PROVIDING EFFECTIVE FEEDBACK:
POSITIVE AND NOT SO POSITIVE

Patrice McGuire
Senior Consultant
McGuire Business Partners
Sussex, Wisconsin
patrice@wi.rr.com
(414) 234-0665

August 7 - 9, 2017
Providing Effective Feedback
Positive and Not so Positive

Facilitated by:
Patrice McGuire
414.234.0665
patrice@mcguirebusinesspartners.com

Copyright ©2003 by Rick Piraino
All rights reserved. No reproductions may be made or transmitted for private use.
**Issues List**

List examples of issues you have had to provide feedback for with an employee or co-worker.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback

Feedback Is:

A reaction to someone’s performance or behavior both positive as well as improvement oriented.

- A skill that is necessary for leaders.
- A way to improve business results.
- Collaborative.
- Fact-based.
- Asking questions and listening.
- Building stronger relationships.
- Positive and improvement oriented.
- Frequent.
- Helping people to succeed.

Feedback is Not:

- Constructive criticism.
- Bad “attitude”.
- Yelling at others.
- Making others “Learn a Lesson”.
- Punishment.
- Focused on what others are doing wrong.
- Giving orders.
- Your side.
- Personal.
Setting People Up For Success

A. Set Clear Expectations

- Formulate and state specific, clear, achievable expectations
- Ensure all talent, equipment, and training needed is in place
- Eliminate obstacles

B. Address the “GAP”

- Observe and be able to describe associate’s performance in factual, behavioral terms

C. Hold People Accountable

- Provide positive or not-so-positive feedback after observing associate’s behavior
  - Provide recognition for achieving the objective or goal
  - Provide feedback if expectations are not met
Setting People Up For Success

Set Clear Expectations

- To what degree have expectations been established and communicated?
- How involved was the employee in establishing expectations?
- Did you both agree on the expectations?
- Does the employee know what he/she is being held accountable for?
- To what degree do you have confidence in this employee?
Address the GAP - (Behavioral/Performance Variance)

Addressing the GAP – “Reasonable Reasons”

When exploring the cause of the GAP it is important to explore all of the potential reasons. You may find there are several causes for the GAP and not all of them are controlled by the employee.

**Structural**
- Policies, Procedures, Scheduling, Chain of command

**Resources**
- Time, Money, People, Hours

**Expectations**
- Not Agreed Upon, Lack Accountability, The GAP

**Personal**
- Personalities, Communication Style, Messenger
Address The Behavioral/Performance Variance

Describe the difference between the actual behavior/performance and the desired behavior/performance via the fact-based Behavioral Variance Statement. **No Blame, No Shame.**

When presenting this variance to the associate, don’t make assumptions, accusations, or judgments about why the problem exists; or criticisms, or statements about the associate’s attitude.

Simply describe the difference between the desired and the actual behavior in **factual, behavioral terms**.

State only what you know for sure - the facts. Be careful about making assumptions as to cause or intent that may create defensiveness in the associate and create an argument or silent resentment. **Avoid the swamp of personal opinion and interpretation.**

Introduce the Desired Behavior Statement with, **“The Expectation is ...”**
The 360 Root Cause Investigation

Yes, INVESTIGATION! Associates may or may not be able to give you all the contextual elements of a problem that supported its occurrence. Without knowing the context, any solutions created will fall short of solving the problem once and for all. The 360 RCI is your responsibility. It is designed to uncover that root cause of the problem so that an action plan can be built to resolve its context as well as the Actual Behavior you are asking the associate to change.

Associates may require your help in building the new behaviors (action plan) that will help them change the context of the problem. Don’t settle for the easy fix of their agreement without them knowing how they will bridge from where they are now to the behaviors they’ll have to implement to achieve the Desired Behavior.

Make sure the “fix” resolves the context of the problem in their eyes. The best way to accomplish this is to ask them what they think will help solve the problem. Don’t offer solutions unless they are truly unable to come up with anything after several invitations; and then offer your thoughts only as possibilities they might consider. The more they own the solution, the more they will be likely to implement it independently of your supervision.

If your investigation uncovers obstacles, there is something preventing the associate from delivering the Desired Behavior. These obstacles must be cleared before the individual can be held accountable for the performance we are requesting. Define actions – yours and theirs - to remove the obstacle(s). This agreement is then managed with a follow-up meeting to ensure obstacles are resolved and accountabilities are reset for the associate. These may include using the “fix” for the obstacle.

Investigate Root Causes that may be keeping the associate from doing the job correctly. A spirit of curiosity is essential to perform a genuine investigation of the problem’s context. Don’t assume you already know - you’ll miss the continuous improvement opportunity and my negatively impact the relationship.
**Hold People Accountable**

<table>
<thead>
<tr>
<th>Aggressive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive Aggressive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assertive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What behaviors of yours do you need to be mindful of when providing feedback?
# Behavioral Based Feedback

**Fact** – What you saw and/or what you heard.

**Opinion** – What you “thought” about what you saw and/or heard.

<table>
<thead>
<tr>
<th>“What I heard you say was...”</th>
<th>“What I thought about what I heard you say was...”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“What I saw you do was...”</th>
<th>“What I thought about what I saw you do was...”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
So Who’s Got An Attitude Problem?

I don’t have an attitude problem!

Saying a person has a bad attitude is not a statement of behavior; rather, it is a statement of your negative opinion of who he or she is. And this is just how it will be received. It is a setup for either an argument or angry avoidance because people cannot afford to let themselves be put in a position that declares who they are is bad – they can’t change that. They can, however, change their behavior. **Manage what they do; live with who they are.** If you can’t articulate the difference between the two, you’re headed for a stressful interaction that will result in a significant withdrawal from the emotional bank account with little to show for it.

Think of someone who has "a bad attitude" and write down answers to the following questions (hint – be sure to think of their non-verbal behaviors too):

1. What does she/he do that I think is indicative of a bad attitude?

2. What do I want her/him to stop doing?

3. What does she/he do that negatively affects others or the work that must be done?

**Discussion:** What are the benefits/drawbacks of telling the person she/he has a bad attitude vs. describing the problem with the answers to the above 3 questions?
Feedback Planning Process

GOAL OR COMPETENCY YOU NEED TO COACH THE EMPLOYEE ON. Conduct. Performance. Attendance.
- Where are their deficiencies?
- What behaviors are observed?

PREPARE
Review previous discussion notes.
Gather background information.
- Do you have all of the background information you need?
- Are you prepared to have this coaching session?
- Do you have facts? Specific examples?

SHARE
Describe the GAP.
Stick with facts with specific examples.
Have a reason for addressing this issue.
- What was the expectation?
- What was the reality?
- Do you have an Opening Statement?

ASK & LISTEN
Ask open-ended questions.
Be a good listener and do not solve.
- What questions could you use?
- Are you talking 25% of the time?
- What is the employee’s body language?

ACTION & PRAISE
Seek their input in solving the problem.
Provide reinforcement.
Challenge them & follow-up.
Document if necessary.
- Ask specifically what they will do.
- Keep the responsibility on the employee’s shoulders.
- Praise specific knowledge, skills, abilities and talents.
- Express your confidence in their drive for success.
- Explain that you will follow-up and hold them accountable.
- Thank them and enhance their self-esteem.
Sample Script

FEEDBACK PROCESS - WHAT YOU WOULD SAY

Opening Statement – Share

“Thanks for meeting with me. I appreciate you taking the time to talk with me about this situation. I’d like to share with you my observations and then invite you to respond. How does that sound?”

FEEDBACK PROCESS - WHAT YOU WOULD SAY

Describe the GAP Using Facts - Share

“The reason why I’d like to bring this up is because I think if we talk about it now, it will help to improve the quality of our working relationship.”

“Two weeks ago you and I met and agreed that you would complete the weekly report by 4:00pm each Friday. I’ve noticed that the past two weeks I didn’t receive the report until 8:30a.m. Monday morning.”

OPEN-ENDED QUESTIONS

Asking good questions – Ask and Listen

• “What do you think happened?”
• “Can you expand on that?”
• “How would you summarize the situation?”
• “What is your perspective?”
• “Tell me more.”
• “Share with me the specific details.”
Sample Script

OPEN-ENDED QUESTIONS

 “Tell me more.”
 “Share with me the specific details.”
 “What do you think happened?”
 “Can you expand on that?”
 “What is most significant that you’ve shared with me so far?”
 “How would you summarize the situation?”

CLARIFICATION

“Before we continue, let me make sure I have captured what you said. What I thought I heard you say was…”

“So if I heard you correctly, what you said was…”

“Have I missed anything?”

FEEDBACK PROCESS – WHAT YOU WOULD SAY

Next Steps – Action and Praise

“I would like your help in solving this problem. What ideas do you have?”

“I know you have the ability to move forward on this and I believe you can do this. Let me know what you may need from me.”

“Let’s plan to touch base one week from today. How does that sound?”
Whose Side Are You On?
Addressing Personal Issues - Script

**Empathize:** You’re not a therapist but express genuine concern as you ask them about the situation without prying beyond what they volunteer.

“These past few weeks you have not been yourself and I’m concerned about you.”

**Refer:** Then offer to support them with a referral.

“This is a challenging situation and you deserve the best help you can get and that’s not me. Are you aware of the resources the company has to help deal with these kinds of situations?”

- Refer to HR, EAP, or community resources

**Safety Net:** Then address the performance needs with extra support to help them meet expectations during this time difficult time.

“With what you’re going through the last thing you need is more stress coming from the workplace. What extra support do you need to help you make sure that this kind of performance issue doesn’t come up again?”

Brainstorm to create a safety net around their performance (i.e., double checking work with you or coworkers, reminder notes, check ins with you, etc.)

**Range of Consequences – Script**

“Well ____ , I want to see you work through this. How you proceed is up to you. I do owe you the information though about what could happen if this continues. Can we work something out?”

“I understand that this is a very difficult time for you and I want to be sensitive to what is happening. I also want to make sure that you continue to work toward meeting the expectations set for you. I am here to help and support you in whatever way that I can.”
Positive Feedback

When would you provide positive feedback to others?

Positive Feedback Planner

<table>
<thead>
<tr>
<th>SHARE</th>
<th>Fact based observation</th>
<th>“Jacob, nice job on getting the report done 3 days earlier than I had expected!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPACT</td>
<td>The value of the action</td>
<td>“Because of this I was able to prepare the executive summary AND get it present personally to the Board. They were thrilled!”</td>
</tr>
<tr>
<td>ENCOURAGE</td>
<td>Promote continuation and your support</td>
<td>“Thank you so much for working so hard on this. I really appreciate all of your effort. Keep it up!”</td>
</tr>
</tbody>
</table>

Where do you have opportunities to provide others with positive feedback?

<table>
<thead>
<tr>
<th>Person’s Name</th>
<th>What Will You Say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S I E</td>
<td></td>
</tr>
<tr>
<td>S I E</td>
<td></td>
</tr>
</tbody>
</table>
Power to Motivate

POWER

noun
1. ability to do or act; capability of doing or accomplishing something.
2. great or marked ability to do or act; strength; might; force.
3. the possession of control or command over others; authority; ascendancy:

MOTIVATE

verb (used with object), motivated, motivating.
1. to provide with a motive or motives; incite; impel.

1. What is a Power Position Statement?

2. What are consequences of a Power Position Statement to motivate others?

3. When might it be necessary to use a Power Position Statement to motivate others?
Workshop Wrap-Up

One “Ah ha” from this workshop:

What stood out for me was:

Something I learned or realized about myself is:

Two things I need to get better at in providing feedback are:

1.

2.
APPENDIX
Their Reaction

Argue

“I see that we have different perspectives. Can we talk about it and see if we can come up with something that will work for both of us?”

“My intention is not to argue with you. My intention is to hear your perspective and to share mine so that we at least have a better understanding.”

Disagree

“I’m not saying that at this point we have to agree. What I am saying is here is how it looks to me. I’d like to hear your perspective.”

“If you don’t agree with me, that’s okay. I’d like to hear your side of things.”

“If you see it differently I would like to hear your point of view.”

Defensive

“I’m not saying____. What I am saying is____.”

“I don’t mean____. I do mean____.”

“I’m not suggesting____. What I am suggesting is____.”

“My intent isn’t____. My intent is____.”
Their Reaction cont.

Cry

“I can see that this is upsetting to you. Take a few minutes and we will continue our discussion at that point.”

Well Yeah but You...

“I’m not trying to minimize your concerns. What I am trying to do is share some thoughts we you so that we can work through this together.”

“If I have been doing something that is a concern, I’d like to learn more. What specifically have I said or done?”

Everyone Else is...

“I’m not trying to minimize concerns you may have of others. What I am trying to do is share some thoughts with you so that we can work through this together.”

“If others have been doing XYZ, please trust that I will look into that and handle it accordingly. What I would like to do is talk with you about ABC.”