

Giving Feedback

Use this guide to discuss your mentee's preferred way to receive feedback

Why give feedback?



Employers that give employees regular feedback have lower turnover.



82% of employees appreciate receiving feedback, whether positive or negative.



4 out of 10 workers are disengaged when they get little or no feedback.



65% of employees want more feedback.



Constructive feedback motivates people and improves performance.



Workplaces that encourage open, honest feedback create stronger relationships between employees.

What makes good feedback?



Specific, targeted, measurable



Too vague and not focused



Frequent and ongoing



Directive



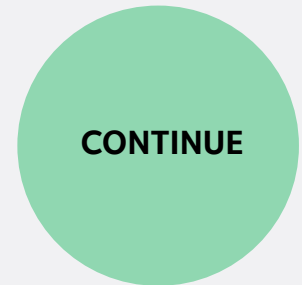
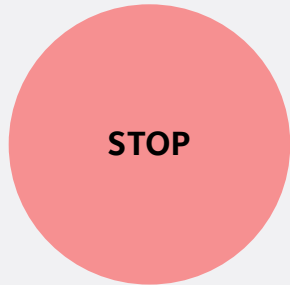
Collaborative



Lacking clarity

The Stop, Start, Continue model

The stop, start, continue model of feedback provides an employee with feedback on what they should stop doing, what they should continue doing, and something new they should start doing.



Look back at previous projects/tasks. What wasn't effective? What wasted time/resources? What had a negative impact on productivity?

What could improve efficiency? What could reduce waste? What might have a positive impact on results?

What has worked in the past? What good work would you like to recognise and encourage?

The SBI model

S

Situation

When giving feedback, have a specific instance you're referring to. This gives the recipient a stronger sense of what behaviour they should change/keep.

B

Behaviour

You must always describe a behaviour, never a personality trait. Only comment on observed behaviours and never make assumptions about those behaviours.

I

Impact

Describe the effect of the behaviour and therefore justify why it's important that the recipient change/keep that behaviour.

Example: "When you gave your presentation yesterday, I noticed that what you were saying didn't match what was written on your slides. This confuses your audience and can damage your credibility..."

The Pendleton model

1. What they think they've done well

Invite the reviewee to reflect on what they think they've done well. This may not feel natural to them, so be sure to probe and be patient.

2. What you think they've done well

Reflect on what they think they've done well and build on that with other examples you've noticed.

3. What they would do differently

This isn't about what they've done wrong. It's simply a chance to discuss what they'll do differently going forward. This is a non-judgemental way to solve problems and explore options.

4. Acknowledge their ideas and add to them

Provide your own suggestions on new things they could try or do differently.

The Pendleton model allows the receiver to reflect first, making them more receptive to feedback

Tips for giving feedback

- Feedback should be non-judgemental: focusing on behaviours instead of traits helps with this;
- Feedback should be given in both directions. Feedback should be invited from the reviewee to foster an open and frank working relationship;
- Feedback should be given frequently and as immediately as possible;
- Feedback should be given somewhere private;
- Ask the reviewee how they like to receive their feedback best: feedback is a tool to help them improve and should be given in a way they want to receive it;
- Feedback should not be a negative experience: achievements should be acknowledged and negative feedback should be viewed as an opportunity for development;
- Feedback should be short, specific, and clear