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12 ways to provide better feedback

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CEO, MRWED Training and Assessment

What part of talent development are you involved?

1. Management/Supervisory
2. Human Resources
3. Training and Development
4. Instructional Design
5. Other

Where in the world are you?

1. North America
2. South America
3. Europe
4. Africa
5. Asia/Oceania

Opener - Thinkables

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QUICK ACTIVITY

Think of some words about evaluation and feedback that could use the letters that spell FEEDBACK:

F	**B**
E	**A**
E	**C**
D	**K**

Some I prepared earlier…

Friendly Chat

Evaluation

Extend

Debrief

Benchmarking

Advice

Consideration

Keep Doing…

Session Overview

1	• How is feedback given now
2	• Discuss 12 ways to do it better
3	• Focusing our Feedback
4	• Flipping the Status Quo
5	• Using Technology to Assist
6	• General Tips an Techniques

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The Present Landscape

How is Feedback being given now?

Vs

What have been your best and worst experiences?

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Audience Chat

Best v's Worst Feedback experiences

What made them good or bad?

12 ways to provide better feedback

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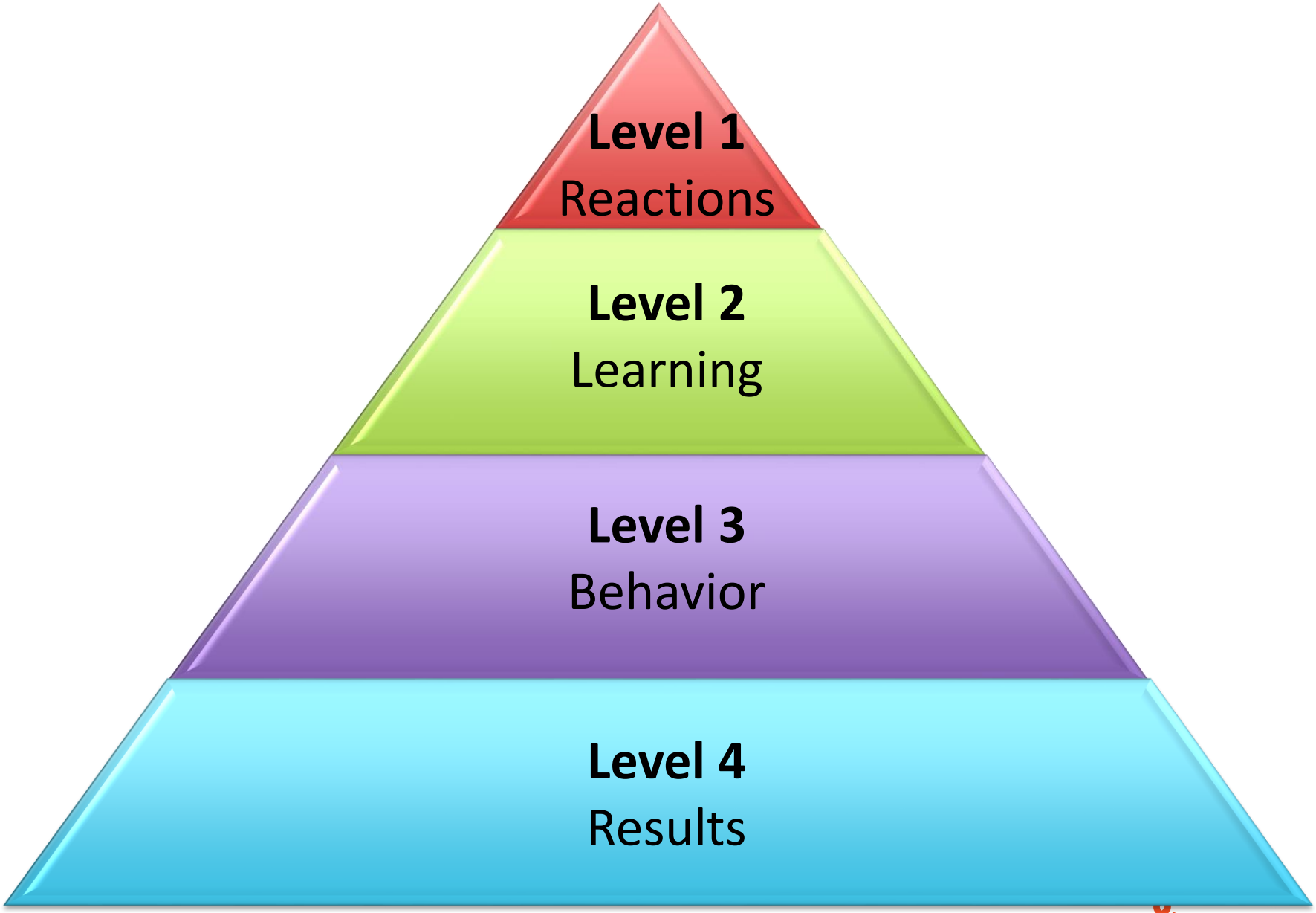
1. Find the sweet spot with MIC

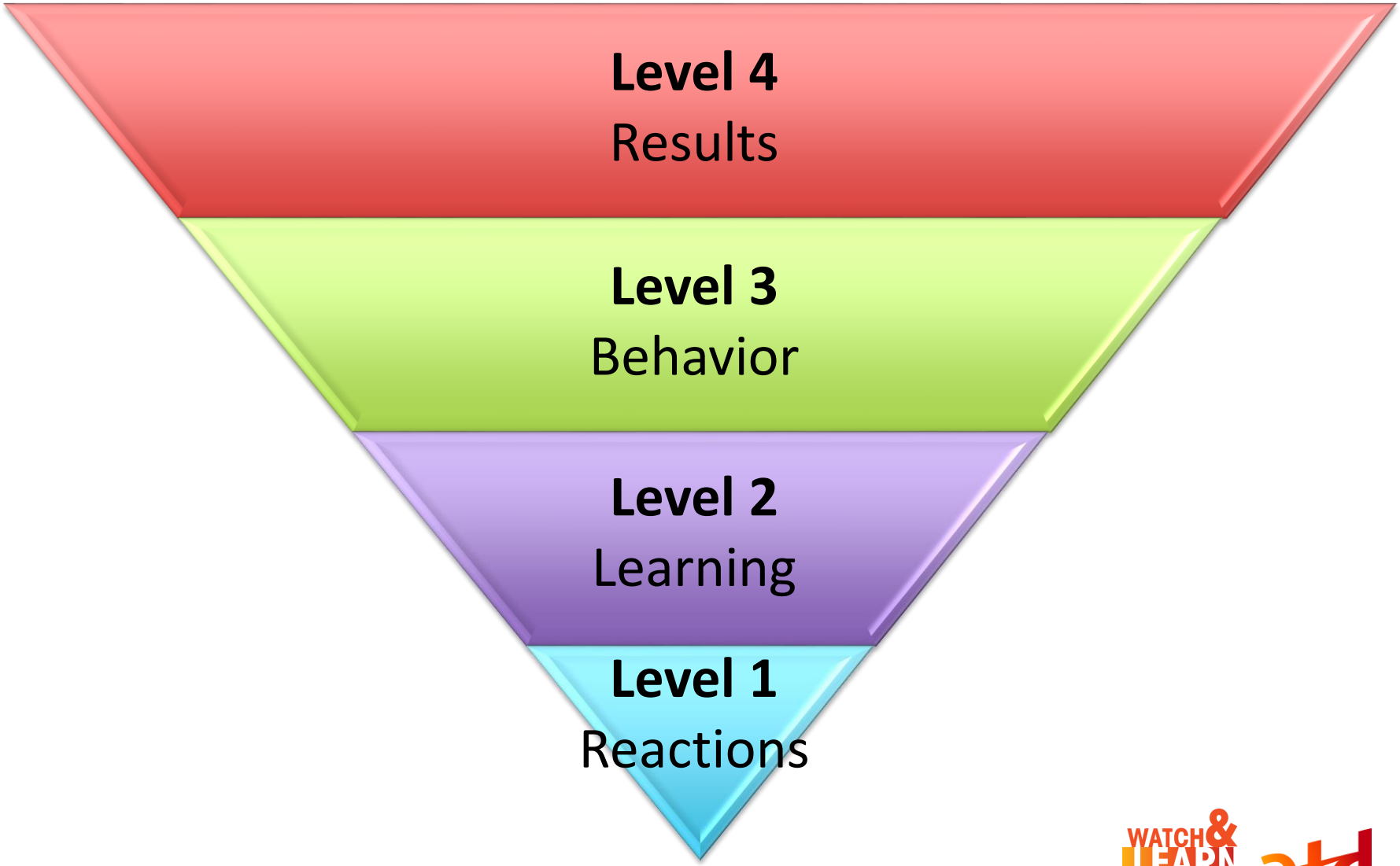
Maintain
Improve
Change

2. STOP, START, CONTINUE

3. Flipping Kirkpatrick's Four Levels

Quick show of hands - who has heard of Kirkpatrick's Four Levels before?


Level 1
Reactions
Level 2
Learning
Level 3
Behavior
Level 4
Results


Level 4
Results
Level 3
Behavior
Level 2
Learning
Level 1
Reactions

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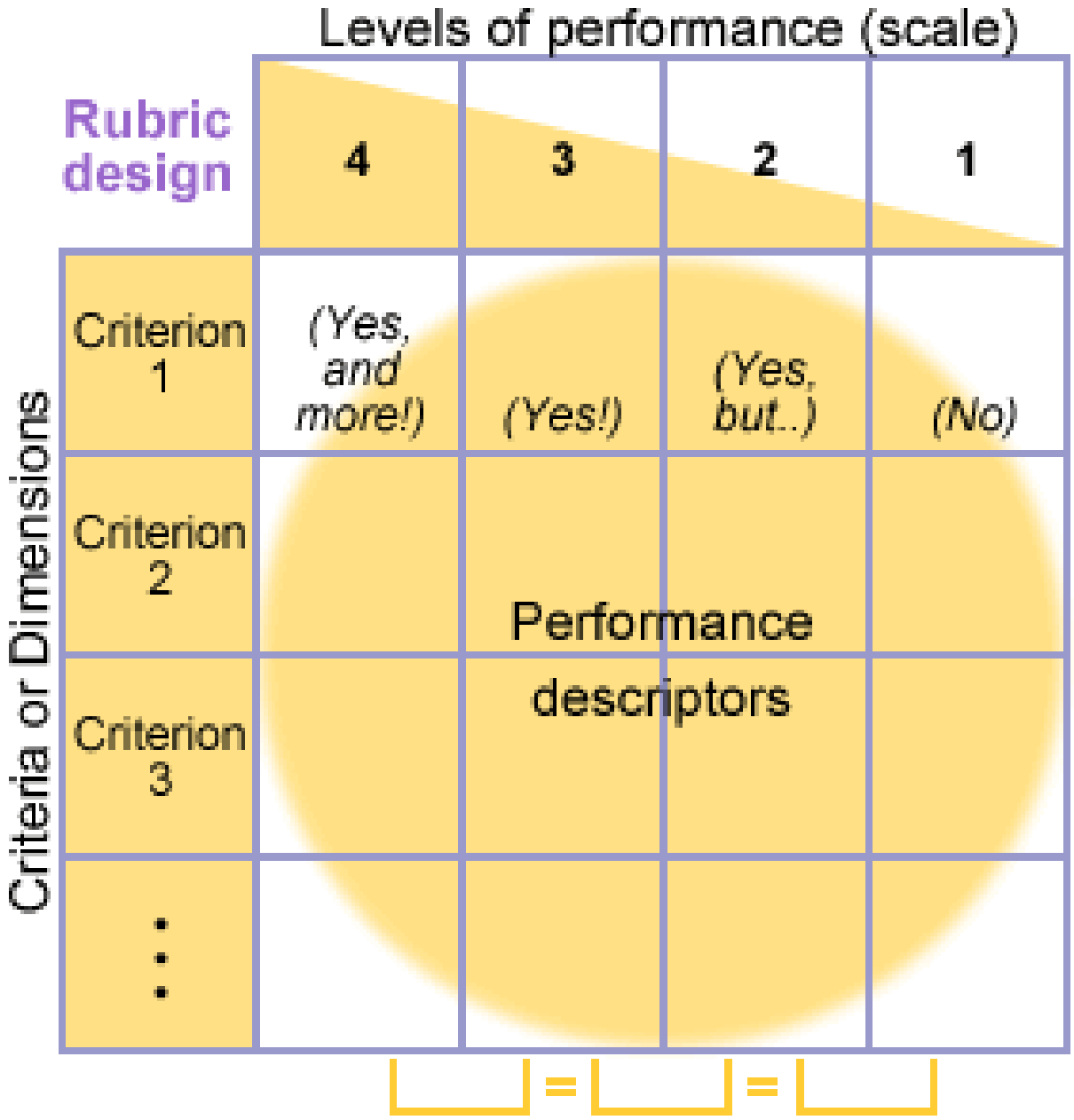
"And this is where our ROI became an IOU."

4. Focus on Performance, not the Person

Use a Rubric!


Levels of performance (scale)
Rubric design
4
3
2
1
Criteria or Dimensions
Criterion 1
(Yes, and more!)
(Yes!)
(Yes, but..)
(No)
Criterion 2
Criterion 3
Performance descriptors
=
=

	4 Excellent	3 Good	2 Needs Improvement	1 Unacceptable
Technique	Uses a variety of methods such as Boolean operators, quotation marks, and dates to narrow searches	Uses two or less methods to narrow searches	Uses only one method to narrow searches	Cannot narrow searches
Result	Narrows four searches	Narrows three searches	Narrows one or two searches	Narrows zero searches
Time	Completes task in less than 20 minutes	Completes task between 20 and 30 minutes	Completes task between 30 and 40 minutes	Does not complete task
Independence	Works independently	Asks one question for clarification	Asks two questions for clarification	Needs constant supervision

	Emerging	Developing	Proficient	Advanced
Management	- There is little order to the portfolio - Format is sloppy - Is unable to gather materials without consistent guidance - Unable to track progress without consistent guidance	- Sequence was attempted, but order is lacking - Format was not used appropriately - Gathers materials independently, but needs some guidance - Consistently needs assistance for tracking progress	- Portfolio is in a sequential, logical order - Appropriate format - Independently gathers and stores materials - Tracks progress independently - Meets all requirements	- Portfolio is created entirely independent of guidance - Format is chosen and enhanced to include more than suggested - Exceeds expectations required; adds on own pieces to enhance quality of portfolio
Purpose & Evidence	- Purpose is unclear or not stated - Much of the portfolio lacks relevance - Portfolio lacks cohesiveness to the point of confusion - Evidence is not appropriate to purpose	- Purpose is unclear or misplaced - Some parts seem irrelevant to the goal - Final product lacks cohesion and unity - Some evidence does not relate to purpose - Includes less than 10 pieces of evidence	- Clearly states purpose of portfolio in the beginning - All parts focus on goal - The final product meets original purpose - Appropriate evidence is chosen - Includes all 10 pieces of evidence	- Purpose is immediately evident - Each section of portfolio is organized and includes a cohesive explanation - Meets standards for proficiency
Reflections	- Very few reflections are made for entries - Answers are not long enough to include thought - Reflections that are made do not better the quality of the portfolio	- Does not have reflections for each entry - Answers are lacking thought and purpose - Reflections do not bring much change or betterment to the quality of the overall portfolio	- Chooses appropriate questions for each portfolio entry - Questions are not the same for each section - Answers are well thought out and meet the goal of each standard - Reflections enhance the quality of the portfolio as a whole	- Designs some appropriate questions independently - Answers allow the writer and reader to think at a deeper level - Reflections are as purposeful as the evidence and enhance the quality of the portfolio as a whole

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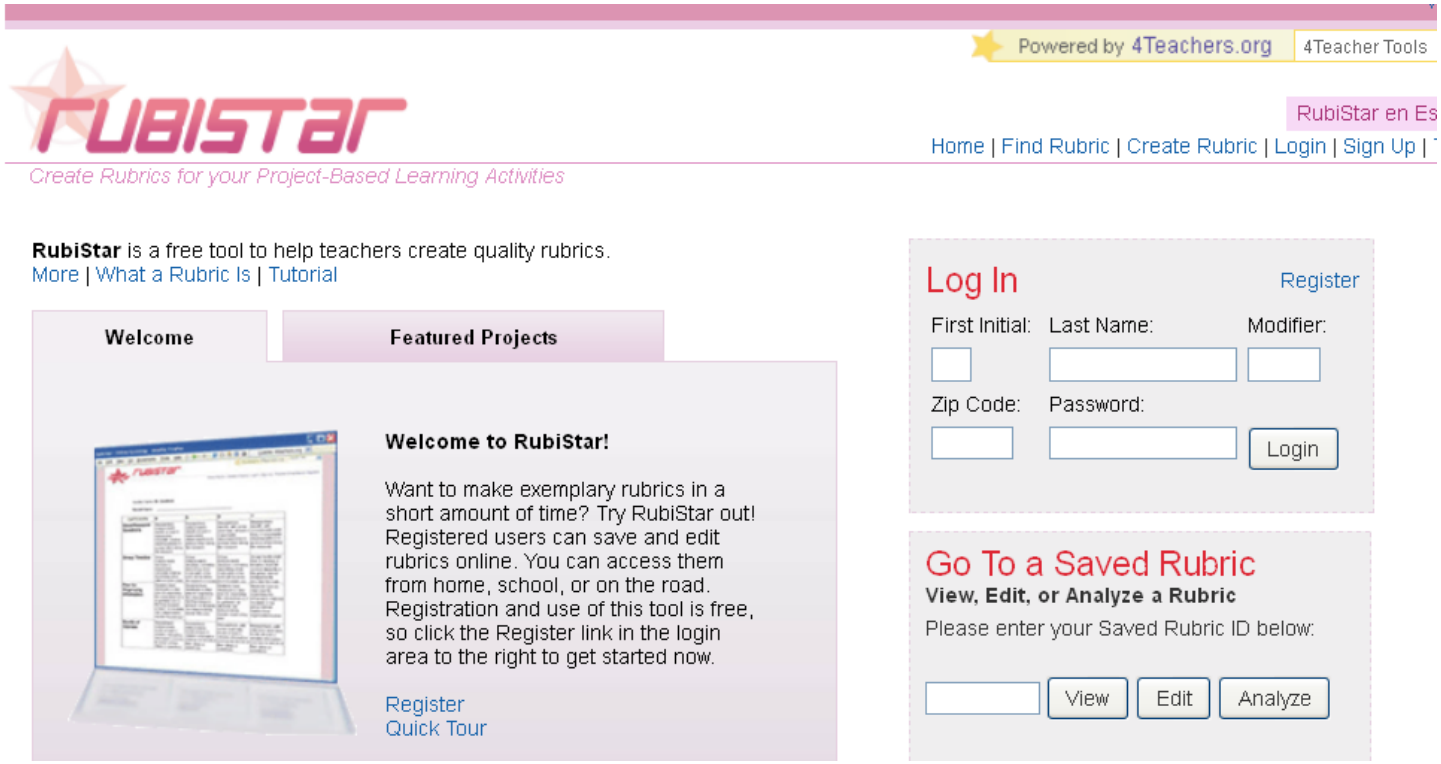
Here's a place to get you started…



rubistar.4teachers.org

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5. Use
technology

List some technology tools you could use to support the giving of feedback

Some Survey Tools to Consider

- Survey Monkey (www.surveymonkey.com)
- Kwiksurveys (www.kwiksurveys.com)
- Yarp (www.yarp.com)
- Obsurvey (www.obsurvey)

Some Polling Tools to Consider

- Poll Everywhere (www.polleverywhere.com)
- Micropoll (www.micropoll.com)
- Flisti (www.flisti.com)
- Add Poll (www.addpoll.com)

Some Collaboration Tools to Consider

- Skype (www.skype.com)
- Today's Meet (www.todaysmeet.com)
- Chatzy (www.chatzy.com/advanced.htm)
- Backchan.nl (http://backchan.nl)

How could you use some of these e-tools for providing feedback in your own setting?

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6. Feedback should be given in a timely manner.

When feedback is given immediately after showing proof of learning, the student (or staff member) will respond more positively and will remember the experience better.

If we wait too long to give feedback, the moment is lost and the person may not connect the feedback with the action.

Audience Question

Can you give too much feedback?

Stretch Break

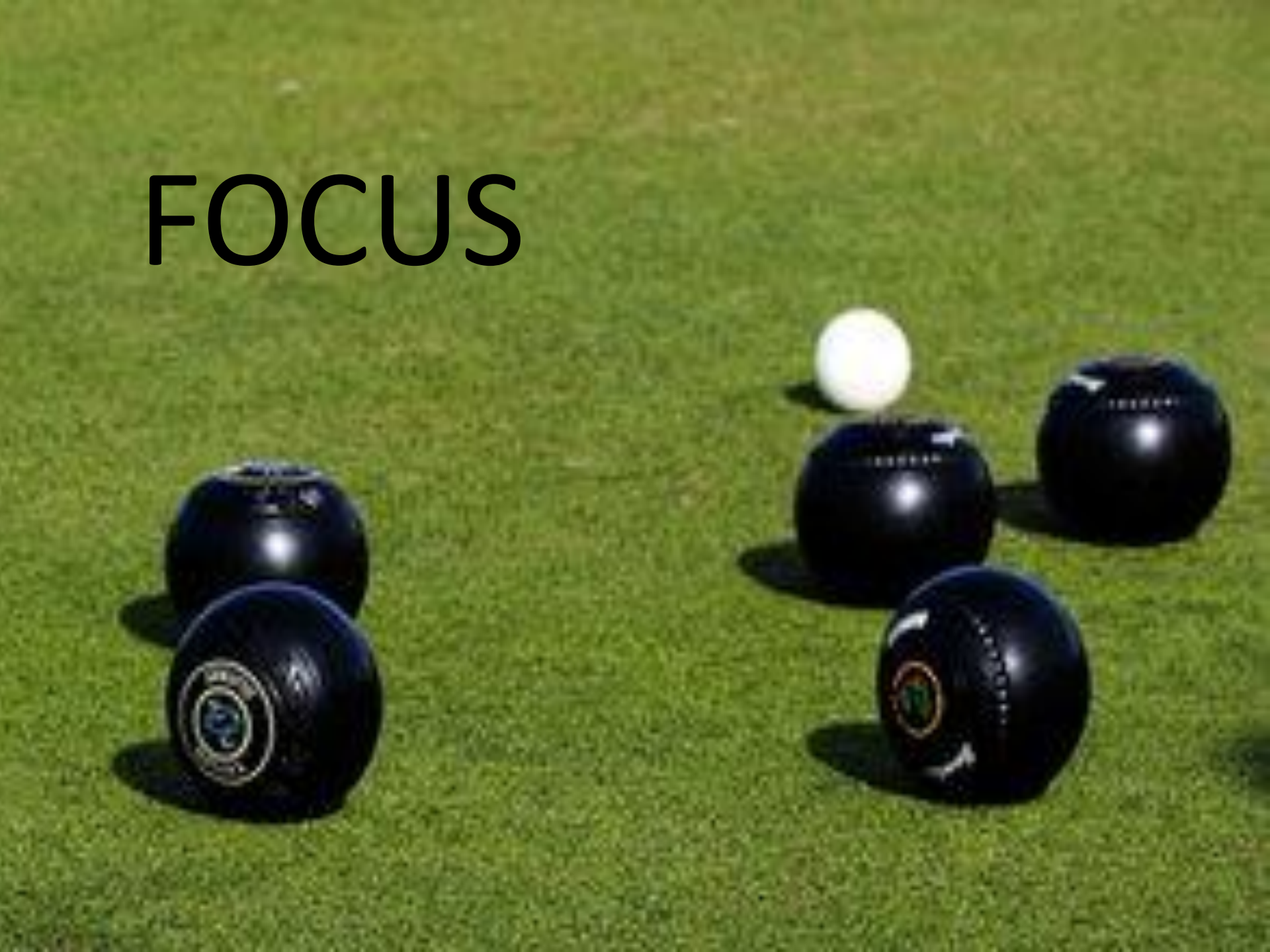
7. Concentrate on one ability at a time

Focus on…
• The Ball Toss
• Your Stance
• Your Grip
• And the Follow through
Even Raffa would be confused!

Audience Chat

What has been the best piece of feedback you have received from a coach?

FOCUS



And it paid off!

Blast from the past – Marc in 1989

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8. Provide a Model or Example

Demonstrate to students what you are looking for by giving them an example of what “good” looks like..

9. Have them participate
in their own evaluation

How could you involve participants in their own evaluation?

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10. Public vs Private Feedback

What are some of the pros and cons of providing Public and Private Feedback?

Write your ideas in the chat window

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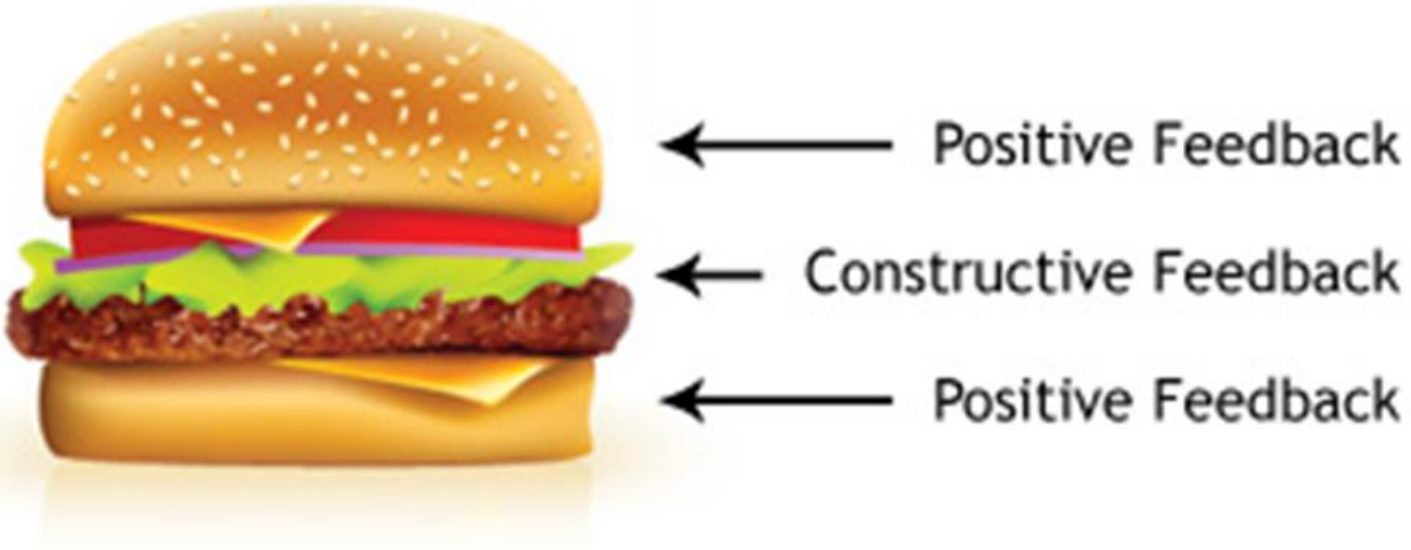
11. The Feedback Sandwich



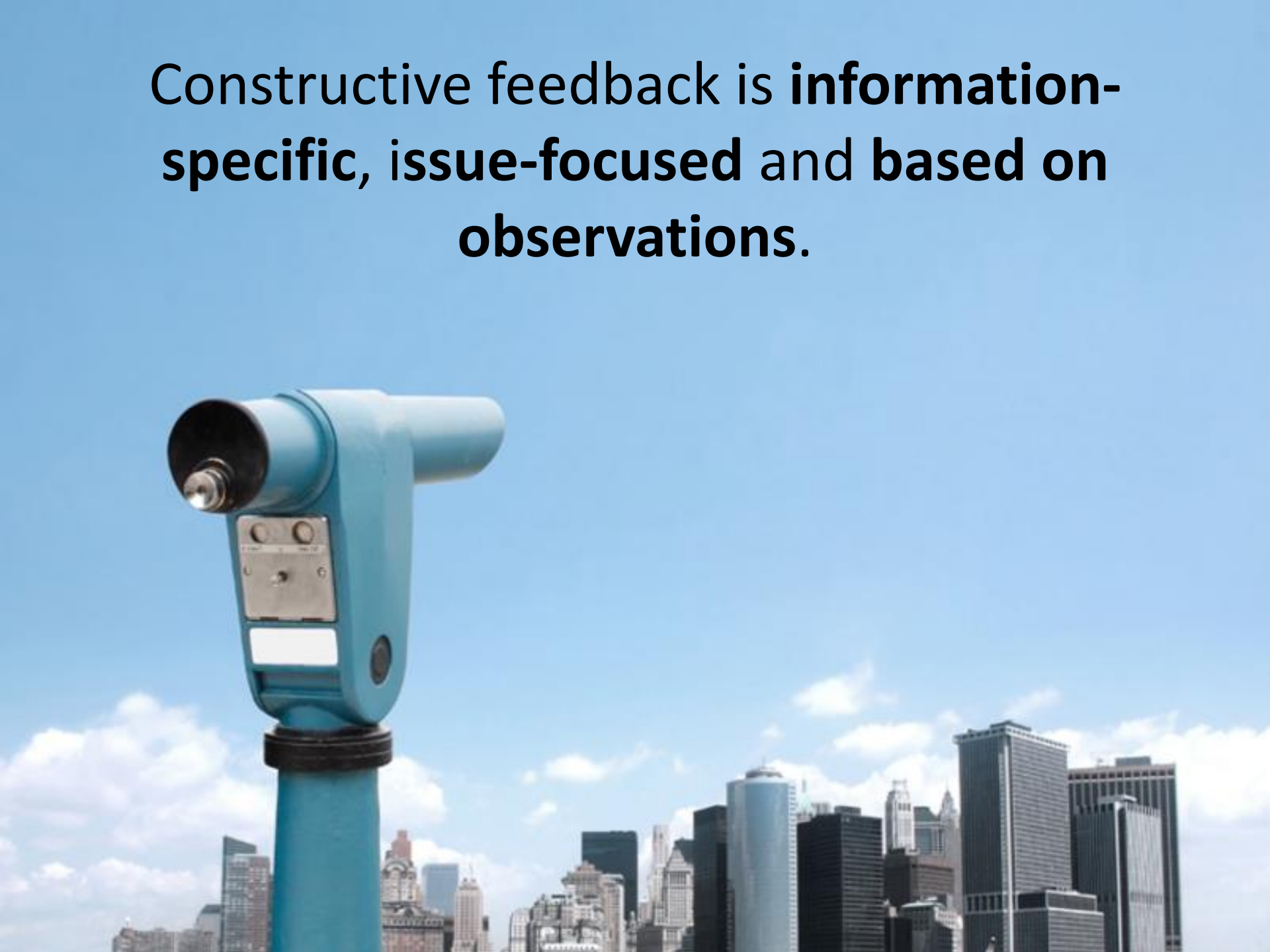
12.
Constructive
not just
cosmetic

Performance feedback can be given two ways:

- through **constructive feedback**, or
- through **praise and criticism**.

However, it is important to understand when to use each method.

Constructive feedback is **information-specific**, **issue-focused** and **based on observations**.



Praise and criticism are both personal judgments (opinions) about a performance effort or outcome

Criticism is an unfavourable judgment

Praise is a favourable judgement

Be direct
when delivering
your
message.

Rather than all over the place
18958 km
HOBART
9567 km
TOKYO
SOUTH POLE 4810 km
784 km WELLINGTON
9632 km KUMAGAYA
STEWART ISLAND 35 km
(OBAN)

Be sincere and avoid giving mixed messages.

In positive feedback situations, express appreciation.

In negative feedback situations, express concern

What are your next steps?

What we covered

1	• How is feedback given now
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Final
Tips

Be as **specific** as possible.

The sooner the better..

Address the learner's advancement towards
GOALS

Present feedback **carefully**.

Involve the learners in the process.

Any questions?

Thanks for joining us!

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