



STEP 5: Giving Feedback



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills, the importance of identifying the point of the lesson, and how to demonstrate a skill as well as provide practice opportunities. This part of the course is all about giving feedback. It is important to know how to describe a person's behavior to correct mistakes and reward accomplishments.



Objectives: Your Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of feedback as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to feedback (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "The Value of Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Define and provide examples of different types of feedback</i>	<input type="checkbox"/> Read information about "Types of Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes) <input type="checkbox"/> Complete "Feedback Activity" (10 minutes)
<i>Identify techniques for giving effective feedback</i>	<input type="checkbox"/> Read information about "Effective Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Read information about "Feedback Techniques" (5 minutes) <input type="checkbox"/> Complete "Feedback Examples Activity" (10 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Distinguish strategies for giving feedback in the workplace</i>	<input type="checkbox"/> Review key word definitions (3 minutes) <input type="checkbox"/> Complete "Reflect on different perspectives" activity (5 minutes) <input type="checkbox"/> Review "Helpful Tips for the Workplace" (5 minutes) <input type="checkbox"/> Consider and select tips for the workplace (5 minutes)



Progress Check: After Finishing Learning Activities

- ☐ Complete assessment self check and review your responses (10 minutes)
- ☐ Complete application assignment in Course Handbook (15 minutes)



Your Experiences Relating to this Step



Try to think about a time when you were receiving feedback and it went well, and when it did not go well. Think about when you provided feedback to someone and it went well, and did not go well. What were the differences?



Key Words Introduction

Think about what the key words mean. Watch for how they are used.

- Feedback:
- Supportive Feedback:
- Corrective Feedback:
- Direct Feedback:
- Immediate Feedback:



The Value of Feedback

Communication is a big part of teaching skills to others. What is said and what is not said are both important parts of the message. *Feedback* is communication to a person about how well (or how poorly) they are doing a particular skill in a lesson or in their work. Feedback relates to all aspects of the workplace, but it plays a vital part of learning skills.

When a journeyperson is providing workplace instruction, communication with the apprentice is very important. Feedback is communication to help someone to do a good job. The purpose of feedback is to help a person improve or maintain performance of a task.

The journeyperson is the skill expert and needs to communicate the standards required for the work. The apprentice needs to know how he or she is performing in relation to those standards. Good feedback saves time and frustration for both the journeyperson and the apprentice because the learning process will be quicker and clearer.



Storekeeper Case Example



Part 1: The Storekeeper Provides Feedback

The first part shows the Storekeeper providing feedback to her apprentices (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S01.rm

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Part 2: Another Feedback Situation

Now that you have thought about the first part of the case example, take a look at another situation relating to feedback that the Storekeeper encounters (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S02.rm)

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What Happened? When teaching skills in the workplace, there are different types of feedback. This includes supportive feedback and corrective feedback. Good feedback saves time and frustration for everyone. It means the learning process will be quicker and clearer. Feedback reinforces and supports the learning - it helps people to focus on what they are doing correctly.



Types of Feedback

Feedback can be positive or negative, depending on the performance of a person in a particular task or situation. However, both types of feedback are valuable in the learning process. Generally we receive positive feedback for a skill well done and negative feedback for a skill poorly done. Positive feedback

is called *supportive feedback*. It reinforces or supports the person who is doing well with a particular skill.



When you “catch someone doing something right” you can let them know what they are doing and how well they are doing it. This is supportive feedback. It encourages people to do a good job and/or the right thing.

Supportive feedback is the most important part of effective workplace coaching. It is a strong motivator for people. It helps them focus on the best way of doing things and it gives them credit for skills they are mastering and progress they are making.

On the other hand, *corrective feedback* is used to show a person what he or she is doing wrong and how to change it. Because most people will make some mistakes along the way, corrective feedback is a necessary part of good workplace coaching. An important thing to remember is to encourage the people while giving them corrective feedback.

Giving corrective feedback can make a person uncomfortable, but it should not be a hurtful situation. Good workplace mentors point out the behavior and its bad results, and immediately explain or demonstrate a better way of doing things. This keeps the period of discomfort as short as possible and turns a mistake into a positive learning situation. You show that you want to be supporting good work and getting the job done right. It helps a person to realize how he or she could have done better.

Although both types of feedback are valuable, supportive feedback is more effective for learning.



Cooper Case Example



Take the time now to watch the video clips pertaining to the Cooper Case that illustrate the different types of feedback.

Part 1: The Cooper Gives Supportive Feedback

In this first clip, the Cooper gives some feedback (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C01.rm



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Part 2: The Cooper Discusses Feedback

In the next clip, the Cooper reflects on the importance of feedback (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C02.rm

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Part 3: The Cooper Gives Corrective Feedback

This video clips shows the Cooper in a situation where he needs to provide corrective feedback (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C04.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C04.rm

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What Happened? In the first example we saw the Cooper give supportive feedback. Supportive feedback is an important determinant of the success of the learning experience. In the second example we saw the Cooper intervene with his apprentice based on the behaviour he was observing. Corrective feedback points out what the person is doing wrong and makes suggestions for how to correct it. It is an important part of the process too.



Feedback Activity

Supportive Feedback: Think about a recent work situation where you could have given a co-worker some supportive feedback, but didn't. Imagine that you can re-play the work situation and change what you did. What words can you imagine saying to give supportive feedback to that person?

Corrective Feedback: Now put yourself into a situation where you could have given a co-worker some corrective feedback, but didn't. Re-play the situation and think of what you would say to give corrective feedback.



Effective Feedback



Giving feedback well is an important communication skill for everyone.

Effective feedback:

- Describes the behavior or action that you observed
- Is non-judgmental
- Is direct, given directly to the person
- Is immediate, as soon as possible after the action
- Encourages the person to “picture” his or her behavior
- Sets out the next step for the person

How to Give Effective Feedback

1. Describe: Describe behavior that you observed. Be specific and let the person know exactly what you saw. Avoid using unclear language like “sort of” or “most of the time.” Don’t guess about motives or make judgments about what the behavior means about the person. Never relate performance to gender, cultural background or physical (dis)abilities. Be a mirror for the person to see his or her own actions.

2. Be Direct: Give feedback *directly* to the person. Letting someone else tell him/her what you saw will water down the value of the feedback. Giving feedback may feel uncomfortable for both the person giving and receiving the feedback, but it is the quickest way to effectively correct a mistake.

3. Do it right away: Give feedback as soon as possible after the action. *Immediate feedback* has a much greater effect and is usually better received, because it is more meaningful at the time. It is important to be sure the person is in the right frame of mind to really hear and learn from the feedback. To really get through, you may have to choose a moment when the person is relaxed and others are not around.

Give the person a chance to picture his or her behavior. Once you have described the actions, let the person remember and picture for himself/herself what he or she was doing. This focuses the person on the specifics of what you want to talk about.

It is usually easier to hear corrective feedback if it is given together with some supportive feedback. Avoid shaming or blaming as these approaches will damage a person’s confidence and his or her ability to learn. The person will find it easier to accept the feedback if the message is not all bad.

“You’re doing a good job of this, but that one is not as good.”



Printer Case Example



Part 1: The Printer Gives Feedback

Here, the Printer makes a couple of attempts at providing feedback to her apprentice (duration: 80 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? In this situation the Printer Journeyperson made some poor decisions about how she provided feedback to her apprentice. What mistakes did she make? What results did those mistakes have? What steps could she have taken to improve the situation?

Part 2: The Printer Reflects on Her Actions

Now take a look at the video clip of the Printer reflecting on what she did wrong and what she learned from the process (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T02.rm

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What Happened? Listening to what the Printer Journeyperson had to say about her own performance reminds us that no one is perfect in what we do - we are all continually learning!



Feedback Techniques

Feedback is an art – there are a number of things you can do to improve how you give feedback. Here are some basic feedback techniques:



1. *Clearly describe your observations* - what did you see? Be a mirror so the person can picture what you saw
2. *Withhold judgment* - you do not know the person's motivations.
3. *Provide direct feedback* - talk to the person yourself
4. *Provide immediate feedback* - do not wait until break time or the end of the day - feedback at the time it is relevant is most meaningful - you may want to do this at a time when there is some privacy and there are not others around
5. *Help the person to picture their action* - they need to be able to picture exactly what they did
6. *Give the person the next step in the process* - talking about a mistake is no good unless they get a suggestion of what to do the next time

This can help turn a mistake into a positive learning situation. Corrective feedback is easier to take if it comes with some supportive feedback.

An important note: Whenever you communicate it is important to consider:
 The message - Why and how are you communicating?
 The situation - To whom and in what circumstances are you communicating?
 The risk - How serious are the consequences if communication fails?
 (Source: HRSDC).



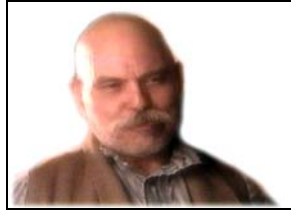
Feedback Examples Activity

Think about a time you have provided feedback. Consider the questions below (based on the feedback techniques).

- ☐ Did I describe the person's behavior clearly, as I observed it?
- ☐ Did I keep judgment out of my feedback?
- ☐ Would my feedback have been direct, face-to-face with the person?
- ☐ Would I have said something to the person immediately or waited for a better time?
- ☐ Did I get the person to picture his or her behavior – see what he or she was doing?
- ☐ Did I set out the next steps for the person?



Cooper Case Example



In this next case example, you will see the Cooper discussing feedback with his own mentor, Mr. Sealy (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsscraeal.nssc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C03.rm)

http://nsscraeal.nssc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C03.rm

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What Happened? Everyone is continually learning - here the Journeyperson learned about a different approach for dealing with his apprentice. Mentors not only communicate with apprentices, they communicate with other co-workers (including other journeypersons) as well. Here, Joseph got some feedback from his own mentor, Mr. Sealy. No one person has all the right answers - every situation is different and it is important to be open to learning from each other. Based on the feedback from his mentor, Joseph could then take action on what he learned. This will help him, the apprentice, and the overall productivity of the business.



Key Words Review

Feedback	Communication that is intended to maintain or improve skill performance
Supportive Feedback	Feedback that describes behavior, points out a good result, and encourages good work
Corrective Feedback	Feedback that describes behavior, points out a bad result, and suggests a change for improved results



Direct Feedback	Feedback that a person hears face-to-face
Immediate Feedback	Feedback that a person hears as soon as possible after their actions



Think About Different Perspectives

Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"I keep asking questions of the person I'm working with, but I am only getting one word yes or no answers..."

One Mentor's Point of View:

"This apprentice keeps asking me questions that I do not have the answer to. It scares me a bit..."

One Employer's Point of View:

"It seems like the employees waste a lot of time talking to each other..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Discuss your experiences - we all learn from each other!



stop

Assessment Self Check



The self check presents questions as a reminder of some key points. Complete the questions, and then check your responses at the end.

Indicate the type of feedback for each of the following statements.

1. "I saw what you were doing earlier and I think you did a good job."
 - a. Supportive feedback
 - b. Corrective feedback
2. "This corner still looks rough."
 - a. Supportive feedback
 - b. Corrective feedback
3. "I really like how well you did that last job for me."
 - a. Supportive feedback
 - b. Corrective feedback
4. "I saw what you were doing on the bench just now, and I think you're missing an important step."
 - a. Supportive feedback
 - b. Corrective feedback
5. "I noticed how you handled that situation and I can see how much you've been learning."
 - a. Supportive feedback
 - b. Corrective feedback
6. Effective feedback describes the behavior or action that you observed.
 - a. True
 - b. False
7. Effective feedback must provide a judgment.
 - a. True
 - b. False



Application Assignment

Complete the Step 5 Application in your Course Handbook.

Application Assignments can be completed in written format and/or contributed in a group discussion and/or compiled in another way that makes sense.



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or an apprentice?

Knowledge:

- ☐ **Be aware of what you want to communicate - your message:** When you communicate it is important that you understand what you are trying to say. Be clear yourself about what you are trying to get across. Think about what might be the best way to say it. Sometimes practicing saying the same thing different ways can give you different options for getting the message across.
- ☐ **Be aware of where you are trying to communicate - the setting:** When you communicate be sure to think about the situation in which you will be communicating - are there things that you can do to select a place/location where the communication can happen best? Think about things like the level of noise and distraction. Sometimes there are limited choices for where communication can happen, but do your best to make the environment work for you, not the other way around.
- ☐ **Be aware of communication risks:** When you communicate also be aware of the potential risks involved in what you are trying to communicate. What could happen is the communication goes badly? Think about how you can minimize the risk(s) involved in the communication. What are some actions you can take to help ensure that the message is received? What are some actions you can take to help ensure that the message is positively received? There are lots of things you can do to help your workplace communications go better.

Attitude:

- ☐ **Focus your attention:** Pay attention to the people with whom you are communicating.
- ☐ **Be patient in your communications:** Wait for people to finish what they are saying - try not to interrupt.

Behaviour:

- ☐ **Listen, listen, listen:** Communication is a two-way street!
- ☐ **Provide specific feedback:** When you provide specific feedback you are giving the person the details they need to be able to continue what is working or what needs to change or improve. Remember to focus on the behaviour that needs to change, not to make it personal.
- ☐ **Be Timely:** When it comes to feedback - The sooner, the better. Feedback will make more sense to the person if it comes at the time.

Learning never ends - keep track of what works best for you...



Self Check Answers



1. "I saw what you were doing earlier and I think you did a good job." This is supportive feedback.
2. "This corner still looks rough." This is corrective feedback.
3. "I really like how well you did that last job for me." This is supportive feedback.
4. "I saw what you were doing on the bench just now, and I think you're missing an important step." This is corrective feedback.
5. "I noticed how you handled that situation and I can see how much you've been learning." This is supportive feedback.
6. Effective feedback describes the behavior or action that you observed. This is TRUE.
7. Effective feedback must provide a judgment. This is false - effective feedback is non-judgmental.



Learning Notes