

Keys to Effective Feedback

1. Feedback is specific, behavioral and descriptive rather than evaluative.
“When you conferenced with the parents, I observed you provided two specific examples of their son’s behavior; however I also observed they were still confused at the end of the conference about the suspension.”
Not: “You confused the parents during the conference.”
2. Feedback is balanced between positive and developmental.
“The strong point of your learning plan is ...”
“I think you are overlooking an area of development for you. Have you noticed the data suggest organizing yourself may be an area for growth?”
3. Feedback is most useful when it has been solicited by the receiver.
“Since you wanted me to watch how you handled the difficult teacher, I made notes on what you said and about your non-verbal skills.”
4. Feedback must be delivered with respect and care.
The feedback provider should always put the person first and maintain his/her self-esteem. The goal of feedback is growth not criticism.
5. Feedback should never overload the adult learner.
Most of us can only work on one or two things at a time.
6. Feedback should be specifically based on data gathered by the feedback provider on job performance. Data may be gathered through observations, documentation, work samples and other means.
7. Feedback should always be delivered in a face-to-face communication so that it can be clarified and discussed.
8. Feedback should always be provided as soon as possible after the observation or other gathering of other performance related data.