



Giving Effective Feedback

Session starts at 10am



HELLO!

I am **Karen Maher**

I am an experienced HR consultant and workforce development specialist originally from the North East of England.

I specialise in coaching, mentoring, mediation and training delivery. I deliver QQI accredited courses including People Management, Supervisory Management and Medical Secretaries

I am qualified to administer and deliver psychometric tests including EQi2 (Emotional Intelligence) and MBTI (Personality Types).



Overview

- Delivering honest feedback in a motivating manner
- Becoming confident in giving constructive criticism
- Communication skills
- The appraisal plan
- Candidate ratings
- Strategy for managing the conversation
- Ending on a positive note

FEEDBACK



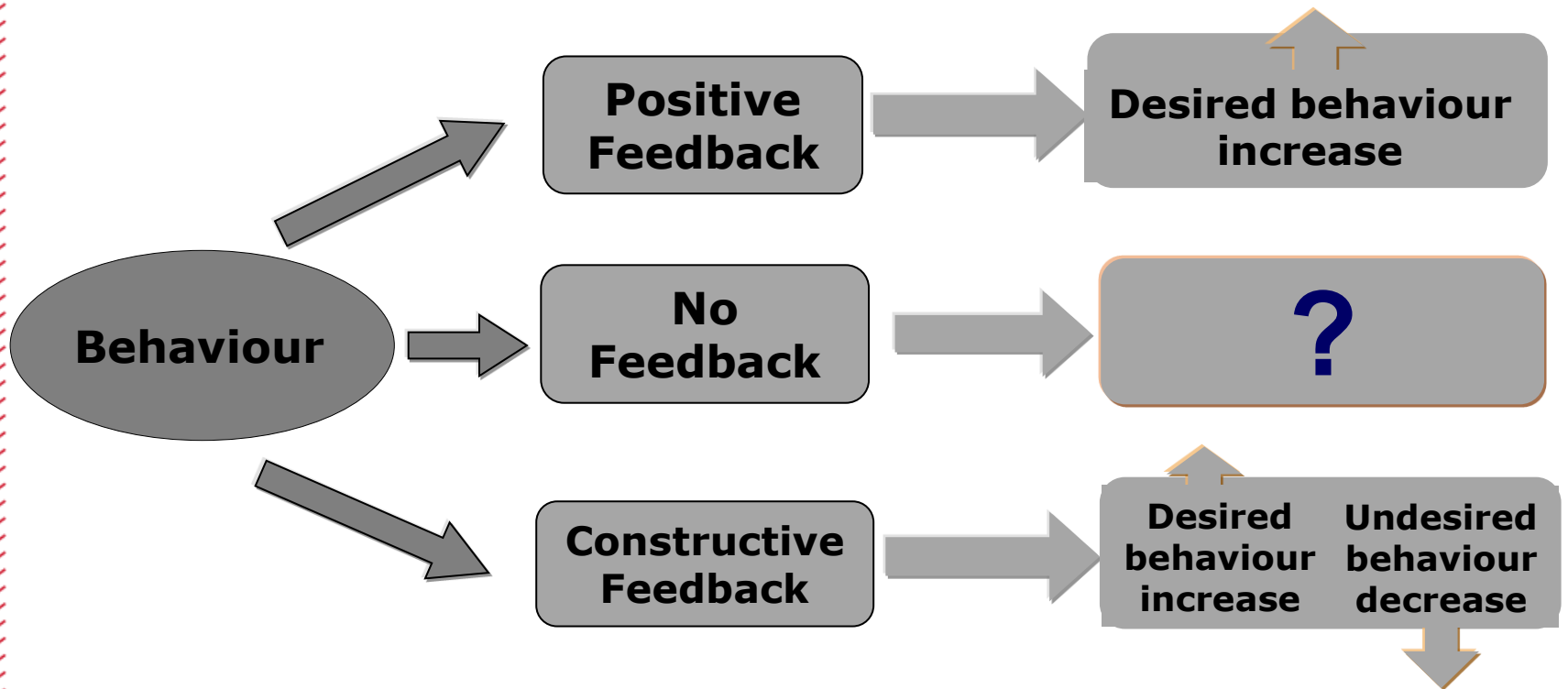
Giving feedback

How do you currently give feedback?

- Occasionally?
- Regular meetings?
- Spontaneously?
- When something goes wrong?
- Direct and to the point?



Impact of feedback



Six step for giving constructive feedback

Step 1

State the constructive **purpose** of your feedback

State your purpose briefly by indicating what you'd like to cover and why it's important. If you are initiating feedback, this focus keeps the other person from having to guess what you want to talk about. If the other person has requested feedback, a focusing statement will make sure that you direct your feedback toward what the person needs.

For example: "I have a concern about."

"I feel I need to let you know."

"I want to discuss."

"I have some thoughts about."

Six step for giving constructive feedback

Step 2

Describe specifically what you have **observed**.

Have a certain event or action in mind and be able to say when and where it happened, who was involved, and what the results were. Stick to what you personally observed and don't try to speak for others. Avoid talking vaguely about what the person "always" or "usually" does.

For example: "Yesterday afternoon, when you were speaking with Mrs. Murphy, I noticed that you kept raising your voice."

Six step for giving constructive feedback

Step 3

Describe your **reactions**

Explain the consequences of the other person's behaviour and how you feel about it. Give examples of how you and others are affected. When you describe your reactions or the consequences of the observed behaviours, the other person can better appreciate the impact their actions are having on others and on the organisation or team as a whole.

For example: "The staff member looked embarrassed and I felt uncomfortable about seeing the episode."
"Shouting at our staff is not acceptable behaviour."

Six step for giving constructive feedback

Step 4

Give the other person an **opportunity to respond**.

Remain silent and meet the other person's eyes, indicating that you are waiting for answers. If the person hesitates to respond, ask an open ended question.

For example: "What do you think?"
"What is your view of this situation?"
"What are your reactions to this?"
"Tell me, what are your thoughts?"

Six step for giving constructive feedback

Step 5

Offer specific **suggestions**

Make your suggestions helpful by including practical examples. Offering suggestions shows that you have thought past your evaluations and moved to how to improve the situation. Even if people are working up to expected standards, they often benefit from ideas that could help them to perform better. Offer an idea if you think the other person will find it useful. Don't make a suggestion for improvement just for the sake of it.

For example: "I sometimes write myself notes to remind myself to do something."

"Jill, rather than telling Ed that you're not interested in all the details, you might try asking him specific questions about the information you are most interested in."

Six step for giving constructive feedback

Step 6

Summarise and **express your support**

Review the major points you discussed. Summarise the agreed actions, not the negative points of the other person's behaviour. Where necessary stress the main things you've discussed that the person could do differently. End on a positive note by communicating confidence in the person's ability to improve the situation.

For example: "As I said, the way the team has worked out how out how to cover phone calls has really lessened the number of phone messages to be returned. You've followed through on a tough problem. Please keep taking the initiative on problems like that."

SAID feedback model



Said

Situation

Actions

Intention, Impact, Implications

Do differently

BOOST feedback model



Balanced - feedback should focus both on strengths and on areas for development



Objective - relate your feedback to the observed behaviours, not to the person's personality traits



Observed - feedback should be based only on behaviours that are observable and witnessed by you (not third-hand testimony)

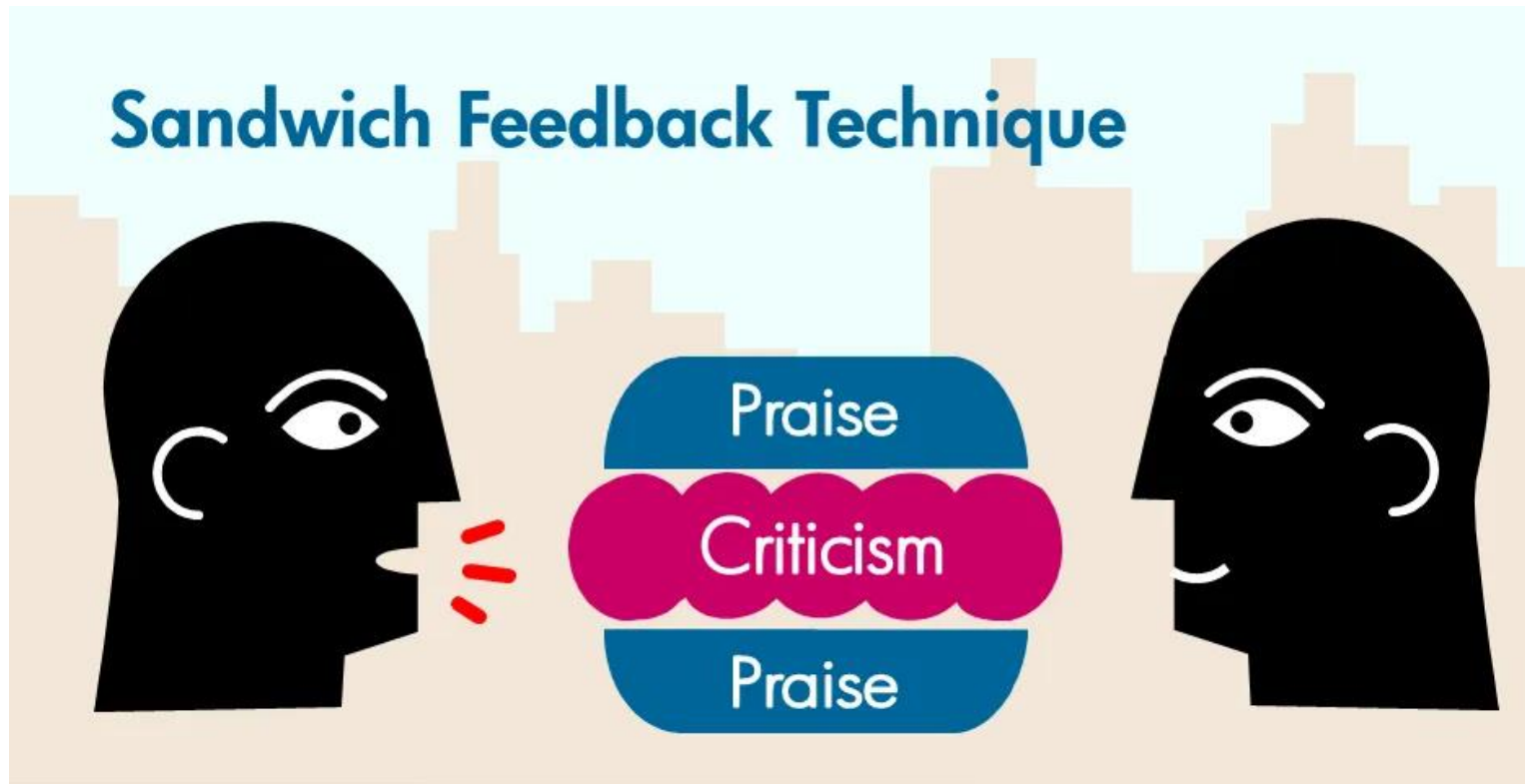


Specific - back up your comments with specific examples of the observed behaviour

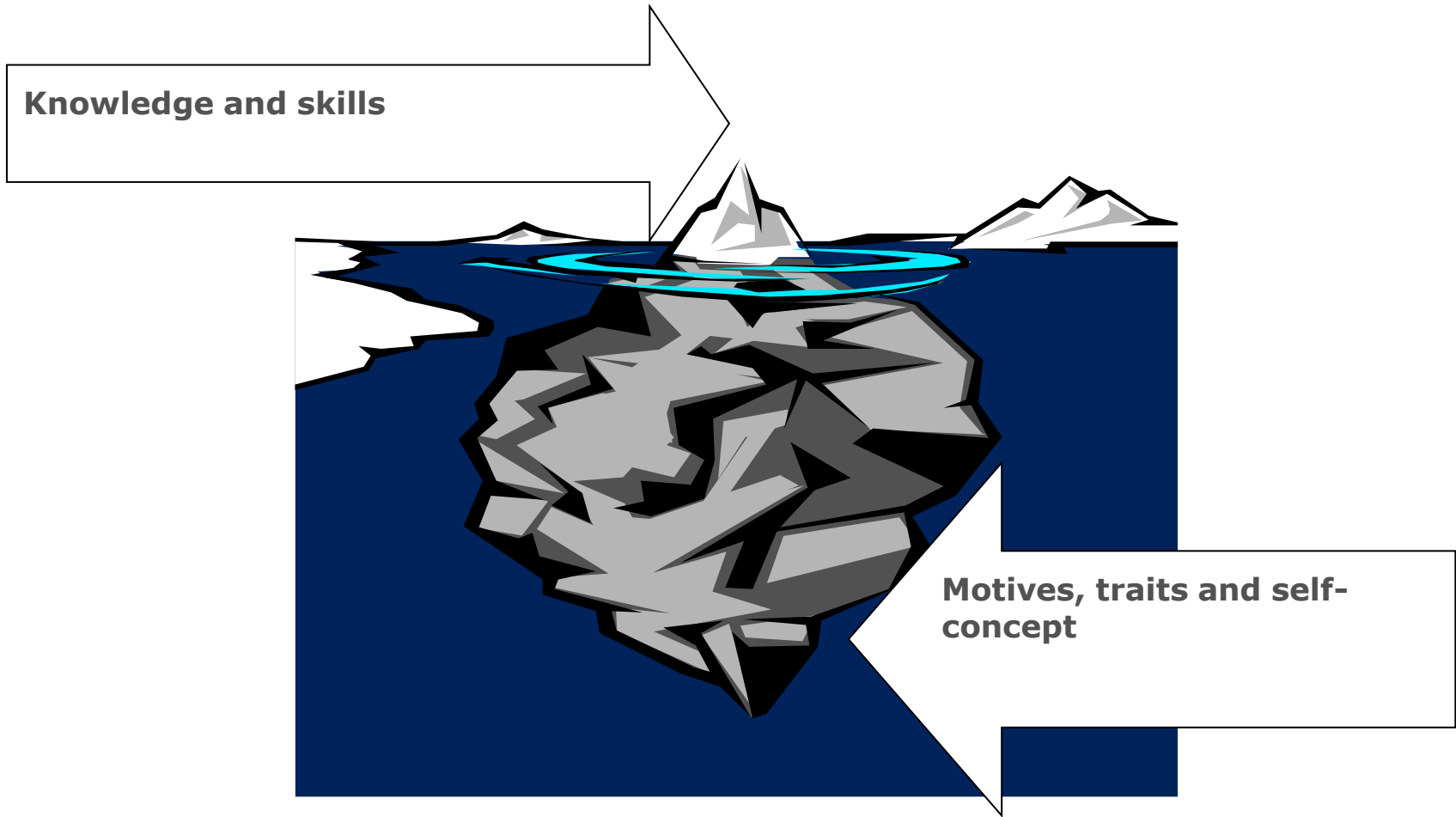


Timely - give feedback soon after the activity, but not in the 'heat of the moment' if the person has just done something that was difficult or very exciting (there's a good chance they won't be able to hear the feedback if they are very emotional)

Sandwich feedback model



What is it about people?



Source: People and Competencies by N. Boulter et al. Second edition. London: Kogan Page, 1996

Motivational feedback

Motivation can be described as a combination of:

What people **value** and hold as non-negotiable

What **role** they play at work

Their experiences of **learning and reward**



Some Well Known Theories

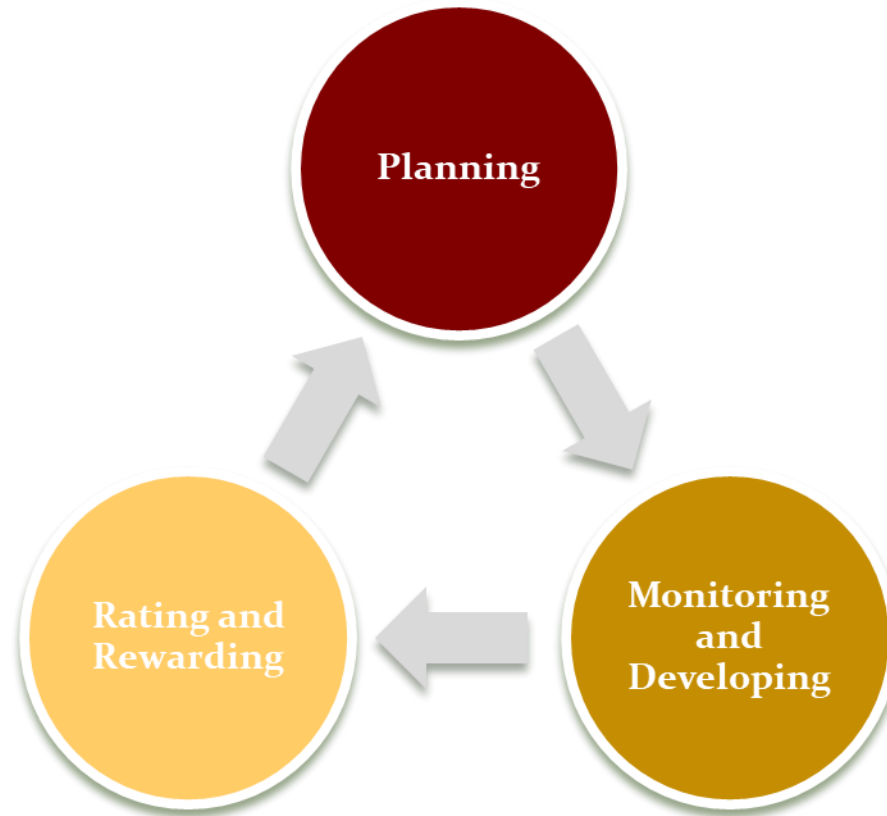
Theorist	Theory
Maslow (1940-50)	Hierarchy of needs Self actualisation
Hertzberg (1959)	Hygiene Factors Short & long term duration
McClelland (1961)	Complex Man Achievement, Power & Affiliation
Argyris and Schein (1960s)	Psychological Contract Mutual beliefs, perceptions, and informal obligations between an employer and an employee

A More Recent Theory

Autonomy	Look for opportunities for staff to set their own schedule
Mastery	Work with your team to identify steps each member can take to improve
Purpose	Share the why as well as the how

Dan Pink

The Appraisal Plan



5 Common themes



Source: Gallup

Elements can include

Set objectives

They should be linked directly to operational goals and the company vision.

Agree competencies or behaviours

This is the way employees work towards their objectives. Commonly used competencies include 'teamwork: contributes to team effectiveness', and 'customer care: is aware of and responds to customers' needs'.

Plan an individual's personal development

Any future training or coaching they need to achieve their objectives and realise their potential.

Measurement

Assessing performance against agreed targets and objectives, as well as behaviours and attitudes against company values.



Elements included continued

Feedback

Information to individuals on their performance and progress and on what's required to continue to perform well in the future.

Positive reinforcement

Emphasising what has been done well, offering constructive feedback about what might be improved, drawing out the importance of how things are done, as well as what is done, and ensuring effort is directed at value-adding activities.

Open exchange of views

A frank exchange of views about what has happened, how employees can improve their performance, the support they need from their managers to achieve this and their aspirations for their future career.

Agreement – jointly coming to an understanding about what needs to be done to improve and sustain performance and overcome any issues raised in the course of the discussion.



Appraisal Styles

Tell-and-sell approach

Directive and authoritative in nature, top-down

Manager telling employee

Attempting to convince employee of the fairness of the assessment

Little opportunity for the employee to participate

Little commitment to follow-up action



Not recommended as good practice

Appraisal Styles

Tell-and-listen approach

Similar to 1 but some attempt made to involve the employee

Manager communicates his/her evaluation of performance to employee & actively encourages employee's response

Still ineffective



Appraisal Style

Problem-solving approach

Appraisal process is jointly conducted by the manager and the employee

Manager asks the employee to discuss his/her performance against agreed targets & to express any problems that may be affecting work behaviour

Evaluation takes place at the end of the interview & takes account of the employee's contribution

Most effective approach



9 Common Errors

<i>Effect</i>	<i>Description</i>
Halo	Allowing an employee's top attribute to colour the whole review.
Horns	Letting one disagreeable quality influence opinion.
Sunflower	Giving your team better scores to make you look like a better leader.
Leniency/harshness	Being too tolerant or too severe.
Central tendency	To avoid favouritism, everyone receives middling scores.
Sugar-coating	Not documenting the full scope of concerns raised.
Recency	Only considering recent failures or accomplishments.
Personal bias	Giving a good review to people who are most like you.
Attribution bias	Ascribing good work to factors outside the employee's control but blaming them unfairly for poor results.

Ratings



Rating usually involves the appraiser rating the employee's performance and behaviour against a predetermined scale.

These ratings, based on a sequential scale, can be made against a series of relatively standard headings that tend to include generalised performance characteristics or particular personality traits.

Examples of Rating Scales

5 Point Rating Scale

1 - Significantly below performance standards

2 - Barely achieves performance standards

3 - Achieves performance standards

4 - Exceeds performance standards

5 - Significantly exceeds performance standards

PERFORMANCE APPRAISAL AND DEVELOPMENT PLAN:

(1) Employee's Name	(2) Department	(3) Division
(4) Period Covered By This Appraisal	(5) Supervisor's Name	(6) Supervisor's Payroll Title

Performance Evaluation

APPRAISAL RATINGS

- O = Outstanding.** Performance exceeds expectations and is consistently outstanding.
- M = More than Satisfactory.** Performance consistently fulfills the job requirements and exceeds expectations.
- S = Satisfactory.** Performance consistently fulfills the job requirements.
- I = Improvement Needed.** Performance does not consistently meet the job requirements.
- U = Unsatisfactory.** Performance consistently fails to meet the job requirements.

Job Responsibilities:	Unsatisfactory	Improvement Needed	Satisfactory	More than Satisfactory	Outstanding	Not Applicable
PRODUCTIVITY						
Meets productivity standards						
Makes realistic goals						
Completes work in a timely manner						
Works accurately						
Comes in under budget						
Achieves established objectives						
Works smarter, not harder						
Looks for efficiencies						
OTHER:						
COMMENTS:						
ADAPTABILITY AND DEPENDABILITY						
Adapts to changes in the work environment						
Manages competing demands						
Performs well under pressure						
Follow instructions; responds to management direction						
Meets attendance and punctuality guidelines						
OTHER:						
COMMENTS:						

Managing the Conversation

Take Charge

Affirm

Listen

KeeP Respect in Mind



Things to avoid



Asking 'What's wrong?' Using absolutes like "never" and "always."

Negative body language

Becoming impatient or intolerant when dealing with people or receiving negative attitudes from others

Exaggerating problems and reacting inappropriately

Responding defensively or emotionally when faced with feedback yourself

Allowing situations to grow out of control without seeking support

Ending on a positive

Keep it positive

At the end of each meeting, highlight the positive contributions the person has made. Let the person know how you felt the meeting went was even if it means highlighting the one good thing that came out of it. Briefly list the action steps that need to take place to move forward.

Be nice

Why not end the meeting with a sincere "thank you," with eye contact, or light hearted conversation about anything but work or the company's future?



For effective feedback

- Recipient must be open to it
- Recipient must respect the provider
- Feedback must relate the specific behaviours, not personality
- Should be something the employee can act upon
- Should be given without hostility
- Employee's self-esteem should be maintained
- The impact of the behaviour must be explained
- Check that the feedback is understood
- It should be given as soon as possible after the event
- In the right environment

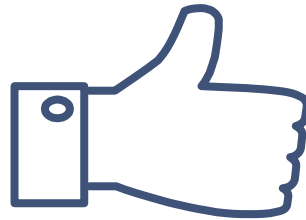
Summary & Recap

Q&A



**GOOD BYE &
GOOD LUCK!**





THANKS!

Any questions?
You can find me at
karen@dcmlearning.ie



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