

FEEDBACK



1

Warm-up

Let's take a look at the following questions and share opinions :)

1. What **feedback** has your teacher given you recently?
2. Do you have to give/receive feedback to/from colleagues as part of your job? How do you feel about this?
3. Can you think of any other times (besides work) when you give or receive feedback?
4. When people receive feedback, they sometimes become **defensive** (quick to react negatively when receiving criticism). Can this ever be prevented?

2

Tune in

You are going to watch a TED talk by cognitive psychologist LeeAnn Renninger, called "The Secret to Giving Great Feedback." It's helpful if you first watch the beginning of a presentation, to get used to the speaker's accent and speed of delivery.

Watch the introduction to the presentation (0:00-0:41) and notice what the speaker says about:

1. Two jobs
2. An ancient philosopher
3. The results of a survey

After you listen, explain why these things are mentioned.

3

Listen: How we react to feedback

In this part of the talk (0:41-1:47), you will hear about why some feedback isn't brain-friendly.

Watch to find the answers to these questions:

1. What two types of feedback-givers are there? Why are both of these types of feedback a problem?
2. When people receive feedback, how does the amygdala (a part of the brain) respond?
3. The speaker has done some research to improve how people give feedback. How did she find people for her research?
4. How many parts does the speaker's feedback formula have?

Vocabulary in context - choose the best meaning for the word in bold from the tapescript:

... the feedback giver then starts to ... add more ums and uhs and justifications, and the whole thing gets **wonky** really fast.

- a. Turns into an argument
- b. Generally goes wrong
- c. Becomes very unclear

4

Listen: Feedback formula part 1 and 2

In this part of the talk (1:47-2:27), you will hear about the first part of the formula. Watch to decide if these statements are true or false:

1. The first part of the feedback formula starts with a yes/no question.
2. At this stage, you only have to be short.
3. This stage tricks the brain into feeling happy.
4. People who are receiving feedback can decide how to answer the question.

Vocabulary in context - find words in this part of the tapescript which describe these feelings:

- Support for an idea or plan
- Independence and the ability to make choices

This micro-yes question does two things for you. First of all, it's going to be a pacing tool. It lets the other person know that feedback is about to be given. And the second thing it does is it creates a moment of buy-in. I can say yes or no to that yes or no question. And with that, I get a feeling of autonomy.

In this part of the talk (2:27 - 3:22), you will hear about the second part of the formula. Watch to find the answers to these questions:

1. What is a *blur word*? Give an example.
2. How is a *data point* different to a *blur word*?
3. Does this advice only apply to negative feedback?

Vocabulary in context - can you explain what the expression in bold means?

And if we stick with blur words, they actually **won't have any clue** particularly what to do going forward to keep repeating that behaviour.

5

Listen: Feedback formula part 3 and 4

In this part of the talk (3:22 - 4:49), you will hear about the third and fourth parts of the formula, plus an extra piece of advice. Watch to find the answers to these questions:

1. What information does the impact statement include? Is it always negative?
2. How does the impact statement help make your point?
3. What is the fourth part of the feedback formula?
4. Why is this important?
5. What's the final thing that the speaker says great feedback givers also do?

Vocabulary in context - watch this part again and replace the words in bold with words from the tapescript that have the same meaning. The first letters have been given. *Please write FULL words!*

The third part of the feedback formula is the impact statement. Here, you name exactly how that data point **affected/i** ____¹. you. So, for example, I might say, "Because I didn't get the message, I was blocked on my work and couldn't move forward" or "I really liked how you added those stories, because it helped me **understand/g** ____² the concepts faster." It gives you a sense of purpose and meaning and logic between the points, which is something the brain really **wants and needs/c** ____³.

The fourth part of the feedback formula is a question. Great feedback givers **finish/w** ____⁴ their feedback message with a question. They'll ask something like, "Well, how do you see it?" Or "This is what I'm thinking we should do, but what are your thoughts on it?" What it does is it creates a **promise to do something/c** ____⁵ rather than just **following the rules/c** ____⁶. It makes the conversation no longer be a monologue, but rather becomes a joint problem-solving situation.

6

Roleplay

Read the situations and choose one to practise giving feedback to someone you are managing:

- Your colleague was preparing some information that you need to give a presentation tomorrow. You were expecting this information yesterday and you still haven't received it.
- Every day your colleague is a few minutes late in the morning and they leave the office a few minutes early in the evening. They say this is because of the trains.
- Your colleague came to an important meeting with a client, dressed in sportswear. They then took a call on their mobile during the meeting, keeping the client waiting for five minutes.