

Let's talk about giving constructive feedback

Feedback Workbook: Enhancing Growth Through Communication



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Mastering the Art of Giving Constructive Feedback



In this workbook, we delve into the importance of giving and receiving feedback effectively. Learn how to provide constructive criticism that motivates and inspires growth in individuals and teams.

"Feedback is the
breakfast of
champions. Ken
Blanchard"

KEN BLANCHARD,
LEADERSHIP EXPERT

Giving and Receiving Feedback for Excellence

Research by Marcus Buckingham and others which focus on 'how best can we help colleagues thrive and excel' rather than looking at 'just feedback' identified a number of key factors that need to be taken into consideration when giving feedback:



We are human. Our ability to accurately assess someone's performance is an abstract concept, subject to our own biases and we're not that consistent in how we 'rate' others either. That's not to say that the impact the other person is having on us isn't an important consideration, but we need to give our feedback that way – making it clear what impact the other person is having on us, not that we are evaluating or rating their behaviour.



Focusing people on their shortcomings doesn't enable learning; it impairs it. That is not to say when people are doing something wrong, we shouldn't say so. But if you want to help a colleague grow and develop, help them build on their strengths and what they are already doing that they could do better, rather than tell them everything they are doing wrong.



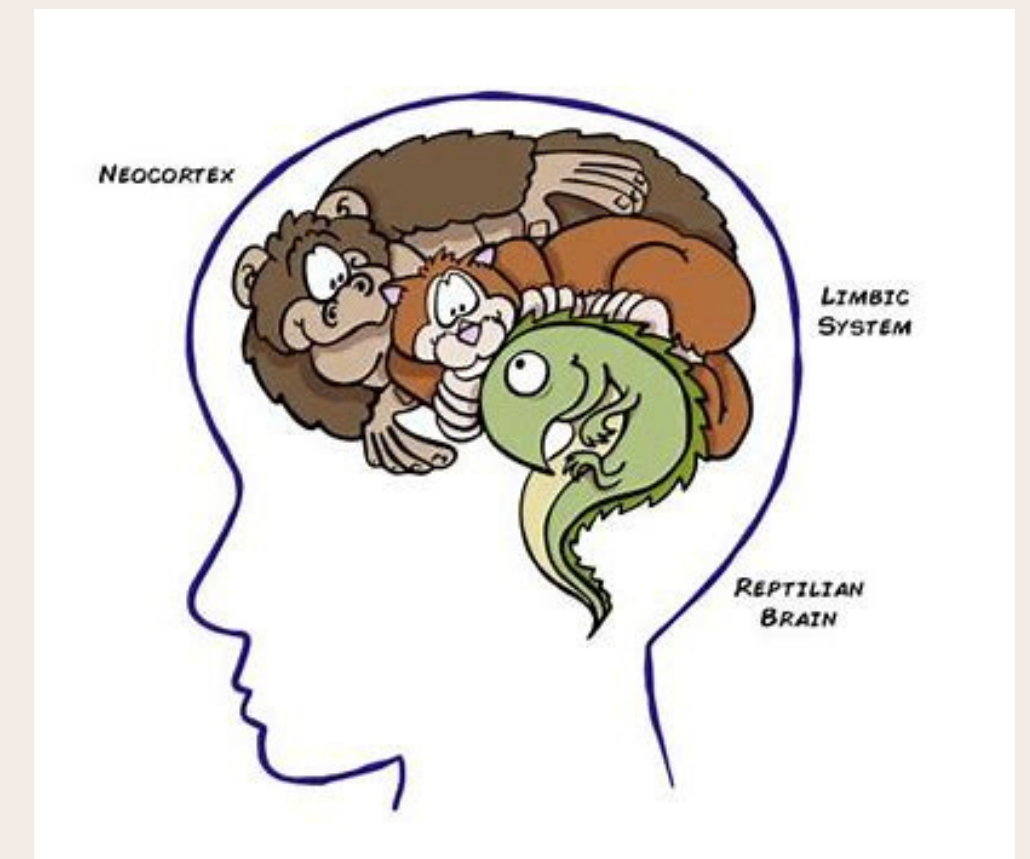
There is more than one way to excel. It's actually quite hard to define what delivers excellence. If we think about leadership you can see fundamental building blocks that need to be there, but learning what makes an excellent leader needs to be discovered by each leader. Our role, therefore, as a feedback giver is to help colleagues notice their moments of excellence so they can increase their frequency.

Why we can find feedback uncomfortable

Feedback is often immediately rejected because it emotionally triggers the recipient.

When the manager and the employee are in a state of discomfort and anxiety, they are not in their best mental and emotional state to give and receive feedback.

When you are emotionally flooded, you are running on a survival mode (the reptilian brain) making access to your higher order thinking (the mammal brain) limited



Develop your emotional intelligence



1. STEP BACK & PAUSE

When you are emotionally flooded, you are not fully present to the other person and cannot help them. So the first step is to take a STEP BACK & PAUSE to figure out what is going on within you. Understand what is happening within you first with all the emotions before you engage with others.



2. NAME YOUR EMOTIONS

Next calm down your emotional brain from reacting. One good technique to bring back control to your executive brain is to NAME your emotions. When you are grounded and are able to identify your emotions, you can then emotionally connect to somebody else.



3. APPRECIATE

Shift your internal state by intentionally focusing on APPRECIATION for the other person. What is it that you are appreciative of the other person? By doing this, you are giving more time to shift your emotional state from negative to positive.



4. SAFE SPACE

Sense what you is going on with your employee. If they are also in the survival mode, your feedback will not be received. Pay attention to the signals. If they are tensed, anxious, worried, fearful, they are not in the best state for a meaningful conversation. They might get defensive or fight back. And that is NOT what you want.. Calm their nerves by being KIND and making it a SAFE space for a dialogue to happen.



5. EMPATHY & GENUINE CARE

Show genuine CARE and have an EMPATHIC CONCERN for the employee. This is the third level of empathy where you not only understand and feel for the other person but you act with genuine care. It has a profound effect on how the recipient responds to the input. When you are calm and notice your employee is in a positive emotional state, you are now ready to give constructive feedback

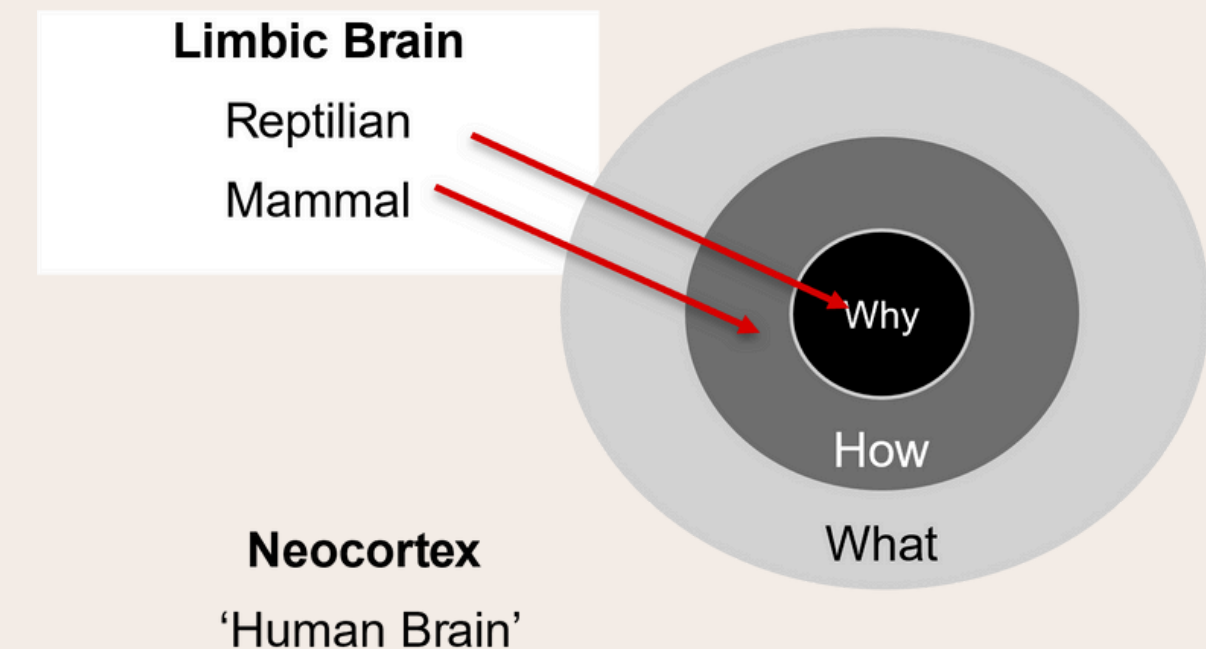
Trust & Support

“The single biggest factor in team performance is how they work together. Whether they feel able to take risks in speaking up, making mistakes, sharing ideas and opinions. In short – it’s about having a high trust environment: Psychological Safety”

Google: Project Aristotle

Managers help connect the everyday work of a team to the mission of an organisation. People leave jobs when they don't feel like their work matters. A manager who shows how team success improves the world can go a long way to addressing this attitude.

Help connect the everyday work of a team to the mission of an organisation. People leave jobs when they don't feel like their work matters. A manager who shows how team success improves the world can go a long way to addressing this attitude





Trust and support conversations



Get to know their strengths, motivations and preferences



Check in, don't check up



Be open
Share information, updates and ideas



Offer support



Listen, then take action

Set expectations

*In a Gallup Survey they identified
that only 50% of Employees
understood clearly what's expected
of them*



Direction and Vision



Context and Priorities



Roles and Expectations



Is it the right thing to do?

If you want people to ***think*** direction and context matters, give this and ask what they think with coaching questions rather than giving them the answer.

Psychological ownership!

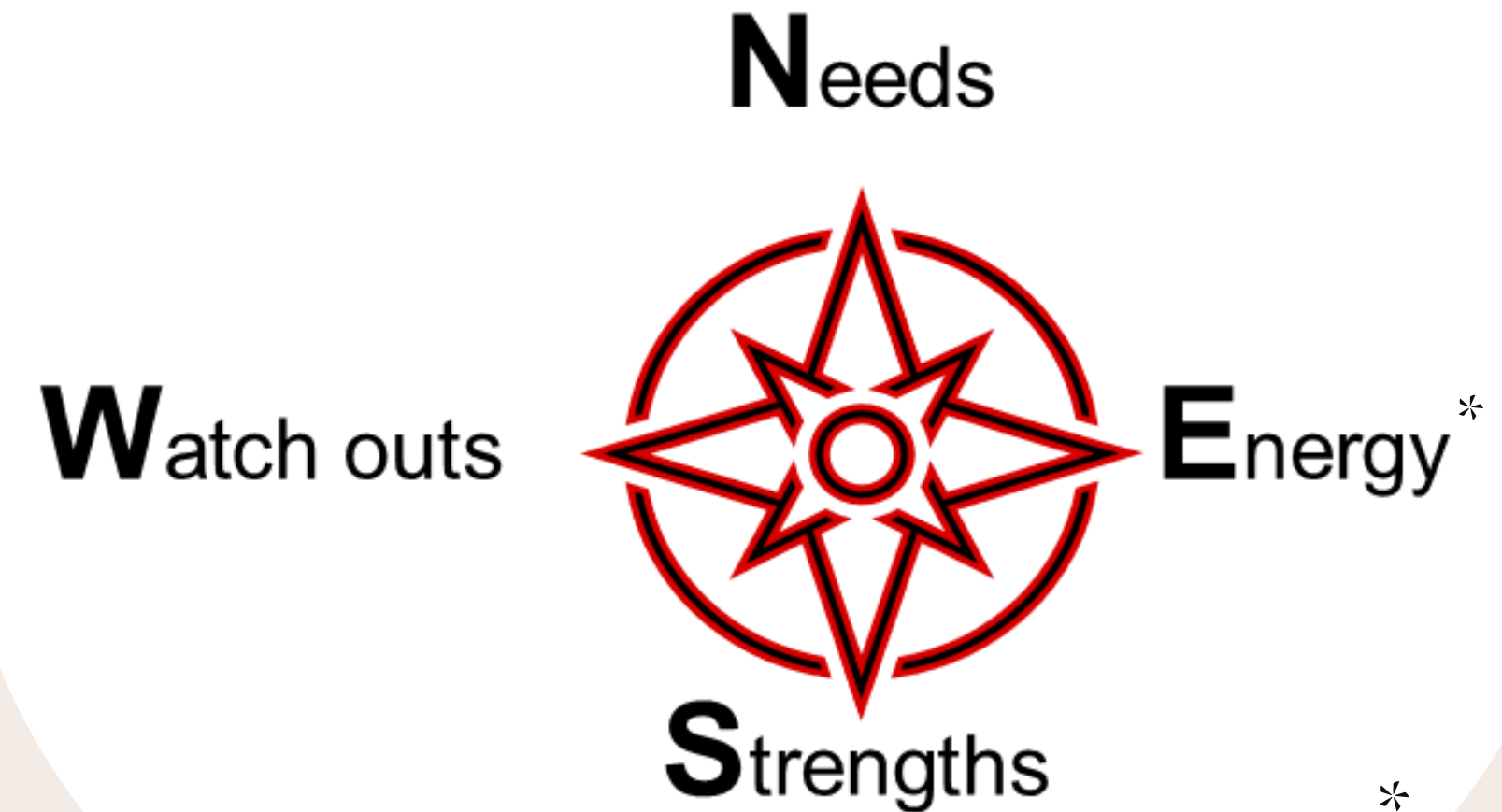
Career conversations

- ✓ Where are you now?
- ✓ Where do you want to be?
- ✓ How will you get there?

70-20-10

- What experience can you get?
- Which people can you support you and how?
- What information would be helpful?
- What courses could cement or boost your development?
- How shall we review your progress?

*For more about how to measure where employees get energy check out the GCIndex
<https://equalitycoaching.co.uk/gc-index>



Regular feedback

“We all need people who will give us feedback, that is the way we improve”
Bill Gates



- ✓ Goal setting and feedback have been shown to be very effective at engagement and delivering high performance.
- ✓ It needs to be regular and frequent – not just during the annual review!
Ensures course correction.
- ✓ More damaging if only ever have bad feedback then no feedback at all – needs balance.
- ✓ Sometimes it's as simple as a reply to an email saying thanks!

Balanced feedback

✓ Give a balance of positive and negative feedback to be most effective

Use the Jim Gottman 5 positive-to-1 negative rule which includes nonverbal communication.

- ***Deloitte study shows nonverbal communication more important than verbal.***

We are hard-wired to perceive change (and that includes feedback) as a threat, we register negative feedback three to five times more than positive feedback and this can engender our fight or flight response.

✓ Encourage a Growth mindset – engender a safe feedback culture

✓ See to receive feedback as an opportunity and as a manager believe that the individual can learn or develop



Language

Be conscious of the language used, and don't fall into these traps!



- ✓ Think of the words you use
- ✓ I've noticed that... What's going on? What do you think?
- ✓ Actively Listen to understand
- ✓ Agree action and next steps
- ✓ Praise, thanks, recognition

Quick Coaching Questions

- > What have you tried?
- > What do you think?
- > What could you do differently?
- > What are your options?
- > What's stopping you?
- > Where can I help?



Behaviours

Giving feedback on behaviours is something managers can find very difficult



- ✓ Use clear examples, stick to facts
- ✓ Describe the effect of the behaviours. What impact has it had on colleagues/results/customers.
- ✓ Invite their view – what do you think? How do you feel it went?
- ✓ End positively with encouragement and commitment. What will they do differently? How will they keep it up?



Feedback Models

Marcus Buckingham

Instead Of	Try
Can I give you some feedback?	Here's my reaction.
Good job!	Here are three things that really worked for me. What was going through your mind when you did them?
Here's what you should do.	Here's what I would do.
Here's where you need to improve.	Here's what worked best for me, and here's why.
That didn't really work.	When you did x, I felt <u>y</u> or I didn't get that.
You need to improve your communication skills.	Here's exactly where you started to lose me.
You need to be more responsive.	When I don't hear from you, I worry that we're not on the same page.
You lack strategic thinking.	I'm struggling to understand your plan.
You should do x (in response to a request for advice).	What do you feel you're struggling with, and what have you done in the past that's worked in a similar situation?

STAR Model

- Situation, or
- Task
- Action
- Result

Here's an example:

Situation: During the last team meeting, we were discussing the upcoming project deadlines.

Task: Your task was to present the project timeline and ensure everyone understood their responsibilities and deadlines.

Action: You created a detailed Gantt chart, explained each phase of the project clearly, and answered all questions from team members thoroughly.

Result: As a result, the team left the meeting with a clear understanding of the project milestones and their individual roles, which has helped us stay on track and meet our initial deadlines.

By using the **STAR** model, the feedback is specific and structured, making it clear what was done well and the positive impact it had.

Situation, Behaviour, Impact

There may be times when you need to give some very specific feedback – perhaps of a more personal nature or something that has annoyed or irritated you or others. At these times you are looking to give feedback so the other person knows how you feel as a result of their behaviour.

Situation Gives the context that you are referring to

Behaviour What the person said or did in that situation (observed behaviours)

Impact What effect or impact this behaviour had on you (or others) and how it made you (or others) feel

The B–O–F–F Model

*Using the **BOFF** model, the feedback is clear and addresses specific behaviour, its impact, and how similar situations can be handled better in the future*

Behaviour

Describe what the person said or did

Outcome

Explain what that resulted in

Feel

How that made you feel

Future

What you expect them to do in the future

www.equalitycoaching.co.uk