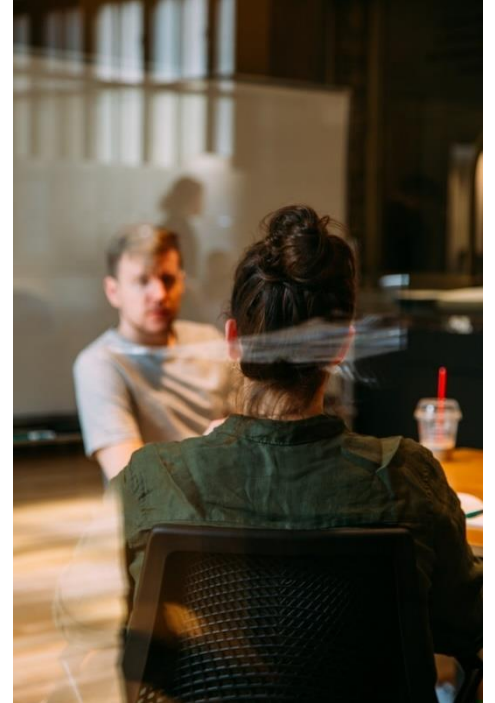


Giving Feedback 2



Warm up

- How do you think the concept of giving feedback has evolved over the years, especially in the context of workplaces? Are there any factors that have contributed to this evolution?
- Do you think the way feedback is given varies across cultures?
- What do you think is the key difference between constructive feedback and criticism? How can we ensure that feedback is received as an opportunity for growth rather than criticism?
- How does the approach to giving feedback differ between a manager providing feedback to their team and a colleague giving feedback to a peer? Are there any similarities?
- Apart from the Sandwich Feedback model discussed in part 1, can you think of any other techniques or approaches used to deliver feedback effectively? How do they compare to the Sandwich model?



2. You are going to watch a video on giving feedback. Match the underlined words and phrases from the video to their definitions.

1. The profit numbers were pretty dismal.
2. Whenever I mention her last project she gets defensive.
3. What is the justification for telling them no?
4. That light above the door looks wonky.
5. It's an old machine but extremely reliable.
6. I need you to explain this to me again because I can't quite grasp what you mean.
7. Jenny is craving such weird things through her pregnancy. Yesterday she ate pickles with vanilla ice cream!

- a. A very strong want or desire for something. **7**
- b. To fully understand something. **6**
- c. Something that is not stable, doesn't work well, or is not straight. **4**
- d. A reason or explanation used to defend or explain an action or decision. **3**
- e. Acting or speaking in a way that protects oneself from criticism or danger. **2**
- f. Something or someone that can be trusted to work consistently and be dependable. **5**
- g. Something that is very sad, and depressing in a way that makes you feel disappointed. **1**



3. Watch the [video](#) *The Secret to Giving Great Feedback* by LeeAnne Renninger. Take notes while watching the video and answer the following questions with your class.

1. What did Confucius say relating to feedback
Confucius said, "Real knowledge is to know the extent of one's ignorance."
2. Complete the sentence below:
A Gallop survey found that 26% of employees *are engaged in their work.*
3. Renninger says that most people's feedback isn't brain friendly and that they fall into two camps. What are these two camps?
Renninger says that most people's feedback isn't brain-friendly and that they fall into two camps: feedback givers who are too blunt, and feedback givers who are too soft.
4. These are the 4 parts of Renniger's formula to give great feedback. In your own words, what do they mean?
 - The Micro Yes: *Begin with a short but important question that lets the other person know that feedback is coming and creates a moment of buy-in and autonomy.*
 - The Data point: *Name specifically what you saw or heard and avoid blur words, which are words that can mean different things to different people.*
 - Impact Statement: *Name exactly how the data point impacted you or others, giving a sense of purpose, meaning, and logic.*
 - Question: *Wrap the feedback message with a question that creates commitment rather than compliance and turns the conversation into a joint problem-solving situation.*
5. Aside from giving great feedback what is another thing great feedback givers regularly do? *Another thing great feedback givers regularly do is actively listen to the person receiving the feedback.*
6. What do you think about Renninger's talk? Did you find any of the information useful?



Useful Phrases for Giving Feedback

Giving Praise

- I'm impressed by your ability to ...
- Your work on ... is outstanding.
- I really appreciate your dedication to ...
- Your work on ... was valuable to the team/project.

Giving Constructive Feedback

- Have you considered ... for ... ?
- I think we could improve ... by ...
- I noticed ... and think it would be helpful to ...
- Can we discuss ... and come up with a plan to address it?

Giving Negative Feedback

- I'm concerned about ... and think we need to take action to address it.
- I think there's room for improvement on ..., and we should work together to find a solution.
- I noticed ... and think it might be causing problems with ...
- I think we need to reconsider ... and try something different.

Encouraging Improvement

- I believe you have the potential to ...
- I think you could benefit from ... in order to improve ...
- I'm confident that with some extra effort, you can ...
- I'm here to support you as you work to improve ...



4. Read the scenarios and write constructive feedback using the *useful phrases*.

Example: Jeff has worked as a telemarketer with the company for the past 4 years. He is a relatively good worker and has a good rapport with the team. However, in recent months Jeff has started to fall short on sales. His numbers are lower than usual and not up to company standard.

Answer: I noticed that your sales numbers have been lower than usual in recent months. I think we could improve your sales performance by exploring some alternative ideas or solutions. Have you considered reviewing your sales techniques and strategies or taking some additional training to improve your skills?

1. Peter has worked for the company for the past year. He is a great worker, has a high performance and gets all of his work done on time. The problem is that he isn't a team player. He doesn't help others with their work or have a sense of team spirit. On the contrary he seems more like a competitor than a partner to his colleagues.
2. Luciano has worked as a graphic designer in the company for the past 2 years. She is known for her creative and innovative ideas, but her attention to detail is lacking. Often her designs have minor mistakes and require extra proofreading before being sent to clients.
3. Ava has worked as a project manager for the company for the past year. She is highly organized and efficient but has a tendency to micromanage her team. She checks in on their work frequently and makes changes even when unnecessary, causing frustration among her team members.
4. Noah has worked as a customer service representative for the company for the past 3 years. He is friendly and helpful to clients but has a tendency to be too casual with them. He uses informal language and jokes around, which may not be appropriate for the company's professional image.
5. Mia has worked in the company's finance department for the past 5 years. She is highly skilled and knowledgeable in her field but has a tendency to be defensive when receiving feedback. She may take criticism personally and respond negatively, making it difficult for others to give her constructive feedback.





5. Student B go to the next page.

Student A: Below you will find the information for two role-play activities.

Role-play 1

Student A: The Manager
You need the employee to arrive to work on time as it is essential to the smooth functioning of the team. The approach you want to take is to address the issue with empathy and understanding, while also setting clear expectations and consequences for future tardiness.
Reasons why punctuality is important
<ul style="list-style-type: none">• Punctuality sets the tone for the workday and can affect the entire team's productivity• It is important for the manager to be able to count on their team to arrive on time so that they can plan and delegate tasks efficiently• Being consistently late can reflect poorly on the employee's professionalism and work ethic, which can in turn reflect poorly on the entire team and company• Late arrivals can cause delays in meetings and important discussions, which can be detrimental to the team's success

Role-play 2

Student A: The Team Member
Your team leader wants to talk to you because your work has not been meeting the expected quality standards. You understand the importance of quality work and want to improve. However, you may have some concerns or reasons why your work hasn't been up to standard, but ultimately want to accept the feedback and work on improving your work.
Concerns/Excuses
<ul style="list-style-type: none">• You may be struggling with a particular aspect of the work that you are not familiar with• You may be experiencing personal or work-related stress that is affecting your focus and attention• You may have received unclear instructions or feedback on the work, leading to confusion and mistakes



Student B: Below you will find the information for two role-play activities.

Role-play 1

Student B: The Employee
Your manager wants to talk to you because you have been struggling to arrive on time due to personal reasons. You understand the importance of punctuality and want to improve. However, you do have some excuses, but ultimately want to accept the feedback and work on their timeliness.
Excuses
<ul style="list-style-type: none">• Traffic has been particularly bad in the mornings• The employee's child has been sick and needs to be dropped off at school before work

Role-play 2

Student B: The Team Leader
You need to give feedback to a team member who has been consistently turning in work that does not meet the expected quality standards. The approach you want to take is to provide constructive criticism while also acknowledging the team member's efforts and offering support for improvement.
Reasons why quality is important
<ul style="list-style-type: none">• High-quality work is necessary to maintain the reputation of the team and company• Consistently producing subpar work can affect team morale and productivity• Errors in work can lead to costly mistakes or delays in projects• Clients and customers expect and deserve quality work from the company