**Performance Management**

# Giving & Receiving Feedback

for Managers

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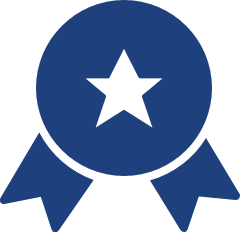
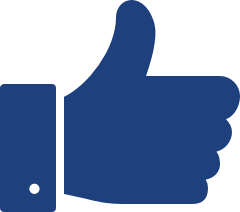
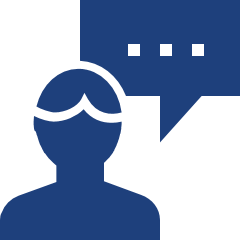
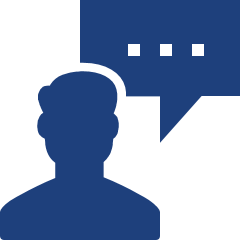
Goals of this Course

* Gain understanding for how to effectively give and receive feedback
* Understand how to effectively give and receive feedback
* Identify your role and responsibilities related to giving and receiving feedback
* Familiarize yourself with feedback models and best practices

The Performance Management Cycle



Setting Goals & Expectations



Feedback & Coaching

Appraisal & Reward

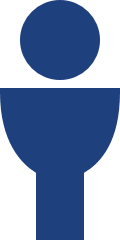
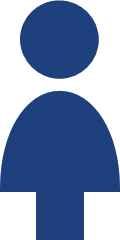
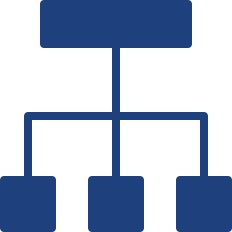
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| --- | --- |
| Setting Goals & Expectations | * Clearly communicate expectations re: job responsibilities and competencies (skills) and behaviors * Communicate how individual goals align with department and organization goals * Help your employees set clear, measurable performance goals |
| Ongoing Review and Feedback | * Holds people accountable for meeting performance goals and objectives * Provides constructive feedback to help staff improve performance * Takes appropriate action to address poor performance |
| Appraisal & Reward | * Conducts thorough annual performance reviews * Assesses individuals fairly * Differentiates high performers appropriately |

Roles in Giving and Receiving Effective Feedback



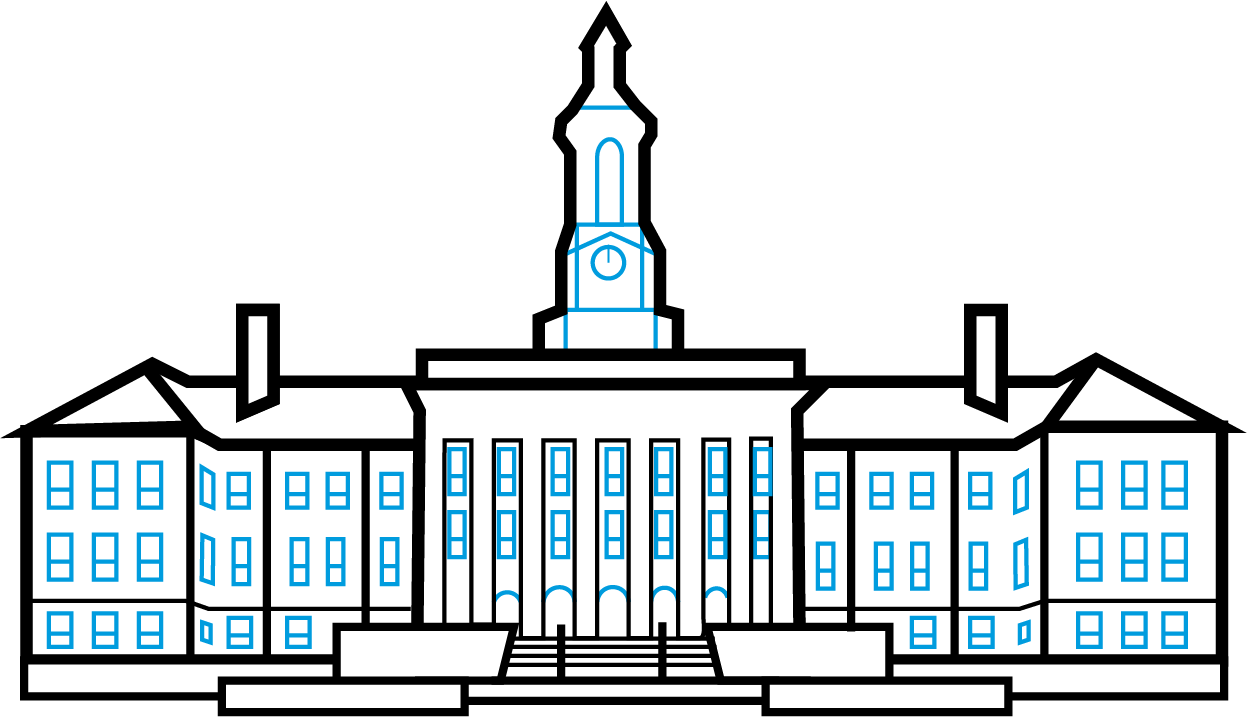
**Staff**

* Monitor own performance, seek performance information, apprise manager of successes, shortcomings, and needs
* Act on feedback received



**Manager**

* Provide clear feedback on an ongoing and often informal basis
* Ensure that staff member understands expectations



**Institution**

* Create a consistent language for getting and giving feedback
* Establish a “No Fear” culture where staff can feel comfortable sharing and receiving frank feedback
* Ensure managers model a feedback culture

Feedback and Coaching

**Feedback has a direct impact on our work:**

* Gives us specific information to help us improve
* Makes performance expectations clear from the start
* Heightens efficiency by reducing resentment, buildup, etc.
* Strengthens relationships

**Benefits of Positive Feedback**

* Gives clarity to the employee about good performance.
* Creates enthusiasm.
* Builds confidence and self-esteem.
* Increases appropriate risk-taking and innovation.
* Demonstrates care and involvement.
* Makes an employee feel acknowledged.

**When Positive Feedback is appropriate**

* When used to recognize specific job performance that has met and/or exceeded expectations. (It reinforces and motivates.)

**Example of Positive Feedback:** “The budget estimates you presented at the last staff meeting were very detailed and gave us good criteria for decision-making.”

**Benefits of Developmental Feedback**

* It lets people know how to execute a task more effectively.
* It steers actions; communicates what needs to change.
* It increases the person’s self-awareness.
* It is the foundation of all development.
* It gives a bigger picture to the employee.

**When Developmental Feedback is appropriate**

* When used to help an employee monitor and correct his or her own behavior.

Example of Developmental Feedback:“My expectation was that you would provide us with more details on the event budget. Because we didn’t have enough information, we won’t be able to make our final decisions until later this week. What can you do to ensure that we will have the correct information?”

You

**Feedback Exercise:**

1. Write the initials of the people that you work with in the shapes provided, including direct reports, peers, your manager, customers, etc.
2. Then for each person, answer the questions:
3. Are you comfortable providing them with direct, constructive feedback?

Yes – draw solid arrow from you to their circle  
No – draw dashed arrow from you to their circle

1. Are you comfortable receiving direct, constructive feedback from them?

Yes – draw solid arrow from you to their circle  
No – draw dashed arrow from you to their circle

Feedback Framework:

Feedback is an essential component of a learning and performance culture. The framework assists in preparing to deliver feedback effectively.

Feedback is…

* Most beneficial if on-going (which ensures no surprises)
* Intended to support employee performance and development
* Helpful and applies to both positive and constructive situations

**CONSEQUENCES/**

**OUTCOME**

Known or possible effects of continued behavior

**ASSESSMENTS**

Personal interpretations  
or evaluations of a set of observations

**OBSERVATIONS**

Neutral facts   
or occurrences  
(behaviors and outcomes)

**EXPECTATIONS**

**Desired behaviors and outcomes**

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Example of Positive Performance Feedback

Example of Constructive Performance Feedback

Your Turn!

**To deliver positive feedback to Jerry:**

Jerry is a relatively new member of your team who hasn’t had the opportunity to work on the “front lines” yet. The other day he stepped in for a colleague who called in sick and dealt with a notoriously difficult customer with diplomacy and patience.

|  |  |
| --- | --- |
| 1. State your Expectations | Describe the standards or expectations you have for the situation. |
| 1. Describe Your Observations | Tell the employee what they did that you want to give feedback on. |
| 1. Share your Assessment | Describe how the behavior impacted the department and/or Penn State. |
| 1. Explain Consequence | If the behavior should be changed, offer suggestions on what to do differently. |

Your Turn!

**To deliver constructive/developmental feedback to Susan:**

Susan is a co-worker who shares in the responsibility of answering the phones with you. Your department prides itself on customer service and you are both expected to answer the phones as a primary part of your role. Over the last few weeks, the phones have been ringing off the hook and it seems as if Susan rarely answers the phone. Her inattentiveness is frustrating you. What do you do?

|  |  |
| --- | --- |
| 1. State your Expectations | Describe the standards or expectations you have for the situation. |
| 1. Describe Your Observations | Tell the employee what they did that you want to give feedback on. |
| 1. Share your Assessment | Describe how the behavior impacted the department and/or Penn State. |
| 1. Explain Consequence | If the behavior should be changed, offer suggestions on what to do differently. |

**Remember:** Every discussion will look a little different, depending on the situation. The receiver of your message will undoubtedly interject at many points in between steps. Whenever they start talking, let them finish and then REPHRASE what they’ve said so they know you understood.

Avoid Common Feedback Pitfalls

* Reluctance to discuss problems openly and on a timely basis
* Looking only at extreme behavior, whether good or bad, and ignoring all other efforts
* Lacking the courage to differentiate performance, either to avoid morale problems or to avoid having difficult conversations
* Comparing people to each other rather than against their own goals/ expectations
* Giving feedback without inviting and listening to the employee’s comments
* Not confirming mutual understanding of expectations in the first place
* Jumping to conclusions or making evaluations without facts

**What gets in your way of providing feedback?**

**What actions can you take in order to avoid those pitfalls in the future?**

Remember, giving feedback well begins with following good practices. Practice and experience will help you become more skilled and comfortable in giving feedback.

By providing timely, constructive, and candid feedback to your employees about their performance and career objectives, you will be an important part of their development and success.

Ask Yourself

**Feedback from You as a Manager**

* Do I provide clear expectations and observations?
* Do I communicate my assessments?
* Do I hold back because of fear of the staff’s response?
* Do I feel that feedback is a burden?
* Are my conversations thorough?
* Do I provide feedback within a short time after the event?

**Feedback for You as a Staff Member**

* How often do I ask for feedback?
* Do I ever get defensive?
* Do I ask for more detail?
* Are my conversations thorough?
* Do I ensure that expectations are clear?
* Do I set goals for improvement?
* Do I follow up to get additional feedback on progress?

Tips for Giving Feedback

* Act sooner rather than later
* Check your intentions
* Dialogue —­ Treat feedback as a shared responsibility
* Confirm mutual understanding and invite new information
* Keep emotions in check
* Respect differences

Tips for Receiving Feedback

* Ask for feedback on an ongoing basis
* Do not reject feedback.
* Assume best intentions.
* Listen for understanding. Clarify what the feedback means.
* Respond to feedback. Share your own views. Jointly agree on ways to improve.
* Thank the person for giving the feedback.

Managing Reactions

Actively listen to the individual’s perspective, handle reactions and gain acknowledgement that the situation exists:

**Acknowledge, Reflect:**

*“Sounds as though you have a concern…”*

*“I’m hearing that you are frustrated…”*

**Understand your Employee’s Perspective**

*“Tell me more about that.”*

*“Help me understand with an example of…”*

**Be Straight Forward**

*Use examples to reinforce your assessment (directly observable data)*

*Restate the impact*

**Keep the Discussion on Track**

*“Let’s focus on your review right now.”*

*“Let’s talk about that in our weekly update meeting.”*

*“I appreciate your telling me that, is there anything else you’d like to say?”*

*“I sense this is an important topic with a lot of emotion around it. I’d like to schedule another time for us to continue this conversation.”*

**When handling difficult reactions:**

* Be aware of your own feelings and anticipate how you will respond to your employee’s reactions
* Make sure that the employee knows she/he is responsible for improved performance
* Offer support
* Actively listen to your employee’s perspective
* Gain acknowledgement that the situation exists
* Stay firm in your decision

Helping an employee modify difficult reactions is a process that is rarely completed in a single meeting. Continue to monitor and work with your employee afterward to enhance and sustain acceptance of their ownership of performance.

Managerial Courage

Most employee attitude and skill surveys have items regarding how employees feel about the amount and quality of feedback they’re getting, and how they feel about their supervisor’s interests in their development, training, and careers. These items usually score low in most organizations. Among the lower-rated items are: encourages and accepts constructive criticism; gives consistently fair performance feedback; deals effectively with performance problems; talks to me honestly about my career, tells me what I need to do to get ahead, and gives developmental performance feedback in a timely manner.

Most managers don’t want to create bad feelings. They want to avoid disruptions in the boss/employee relationship, and in the work. They want to be able to manage the timing of events---so they delay delivering bad news. All very human and unfortunate.

Some managers even feel it’s “humane” to soften bad news. They don’t want to be the cause of stress, anxiety, and trouble. They believe it is being sensitive and empathetic to withhold and delay bad news and rationalize holding back on their true feelings about an employee’s performance and potential.

What is really fair and humane? What is the right thing to do? What do employees want? What do employees deserve? What serves the organization best?

Most managers know the answer. Most employees know the answer. It’s telling the truth. It’s being open, honest, direct and timely. Employees deserve the truth so they can work on their issues and problems and have more control over what happens to them. Employees deserve to know where they stand.

It’s a prime responsibility of managers to tell them the truth, to call performance and potential as they really see it, to give constructive and accurate feedback on a timely basis. And ultimately, to pay, reward, and promote for performance. Only honest feedback, compassionately delivered, helps employees and the organization.

-- Eichinger & Lombardo

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Things to Remember

* Consistency is important (12 months a year)
* Execution is important (how you coach and mentor)
* Courage is important (tell it like it is)
* Focusing on developing your employees’ talent is important!
* Forms are not **that** important (Necessary? Yes. However, they are just a tool used to help document the process.)

Next Steps: Mid-Year Check-In

1. The employee schedules a check in meeting with the manager
2. Conduct the mid-year check-in
3. Discuss overall performance and review goals
4. Document the conversation in Workday