

Additional Tips for Giving Effective Feedback

Positive Feedback:

Positive feedback from supervisors and peers is linked to increased employee performance³ and motivation³.

- Positive feedback should be used when the desired outcome is for an employee to maintain or repeat a behavior¹⁸.
 - Effective performance should be recognized and rewarded with positive job changes and rewards for employees (promotions, increased autonomy/responsibilities, etc.)¹⁸.
- Positive feedback should be given **informationally**, NOT **controllingly**⁴:
Informational Feedback Example: "Congratulations, you've completed all of your goals for this month!"

- Informational feedback can lead to increases in employee intrinsic motivation, which is linked to employee performance⁴.

Controlling Feedback Example: "Excellent, you need to keep up the good work"

- When providing positive feedback, supervisors should avoid using controlling words such as '**should**' or '**need**'⁴.
- Controlling feedback can decrease both intrinsic motivation and employee trust in supervisors⁴.

Negative Feedback:

Many supervisors are hesitant to give negative feedback to employees, however; this is problematic because it conveys the message that mediocrity is acceptable, which damages the morale of top performers¹⁴.

- To give effective negative feedback, **avoid passing judgement**, feedback should be focused on an employee's task behaviors rather than the employee themselves¹⁸.
 - Additionally, negative feedback should focus on employees' development and goal improvement and should include no **threats** or **judgements**¹⁸.
 - Negative feedback should be clear, task related, and should provide guidance on how to increase performance¹⁵.
- Many employees can be sensitive to negative feedback¹⁴, so give this feedback with care and include error management expressions¹⁴ such as: "**Errors are a natural part of the learning process.**" or "**Making errors is normal, you need to make errors to learn.**"
 - Error management expressions increase employee motivation and minimize the harmful emotional effects of negative feedback¹⁴.

Sources of feedback:

Supervisors:

- When providing feedback, supervisors and other leader figures should **clarify expectations and goals** and **encourage employees to ask questions**¹⁴.
- Feedback should include high-quality exchanges between supervisors and employees¹⁴.
 - These positive exchanges lead to increases in trust, role clarity, and performance¹⁴.
 - It is important to consider that the quality of the relationship between employees and supervisors can lead to bias for this form of feedback¹⁴.

Self:

- Self appraisal/feedback **increases employee perceptions of fairness** and shows whether discrepancies exist between employee perceptions of performance and supervisor perceptions of performance¹⁴.
- Self-ratings tend to be inflated, so self-feedback is most effective when used together with supervisor and multi-source feedback¹⁴.

Multi-source feedback (MSF aka 360°):

*Multi-source feedback involves employees receiving feedback from multiple sources either internal or external to the organization*¹⁴.

- MSF provides a more comprehensive and well-rounded view of an employees' strengths and areas of improvement¹⁴.
 - MSF encourages knowledge sharing, open communication, and positive interactions between supervisors and employees¹⁴.
 - MSF can be used for developmental and/or administrative purposes and can be useful when making decisions about compensation/promotion¹⁴.
- When utilizing multi-source feedback, it is important to consider the **biases** of each source and to weigh the pros and cons of utilizing each
 - **Supervisor** - Bias comes from **relationship between supervisors and employee(s)**¹⁴.
 - **Self** - Tendency for **inflated appraisal of self**¹⁴.
 - **Customers** - Bias can come from **individual customer experience**, can be **influenced by external factors**¹⁴.
 - **Peers** - Bias comes from the **relationship between peers and employee(s)**¹⁴.

Frequency of feedback:

Effective feedback should be an ongoing, consistent process; **performance feedback in some form should be given daily**¹⁴.

- Supervisors should keep track of examples of **good** and **poor** employee performance to be shown to employees while providing feedback¹⁴.

Varying feedback depending on the recipient:

Individuals react differently to feedback for a variety of different reasons

Neurodiversity:

- Neurodiverse individuals (those who possess different neurological frameworks than the typical population, such as those diagnosed with ASD, ADHD, or dyslexia¹⁶) often have difficulty interpreting feedback¹⁷.
- While giving feedback to someone who is neurodiverse:
 - give little room for ambiguity or alternative interpretations of your words¹⁷.
 - Communicate that **feedback is constructive** and that **each employee will receive feedback at some point**¹⁷.
 - Be **empathetic** to employees that may be distressed by feedback¹⁷.

Gender:

- Supervisors should be mindful of possible gender differences in how they give feedback¹⁰.
- Research has demonstrated that supervisors may consciously or unconsciously shield female workers from challenging situations and negative feedback¹⁰.
 - This can deny female workers the opportunities to further grow as employees¹⁰.
- When giving feedback and volunteering employees for challenging experiences, be mindful of how you act toward those of either gender¹⁰.
- Be **mindful** of any biases you may hold when giving feedback to employees¹⁰.

Sources

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Eagle I.O

Student Led Consulting Group

Created by [Matthew Giuliano](#), [Ryan Lentz](#), [Isabella Arroyo](#), and [Nikita Williams](#),
with help from [Paulina Wiedmann](#)