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FEEDBACK

Duration: 40 minutes

With thanks to Andy Hockley who originally developed these materials for the Erasmus+ Youthsport project



Trainer notes

Objectives of session

In this presentation learners are introduced to some main principles of giving and receiving feedback:

- why it is important
- what is effective feedback
- some tips

We will stop on slides marked “**activity**” and ask group to discuss issues raised there.



ACTIVITY: WHAT IS FEEDBACK?

Think of this training room ...

- In what ways do I give feedback to you in this training?
- In what ways do you give feedback to me?



JOHARI WINDOW

	Known to Self	Not known to self
Known to Others	Arena I can be defensive if I feel I am being criticised	Blindspot s/he is empathetic
Not known to others	Façade I don't believe it when someone praises me	Unknown



IMPORTANCE OF FEEDBACK

Effective feedback can help the receiver:

- Understand themselves better
- Be confident that their behaviour/actions are on track
- Understand which goals are most important
- Feel competent and more in control



IMMEDIATE FEEDBACK

Providing immediate feedback gives:

- Receiver an opportunity to improve
- Ensures that any appraisal is not a surprise
- Keeps channels of communication open



EFFECTIVE FEEDBACK ...

- is *heard* by the receiver (ie. they do not get defensive, and understand what is being said) ;
- keeps the channels of communication open and the relationship between the giver and receiver positive (not necessarily without conflict);
- ensures that feedback is not avoided in the future



ACTIVITY: PRAISE?

- How many of you feel you get too much praise from your boss/ teachers/ parents?
- Too little?
- How and when you give feedback is important!



HOW TO GIVE FEEDBACK

“BOFF”

Behaviour

Outcomes

Feelings

Future



BOF / BOFF

○ BOF for Praise

- The instructions you gave to the students were very clear [**Behaviour**]
- That meant they were able to carry out the task without any further help from you [**Outcomes**]
- This made them feel confident and allowed them to focus on language [**Feelings**]



BOFF FOR CRITICISM

- You were 5 minutes late for the class
[**Behaviour**]
- This meant that everybody was forced to wait for you, and the class ended later as a result
[**Outcomes**]
- I felt frustrated by this, and it felt like you were disrespecting me and the rest of the group
[**Feelings**]
- How can we ensure that next time you arrive on time? [**Future**]



TASK: BOFF

- In groups of 3, choose an incident that you might have to give negative feedback over (perhaps from recent experience). Think about how best to phrase that feedback using the BOFF approach
 - Behaviour
 - Outcomes
 - Feelings
 - Future
- Script the feedback that you would give



360° FEEDBACK

Benefits:

- Employee involvement
- Positive reinforcement of the leader (if merited!)
- Increased interest in feedback
- Improved communication between leaders and others
- Steps towards organizational culture change
- Additional sources of input into the performance appraisal process



360° FEEDBACK

Potential pitfalls:

- Retribution
- Defensiveness and denial
- ▶Conflicting ratings
- Lowered self-esteem
- Game playing
- Time and money
- Increased expectations coupled with lack of change



WHY DON'T WE ASK FOR FEEDBACK?

- Because we are afraid of the answers
- (or because we don't really want the feedback)



SOME SUGGESTIONS

1. Organise training – giving and receiving feedback are skills that need to be learned and developed
2. As the manager, walk the talk – ask people for feedback, let people know that you value their opinion, and want to hear your feedback and that you see it as an opportunity to develop e.g. “What did you think of that meeting? Did we achieve the objectives we set out to? Did we stay on track?”
3. Don't expect change to happen overnight



SOME MORE SUGGESTIONS

- Formalise it. Make 360 degree feedback part of the annual appraisal.
- Create systems whereby people have the opportunity and need to give and receive feedback (such as peer observation systems)



REFERENCES

Foord, D. “*Does My Bum Look Big in This?*” LAMSIG Newsletter 2012

Porter, L., “*Giving and Receiving Feedback: It Will Never Be Easy But It Can Be Better*” In NTL Institute, *NTL reading book for human relations training.* , ME: NTL Institute, 1982

White, Hockley, et al “*From Teacher to Manager: Managing Language Teaching Organisations*” CUP 2008

