

# INDIVIDUAL DEVELOPMENT: GIVING FEEDBACK

1-E



Job Performance  
Situation 1:  
Orienting New  
Staff

HEAD START  
*MOVING AHEAD*  
COMPETENCY-BASED TRAINING PROGRAM



Developed under delivery order number 105-97-2043, the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Revised in 2000 by the American Institutes for Research under contract number 105-94-2020

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## REFERENCE

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This activity develops skill competencies in *giving feedback* during new employees' orientation. Participants will learn how to help new staff identify the knowledge and skills that are critical to their job performance. They will learn an open pattern of communication that allows others to express their needs comfortably. Finally, they will learn how to use feedback as a coaching tool.

Related skill activities include 1–C, Staff Development and Training: New Staff Orientations; 1–D, Staff Development and Training: Leading a Guided Discussion; and 1–F, Individual Development: Developing Learning Plans.

*Sources.* “Techniques for Giving Effective Feedback,” *A Guide for Education Coordinators in Head Start: Resource Papers*. 1986. Washington, DC: U.S. Department of Health and Human Services.

“Giving Feedback: An Interpersonal Skill.” In J. E. Jones and J. W. Pfeiffer, eds., *The 1975 Annual Handbook for Group Facilitators*. 1975. San Diego, CA: University Associates. *Facilitator Skills Development Process*. 1995. Washington, DC: Center for Substance Abuse Prevention.

*Guide for Education Coordinators in Head Start: The Resource Papers*. 1986. Washington, DC: U.S. Department of Health and Human Services.

*Federal Leadership: Strengthening Head Start Through Review, Analysis, and Technical Assistance*. 1992. Washington, DC: U.S. Department of Health and Human Services.

## Giving Feedback

**Outcomes.** Participants who complete this activity will be able to

- understand the principles and guidelines for giving feedback
- know when feedback is needed
- select appropriate feedback for new staff
- elicit helpful feedback from new staff about their orientation experience

**Materials.** Newsprint and markers

### Components

This activity can be done by one person, an informal group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Worksheet: Reflections on Feedback	15 min.
Step 2. Background Reading: Feedback as a Tool in New Staff Orientation	25 min.
Step 3. Worksheet: The Right Type of Feedback Handout: Vignettes	40 min. 5 min.
Step 4. Worksheet: Round Robin Handout: Round Robin Observation Form	45 min.
Step 5. Summary	10 min.
Suggested total time	2 hrs. 20 min.

This activity contains 25 pages.

# STEP 1. WORKSHEET: REFLECTIONS ON FEEDBACK

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Suggested time: 15 min.

**Purpose:** To give participants a chance to apply what they have learned about giving feedback.

**Part I (5 min.)** Reflect on your most recent experience as a new staff person to answer the following questions. If you haven't been a new employee in a while, think of the orientation of a colleague who just joined Head Start.

1. Did you receive any feedback from your supervisor or anyone else regarding your progress during the orientation period?

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2. Was the feedback helpful? If not, why?

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3. If you did not receive any feedback during your orientation, what feedback would have been helpful to you at that time, and why?

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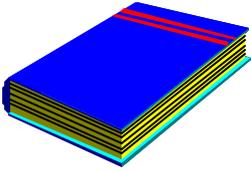
4. How did/could feedback change your orientation experience?

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**Part II (10 min.)** If you are working in pairs or a small group, discuss your answers and compare notes.



## STEP 2. BACKGROUND READING: FEEDBACK AS A TOOL IN NEW STAFF ORIENTATION

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Suggested time: 25 min.

Study the following reading. Feel free to highlight sections or write comments in the margins.

### I. COACHING NEW STAFF WITH FEEDBACK

“Feedback is a way of helping another person *consider* changing his or her behavior. It is communication to an individual that gives information about how he or she affects others. Feedback helps an individual keep his or her behavior on target and thus achieve his or her goals.”<sup>1</sup>

This description of feedback explains why giving and receiving it is so important in the workplace, particularly for new staff. Feedback can provide encouragement to change behaviors that impede satisfactory job performance. It is meant to be a give-and-take process that focuses on the employer’s concerns about performance improvement and the employee’s concerns about staff development.

Feedback can be a gift; it need not be dreaded and avoided. The best spirit of feedback is constructive intervention. It holds up a mirror in which people can view their behavior, assess its impact, and decide whether, why, and how to change it. As a supervisor, you hope to “mirror” in an environment that supports learning and development.

Supervisors and co-workers need to be adept at both giving and receiving feedback for new staff. The use of feedback throughout the orientation period lets the employer

- provide critical information on performance standards and expectations, as the new employee learns to do things in a new way in a new environment
- produce positive changes that will carry over in the new employee’s ongoing work habits and practices
- offer guidance about staff development needs by helping new employees explore job performance strengths and areas for improvement

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<sup>1</sup>“Techniques for Giving Effective Feedback,” *A Guide for Education Coordinators in Head Start: Resource Papers*. 1986. Washington, DC: U.S. Department of Health and Human Services. pp. 6-7.

- encourage new employees to participate in open communication by inviting and encouraging feedback as well

The best time for feedback is *not* the first day on the job. Feedback should be given during mentoring or other forms of on-the-job training. It should support the give-and-take of the learning that occurs during orientation.

## II. TYPES OF FEEDBACK

Hidden feedback is given and received every day at work. It includes tone of voice, a raised eyebrow, or a facial expression that communicates approval, disapproval, or any number of subjective feelings, opinions, and judgments about another person. It is neither constructive nor productive.

Feedback for new employees should be seen as staff development that directly helps them grow in the new job and beyond. It must (1) acknowledge the skills, knowledge, and experience that the new employee brings to the job; (2) support the learning process; (3) avoid penalizing for mistakes or missteps; and (4) give information about specific behaviors.

Three types of feedback—evaluative, prescriptive, and descriptive—serve separate functions.

### Evaluative Feedback

A person who gives evaluative feedback makes a judgment about what she has observed. The feedback is based on the feelings, perceptions, and biases of the person who gives it. It is focused on how the giver feels about the receiver's behavior, not on the behavior itself. It provides little or no information that the receiver that can use to change behavior. For example, a supervisor may tell a new employee that he did a "bad" job on a report. Without hearing a reason for the judgment, the employee has no basis for doing the report differently the next time.

Evaluative feedback can also be positive ("You did a good job on the report."). However, it still does not give specific information to the employee.

### Prescriptive Feedback

A person who gives prescriptive feedback gives advice to the receiver about changing behavior and correcting a performance problem. Prescriptive feedback is directive ("If I were you I would do it like this..."). It allows the receiver no say in determining the best course of action. Prescriptive feedback is useful for explaining a standard or uniform set of procedures that requires little or no adaptation, like a standardized reporting form.

## Descriptive Feedback

Descriptive feedback identifies a specific behavior and informs the receiver about the impact that behavior has on others. Its purpose is to focus the receiver on exploring the impact of specific behavior and reaching some conclusions about the need to make changes. A person who gives prescriptive feedback must remain objective about the behavior she observes and avoid putting a subjective or judgmental slant on the observation.

## Choose the Appropriate Feedback

Consider the benefits and limitations of each type of feedback:

Feedback Type	Benefits	Limitations
Evaluative	Seems easier to give. Reveals the giver's feelings, perceptions, and biases about the receiver's behavior.	Provides no specific information to help change behavior.
Prescriptive	Provides guidance and advice on how to change behavior.	Does not allow receiver to determine best course of action on his own.
Descriptive	Provides specific information on the impact of behavior. Allows receiver to determine course of action.	Receiver may not always be able to determine what the course of action should be for the job function.

Because of its subjective nature, evaluative feedback is the least desirable form, but people use it when they don't know how to give prescriptive or descriptive feedback, or when they perceive that they don't have time to do so. Evaluative feedback, even when it is positive, can seem shallow. It can have a negative impact on motivation, confidence, and performance.

Prescriptive feedback is a useful tool for skills training, mentoring, or coaching in standardized procedures. Receiving guidance on specific tasks from an experienced supervisor or co-worker can improve performance and help new employees avoid making mistakes.

Descriptive feedback is the most appropriate form of feedback for helping new employees learn how to accept feedback and how to choose a course of action on their own. It helps new employees develop their skills in critical thinking and analysis.

### III. BASIC GUIDELINES FOR GIVING FEEDBACK<sup>2</sup>

The motivation for giving feedback in the workplace should always be to improve quality and enhance performance. Consider the following guidelines.

*Think about the need for feedback before you give it.* What is the desired outcome? How will the feedback benefit the receiver? Always give feedback to serve the best interests of the employee and direct it toward behavior that he can do something about. Do not use feedback to release anger or frustration or to focus on behaviors that the receiver is not capable of changing. Ask the following questions before giving any feedback:

- What is the intent or desired result of the feedback, both for you and the person receiving it?
- How will this feedback help the person improve his or her performance, either now or in the future?
- Is this person capable of making the changes you want to suggest? Does he have the required skill and knowledge? Can his personality accommodate the feedback?

*Whenever possible, focus on giving feedback that is solicited by the receiver.* Feedback is most effective when employees seek it out, either to get answers to specific questions or to ask for direct guidance. This indicates that they are open to receiving feedback. On the other hand, feedback sometimes needs to be given even when it is unsolicited. At such times it helps to ask if the person is ready to receive feedback and to explain that the purpose of feedback is to improve performance and guide development.

*Limit your feedback to what the receiver can absorb.* Focus the discussion on one area of concern. Do not try to address everything at once. Saving up all your concerns and observations for one conversation can be overwhelming and counterproductive. It can also prevent any lasting change from occurring. Employees need to be able to focus on one area at a time so that feedback can become a practical part of their work routine.

*Be aware of your communication style.* What you say and the body language you use can determine how your message is heard. Your tone of voice and facial expressions may convey the impression that you are angry or that you don't care what the receiver has to say. Be sure that your verbal and nonverbal behavior are not an impediment to your feedback. Don't smile when you are trying to get across a serious point. Make sure

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<sup>2</sup> Adapted from the *Guide for Education Coordinators in Head Start*. 1986. Washington, DC: U.S. Department of Health and Human Services, pp. 6-7.

you are not staring off into space when the employee is talking, and that your tone of voice is not loud or aggressive.

*Confirm that the employee who is receiving the feedback heard what you intended to say.* Feedback is a two-way communication that relies heavily on clarity, accuracy, and understanding. Ask the receiver to rephrase what you said and to interpret the message in terms of meaning and intent. It is crucial that you have the same understanding of what was said if there is to be an agreed-upon outcome to the conversation. Any misunderstandings can decrease the chances for change (“I didn’t understand what the problem was so I didn’t see a need to change.”).

*Consider the timing.* As a general rule, feedback is most useful when given at the earliest opportunity: through a progress report, performance appraisal, or parent complaint. The employee may be most open to addressing the behavior at the time it occurs. Waiting may convey the impression that the giver let the opportunity for feedback go by only to be able to zap the employee with it at a later date, as a form of punishment. Sometimes the earliest opportunity may be several hours or even days later. When providing feedback to colleagues about their presentation or interviewing skills, for example, wait until you can meet with them alone in a safe environment.

*Be descriptive, not interpretive.* Report the facts, not what you think they mean. Say, for example, “The children took a long time to clean up today,” not “You don’t have any control over the classroom.”

*Be specific, not general.* Don’t say, “You’re always late to work.” Instead: “The last two times I came to the center you were late to work.”

*Plan for the response.* How you react to the recipient’s response can move the communication forward or shut it down. Take the time before you give feedback to anticipate how it will be received. Your knowledge of the person and the circumstances can help you determine whether the response is likely to be accepting or defensive, angry or calm. Consider how you might react, in turn, to the response of the receiver, and plan a way to get your feedback across in the most constructive manner possible.

## Choose Your Words

Success in giving feedback depends to a large extent on how you choose your words. Consider the effect each of the following comments is likely to have:

“So, is that pretty clear?”

“I’d like to talk more about this now, but I have an important meeting in a few minutes.”

“If you have any questions, I’ll be glad to meet with you again—leave me a message and we’ll schedule something.”

“I think it’s important to give you this feedback because we value you and your work and we think there is room for development and advancement in this job.”

“So those were some of the things that were on my mind. But I’d like to hear more about your impressions of the job and your match with the job requirements. Would you be able to share some of your thoughts with me now? We could begin the dialogue and set a couple of other times to meet so we can both reflect.”

“I would like to hear your thoughts on these aspects of the job. Do you see it the same way? Perhaps you have some different achievements that we should talk about. Or perhaps some different concerns.”

“I would like us to set some goals together. See where you want to be at the end of the year, and let’s think together about what steps might help you get there.”

Even with the most encouraging comments, the employee may not be as forthcoming as you would like. A second task in the response phase is listening for clues that will allow you to probe for more genuine responses. For example:

Staff person: “I certainly started out with the idea that I would complete the reports on a timely basis. But it’s not always easy to get time on the computer.”

Supervisor: “We’ve certainly been going through a shakedown with that computer! Can you tell me a little more? Is it really that there are too many people trying to use it? Or do we just need to work out some scheduling system?”

## Listen for the Real Response

The response phase of the feedback session can go one of two ways: you can move into a two-way dialogue or shut down the exchange completely.. If you are successful, your employee will view the response phase as an opportunity to speak candidly. She will want to share information or concerns that will illuminate the performance situation, and she will ask for (or at least be open to) suggestions about next steps. Think of it as a relay race: you are now handing on the baton to the other runner. You want to do it in a way that lets her feel like an equal partner in the race.

Nonverbal cues matter here as well: your tone of voice, and leaning forward with your hands clasped out on the table; or leaning back with your arms crossed on your chest. If you appear ill at ease, it will be doubly hard for your employee to enter into a collaborative dialogue with you. Pace is very important. If you appear hurried, look at your watch, or fold up your files, it will signal that as far as you're concerned, the meeting is about over.

### Deal with Resistance<sup>3</sup>

Some resistance to feedback is to be expected. Resistance takes many forms. It can be subtle and elusive or open and hostile. You can guess that your employee is feeling resistant to the feedback if she acts confused, remains silent, expresses anger, gives excuses, rationalizes performance, floods with details, attacks, moralizes, misses appointments, or gives little time to the coach or supervisors.

People are resistant when they feel vulnerable. Fighting the resistance or blaming the employee will not resolve the problem. Naming the resistance in a nonthreatening way can help the employee express her concern and feel more in charge. It will increase the chances of keeping the communication open, and it will protect the health of the staff development process.

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<sup>3</sup> *Federal Leadership: Strengthening Head Start Through Review, Analysis, and Technical Assistance*. 1992. Washington, DC: U.S. Department of Health and Human Services.

## IV. BENEFITS AND CHALLENGES

In a general sense, feedback offers both benefits and challenges during new staff orientation. If used properly, it can support a new employee's ability to become productive in the new job. If not, the new employee can be left with an eroded sense of self-confidence and more questions than answers.

### Benefits

*Opens up communication.* Feedback can encourage a productive back-and-forth between new employees and their supervisors and co-workers. Employees are less hesitant to accept or ask for help when it is freely and openly offered through constructive feedback.

*Establishes a norm for supervision and guidance.* Used well, feedback indicates that new employees will not be left to fend for themselves, but will receive guidance and direction that will carry over beyond the orientation period.

*Provides an atmosphere for learning and improvement.* Feedback can encourage new employees to ask questions and seek answers in a supportive environment.

*Takes the focus off personalities.* Handled properly, feedback encourages the giver and receiver to focus on the behavior and not get stuck in unproductive personality clashes.

### Challenges

*Determining when change is mandatory rather than voluntary:* Part of giving feedback is knowing when to give it unsolicited and when to let the employee seek it on her own terms. An employee who is performing outside expected norms or having difficulty with a critical task needs immediate feedback and guidance. At other times it is more important to let employees decide whether they are ready to receive feedback and how they will use the feedback.

*Dealing with barriers before feedback is given.* The outcome of a feedback exchange has a lot to do with frame of mind. The person who gives the feedback needs to do so constructively, and the receiver has to be capable of receiving the feedback. Both parties need to understand and be sensitive to the barriers that can prevent a feedback exchange from going well.

*Focusing feedback on one concern at a time.* A feedback conversation that addresses too many concerns at once can make an employee feel

dumped on. Focus the feedback on just one area to increase the likelihood of its acceptance.

*Giving difficult messages.* See 3–E, Communication: Effective Spoken Communication.

In the following Worksheet, you will evaluate the way that feedback is given in three hypothetical scenarios.



## STEP 3. WORKSHEET: THE RIGHT TYPE OF FEEDBACK

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Suggested time: 35 min.

**Purpose:** To give participants an opportunity to examine how feedback is given in certain situations, and determine its appropriateness.

**Part I (15 min.)** Take 5 minutes to read the vignettes in the following handout. Then take 10 minutes to answer the questions on this Worksheet. Consider the three kinds of feedback: *evaluative* makes an assessment, *prescriptive* suggests a change, and *descriptive* factually observes.

1. Put a check mark for each type or types of feedback that are given in each vignette.

		Evaluative	Prescriptive	Descriptive
Vignette	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How do you imagine that the receiver of the feedback will respond?

Vignette 1:

Vignette 2:

Vignette 3:

3. How could you change the feedback to make it more descriptive?

Vignette 1:

Vignette 2:

Vignette 3:

**Part II (20 min.)** If you are working in pairs or a small group, discuss your answers and compare notes.



## HANDOUT: VIGNETTES

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Suggested time: 5 min.

### Vignette 1

**Karen** is a newly hired Head Start teacher. She and the children in her classroom are having lunch together, and while eating, the children comment on a TV show they watched the previous evening. Although the TV show seemed to raise important questions about reality and fantasy, Karen is preoccupied with getting the children to finish their meal. After lunch she is approached by the child development services manager, who stops her in the hallway and says, “I saw you having lunch with the children, and you really missed an opportunity for an important conversation. Pay better attention in the future.” The child development services manager then walks away, leaving Karen standing there.

### Vignette 2

**Damon** is a classroom assistant who has been on the job just one week. At the end of the day he is helping the children put on their coats and hats, in preparation to go home. A parent enters the room and asks directions to another part of the building while Damon is assisting one of the children. Damon interrupts the parent in mid-sentence and tells her that he can’t help her now because he is busy with the children. Then he turns around and continues helping the child as the parent storms out the door. Two days later the program director calls Damon into his office to tell him that the parent lodged a complaint against him for being rude. Damon explains what happened and why he did what he did. The program director then says, “I know you did not mean to be rude, but when you don’t take the time to answer a parent’s question or address a problem, it gives the appearance that we don’t care, and that reflects badly on the center. The parents are an important part of what we do here. I suggest that next time you take a few minutes to respond when a parent asks a question, even if it’s only to let them know that you will help them as soon as you have finished with the child. At least that way you won’t appear to be rude.”

### Vignette 3

**Pete** is a new federal team leader. He has just completed his first assignment leading a program monitoring team. He is editing the monitoring team's report and asks one of his co-workers, who is also a federal team leader, for some feedback. The co-worker reviews what Pete has written and says to him, “I think you are making a good start, but you need to make sure that the findings and the area summary are clearly written and include information about what was seen, heard, and read by

the review team. This evidence is important because the grantee staff need to understand what the findings mean and how to address them. Let me show you a few of my old reports to give you an example of the detail that is required. I'll be happy to discuss changes with you when you are ready."



## STEP 4. WORKSHEET: ROUND ROBIN

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Suggested time: 45 min.

**Purpose:** To give participants an opportunity to use the guidelines for giving and receiving feedback in an experiential exercise.

**Part I (30 min.)** If you are working alone, read the four rounds that follow and think of what you would say to the two feedback receivers. Then proceed to Part III.

**Part II (15 min.)** If you are working in pairs or a small group, follow these steps. Then proceed to Part III.

1. Take 5 minutes to divide into small groups of three. Within each group select one person as the feedback giver, one as the feedback receiver, and one to be the observer. Each small group should move to a separate location in the room.
2. Each person takes the appropriate handout for her role:
  - Round 1 giver
  - Round 1 receiver
  - Observer's form (handout)
3. Participants take 5 minutes to review their material. The feedback givers and receivers should contemplate how they will respond to the reading. The observers should study the handout form and prepare to serve as timekeeper during the rounds.
4. Within each small group, place two chairs face to face for the giver and receiver of feedback and a chair on the side for the observer.
5. Round 1—10 min.
  - The giver offers feedback to the receiver
  - The receiver responds to the giver
  - The observer records the interchange

Round 1 ends when the receivers have completed their responses.

6. The observers take 5 minutes to share their observations with the givers and receivers.
7. The givers and receivers switch roles and review the Round 2 handouts for 5 minutes. The observer reviews the Round 2 observer's form for 5 minutes.
8. Round 2—10 min.
  - The giver offers feedback to the receiver
  - The receiver responds to the giver
  - The observer records the interchange

Round 2 ends when the receivers have completed their responses.

9. Again, the observers take 5 minutes to share their observations with the givers and receivers.

Part III (15 min.) The small groups come together for a 15-minute large-group discussion, using the following questions to guide the exchange. If you are working alone, use the space provided to record your answers.

1. What is the hardest part of giving feedback?
2. What is the hardest part of receiving feedback?
3. What can be done to make feedback a constructive staff-development tool for both giver and receiver?

## Round 1

### Giver of Feedback:

You are a federal team leader for a program monitoring review. During your Monday night team meeting, you ask your team to discuss the information they learned from the management team, the content area specialists and direct line staff that helps them understand the "big picture" of systems for this grantee. You are concerned that one of the members of your team is ready to write a finding on Disabilities Services at this early stage in the review process. This member is not interested in pursuing the issue any further and feels he's learned enough information from the group interviews. When you asked him to share the information that lead him to this conclusion, he mentioned that, during the Content Area Experts Interview, the Disabilities Services Coordinator stated that disabilities services were hampered because the local school system routinely schedules IEP meetings for later in the year. The team member had no plan to follow-up this concern to gain an understanding of how the delay affects services to children, or to learn what special services the program is providing to meet the needs of children with disabilities until the IEPs can be developed. It seems that he never thought about how this statement needed further evidence and validation from multiple sources (i.e., other staff, parents, written agreement with LEA).

## Round 1

### Receiver of Feedback:

This is your first program monitoring experience. You weren't familiar with the PRISM interview instruments or how the process builds from what is learned during the Management Team Interview or the Content Area Experts Interview. You did not understand that you needed to listen for information that you could pursue later in the review. Halfway through the discussion, it became quite clear that you were not as prepared for the team meeting as the other reviewers. After the meeting, the team leader approaches you to discuss the PRISM review process and how you will need to validate your concern through multiple modes of inquiry before you form an opinion.

## Round 2

### Giver of Feedback:

You are a Head Start child development services manager who has just observed one of your new preschool teachers raising her voice to quiet two children who are playfully laughing and talking to each other during rest time. You make note of your observation and return at the end of the day to give her some feedback.

## Round 2

### Receiver of Feedback:

You are a new Head Start preschool teacher who has been on the job for just three weeks. It is rest time in your classroom, and two of the children are playing around. You have asked them to settle down. The child development services manager comes by at the end of the day to talk to you about your tone of voice.



# HANDOUT: ROUND ROBIN OBSERVER'S FORM

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## Round 1

As an observer of the feedback exchanges, look and listen for the following  
(please jot down your thoughts):

1. The situation that prompted the feedback
2. The behavior that needs to change
3. The type or types of feedback given
  - Evaluative
  - Prescriptive
  - Descriptive
  - Combination
4. The behavior of the person giving feedback, in terms of
  - Tone of voice
  - Body language
  - Use of negative or positive language
5. The behavior of the person receiving feedback, in terms of
  - Tone of voice
  - Body language
  - Use of negative or positive language
6. The attitude of the person receiving feedback (defensive, apologetic, accepting, etc.)

## Round 2

As an observer of the feedback exchanges, look and listen for the following  
(please jot down your thoughts):

1. The situation that prompted the feedback
  
2. The behavior that needs to change
  
3. The type or types of feedback given
  - Evaluative
  - Prescriptive
  - Descriptive
  - Combination
  
4. The behavior of the person giving feedback, in terms of
  - Tone of voice
  - Body language
  - Use of negative or positive language
  
5. The behavior of the person receiving feedback, in terms of
  - Tone of voice
  - Body language
  - Use of negative or positive language
  
6. The attitude of the person receiving feedback (defensive, apologetic, accepting, etc.)



## STEP 5. SUMMARY

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Suggested time: 10 min.

### Key Points

- Using feedback for coaching new employees
- Using various types of feedback in new staff orientation: evaluative, prescriptive, and descriptive
- Using the appropriate type of feedback
- Basic guidelines for giving feedback
- The benefits and challenges of giving feedback in new staff orientation
- Considerations for giving and encouraging feedback during new staff orientation

### Personal Review

What did you learn from this activity?

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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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How will you use your new knowledge and skills in your work?

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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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What other things do you think you might need to learn in order to master the skill of giving feedback?

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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