

A TOOL-KIT FOR GIVING FEEDBACK

- Nuts & Bolts Summary

What is feedback and why is it so important?

Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better. Being able to give feedback is a skill that is useful in our personal and professional lives.

Specifically, feedback can:

- ◆ Clarify good performance
- ◆ Help develop self-assessment (reflection)
- ◆ Deliver high quality information
- ◆ Encourage dialogue
- ◆ Encourage motivational belief and self-esteem
- ◆ Provide opportunities to close the gap
- ◆ Provide information to teachers to improve teaching

Other factors to consider when giving feedback:

Non-verbal cues – Be aware of the non-verbal behaviour that the feedback recipient might exhibit, such as nervousness, fear, anger, withdrawal etc. and your own non-verbal behaviour, such as anxiety, disappointment, anger, frustration etc. Avoid giving feedback if either you or the feedback recipient are in a state of emotional turmoil – the outcome will not be successful!

Ensure your message is clear – State exactly what you mean and be consistent. If you are not clear / explicit then the feedback recipient may overlook or misinterpret the message you're trying to get across.

Ensuring that feedback is robust

Multisource Feedback

Multisource feedback (or 360 degree feedback) involves anonymous and confidential assessment of a person's performance by a range of people that come into contact with the person on his/her job, to provide a fuller picture of that person's performance at work.

Elements of effective feedback

Effective feedback is dynamic, interactive and can improve performance and motivation.

Tips to increase the usefulness of feedback include:

Frequent - Feedback should be given regularly

Timely - Ideally, feedback should be given close to the time of observation rather than later

Appropriate - Feedback should be matched to the learners expected level of skill / knowledge

Behaviour specific - Feedback is given about the observed behaviour rather than the person

Descriptive - Feedback should be descriptive (not evaluative) and focused on learning

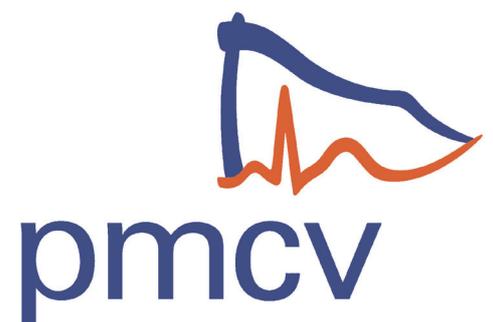
Balanced - Feedback should include both positive and corrective components

Interactive - Feedback should be an interactive exchange between teacher and learner

Constructive - Feedback should include solutions for areas of weakness and the learner should be involved in negotiating an action plan for ongoing learning and follow-up?

Labelled - Ensure your learner understands that you're giving feedback by labelling it.

Otherwise the message may be lost (eg. Can I give you some feedback?)



Some suggested methods for giving feedback

Pendelton's model

http://www.gp-training.net/training/educational_theory/feedback/pendleton.htm

SET-GO model

<http://www.skillscascade.com/handouts/set-go.htm>

Advocacy-Enquiry model

<http://www.hserc.ualberta.ca/en/TeachingandLearning/VIPER/EducatorResources/AdvocacyInquiry.aspx>

Some tips for giving negative feedback

Negative feedback can be hard to give and hard to receive. It can be hard to give because:

- ◆ We don't like to upset people
- ◆ We think it might make things worse
- ◆ We feel inadequate and embarrassed
- ◆ We think it's someone else's job
- ◆ We don't have the skills to give negative feedback

The following tips will help you to get the message to the feedback recipient that a change in their behaviour is needed, without demotivating or demoralising them.

Make negative feedback unusual

People stop caring if they feel the workplace is filled with criticism and complaint.

Don't stockpile negative feedback

Change is more easily achieved when negative feedback is addressed promptly and before the issue becomes overwhelming.

Never use feedback to vent

Venting your frustration, criticism and complaints is unlikely to produce the changes required.

Never email negative feedback

It may seem tempting to avoid confrontation by emailing negative feedback, but the message may be misinterpreted or misunderstood.

Dealing with difficult feedback situations:

Some general words of advice for dealing with difficult feedback situations, particularly if you anticipate an emotional response:

- ◆ Be supportive
- ◆ Remain calm
- ◆ Ensure privacy, choose an appropriate time (and enough time) to give negative feedback
- ◆ Provide time for the feedback recipient to express their emotions; listen patiently
- ◆ Demonstrate that you understand what they are saying (active listening)
- ◆ Avoid prescriptive solutions; invite the feedback recipient to suggest suitable solutions to the problem
- ◆ Be prepared to reschedule the feedback session if necessary
- ◆ Consider mentor support for the feedback recipient and offer support programs as appropriate

Negotiating an action plan for improvement

An action plan to remediate underperformance will help the feedback recipient to act on the feedback received and provide the greatest chance of successfully making the necessary improvements. When devising an IPAP (Improving Performance Action Plan) the following are important considerations to ensure success. The IPAP should be:

- ◆ Clearly written
- ◆ Jointly negotiated and agreed
- ◆ Reflect the performance required / expected
- ◆ Provide time lines for review of performance against the agreed action plan.
- ◆ Clarify the roles and responsibilities of the supervisee (feedback recipient) and supervisor
- ◆ Include strategies for ongoing training and development

Supervisors are advised to keep a written record of discussions relating to remediation in case further action is required.

To view the full PMCV Feedback Tool-kit, visit the PMCV website

<http://www.pmcv.com.au/>

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