></tr>
<tr><td>Recommendation/Statement</td><td>Benefit/Impact</td><td>Evidence (Behaviors, Actions)</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Possible Objections</td><td colspan="2"></td></tr>
</table>

<table>
<tr><td>Action</td><td>Next Steps</td><td></td></tr>
</table>

A Guide to Constructive Feedback

1. "I feel…"	Tell how their behavior affects you. If you need more than a word or two to describe the **feeling**, it's probably some variation of job, sorrow, anger or fear.
2. "When this happens…"	This statement describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
3. "Because I.."	Say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.
4. (Pause for discussion)	Let the other person respond.
5. "I would like…"	Describe the change you **want** the other person to consider.
6. "Because…"	Why the change will alleviate the problem.
7. "What do you think?"	Listen to the other person's response. Be prepared to discuss and compromise on a solution.

You can break the feedback down to two questions:

1. *This is what I observed {about this or that}*

2. *This is what I'd like you to consider; {doing X}, because I think it will accomplish {Y}. Are you willing? What do you think?*

Constructive Feedback Form

GIVING FEEDBACK UPWARD OR TO SOMEONE YOU DON'T KNOW WELL

Some feedback situations are more challenging than others. Here are some pointers that apply in all feedback situations but that are especially helpful when providing feedback upward or to someone you don't know well.

1. **Assess the situation**.

   - Determine what's at stake. Weigh the cost of not giving the feedback against the possible discomfort or risk of giving it.

   - If possible, find out how the person usually responds to feedback.

   - Estimate the likelihood of a favorable response and your own skills for handling an unfavorable response.

   - If you truly believe that providing this feedback might be a career- limiting move, don't give it. But be honest and ask yourself: Am I jumping to conclusions about the outcome to avoid a potentially uncomfortable situation?

My situation:

_____

_____

_____

What's at stake:

_____

_____

_____

2. **Do your homework.**

   - Determine the best time and format in which to convey your feedback.

   - Be sure you have your facts straight.

   - Find out how this issue fits in with other issues the person deals with on a day-to-day basis.

   - Plan what you want to say; rehearse if necessary.

   - Visualize yourself remaining calm and objective when giving the feedback.

Additional information I need:

_____

_____

_____

3. **View the situation as a learning opportunity.**
   - Deliver the feedback as best you can.
   - Listen carefully to the reply, and acknowledge any new information or perspective the person provides.
   - Learn something that will make it easier to give feedback to this person the next time.

4. **Show your willingness to explore and carry out possible solutions.**
   - Build a name for yourself as a problem solver.
   - Focus on improving performance today, not on rehashing yesterday's slip-ups.

My biggest challenges:

_____

_____

_____

How I will overcome them:

_____

_____

_____

General,

I have placed you at the head of the Army of the Potomac. Of course, I have done this upon what appears to me to be sufficient reasons. And yet I think it best for you to know that there are some things in regard to which, I am not quite satisfied with you. I believe you to be a brave and skillful soldier, which, of course, I like. I also believe you do not mix politics with your profession, in which you are right. You have confidence in yourself, which is a valuable, if not an indispensable quality. You are ambitious, which, within reasonable bounds, does good rather than harm.

But I think that during Gen. Burnside's command of the Army, you have taken counsel of your ambition, and thwarted him as much as you could, in which you did a great wrong to the country, and to a most meritorious and honorable brother officer. I have heard, in such a way as to believe it, of your recently saying that both the Army and the Government needed a Dictator. Of course it was not for this, but in spite of it, that I have given you the command. Only those generals who gain successes, can set up dictators.

What I now ask of you is military success, and I will risk the dictatorship. The government will support you to the utmost of its ability, which is neither more nor less than it has done and will do for all commanders. I much fear that the spirit which you have aided to infuse into the Army, of criticizing their Commander, and withholding confidence from him, will now turn upon you. I shall assist you as far as I can, to put it down. Neither you, nor Napoleon, if he were alive again, could get any good out of an army, while such a spirit prevails in it.

And now, beware of rashness. Beware of rashness, but with energy, and sleepless vigilance, go forward, and give us victories.

Yours very truly,

A. Lincoln

Skills Practice

Instructions: The purpose of this activity is to help you learn apply and practice learned skills and to help improve your feedback skills. Choose a partner and identify their Type. Read the scenario provided by the instructor and then create a plan for how you will deliver the feedback.
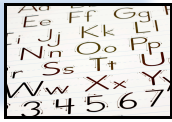
Peer-to-Peer Feedback Scenario

Skills Practice

Instructions: The purpose of this activity is to help you learn apply and practice learned skills and to help improve your feedback skills. Choose a partner and identify their Type. Read the scenario provided by the instructor and then create a plan for how you will deliver the feedback.

Manager to Staff Feedback Scenario

Skills Practice

Instructions: The purpose of this activity is to help you learn apply and practice learned skills and to help improve your feedback skills. Choose a partner and identify their Type. Read the scenario provided by the instructor and then create a plan for how you will deliver the feedback.
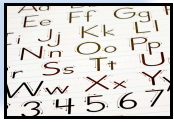
Staff to Manager Feedback Scenario

Feedback Scenario: Oscar is a…What would you recommend so that Oscar effectively….?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Preparing for 'Difficult' Feedback Sessions

There are some people of whom we perceive as "difficult". Before meeting with them to present your feedback, determine if they are truly being "difficult" or are they different? Do they go about completing tasks differently than you do? Do they approach how they go about working a case differently than you do? Use the below form to plan for delivering feedback to your "difficult" person.

Name	The Situation	Anticipated "Difficult Behavior(s)"	My Plan

Type and Type Preferences affect the way we communicate. How does your Type affect the way you deliver and receive feedback especially, if the feedback session is difficult? What does the other person need in order to hear and then take action on the feedback they you are giving them? How can you utilize your Types' strengths when approaching a feedback delivery session and which of your 'blind spots' do you need to be aware of that might limit your effectiveness?

ISTJ	ISFJ	INFJ	INTJ
1. Sensing (I)	1. Sensing (I)	1. Intuition (I)	1. Intuition (I)
2. Think (E)	2. Feeling (E)	2. Feeling (E)	2. Thinking (E)
3. Feeling (E or I)	3. Thinking (E or I)	3. Thinking (E or I)	3. Feeling (E or I)
4. Intuition (E)	4. Intuition (E)	4. Sensing (E)	4. Sensing (E)
ISTP	**ISFP**	**INFP**	**INTP**
1. Thinking (I)	1. Feeling (I)	1. Feeling (I)	1. Thinking (I)
2. Sensing (E)	2. Sensing (E)	2. Intuition (E)	2. Intuition (E)
3. Intuition (E or I)	3. Intuition (E or I)	3. Sensing (E or I)	3. Sensing (E or I)
4. Feeling (E)	4. Thinking (E)	4. Thinking (E)	4. Feeling (E)
ESTP	**ESFP**	**ENFP**	**ENTP**
1. Sensing (E)	1. Sensing (E)	1. Intuition (E)	1. Intuition (E)
2. Thinking (I)	2. Feeling (I)	2. Feeling (I)	2. Thinking (I)
3. Feeling (E or I)	3. Thinking (E or I)	3. Thinking (E or I)	3. Feeling (E or I)
4. Intuition (I)	4. Intuition (I)	4. Sensing (I)	4. Sensing (I)
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**
1. Thinking (E)	1. Feeling (E)	1. Feeling (E)	1. Thinking (E)
2. Sensing (I)	2. Sensing (I)	2. Intuition (I)	2. Intuition (I)
3. Intuition (E or I)	3. Intuition (E or I)	3. Sensing (E or I)	3. Sensing (E or I)
4. Feeling (I)	4. Thinking (I)	4. Thinking (I)	4. Feeling (I)

Effective Communications: Myers-Briggs Type Indicator - A Review

Use the Myers-Brigs Type Indicator (MBTI) as the axis for the coaching process to revolve on. Refer to the Types and Teams training manual and the Introduction to Types and Coaching for more detailed information.

Type should be taken into considered for all interactions between yourself and others in all communication situations. "Type" can help provide you with the 'language' that you use to coach.

Gathering Data

Remember that we are input – output machines. We gather information/data and then make decisions on that information based on **our preferences.** The middle two letters of our four-letter "type" determines how we gather information and then make decisions on with the information received. The second letter from the left reflects how we gather information. We gather information in one of two ways, either as a Sensor (**S**) or an Intuitive (**N**).

*Sensing (**S**)*	*Intuition (**N**)*
- Present focus - What is real - Practical - Facts - Step-by-Step - Five Senses "Feet on the ground"	- Future focus - What could be - Theoretical - Inspirations - Insight-by-Insight - Sixth Sense, hunch "Head in the clouds"

Decision Making

After we gather data we make decisions. The third-letter from the left represents our preference for making decisions in one or two way; either from our heads or our hearts, as a Thinker (T) or Feeler (F).

*Thinker (**T**)*	*Feeler (**F**)*
- Logical system - Head - Objective - Justice - Critique - Clarity - Firm but fair - Detached	- Value system - Heart - Subjective - Mercy - Compliment - Harmony - Compassionate - Attached

Orientation

Once a person has gathered information and has made a decision, it is time to take action or what Myers-Briggs calls orientation. This is demonstrated in one of two ways, either as Judging (**J**) or Perceiving (**P**). Some see Judgers as closed and Perceivers as open. Judgers prefer to take action in a planned and organized way. Perceivers prefer to take action in a spontaneous and flexible way.

Judging (J)	Perceiving (P)
- Runs one's life - Control - Set goals - Closure - Time, deadlines - Lists (use) - Defined - Organized - Closed	- Let life happen - Adapt - Seek options - Open-ended - Lists (lose) - Options - Ambiguous - Flexible - Open

Energy

The first letter on the left represents Energy. Once a person has taken action, they gain energy from one of two places, either from within themselves as an Introvert (**I**) or outside from others as an Extravert (**E**). Introverts prefer to draw energy from their internal world of ideas, emotions and impressions. Extraverts prefer to draw energy from the outside world of people, activities and things.

Extrovert (E)	Introvert (I)
- Direction –Outer world –People –Things –Action - Speaks to think - Gregarious - Open disclosure - Public	- Direction –Inner world –Thoughts –Ideas –Concepts - Thinks to speak - Contemplative - Cautions disclosure - Private

Next Steps

1. Complete the Plan for Self-Improvement form on the following pages.

2. Schedule your 'easiest' feedback sessions first if you're new to delivering feedback.

3. Complete the Constructive Feedback Form before feedback sessions.

4. After the session write down what went well and areas for improvement.

5. Ksmsdgosdkgsrde

6. Ksdbgpsdfbg

Supporting Training Courses

- Types and Teams

- Advanced Types and Teams

- Crucial Conversations

- Influencing and Negotiating

- Emotional Intelligence

- Social Styles for Managers

If you keep on doing what you've always done, you'll keep getting what you've always gotten.

— *W.L. Bateman*

If you are on track to accomplish your major goals, keep going in that direction. If your habits and direction are not taking you towards your major goals consider what changes are needed.

In "The Power of Focus" Jack Canfield encourages us to develop an "unusual clarity" about our goals. "Most people don't have a clear picture of what they want."

Before creating your improvement plan on the following page….

My Plan

1. In which two or three Effective Feedback behaviors do I need to improve the most?

2. What steps can I take to improve these behaviors?

3. What are the first two or three steps I will take?

4. How will I measure my results and know whether I am improving my feedback skills?

5. How will I personally benefit from improving my feedback skills?

6. What support do I need from others to improve?

7. Who needs to know I am trying to improve my feedback skills?

8. How will I share this information with him or her?

9. Which behaviors are particularly important for my work life? Which are particularly important for my home life? (Think about your areas of "focus".)

10. When do I want to see noticeable improvement in my feedback skills?

Self-Assessment Form

	4 = STRONGLY AGREE	3 = SOMEWHAT AGREE	2 = SOMEWHAT DISAGREE	1 = STRONGLY DISAGREE
Instructions: Determine your current thinking in most cases that involve giving feedback to someone else. Tally up your findings and then see the rating scale at the bottom of the assessment.				
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I criticize indirectly by using sarcasm or jokes.				
I can't seem to find the right time to give feedback.				
I don't have time to give all the constructive feedback that's needed. It's easier and quicker to pick up the slack myself.				
I'm unsure about how the other person will respond.				
I'm not perfect, so who am I to judge anybody else.				
Giving my manager negative feedback may be used against me.				
I've let the situation go for so long that saying something now seems inappropriate or futile.				
I'm not certain whether I can keep my emotions in check.				
I shouldn't have to give people feedback for something that's expected in their jobs.				
I don't get any feedback from my manager(s), so I don't have to give it to anyone else either.				
If I give positive feedback for good work, it might make it harder to criticize that person's work when it's needed later.				
If I give praise for an individual's (or team's) work, it may appear that I'm playing favorites.				
If I provide negative criticism to someone, that person's attitude or morale might get worse.				
Totals				

18 or fewer = superior; 19-34 = there's a little room to grow; 35-49 = needs improvement; 50 or more = needs a lot attention

Meeting Planner

<table>
<tr><td rowspan="3">Facts/Empathy</td><td>Name(s)</td><td>Values, Needs & Motivators – what's important to them?</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><td rowspan="7">Coherence I</td><td colspan="2">Meeting Objectives

By end of meeting I want them to…</td><td>Think</td><td>Feel</td><td>Do</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">Meeting Set Up</td><td>What? (Subject)</td><td colspan="3"></td></tr>
<tr><td>Why (WIFT?)</td><td colspan="3"></td></tr>
<tr><td>How (Agenda, people, materials)</td><td colspan="3"></td></tr>
<tr><td>Outcome(s)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td rowspan="4">Flexibility</td><td>Discussion Topics</td><td>Key questions to ask</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><td rowspan="5">Coherence II</td><td colspan="3">Key (Persuasive) Messages</td></tr>
<tr><td>Recommendation/Statement</td><td>Benefit/Impact</td><td>Evidence (Behaviors, Actions)</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Possible Objections

<table>
<tr><td>Action</td><td>Next Steps</td><td></td></tr>
</table>

A Guide to Constructive Feedback

1. "I feel…"	Tell how their behavior affects you. If you need more than a word or two to describe the **feeling**, it's probably some variation of job, sorrow, anger or fear.
2. "When this happens…"	This statement describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
3. "Because I.."	Say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.
4. (Pause for discussion)	Let the other person respond.
5. "I would like…"	Describe the change you **want** the other person to consider.
6. "Because…"	Why the change will alleviate the problem.
7. "What do you think?"	Listen to the other person's response. Be prepared to discuss and compromise on a solution.

You can break the feedback down to two questions:

3. *This is what I observed {about this or that}*

4. *This is what I'd like you to consider; {doing X}, because I think it will accomplish {Y}. Are you willing? What do you think?*

Constructive Feedback Form

GIVING FEEDBACK UPWARD OR TO SOMEONE YOU DON'T KNOW WELL

Some feedback situations are more challenging than others. Here are some pointers that apply in all feedback situations but that are especially helpful when providing feedback upward or to someone you don't know well.

1. **Assess the situation**.

   - Determine what's at stake. Weigh the cost of not giving the feedback against the possible discomfort or risk of giving it.

   - If possible, find out how the person usually responds to feedback.

   - Estimate the likelihood of a favorable response and your own skills for handling an unfavorable response.

   - If you truly believe that providing this feedback might be a career- limiting move, don't give it. But be honest and ask yourself: Am I jumping to conclusions about the outcome to avoid a potentially uncomfortable situation?

My situation:

_____

_____

_____

What's at stake:

_____

_____

_____

2. **Do your homework.**

   - Determine the best time and format in which to convey your feedback.

   - Be sure you have your facts straight.

   - Find out how this issue fits in with other issues the person deals with on a day-to-day basis.

   - Plan what you want to say; rehearse if necessary.

   - Visualize yourself remaining calm and objective when giving the feedback.

Additional information I need:

_____

_____

_____

3. **View the situation as a learning opportunity.**
   - Deliver the feedback as best you can.
   - Listen carefully to the reply, and acknowledge any new information or perspective the person provides.
   - Learn something that will make it easier to give feedback to this person the next time.

4. **Show your willingness to explore and carry out possible solutions.**
   - Build a name for yourself as a problem solver.
   - Focus on improving performance today, not on rehashing yesterday's slip-ups.

My biggest challenges:

_____

_____

_____

How I will overcome them:

_____

_____

_____