THE IMPORTANCE OF

FEEDBACK

"We all need people who will give us feedback. That's how we improve."

BILL GATES

THE MAJORITY OF EMPLOYEES WANT TO BE RECOGNIZED

65%

of employees said they wanted more feedback.

5 REASONS WHY FEEDBACK IS IMPORTANT:

#1 Feedback is there all the time

#2 Feedback is just another word for effective listening

#3 Feedback is an opportunity to motivate

#4 Feedback is essential to develop performance

#5 Feedback is a way to keep learning

"Make feedback normal.
Not a performance
review."

ED BATISTA

GROW

For **top performing companies** 'continuous improvement' is not just a showy catchphrase. It's a true focus based on feedback from across the entire organization.

Top performing companies are not only good at accepting feedback, they deliberately ask for feedback – and they know that feedback is helpful only when it highlights weaknesses as well as strengths.
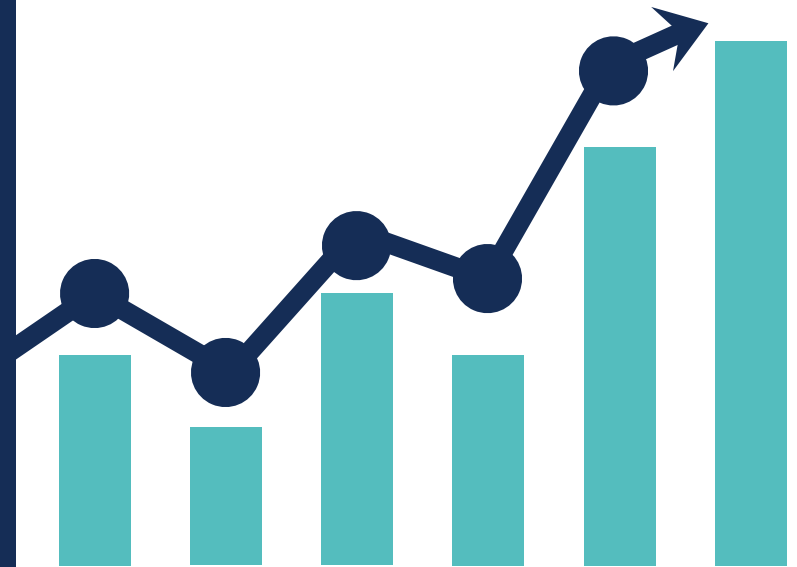
FEEDBACK NEEDS TO BE SMART

Specific: it needs to address the actual person and the immediate issue. It should not be general if it is to be effective.

Measurable: where active completion of a task or response to instruction is tracked.

Acceptable: terms of reference are clearly communicated and understood between sender and receiver.

FEEDBACK NEEDS TO BE SMART

Realistic: the desired effect of information transmission between management, staff and students must be based on real potential and limitations, and not aspirational.

Time framed: feedback is extremely powerful when it is received at the right time, and acted on within a certain duration.

98%

of employees will fail to be engaged when managers give little or no feedback to their workers.

78%

of employees said being recognized motivates them in their job.

WHAT'S NEXT?

Engage your employees in self development with the help of 360 feedback.

FeedbackOnline is a web-based 360 degree questionnaire tool, addressing the effectiveness of individuals, teams and organisations.

ORDER A DEMO FOR FREE

The Feedback Process

FeedbackOnline

HOW TO DO IT.

Diagnosis Of The Problem

- State the constructive purpose of your feedback
- Get their view first
- Describe the behaviour / situation in question
- State your view

Exploration Of Causes

- Express your own position
- Get them to offer their suggestions
- Offer specific suggestions, where appropriate

Action Planning The Solution

- The objective is a win-win situation
- Help them understand why the change will bring benefits to team
- Develop an action plan
- What by when
- Their role
- Your role

Commitment And Support

- Check understanding and commitment to the plan

- Express your support

01 Receiving Feedback

FEEDBACK IS IMPORTANT

Receiving feedback is sometimes as difficult as giving it.

It is however, most important for it is from feedback that we know how well we are doing.

It reinforces good behaviour and it shows us how to improve and why and clarifies other people's perceptions of us.

Receiving Feedback

Listen actively to understand the described behaviour and their feelings.

Avoid defensiveness and aggressiveness. Do not immediately try to explain and justify.

Consider what the other person says seriously. Try to see the situation from their point of view.

Ask for clarification and specifics to establish if the judgment is appropriate.

Receiving Feedback

If it isn't appropriate, justify your judgment with facts, not opinions.

Keep calm. Try to negotiate.

If the feedback is positive, enjoy it! (You obviously deserved it!)

Thank the other person. Feedback is their 'gift' to you.

02 Giving Positive Feedback

FEEDBACK IS IMPORTANT

Generally speaking, positive feedback is about three times more effective than negative feedback in stimulating desired behaviour.

The three problems in giving positive feedback are:

- under-doing it
- overdoing it
- insincerity

Giving Positive Feedback

Know the other person. People differ in how much, how often and in what form they receive praise.

Praise should be infrequent and irregularly used.

It must be honest, sincere and justified.

It can be done publicly if appropriate.

Giving Positive Feedback

It should be timely, as close to the behaviour as possible.

Do not undermine specifically positive feedback by combining it with negative feedback.

Choose words carefully and be positive. Don't say "not bad" when you intend to say "good"!

Don't overdo it, don't exaggerate and use superlatives.

03 Giving Negative Feedback

FEEDBACK IS IMPORTANT

The central problem with giving feedback is that in order for it to be helpful, it must be done properly.

One needs to avoid simply "blasting" the other person with negative reactions.

Preparation is critical.

Giving Negative Feedback

Be clear about why you are giving feedback. If the reason is that you are really trying to be helpful, then go ahead. If there is an element of point scoring, flattery, revenge or the like in your motive, then feedback will be unhelpful. It must be for their benefit not for yours!

Do not give feedback when the other person is not ready for it. Formal coaching sessions or where the other person expects feedback are rimes when you can be sure that the other person is likely to be receptive. At other times you need to be more sensitive to the mood of the other.

Giving Negative Feedback

When giving feedback, stick to describing a specific piece of behaviour, and your reaction to it. Be precise and avoid criticizing their personality.
You can't change personality, you can change behaviour.

For example, don't say "you really get on my nerves because you're always interrupting". It is better to say something like "When you interrupted me just then, I felt that you weren't giving me much respect, and that makes me angry".

Giving Negative Feedback

Give feedback as quickly as possible after the behaviour on which you are commenting occurs. The longer you wait, the less helpful will be the feedback.

Give feedback in small amounts. Do not save it up, and do not overload the other person. Normally, 2 or 3 pieces of negative feedback at one time is more than enough.

Giving Negative Feedback

Make sure the feedback is constructive, not destructive.
The test is that it should motivate the other to want to change and to realize that (s)he can change.
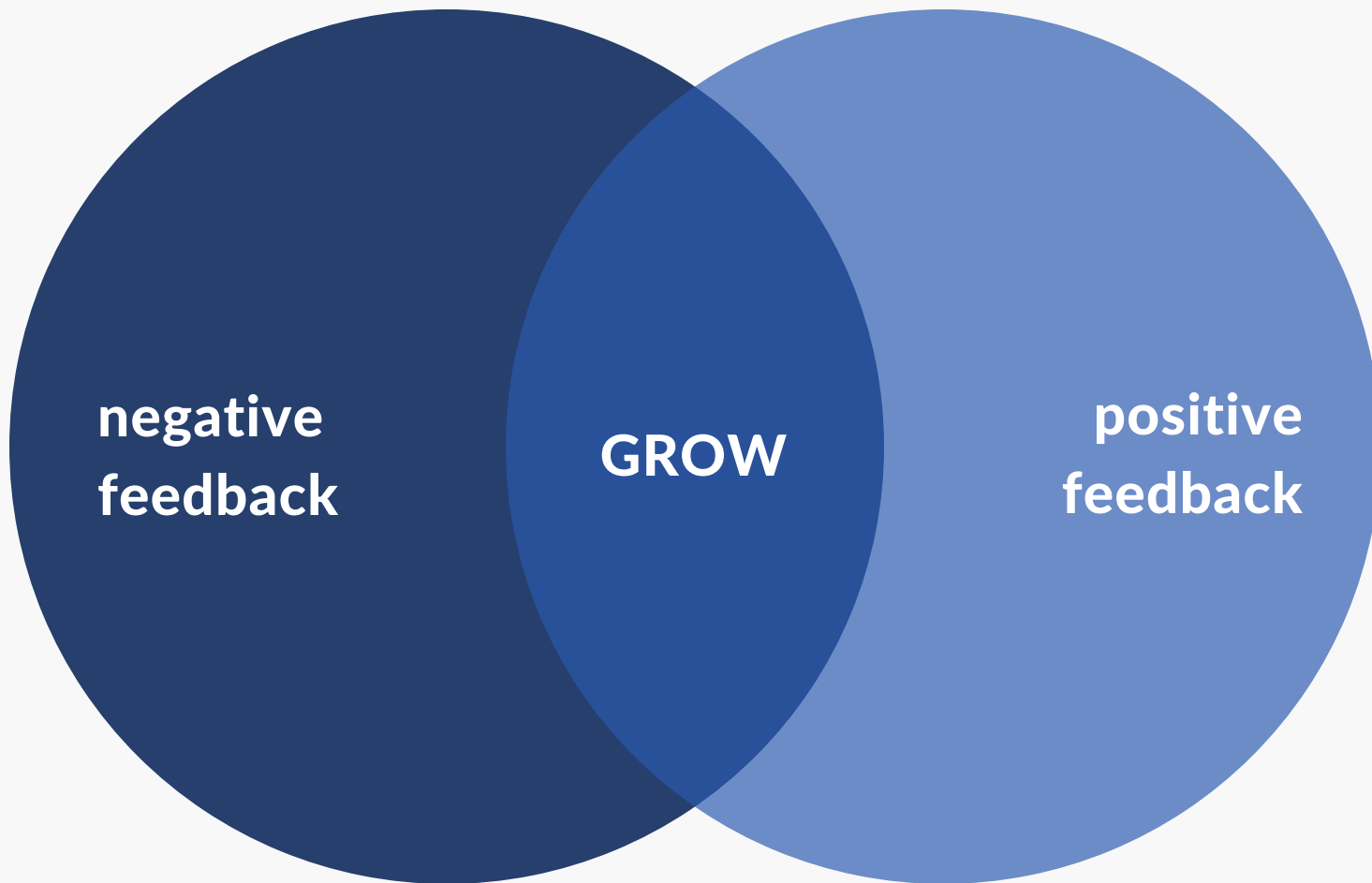
Avoid starting on a negative note and always end on a positive note.
This helps to build self-esteem & confidence.

Giving Negative Feedback

Make sure negative feedback is given in private.

Afterwards positively reinforce the desired behaviour with honest praise.

The Importance of Feedback

negative feedback

GROW

positive feedback

Thank you!

Don't forget to ask for feedback.

Aids for giving and receiving feedback

Some of the most important data we can receive from others (or give to others) consists of feedback related to our behaviour. Such feedback can provide learning opportunities for each of us if we use the reactions of others as a mirror for observing the consequences of our behaviour. Such personal data feedback helps to make us more aware of what we do and how we do it, thus increasing our ability to modify and change our behaviour and to become more effective in our interactions with others.

To help us develop and use the techniques of feedback for personal growth, it is necessary to understand certain characteristics of the process. The following is a brief outline of some factors that may assist us in making better use of feedback, both as the giver and receiver of feedback. This list is only a starting point. You may wish to add further items to it.

1 — Focus Feedback On Behaviour Rather Than The Person

It is important that we refer to what a person does rather than comment on what we imagine he is. This focus on behaviour further implies that we use adverbs (which relate to action) rather than adjectives (which relate to qualities) when referring to a person.
Thus we might say a person "talked considerably in this meeting" rather than "this person is a loudmouth." We talk in terms of "personality traits" it implies inherited constant qualities difficult, if not impossible, to change. Focusing on behaviour implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments on this behaviour than his "traits."

2 — Focus Feedback On Observations Rather Than Inferences

Observation refers to what we can see or hear in the behaviour of another person, while inferences refer to interpretations and conclusions we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person. When inferences or conclusions are shared and it may be valuable to have this data, it is important that they are identified.

3   **Focus Feedback On Description Rather Than Judgment**

The effort to describe represents a process or reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of personal frame of reference or values, whereas description represents neutral (as far as possible) reporting.

4   **Focus Feedback On Descriptions Of Behaviour Which Are In Terms Of "More Or Less" Rather Than In Terms of "Either-Or"**

The "more or less" terminology implies a continuum on which any behaviour may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. Not to think in terms of "more or less" and the use of continua is to trap ourselves into thinking in categories, which may represent serious distortions of reality.

5   **Focus Feedback On Behaviour Related To A Specific Situation, Preferably To The "Here And Now" Rather Than To Behaviour In The Abstract, Placing It In The "There And Then".**

What you and I do is always tied in some way to time and place, and we increase our understanding of behaviour by keeping it tied to time and place. Feedback is generally more meaningful if given as soon as appropriate after the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

6   **Focus Feedback On The Sharing Of Ideas And Information Rather Than On Giving Advice**

By sharing ideas and information we leave the person free to decide for himself/herself, in the light of his/her own goals in a particular situation at a particular time, how to use the ideas and the information. When we give advice we tell him/her what to do with the information, and in that sense we take away his/her freedom to determine for himself/herself what is for him/her the most appropriate course of action.

7 Focus Feedback On Exploration Of Alternatives Rather Than Answers Or Solutions

The more we can focus on a variety of procedures, and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution, which may or may not fit our particular problem. Many of us go around with a collation of answers and solutions for which there are no problems.

8 Focus Feedback On The Value It May Have To The Recipient, Not On The Value Or "Release" That It Provides The Person Giving The Feedback

The feedback provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

9 Focus Feedback On The Amount Of Information That The Person Receiving It Can Use, Rather Than On The Amount That You Have Which You Might Like To Give

To overload a person with feedback is to reduce the possibility that s/he may use what s/he receives effectively. When we give more than can be used we may be satisfying some need for ourselves rather than helping the other person.

10 Focus Feedback On Time And Place So That Personal Data Can Be Shared at Appropriate Times

Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback. Excellent feedback presented at an inappropriate time may do more harm than good.

11 Focus Feedback On What Is Said Rather Than Why It Is Said

The aspects of feedback that relate to the what, how, when, where of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of "motive" or "good intent". To make assumptions about the motives of the person giving feedback may prevent us from hearing or cause us to distort what is said. The giving (and receiving) of feedback requires courage, skill, understanding and respect for self and others.

- Focus on what was said not why
- "More or less" not "either or"
- Choose the right time
- Behaviour not the person
- Description not judgement
- Share ideas don't advise
- Observations not inferences
- Focus on value for the recipient
- How much can they handle?

FEEDBACK TIPS

FOCUS ON WHAT WAS SAID NOT WHY

If I question "why" a person gives me feedback, I may not hear what s/he says. In short, the giving (and receiving) of feedback requires courage, skill, understanding and respect for self and others.

"MORE OR LESS" NOT "EITHER OR"

The "more or less" terminology implies a continuum on which any behaviour may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental.

CHOOSE THE RIGHT TIME

Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback.
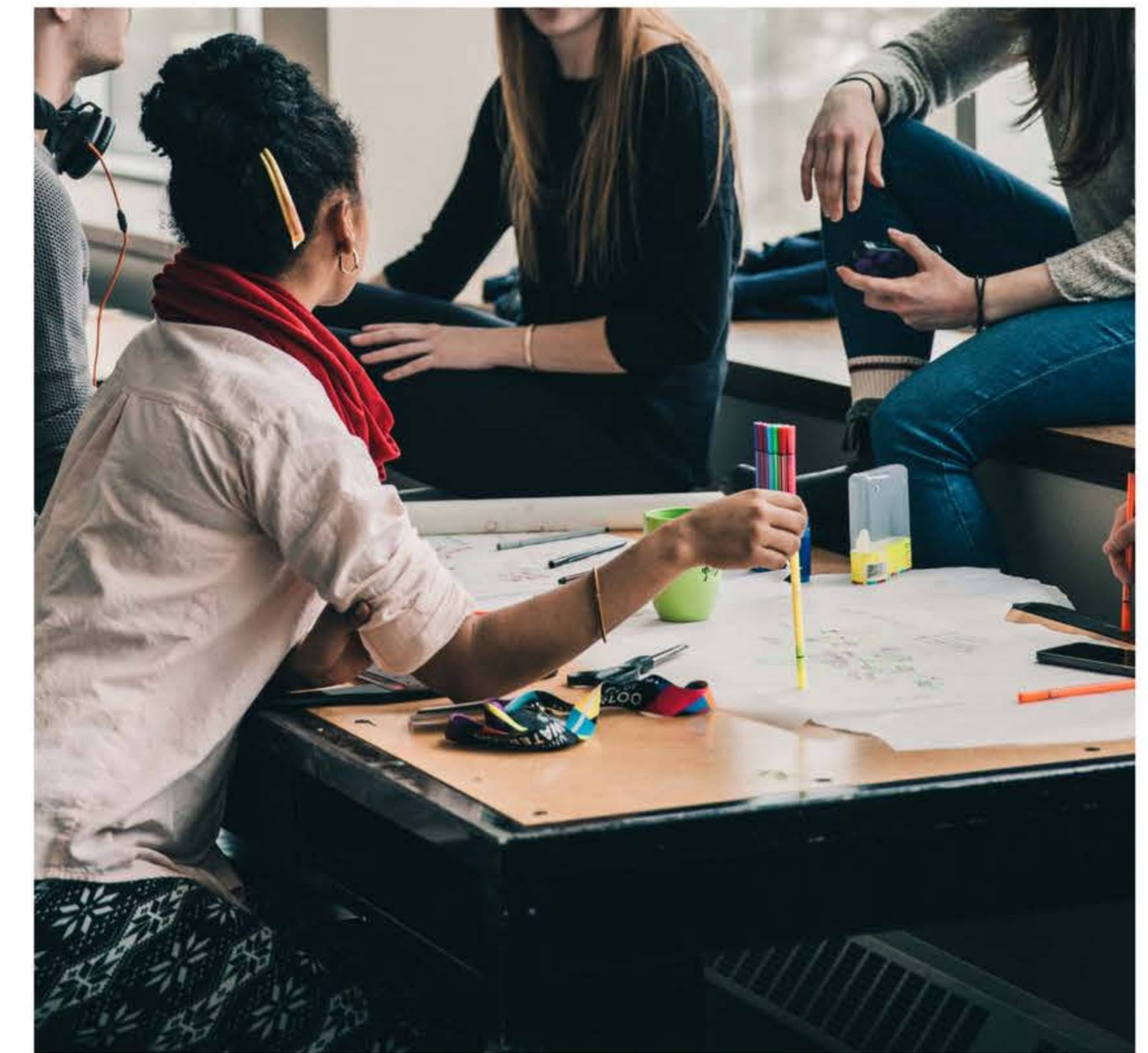
FEEDBACK TIPS

BEHAVIOUR NOT THE PERSON

It is important that we refer to what a person does rather than comment on what we imagine he is. It is less threatening to a person to hear comments on this behaviour than his "traits."

DESCRIPTION NOT JUDGEMENT

The effort to describe represents a process or reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice.

SHARE IDEAS DON'T ADVISE

By sharing ideas and information we leave the person free to decide for himself/herself how to use the information. When we give advice we tell him/her what to do with the information.

FEEDBACK TIPS

OBSERVATIONS NOT INFERENCES

Observation refers to what we can see or hear in the behaviour of another person, while inferences refer to interpretations and conclusions we make from what we see or hear.

FOCUS ON VALUE FOR THE RECIPIENT

The feedback provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

HOW MUCH CAN THEY HANDLE?

To overload a person with feedback is to reduce the possibility that s/he may use what s/he receives effectively.