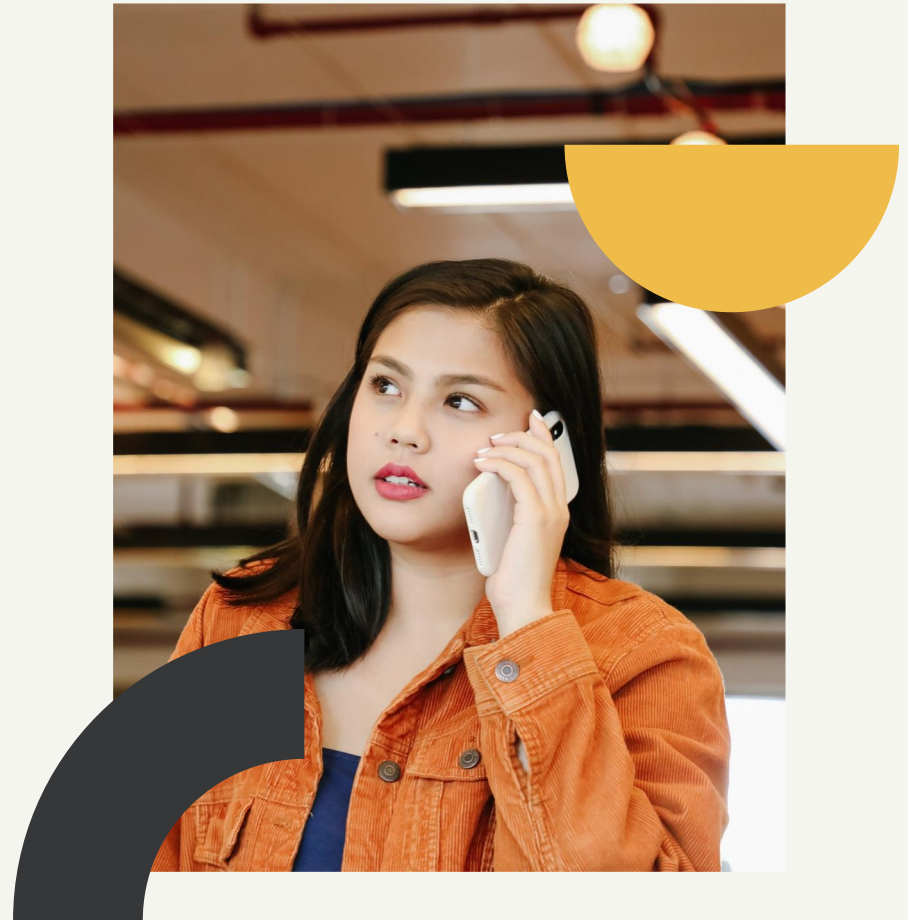# How to Give Helpful Feedback

Why Feedback?

Feedback is important for the following reasons.

1. To make performance improvements;
2. To improve morale and engagement;
3. To develop the Staff;
4. To motivate teamwork.

In other words, it is essential to develop performance.

Why is it Difficult ?

Many fear giving feedback or receiving feedback. They lack a strategy for the feedback process. Some fear retaliation and others are afraid of emotional reaction. Often people find it difficult to control their own emotions. Hence it is advised to cool off and to give negative feedback in private

Steps for Giving a Feedback:

1. Prepare:

One should go into the feedback process with careful forethought and planning. A good outline for success. Without one, it is easy to get off track and you can lose control of the conversation. Know exactly what you're going to say and how you're going to say it.

2. Identify the positive:

Find something significant that the individual did. This needs to be related to the classroom observation, or from other sources of information such as students' feedback, or your random walking outside the classroom, etc. Positive feedback stimulates the reward centers in the brain, leaving the recipient open to taking new direction.

3. Present Facts:

After having the other's attention and in a receptive frame of mind, kindly pay attention to below points and be direct and firm, but never angry and never demeaning in giving feedback.

Focus feedback on behaviour rather than the person.

Refer to what a person <u>does</u> rather than comment on what we imagine he <u>is.</u> This implies that we use adverbs (which relate to action) rather than adjectives (which relate to qualities) when referring to a person. Dislike the behaviour but love the person.


9-14

"Stop being so fat, Dolly."

Focus feedback on behaviour related to a specific situation,

preferably to the "here and now". The adult brain learns best by being caught in action. If you wait three months to tell someone that his or her performance is average, he or she usually can't grasp the changes needed in order to change direction. People generally respond better to specific, positive direction. It is more meaningful to give as soon as the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.


"Stop being so fat, Dolly."

Focus feedback on observations rather than inferences.

Observation refers to what we can see or hear in the behaviour of another person, while inferences relate to interpretations, and conclusions which we make from what we see or hear.
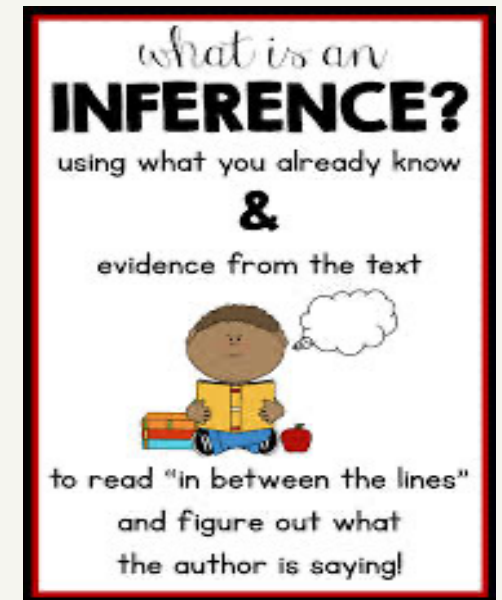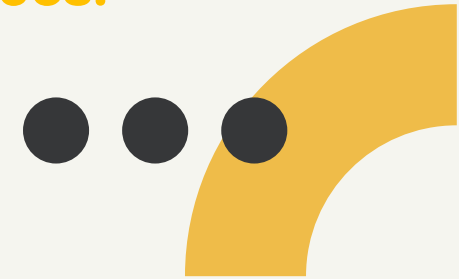
Focus feedback on description rather than judgement.

The effort to describe represents a process for reporting what occurred, while judgement relates to an evaluation in terms of good or bad, right or wrong. The judgements arise out of personal frame of reference or values, whereas description represents neutral (as far as possible reporting.)
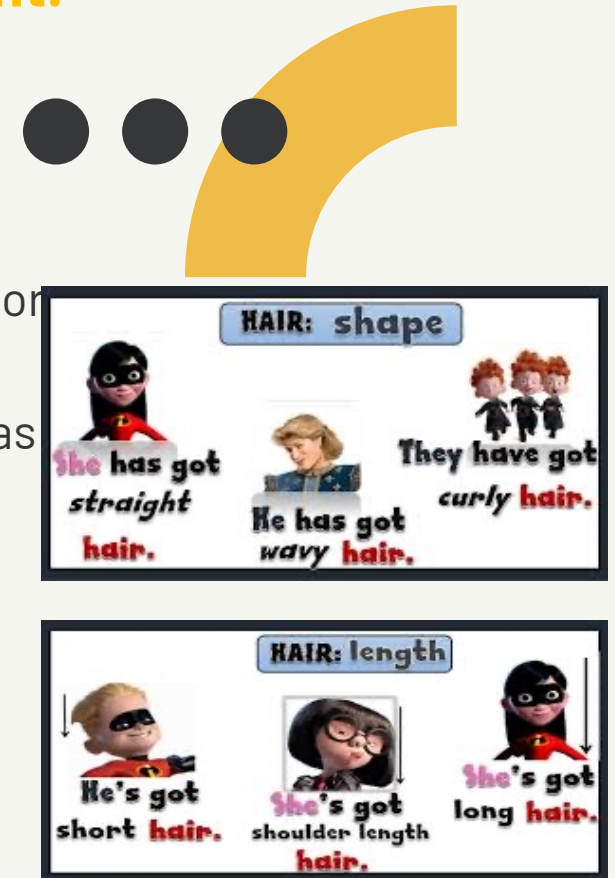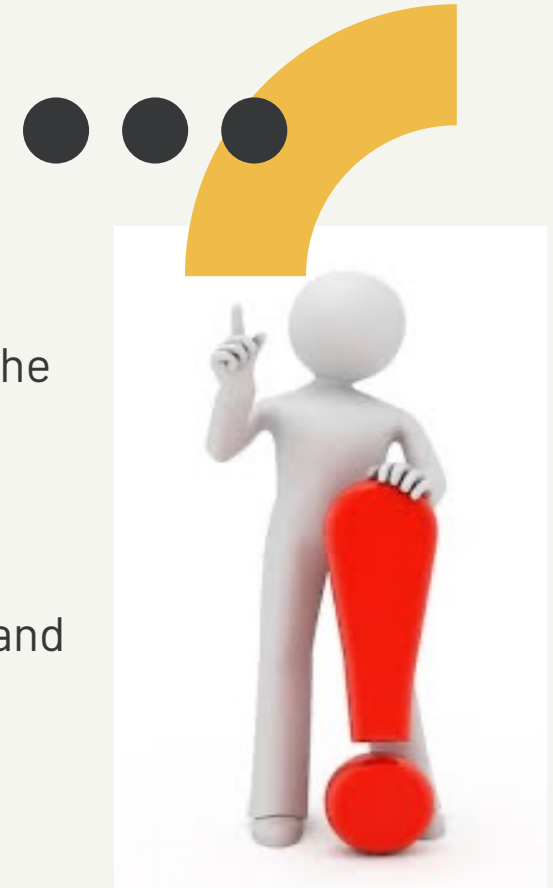
4. Encourage – Give a bright outlook:

It is inevitable that feedback causes some mental deflation in the person. Do not leave the person in that place. Project a positive outcome of future efforts. Follow up with the person and be helpfully inquisitive and continue promoting change.

5. Avoid these common errors:

1) Do not focus many issues for it may become confusing and overwhelming. Discuss one issue at a time;

2) Don't be too critical or heavily negative. Feedback should inspire the other person to improve;

3) Do not avoid real problems;

4) Don't be too vague – use specific examples;

5) Leave plenty of time for the recipient to ask or answer questions and respond to what you've said

Thank you!