Lesson 4: Continuous Feedback
It’s NOT about the 365th day
Upon completion of this lesson, you will be able to:

- Define the role continuous feedback plays in successful performance management.
- Identify behaviors that promote a constructive performance feedback session.
- Explain how helpful performance feedback is beneficial for supervisors and employees.
- Give examples of how to provide effective performance feedback.
Changing The Way We Do Business

DoD Culture of High Performance

Effective Performance Management

DoD CORE VALUES

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Trust Behaviors

- Trust between supervisor and employees is essential in high-performing organizations and a key part of effective performance management.

- Trust behaviors to consider:

  - Engaging and Motivating
  - Sharing of Information
  - Planning Work
  - Assigning and Managing Work
  - Finding Solutions and Removing Barriers
  - Providing Continuous Feedback
  - Appraising Performance
  - Managing Talent

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Relationship Between Effective Performance Management and Performance Feedback

- Continuous
- Timely
- Frequent
- Meaningful
- Two-Way

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Performance feedback is the two-way, meaningful exchange of information between supervisors and employees regarding performance expected and performance exhibited.
Why Is Feedback Important?

- Beneficial for both supervisors and employees
- Promotes an understanding of the issue/topic/concern
- Makes the other person aware of one’s perspective

<table>
<thead>
<tr>
<th>Performance Context</th>
<th>Developmental Context</th>
<th>Personal Context</th>
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<tbody>
<tr>
<td>Feedback provides employees and supervisors with the other's perspective of what’s working (or not)</td>
<td>Feedback provides opportunities to improve competence, to learn, and to progress in careers</td>
<td>Feedback can improve the quality of relationships</td>
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### Examples of Effective Feedback Techniques

<table>
<thead>
<tr>
<th>TYPE</th>
<th>EXPLANATION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;When you ...&quot;</td>
<td>State specific facts of behavior - (non-judgmental)</td>
<td>???</td>
</tr>
<tr>
<td>&quot;I'm concerned ...&quot;</td>
<td>Describe how behavior affected you or the office.</td>
<td>???</td>
</tr>
<tr>
<td>&quot;Because I ... “</td>
<td>State why the observed behavior affected you in this way.</td>
<td>???</td>
</tr>
<tr>
<td>Pause and listen for</td>
<td>Ask if the other person has ideas about what to do. Give the other person</td>
<td>???</td>
</tr>
<tr>
<td>response</td>
<td>an opportunity to respond.</td>
<td></td>
</tr>
<tr>
<td>&quot;I would like ... &quot;</td>
<td>Describe what change you want the other person to consider.</td>
<td>???</td>
</tr>
<tr>
<td>&quot;Because ... &quot;</td>
<td>State why the change is needed.</td>
<td>???</td>
</tr>
<tr>
<td>&quot;What do you think ... &quot;</td>
<td>Listen to response. Discuss options and compromise on a solution, if</td>
<td>???</td>
</tr>
<tr>
<td></td>
<td>necessary.</td>
<td></td>
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Center for Creative Leadership’s (CCL) Situation-Behavior-Impact Feedback Model

- The When/Where
- Be as specific as you can

SITUATION

BEHAVIOR

- What did you see?
- Describe without judgement

IMPACT

- What did the behavior cause?
- Make the experience internal to individual

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**SBI Example #1**

<table>
<thead>
<tr>
<th><strong>Situation:</strong></th>
<th>“Joe, in last week’s performance discussion, while I was sharing my accomplishments,</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior:</strong></td>
<td>you picked up your phone and started texting.</td>
</tr>
<tr>
<td><strong>Impact:</strong></td>
<td>I felt like our discussion was not important enough for you to give me your full attention.”</td>
</tr>
</tbody>
</table>
Situation: “Carmen, at Monday’s budget meeting, you ensured that the meeting started on-time and that everyone had the correct handouts in advance.

Behavior: All of your research was correct, and all meeting member questions were correctly answered. You did an excellent job and made us all look really good. Thanks for all of your hard work!”

Impact: It’s NOT about the 365th day
Exercise - Now You Try It

- Using the SBI Model handout, partner up with someone or form a small group and write an example of effective feedback that you might give based on each scenario.

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Giving and Receiving Feedback

- What are some difficulties in giving feedback to employees on their performance?

- What are some difficulties in receiving feedback?

- What is the most important part of giving performance feedback?

- Why is it important to receive feedback?

- What are some ideas for overcoming challenges of giving and receiving feedback?
Feedback Approaches

Am I presuming innocence rather than attributing negative motives?

Am I authentic – candid, yet compassionate, to build trust and respect?

Do I have positive intent?

Is my feedback based on facts, not assumptions or judgments?

Is my feedback intended to help, not control or manipulate?

Will my feedback stimulate mutual learning and inspired action?

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Feedback Guidelines for the Feedback“er”

✓ Be specific and factual; don’t evaluate or judge
✓ Separate observations about behavior from the impact of the behavior
✓ Check for clarity to ensure that the receiver fully understands what’s being conveyed
✓ Refer to behaviors about which the receiver can do something
✓ Provide timely feedback after the behavior
Feedback Guidelines for the Feedback “ee”

✓ Just Listen

✓ Don’t interrupt

✓ Don’t get defensive

✓ If things get awkward or too emotional, don’t respond and ask for a break. But be sure to re-connect with person giving feedback

“Thank you for the feedback.”
Feedback Practice

- Partner with someone on the team to offer positive feedback based on an experience you had with that person

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Learning Objectives Review

You should now be able to:

- Define the role continuous feedback plays in successful performance management.
- Identify behaviors that promote a constructive performance feedback session.
- Explain how helpful performance feedback is beneficial for supervisors and employees.
- Give examples of how to provide effective performance feedback.
Questions?

➢ Are there any questions?
Additional Resources

- DCPAS Resources and References web site: https://www.cpms.osd.mil/Subpage/NewBeginnings/ResourcesReferences/
- Center for Creative Leadership (CCL) with Karen Kirkland and Sam Manoogian. Ongoing Feedback: How to Get It, How to Use It (1st Edition) (Greensboro: Pfeiffer, 2007)
- Center for Creative Leadership (CCL) with Raoul J. Buron and Dana McDonald-Mann. Giving Feedback to Subordinates (1st Edition) (Greensboro: Pfeiffer, 2007)