**Feedback**

Giving feedback is about helping a person fully understand their behaviour and its effects in order that they can make choices about what they do in future: stay the same; do something less or more; stop doing something or select and use a new behaviour.

We tend to assume all feedback is ‘negative’, however praise is also feedback and can be used to highlight what someone does really well, to encourage them to keep repeating that behaviour. If given publically it can also set the benchmark for others.

In order for feedback to be helpful to the person receiving it, the information should be:

* Clear and easy to understand
* Given so the person is able to accept the information
* Concerned with something the person can act on

**‘SBID’ Model**

**S**ituation

Describe the situation where the observed action/behaviour occurred. The more specific you can be about the where and when the better

*Remember to create the climate for the meeting, privacy and timeliness*

**B**ehaviour

Describe the specific behaviour that you noticed or observed.

*Your example needs to be specific and non-judgemental. Describe specific behaviour – don’t guess at the motivation – you cannot see someone being lazy or having a poor attitude – you are inferring from the behaviours. Separate the person from the action/behavior. Tell them what you saw, heard, read. Use language such as I noticed or I observed.*

*Avoid labels and generalisations – e.g. “you’re always late”, or,” you’ve got a reputation as…” Be clear – e.g. “you were late on 15 & 17 September…” or, “The client fed back to me on Wednesday that…”*

**I**mpact

Share with the individual the impact of the action/behaviour on you and/or others/business. It is important to help the individual understand the consequences of this action/behaviour

*Discuss the effect of the behaviour. Sometimes people are genuinely unaware of the ramifications of their actions. Very few people consciously act in an irrational way*

* *When you do this, here’s what happens…*
* *When you do this, I feel that…*
* *In this situation it gave me the impression…….*

*Invite the person to respond and LISTEN – let them put their point of view across or ask them about the impact*

**D**evelopment

What development is required to ensure this doesn’t happen again?

*Be clear about your expectations, improvement suggestions and next steps.*

*Find out how you can support the individual.*

*Encourage change – ask them first for their suggestions – this tends to be more successful.*

* + *What could you do to change this?*
	+ *How could you improve…?*
	+ *What might you do differently to be (even) more effective?*
	+ *How will you develop your skills in this area?*

 *If necessary, offer your points/suggestions*

* *I’d like to see more of… less of…*
* *Have you thought about…*
* *You might like to try….*

**Effective versus Ineffective feedback**

|  |  |
| --- | --- |
| Effective | Ineffective |
| * Describes behaviour
 | * Describes individual, their personality and attitude
 |
| * Specific
 | * General
 |
| * Give as soon as appropriate
 | * Delayed, saved up and dumped
 |
| * Direct
 | * Indirect or ricocheted
 |
| * Owned by giver
 | * Transferred to another party
 |
| * Checked for clarity – ask questions
 | * Not checked for clarity
 |
| * Specifies impact / consequences
 | * Does not specify impact / consequences
 |
| * Refers to behaviours within the receiver’s control
 | * Refers to behaviours which are not under the receiver’s control
 |
| * Giver’s and receivers needs are both taken into account
 | * Is distorted by giver’s needs
 |
| * Is supportive
 | * Is destructive
 |
| * Uses ‘How else could you…’
 | * Uses ‘You should…’
 |
| * Separates person from behaviour
 | * Does not separate person from behaviour
 |