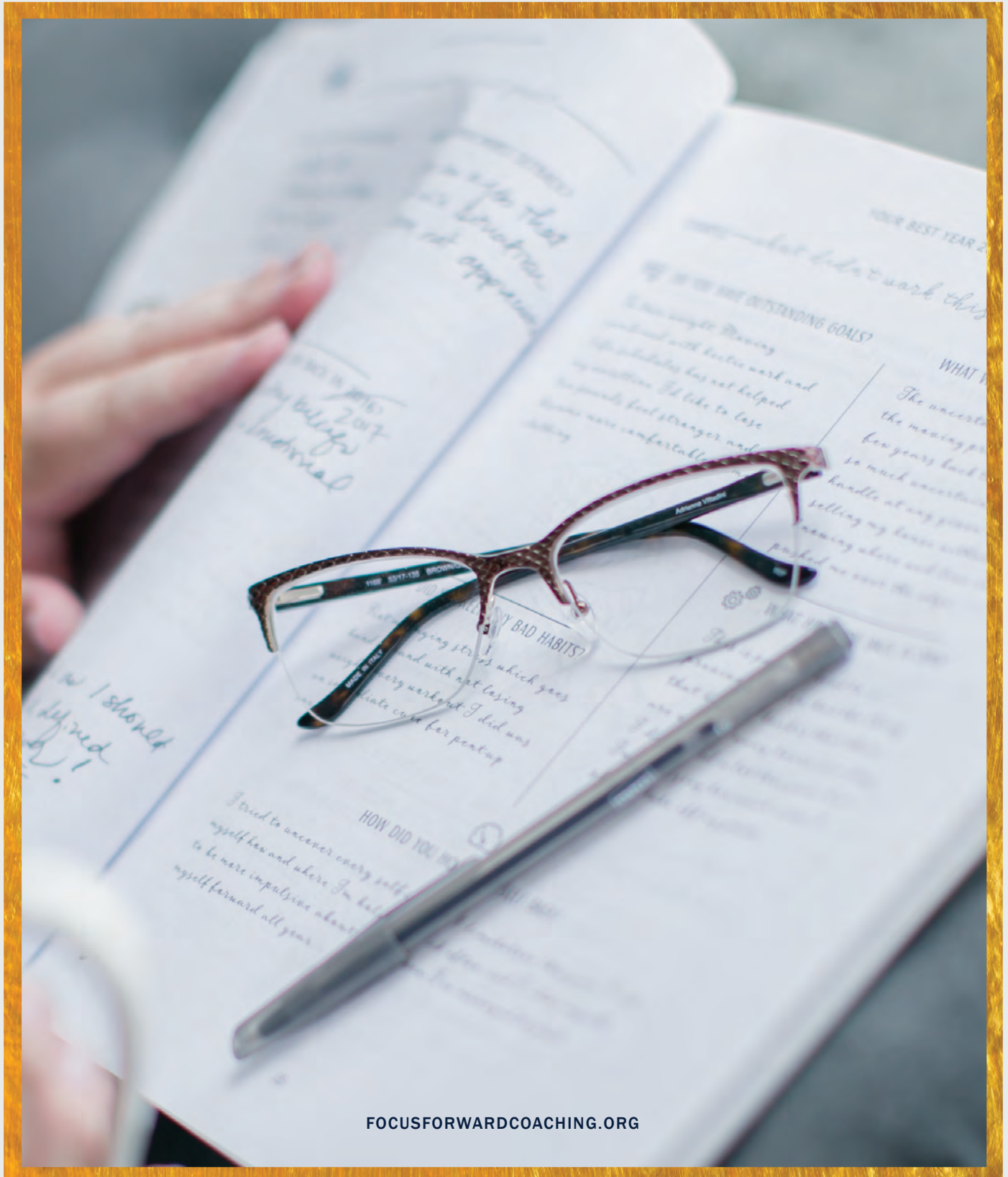
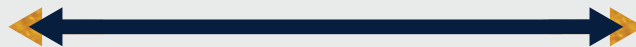


Effective Feedback Guide

COLLECT AND ORGANIZE YOUR THOUGHTS IN
PREPARATION FOR DELIVERING FEEDBACK



Effective Feedback Guide



Use this guide in order to collect and organize your thoughts in preparation for delivering feedback. This form can be utilized to shape either positive or constructive feedback; however, it is most helpful for delivering challenging constructive feedback, where clarity and conciseness are most beneficial.

The template follows the **sSBIR** model for providing feedback.
Set the Stage – Situation – Behavior – Impact – Resolution



“s”: Set the Stage

PURPOSE:

Politely engage the receiver – let them know that you would like to provide feedback. This provides the person with an opportunity to advise you when the conversation would be convenient. It is particularly essential to respect privacy for constructive feedback. You should avoid delivering constructive feedback in the presence of other people.

EXAMPLES:

“I wanted to discuss something with you. When would be a good time to talk?”

“I have some feedback I’d like to give you. Can we find a conference room to discuss in more detail?”



“S”: Situation

PURPOSE:

Politely engage the receiver – let them know that you would like to provide feedback. This provides the person with an opportunity to advise you when the conversation would be convenient. It is particularly essential to respect privacy for constructive feedback. You should avoid delivering constructive feedback in the presence of other people.

EXAMPLES:

“On the teleconference yesterday...”

“During the staff meeting on Monday...”

“In the email to the quality team last week...”



“B” : Behavior

PURPOSE:

This portion of the feedback provides the cause. You want to leave no doubt about what specific behavior the receiver did that you are providing feedback on. It is critical to use observable language when providing feedback. You want the person to know exactly what you saw or heard and to be able to picture the behavior. Avoid interpreting the behavior or adding your own meaning. For positive feedback, you want to be as clear as possible regarding what behavior you want to see more of from the person. For constructive feedback, you want to be as clear as possible about what behavior you'd like the person to change.

EXAMPLES:

“...when you sat quietly through the meeting...”

(NOT “...when you didn't care enough to speak up...”)

“...when you arrived 20 minutes late...”

(NOT “...when you were inconsiderate and arrived late...”)

“...when you proactively identified a mitigation plan for the supplier issue...”

(NOT “...when you showed great leadership...”)



“I” : Impact

PURPOSE:

This portion of the feedback provides the effect. Clearly describe the most important result of the behavior. Avoid listing multiple impacts, as the receiver will likely only remember the last one mentioned. Regarding constructive feedback, people choose to change when they understand how their behavior is negatively impacting others, so choose an impact that will be the catalyst for the desired behavioral change.

EXAMPLES:

“...it prevented the team from utilizing your unique experience with the issue.”

“...it prevented upper management from gaining visibility to your work.”

“...it saved the company \$1,000,000 in warranty charges.”



“R” : Resolution

PURPOSE:

Work together towards correcting the issue. To gain the best long-term benefit, and truly “coach and develop,” let the receiver develop the resolution. If the person develops the “fix,” he or she is more likely to own its implementation. If you tell the person how to fix it, then you will own the solution. After delivering the impact, pause and let the receiver absorb and reflect before moving on toward the resolution phase.

EXAMPLES:

“How can we work together to resolve this?”

“What are your thoughts on how we can avoid this in the future?”

“What ideas do you have regarding how we should move forward?”



IN THIS SECTION PLAN SPECIFIC FEEDBACK THAT YOU NEED TO GIVE

SITUATION:

Does the **Situation** above:

- Describe a specific incident, or address a general issue? If it’s a general issue, re-write it for a specific incident.
- Fully describe the context – where were you and when? If not, add more detail.

continue 

BEHAVIOR:

Does the **Behavior** above:

- Use observable language? When you read it, can you see the person doing the behavior? If not, re-write it to include more behavior-focused language.
- Add any meaning or interpretation to the behavior? If so, re-write just using words that describe the actual behavior, without adding your perception of the behavior.

IMPACT:

Does the **Impact** above:

- Clearly describe the most important direct effects of the person's behavior?
- Indicate an effect on other people? If not, consider re-writing.

PUT IT ALL TOGETHER:

Examples

- On the teleconference yesterday, when you sat quietly through the meeting, it prevented the team from utilizing your unique experience with the issue.
- During the staff meeting on Monday, when you arrived 20 minutes late, it prevented upper management from gaining visibility to your work.
- In the email to the quality team last week, when you proactively identified a mitigation plan for the supplier issue, it saved the company \$1,000,000 in warranty charges.

So, What's Next?



I hope this guide is as useful for you as it has been for me when framing important feedback.

If you want to continue to drive your team's performance to higher levels, review the many ways we can work together, click below!

LET'S WORK TOGETHER

As always, if you ever have any questions or would like to share your successes with utilizing this guide, please feel free to reach out to info@focusforwardcoaching.org

To Your Success,

Whitney

*"Criticism, like rain, should be gentle enough to nourish a man's growth,
without destroying his roots." - Frank A. Clark*