

Contribution Framework 2.0

Achieving high performance one conversation at a time

Delivering Effective Feedback



Contents Page

Contents Page	2
What is effective feedback?	3
Why is effective feedback important?.....	3
When should we give feedback?	4
Feedback in the CF2 Cycle	4
Principles of Effective Feedback	5
Common pitfalls to avoid when giving feedback	7
Feedback Models	7
Situation-Behaviour-Impact (SBI) Feedback Model	7
The BOOST Feedback Model	8
The DESICA Feedback Model	8
The Feedback Planner Tool.....	9
Additional Resources	11
E-Learning	11

What is effective feedback?

Effective feedback is feedback that has the desired effect whilst maintaining the respect, confidence and dignity of all parties. By giving effective feedback a CF2 Coach can quickly bring about beneficial change in an individual or team.

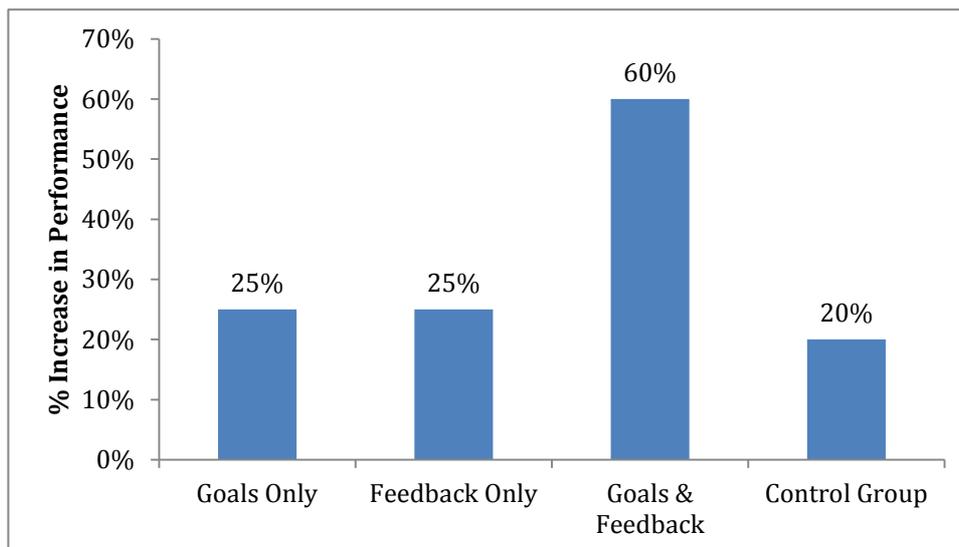
Why is effective feedback important?

The benefits of giving effective feedback include:

- Self-awareness
- Improve performance
- Bring about a change in behaviour
- Personal development
- Conflict resolution (prevention)
- Improved teamwork
- Better relationships
- Confirmation of strengths
- Highlighting areas for development



Eminent psychologist Albert Bandura has conducted extensive research demonstrating the impact of effective feedback on improving performance. Bandura showed that providing an individual with feedback on where they can improve, as well as meaningful and realistic goals for improving has the biggest impact on improving performance. *See the goal setting toolkit and master classes to support setting meaningful goals.*



When should we give feedback?

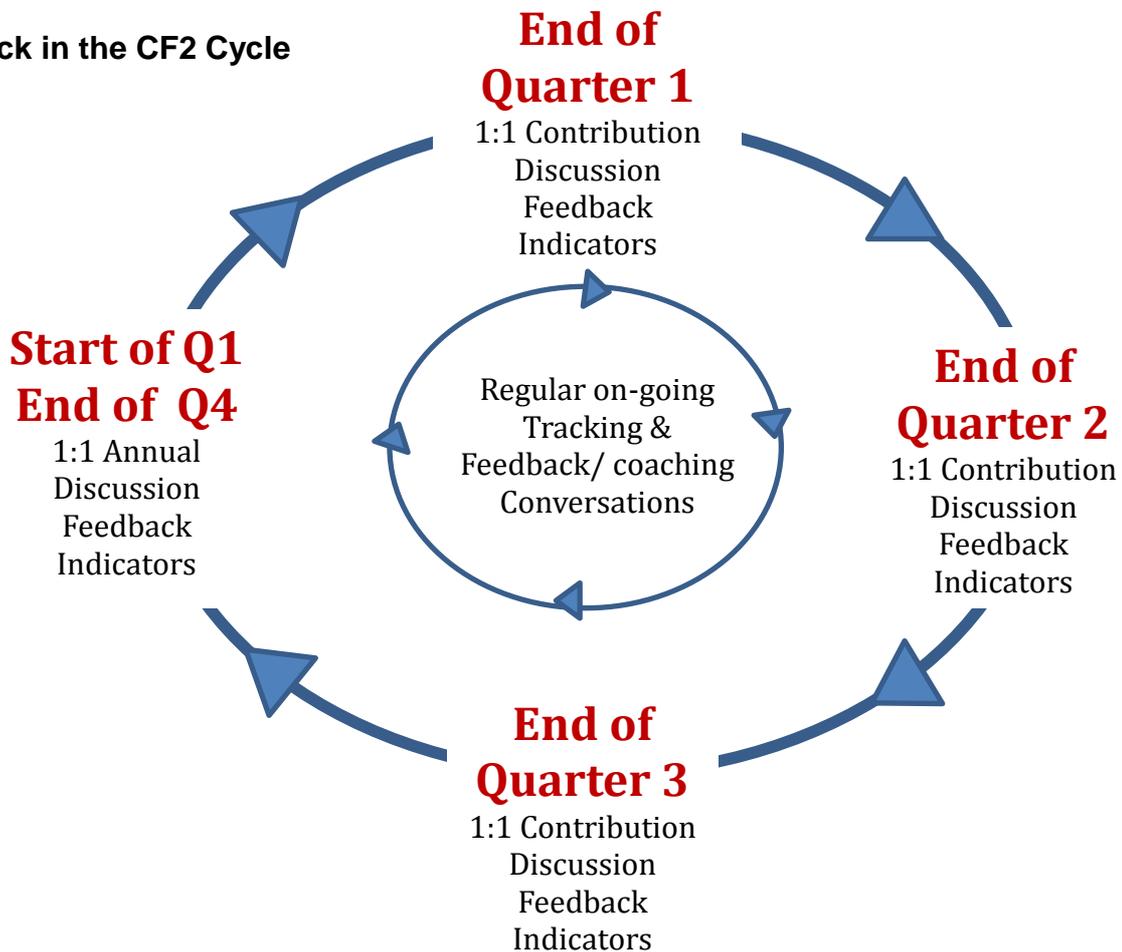
Feedback should not just be given when there is a problem, positive and constructive feedback is equally important!



Feedback should be given when:

- Performance level and progression is greater/ slower than expected
- Competence level and growth are higher/ lower than expected
- Behaviour is role modeling/inappropriate and above/below standard

Feedback in the CF2 Cycle



Principles of Effective Feedback

Be specific	Be clear about which behaviour you are referring to and provide some evidence for your comments. General phrases like “You were good” or “that was dreadful” are too broad to be of use to the receiver.
Be constructive	Constructive feedback can be either positive or negative and it always provides information, offers options or encourages development. E.g. “You made several constructive comments at the meeting, but could be even more effective if you also gave support to the ideas of others”
Describe – don’t be judgemental	Talk about what you actually saw or heard and describe the impact. Don’t use phrases like “I thought that was poor” “That wasn’t good enough”
Begin with a positive	We are more likely to hear a constructive comment if a strength is identified first. The recipient is also more likely to act if they believe strengths as well as limitations have been identified.
Own the feedback	Use phrases like “I thought...” or “The impact on me was....” or “In my opinion”. The feedback is your view and the receiver needs to understand that. Don’t give feedback you cannot personally own or have not actually observed. Don’t try to distance yourself from your opinion by generalising. EG “The view in the office is that you always talk over other people”
Give feedback on things the receiver can do something about	Don’t criticise or comment on things over which the receiver has no control. E.g. “If you were a bit taller you might have more personal impact” Always focus comments on the behaviour you have observed not the person. EG don’t use phrases like “You are the kind of person that...”
Prioritise	It is difficult for most of us to receive feedback, let alone deal with too many issues however well intentioned. Prioritise the issues you think the other person will benefit from most. No “Bumper bundles” or phrases like “..and another thing”
Positive intent	Appreciate as the giver (and receiver) that the intention is to be beneficial. That isn’t always how it lands. Clarify this up front and look for signs that your positive intent has had a positive impact, not a negative one.
Clarify	Ask the individual to play back to you what they have heard and understood. This will give you the opportunity to clarify any misunderstandings or misinterpretation

Good and Bad Feedback Examples

<i>"I found how you said it sounded a little critical"</i>	<u>NOT</u>	<i>"You sounded Critical"</i>
<i>"I think it's the last 5 slide of the presentation that need more detail"</i>	<u>NOT</u>	<i>"I want you to change the presentation"</i>
<i>"When you went through the report in the meeting this morning I felt you seemed a little negative"</i>	<u>NOT</u>	<i>"When you went through the report last week I felt you seemed a little negative"</i>
<i>"I loved the article. You're getting really good at writing them."</i>	<u>NOT</u>	<i>"You're making fewer mistakes these days"</i>
<i>"I really like your ideas, very inspirational, what else could we look at too?"</i>	<u>NOT</u>	<i>"What else could we do instead?"</i>
<i>"I found your performance to be outstanding. I also feel you have potential to be even better. Let's focus on a couple of areas you might be able to enhance even more"</i>	<u>NOT</u>	<i>"I think you can do better. What else can you do?"</i>
<i>"I think you're a great manager. I like how you have bonded with your team and they seem to be very inspired by you. Clara seems to need a bit of extra support as she tends to take a little longer to adjust than the others. How do you think you could do to inspire her a little more?"</i>	<u>NOT</u>	<i>"You're not motivating Clara effectively"</i>

Questions for reflection:

- What is the difference between the good and bad feedback for each example?

Common pitfalls to avoid when giving feedback

- Being too vague and not citing specific examples
- Not keeping it short and focused
- Delivering ultimatums or threats
- Not coming prepared
- Only giving negative feedback
- Doing all the talking

All these seem like common sense, but it's easy for these conversations to turn into venting sessions or become side-tracked by emotions. Keep in mind that your feedback won't automatically be effective just because you have delivered it—you must make sure the receiver is even open to receiving it.

Feedback Models

Below are a series of tried and tested models that provide a helpful structure for your feedback conversations.

Situation-Behaviour-Impact (SBI) Feedback Model

Known as the SBI feedback model for short, this tool bases feedback solely on facts so the individual can understand the effects of their actions



The SBI model is a favourite because of its succinctness. It also keeps emotions out of the process. It's important to use "I" statements and withhold judgment when using this feedback model; otherwise, it will undermine the feedback you're giving.

The BOOST Feedback Model

- B**alanced – in context with the past
- O**bserved – what have YOU actually seen/heard
- O**bjective – requires a change in behaviour
- S**pecific – real examples (when, where, what)
- T**imely – feedback offered close to any actual events



The DESICA Feedback Model

- D**escribe the issue
- E**xpress how the behaviour made /makes you / others feel
- S**pecific examples of when the behaviour is noticed
- I**mplications on service stakeholders
- C**onsequences of not improving the behaviour
- A**greed Actions to resolve the Issue

The Feedback Planner Tool

The feedback planner is a note-taking worksheet that helps you collect and analyse your thoughts about a situation prior to discussing it with another person. It's an effective way to provide immediate feedback to reinforce or redirect behaviour to improve a situation. Like any new skills/tools you will need to practice.

Stage 1: Describe current behaviours

Describe current behaviours that you want to reinforce (praise) or redirect (criticism) to improve a situation. Cite the employee's specific behaviours – what they actually said or did, rather than personal traits or habits. Then, focus on the impacts from this current behaviour and opportunities for improvement.

Stage 2: Identify situations

Identify the specific situation where you observed these behaviours. Be factual with examples. Provide clear and specific situations when the current behaviour was actually observed to substantiate behaviours. Base your information on direct observations and solid documentation of facts.

Stage 3: Describe impacts and consequences

Describe the impacts and consequences of current behaviours. Identify precise impacts on business operations and consequences of the employee's current behaviour. Then describe the impact /consequences of this behaviour that affect the person directly. Open a discussion on how to improve this behaviour and be supportive.

Stage 4: Identify Alternative Behaviours

Identify alternative behaviours and actions for you, the employee, and others to take. Encourage the employee to come up with alternative behaviours and action plans on his/her own. Let the employee retain responsibility for current performance and be more committed to a plan he/she helped create. Prepare to offer a few ideas of your own in case he/she asks for help. Consider alternatives with employees that may be tailored to various situations.

Additional Resources

E-Learning

Delivering Effective Feedback e-learning programme hosted by the National E-Learning Platform (easily accessible – just click the link!)

<http://www.nwyhelearning.nhs.uk/elearning/yorksandhumber/shared/FeedbackUsingEI/PREVIEW/index.html>

At the end of this module delegates will

- Be able to identify the key skills of giving and receiving feedback
- Understand the key communication skills required to use feedback
- Identify how Emotional Intelligence plays a crucial role in the feedback process
- Understand how feedback impacts on individual and team dynamics