Management Curriculum | UNIVERSITY OF BATH

Great feedback

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Workforce Development Team, 2024-25

Domestics and Introductions

Introduce yourself to colleagues

What would you like to learn today?

Learning Outcomes

By the end of this session, you will be able to:

- Describe the value of giving and receiving feedback

- Describe what great feedback looks like and deliver feedback using an effective tool

- Choose how to give feedback according to the individual, the situation and the desired outcome
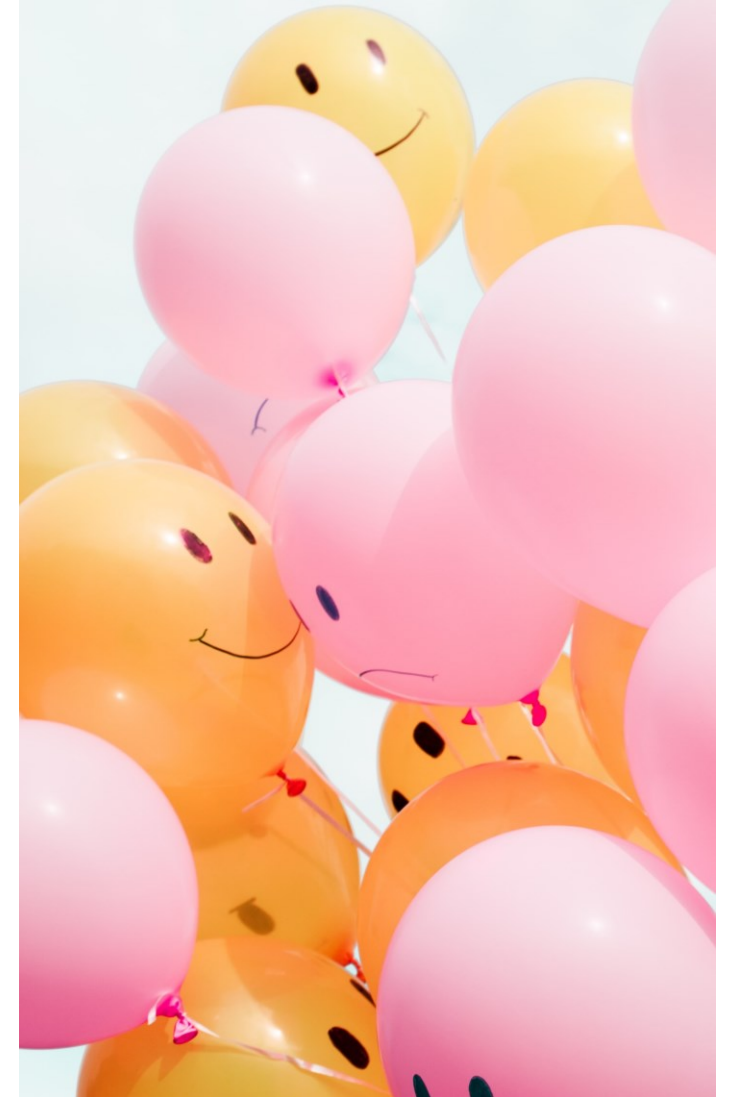
Working together

Interactive	Safe space
Breaks	**Feedback**

What is feedback?

Feedback is information about a person's behaviour or performance which is used as a basis for improvement or change.

Why give feedback?

Constructive feedback

- increases motivation
- improves employee engagement
- improves performance
- creates learning opportunities
- improves relationships
- increases confidence

Why do we avoid giving feedback?

- Fear of threatening social connections

- Avoiding feelings of criticism and rejection

- Emotions

- Reactions

- A 'caring avoidance' mindset
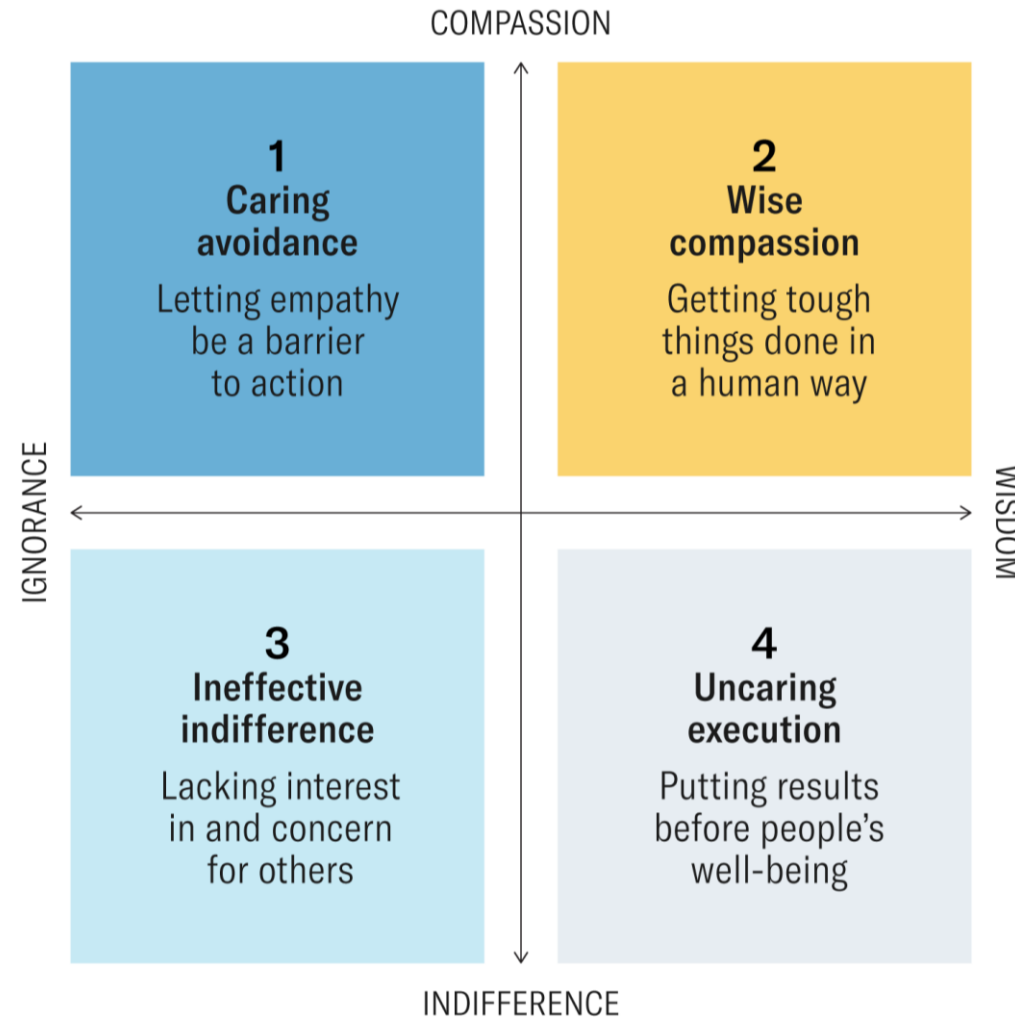
- Wanting to be liked

Giving praise and building confidence

- **SIPP model**

- Sincere: be honest, genuine and open

- Incident-based: discuss a specific incident or incidents

- Positive: only give praise; avoid all negative comments

- Personal: look the person in the eye and address them personally

The Wise Compassion Matrix

COMPASSION

1
Caring avoidance

Letting empathy be a barrier to action

2
Wise compassion

Getting tough things done in a human way

IGNORANCE — WISDOM

3
Ineffective indifference

Lacking interest in and concern for others

4
Uncaring execution

Putting results before people's well-being

INDIFFERENCE

Hougaard, Rasmus; Carter, Jacqueline. Compassionate Leadership (p. 8). Harvard Business Review Press
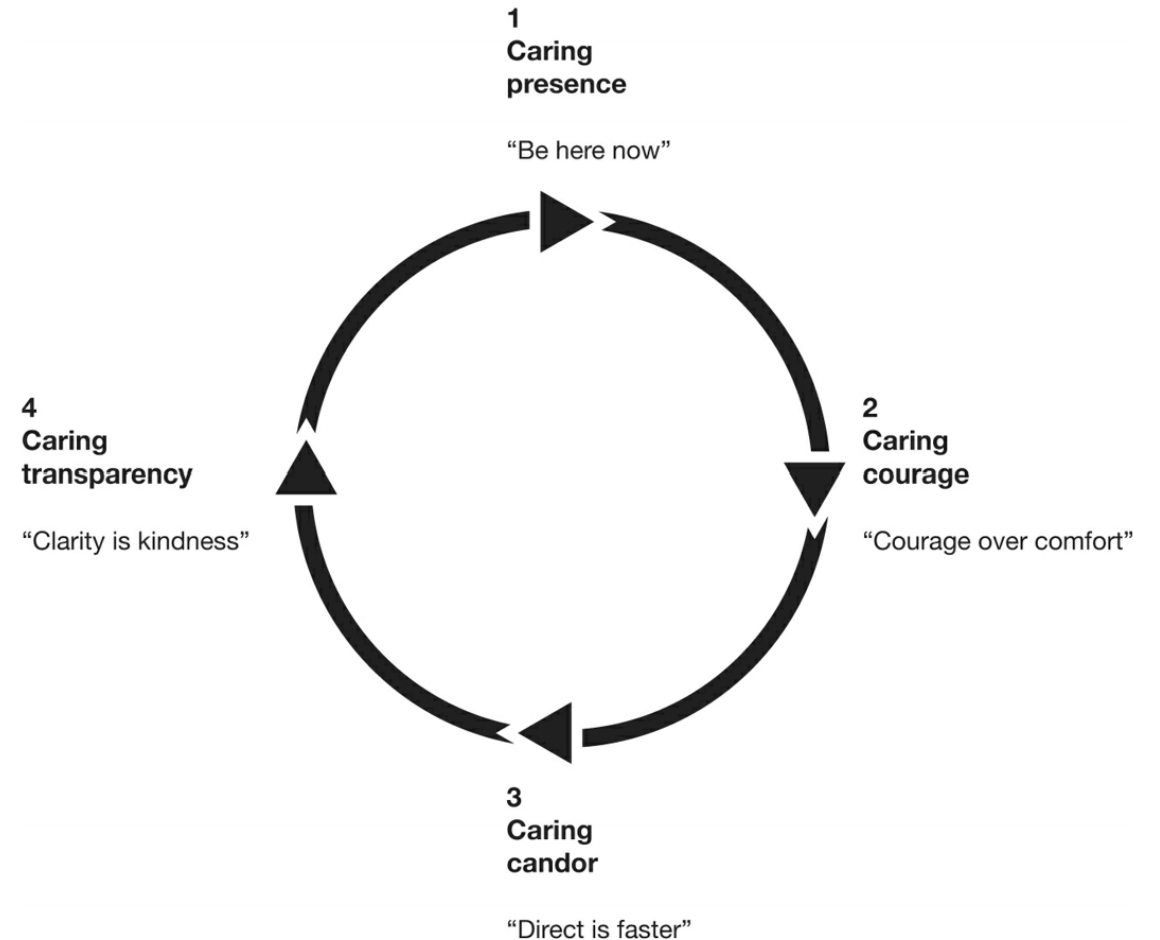
The Wise Compassion Flywheel

Caring presence: to be here now, with the person you are with.

Caring courage: to choose courage over comfort.

Caring candour: because direct is faster.

Caring caring transparency: remembering that clarity is kindness.

1
Caring presence

"Be here now"

2
Caring courage

"Courage over comfort"

3
Caring candor

"Direct is faster"

4
Caring transparency

"Clarity is kindness"

Hougaard, Rasmus; Carter, Jacqueline. Compassionate Leadership (p. 8). Harvard Business Review Press. Kindle Edition.

Who to give feedback to?

- Staff in line management structure

- Peers and colleagues

- External providers / partners
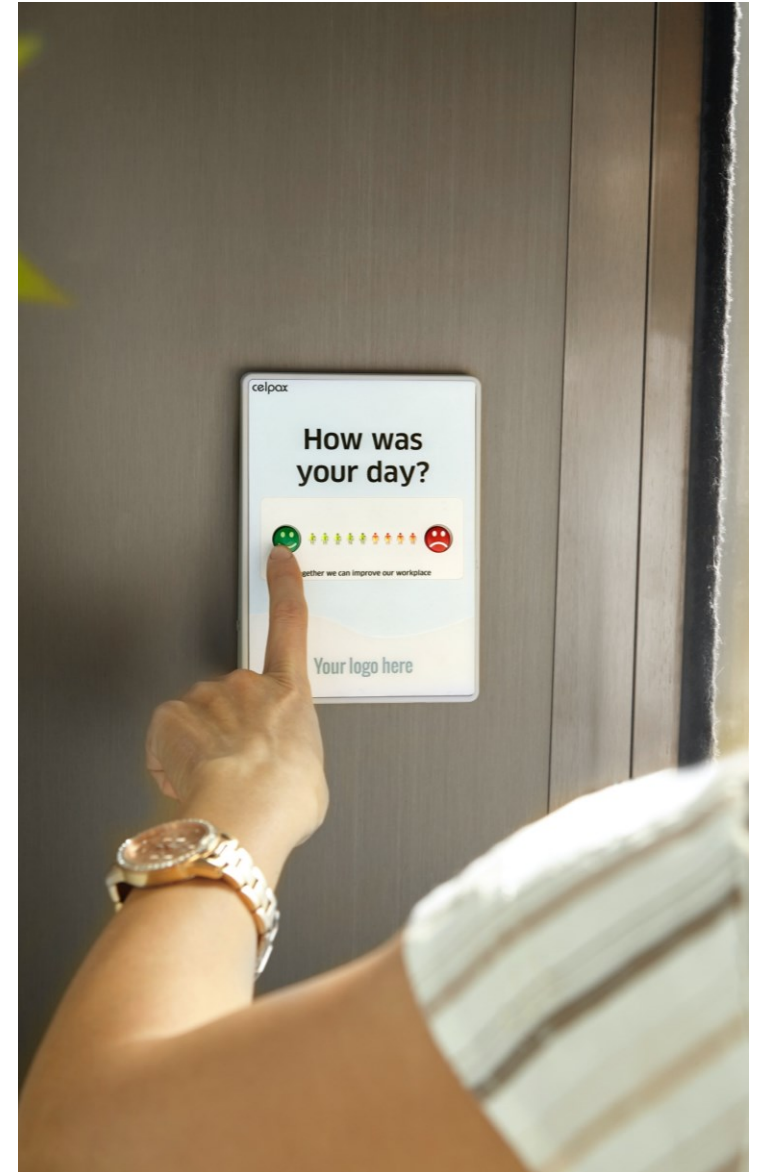
- Upward feedback

- Who else in your area of work?

Photo by Celpax on Unsplash

When to give feedback?

- Frequency -v- **quality**

- Timely

Where to give feedback?

- Feedback should be context-led:

  - What is the context?

  - What stakes are at play?

  - Casual or formal? In-person or remote?

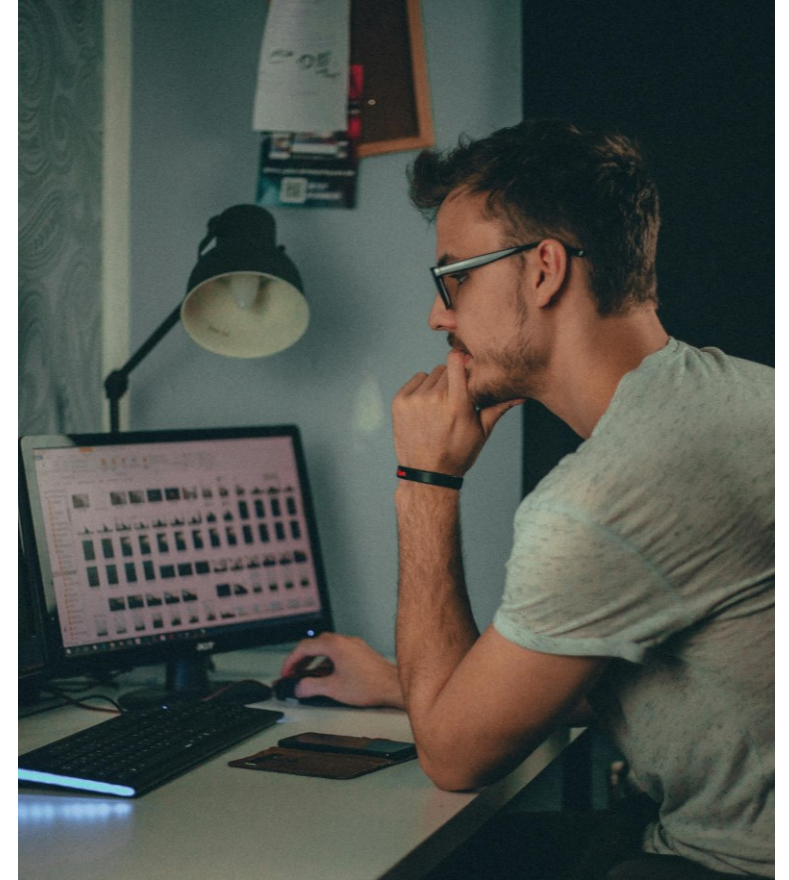 - Which location?

Photo by Frames For Your Heart on Unsplash

Activity: What would help you accept feedback?

The feedback process - preparation

- Ensure feedback is fair – can you explain how it was gathered? Is it based on defined standards or subjective?

- Make the feedback specific and actionable

- Check your biases – halos and horns!

- Use neutral, non-judgemental language

The feedback process - preparation

- Be positive where possible, even for poor performers – take a strengths-based approach

- Frame negative feedback to be easy to take on board – use sparingly and consider task context

- Consider the individual – how does feedback need to be delivered to be most effective?

- Consider how you best engage this employee in a two-way conversation to discuss the feedback

CEDAR model

A tool to engage people in

Context: explain the importance and impact of the feedback

Examples: illustrate with specifics

Diagnosis: ask for input and discuss why it went well or badly

Actions: ask for suggestions as to how they can improve next time

Review: agree a date to review

Skills practice
Trios

- Preparation *(5 mins)*

- Skills practice *(7-10 mins)*

- Observation & feedback *(2 mins)*

- *Rotate roles & repeat*

- Group discussion *(5 mins)*

Approx 40 mins.

Feedback skills practice
Scenario I

Context: A colleague from another department is collaborating on a research project with your team, but there are issues with meeting deadlines and communication.

Objective: Provide feedback on the collaboration process, addressing the importance of clear communication and setting realistic deadlines.

Feedback skills practice
Scenario II

Context: Two team members are part of a cross-functional team working on a university-wide initiative, and there are concerns about the contribution of one team member.

Objective: Provide feedback on specific instances where contributions could be improved and encourage open communication within the team.

The feedback skills practice
Scenario III

Context: A manager in your team is leading a committee to make a departmental decision, and feedback indicates that some voices, particularly from diverse backgrounds, feel unheard.

Objective: Provide feedback on facilitating inclusive discussions, emphasising the importance of active listening and ensuring all voices are considered.

Feedback skills practice
Scenario IV

Context: A team leader notices a decline in the performance of a staff member who is facing personal challenges, affecting their work.

Objective: Provide constructive feedback on the observed performance issues while demonstrating empathy and discussing support mechanisms available within the institution.

Practice session
key takeaways

"As managers, we do not always have control over the extrinsic motivators in the workplace, such as renumeration, employee benefits or the work environment, but we have 100% control over the praise and recognition we give"

(Nancy Klein)

Thank you

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