Leadership:
Providing Feedback

LINKED COMPETENCIES: Provide, receive, and reflect on constructive feedback to achieving desired results.

Constructive feedback is a way of helping others improve, learn, and grow by communicating respectfully, honestly, and timely about their work. A leader who can give constructive feedback can benefit both the individual receiving feedback and the organization or team by enhancing their performance, confidence, motivation, and satisfaction.

Outcomes

- Students will provide specific feedback to a colleague in a productive way.

Provide, receive, and reflect on constructive feedback to achieving desired results			
Indicate with an √ on the line below, where you currently have evidence.			
Exploring			**Implementing**
I consistently ask for feedback and make personal adjustments as necessary.	I make efforts to give constructive meaningful feedback when asked and receive feedback regularly.	I consistently model receiving feedback effectively, active listening, non-defensive responses, and using feedback for self-improvement into your regular practice.	I advocate for and model a feedback culture in my team or organization and give and receive feedback regularly.

Remind your students to reflect, add, and annotate evidence of competency to their portfolios.
o **Reflect** on their experiences and what they learned through the activities and feedback.
o **Add** evidence of competency to their portfolios.
o **Annotate** the evidence to highlight their specific competency.

TIME:

55 minutes

Materials:

Printed copies of Handout 1 and Handout 2 for each participant.

Background:

This session plan includes two connected exercises to support participants in being able to provide effective feedback to colleagues or direct reports. First, participants identify aspects of effective feedback and identify their current strengths and areas for improvement. Second, a model for providing feedback is provided and participants apply it to a relevant situation.

Activity:

1. Opening activity. Ask the group, "what are the characteristics of effective feedback?" Use a Think-pair-share technique, where they first think of a response on their own, then share with a partner or small group, and then the facilitator asks groups/pairs to share with the full group.

2. Provide participants with Handout 1: Effective Feedback vs. Ineffective Feedback. Ask them to review each characteristic and identify which one they feel they are currently strongest at and which one they feel they need the most work on.

3. Introduce the Basic Performance Feedback Technique using Handout 2. Unpack the technique using the example provided on the handout. If desired, provide another example from your own context.

4. Using the Basic Performance Feedback Technique and considering the aspects of effective feedback, have participants draft a feedback conversation or message they would send or state to a team member or colleague. Encourage participants to choose their own current and relevant situation. If they can't think of one, provide some suggested scenarios for them to choose from.
   - Example scenarios that could be provided:
     - Someone who has a track record of missing deadlines.
     - Someone who is cutting corners on safety procedures to save time.
     - Experienced colleague who only wants to do their pick of work tasks.
     - Experienced colleague who doesn't want to coach/train new team members.
     - Team member that is often texting or on their devices during meetings.
     - A team member that consistently has a negative attitude in meetings.
     - A team member that consistently chronically late for meetings.

5. Share the draft message with a partner for feedback. The partner should be looking for use of the technique as well as the characteristics of effective feedback.

6. In closing, ask participants to consider additional contexts they could immediately implement these characteristics and technique (e.g., when assessing student work as a TA).
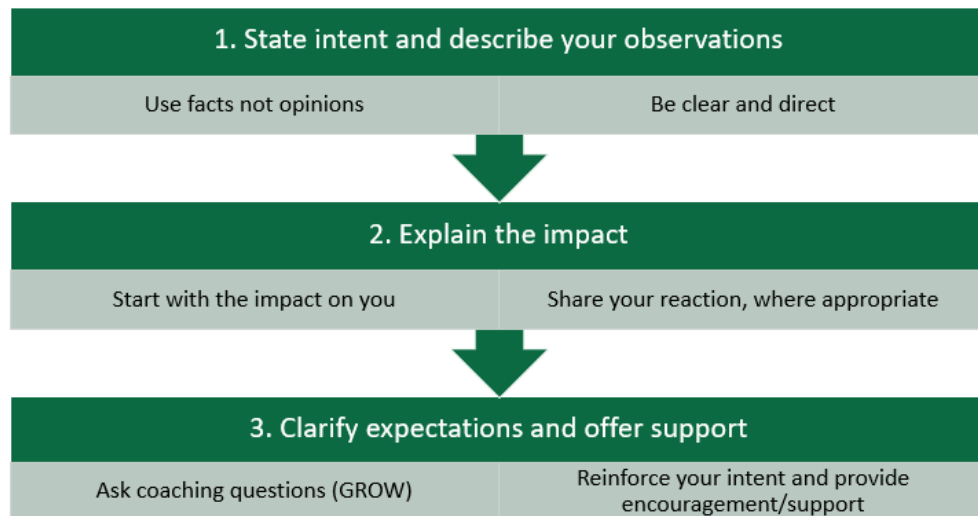
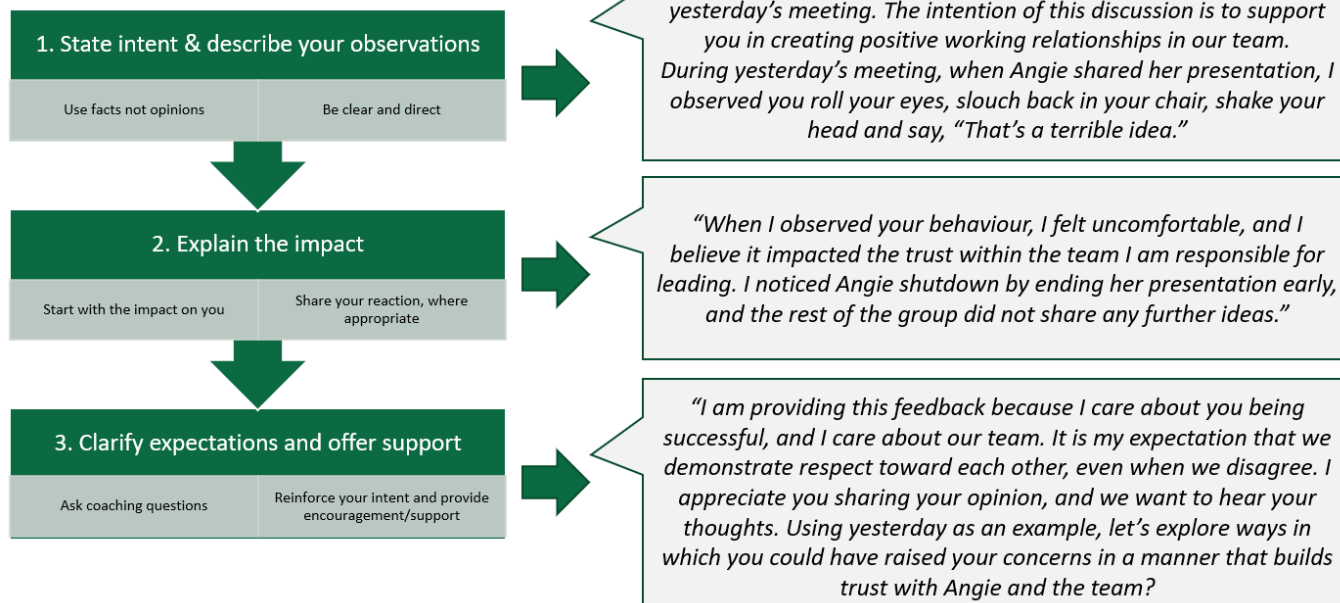## Handout 1: Effective Feedback vs. Ineffective Feedback

	Effective Feedback	Ineffective Feedback
Uses 'I' statements	Is direct, from sender to receiver. Is owned by the sender, who uses 'I' messages and takes responsibility for his thoughts, feelings, reactions.	Ownership is transferred to 'other people'; as in, "other people" think...
Feedback is solicited	Is solicited or, at least to some extent, desired by the receiver.	Is imposed on the receiver, often for his own good.
Relevant	Refers to behaviours about which the receiver can do something, if he wants to.	Refers to behaviours over which the receiver has little or no control
Focus on behavior	Effective feedback is specific and focuses on the behavior or performance that needs improvement. Describes the behaviour which led to the feedback- 'You are finishing my sentences for me...'	Ineffective feedback may be general or vague, making it difficult for the recipient to understand what needs to be changed. Uses evaluative / judgmental statements- 'You're being rude'. Or generalised ones- 'you're trying to control the conversation.'
Actionable	Effective feedback provides actionable steps that the recipient can take to improve.	Ineffective feedback may be too general or not provide specific actions to take.
Timely	Effective feedback is timely, meaning it is given soon after the behavior or performance occurs. Comes as soon as appropriate after the behaviour - immediately, if possible, later if events make that necessary (something important going on, you need time to cool down etc.)	Ineffective feedback is delayed, saved up, and dumped. This can induce guilt and anger in the receiver, because after time there is not usually anything that can do about it.
Constructive	Effective feedback is constructive, meaning it is delivered in a way that helps the recipient to improve.	Ineffective feedback may be overly critical, negative, or demotivating, which can lead to defensiveness and resistance to change.
Collaborative	Effective feedback is delivered in a collaborative manner, with the goal of working together to improve performance.	Ineffective feedback may be delivered in a confrontational or one-sided manner, which can make the recipient feel attacked or defensive.
Know the purpose of the feedback	When a person has considered why they are giving feedback – it has been requested or it will improve the working relationship- the feedback can be clearer and more focused on the outcome desired.	Ineffective feedback may be given when emotions are high as an impulsive reaction. Whether intentional or not, feedback given without thought to the purpose can often come across as accusatory rather than supportive.

Handout 2: Basic Performance Feedback Technique

1. State intent and describe your observations

Use facts not opinions	Be clear and direct

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2. Explain the impact

Start with the impact on you	Share your reaction, where appropriate

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3. Clarify expectations and offer support

Ask coaching questions (GROW)	Reinforce your intent and provide encouragement/support

Example

1. State intent & describe your observations

Use facts not opinions	Be clear and direct

→ *"John, I need to share some feedback with you regarding yesterday's meeting. The intention of this discussion is to support you in creating positive working relationships in our team. During yesterday's meeting, when Angie shared her presentation, I observed you roll your eyes, slouch back in your chair, shake your head and say, "That's a terrible idea.""*

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2. Explain the impact

Start with the impact on you	Share your reaction, where appropriate

→ *"When I observed your behaviour, I felt uncomfortable, and I believe it impacted the trust within the team I am responsible for leading. I noticed Angie shutdown by ending her presentation early, and the rest of the group did not share any further ideas."*

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3. Clarify expectations and offer support

Ask coaching questions	Reinforce your intent and provide encouragement/support

→ *"I am providing this feedback because I care about you being successful, and I care about our team. It is my expectation that we demonstrate respect toward each other, even when we disagree. I appreciate you sharing your opinion, and we want to hear your thoughts. Using yesterday as an example, let's explore ways in which you could have raised your concerns in a manner that builds trust with Angie and the team?"*

Note: GROW is mentioned in Step 3. GROW is a model used in coaching conversations. (Example resource to learn more: https://www.performanceconsultants.com/grow-model)

G = Goal
R = Reality
O = Options (or Obstacles)
W = Will (or Way Forward)

Depending on the context you may want to coach the person you are providing feedback to, which enables them to reach their own solution or next steps. In other contexts, especially when the change needs to occur immediately, you may need to be more direct.