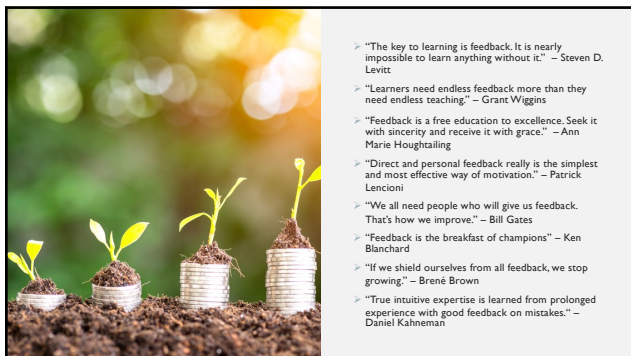




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AGENDA



DEFINITION AND COMPONENTS OF EFFECTIVE OF FEEDBACK



INTERPERSONAL SKILLS AND FEEDBACK



STRENGTHENING SUPERVISEE MOTIVATION THROUGH FEEDBACK

4

AGENDA



DEFINITION AND COMPONENTS OF EFFECTIVE OF FEEDBACK



INTERPERSONAL SKILLS AND FEEDBACK



STRENGTHENING SUPERVISEE MOTIVATION THROUGH FEEDBACK

5

BEHAVIOURAL SKILLS TRAINING AND SUPERVISION

- Behavioural skills training (BST) is a training framework
- Used to structure how supervisors train new skills to supervisees
- Builds in critical components necessary to deliver instructional content, provide practice opportunities, and evaluate training effectiveness
- Designed to ensure supervisees master skills supervisors set out to teach at onset of supervision

6

COMPONENTS OF BEHAVIOURAL SKILLS TRAINING

- Step 1 • Discuss rationale and describe target skill
- Step 2 • Provide succinct, written description of skill
- Step 3 • Demonstrate (model) target skill
- Step 4 • Require trainee practice of target skill
- Step 5 • **Provide feedback during practice**
- Step 6 • Repeat Steps 1 to 5 to mastery

7

WHAT IS FEEDBACK?

Quantitative or qualitative information used for changing and maintaining specific behaviour (Arco, 2008)

Vocal, written, or graphic statements, or videotaped or modeled behaviour

Positive
Corrective

8

THE ROLE OF FEEDBACK IN SUPERVISION

- Feedback is an important and necessary part of supervision
- A good supervisor will provide timely, specific, and accurate feedback about supervisee performance
- Feedback should be provided on clinical, ethical, and professional skills
- Giving effective corrective feedback is challenging for many supervisors and is a skill that must be learned

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Type	What is it?	When should I use it?
Vocal	Delivering vocal feedback about performance to the supervisee	After a performance, in situ or in a meeting
Written	Providing supervisee with notes from observations	After a performance or in a meeting
Modeled	Modeling the correct behavior for supervisee	After or before a performance
Video	Showing the supervisee a video of his or her performance (typically includes vocal feedback and a self-check)	In a meeting
Graphic	Providing the supervisee with a graphic display of their performance	In a meeting
Self-Monitored	Providing the supervisee with a self-check system to monitor their own performance	During or just after performance
Formal	Providing feedback in a structured manner	In a meeting
Informal	Providing feedback in the moment	In situ, during observation

TYPES OF FEEDBACK (GARZA ET AL., 2018)

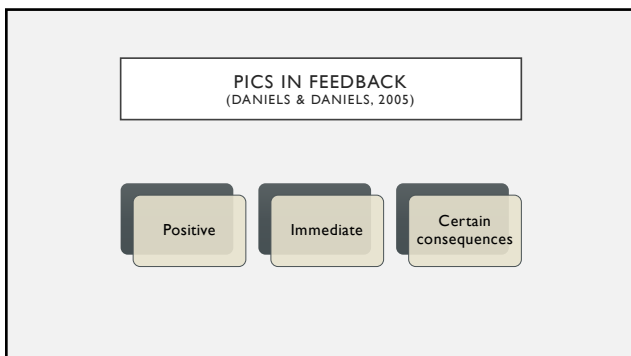
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FEEDBACK CONTENT AND MODALITY
(GIAMOS ET AL., 2023)

- Person-mediated vs. computer-mediated
- Qualitative vs. quantitative
- Person-mediated feedback (regardless of content) = improved performance, motivation, and task engagement
- Quantitative feedback > qualitative feedback in terms of performance improvements






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






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COMPONENTS OF EFFECTIVE FEEDBACK

-  **Content** Specify relevant behaviour
-  **Timing** Deliver frequent and immediate feedback
-  **Tone** Provide feedback in a manner that is understandable and meaningful to the supervisee








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COMPONENTS OF EFFECTIVE FEEDBACK

-  **Content** Specify relevant behaviour
 -  Adequacy
 -  Information about what is being done well
 -  Provide at least as much positive and supportive feedback as diagnostic and corrective feedback (ideally much more!)
 -  Diagnostic
 -  What was done incorrectly
 -  Corrective
 -  What to fix and how

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COMPONENTS OF EFFECTIVE FEEDBACK

-  **Timing** Deliver frequent and immediate feedback
 -  Feedback should be provided as immediately as possible
 -  Feedback should be provided as frequently as possible
 -  Create a 'feedback-rich' environment
 -  Feedback should be given privately
 -  Feedback should not be given when the supervisor is frustrated or angry
 -  Consider asking the supervisee when they would like to receive feedback

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COMPONENTS OF EFFECTIVE FEEDBACK

Tone Provide feedback in a manner that is understandable and meaningful to the supervisee

- “A supervisee is most likely to look forward to and seek out feedback opportunities if the feedback is helpful, meaningful, specific, and **delivered in a culturally responsive, kind, and professional manner.**” (LeBlanc et al., 2020, p. 86)

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PROVIDING SUPPORTIVE FEEDBACK (LEBLANC ET AL., 2020)

Instead of saying this...	Try saying this...
<ul style="list-style-type: none"> Don't do it like that. No, you are doing it wrong. That's not how you do X. Okay, what you are doing wrong is X. The mistake you are making is X. You are forgetting to do X. 	<ul style="list-style-type: none"> I think doing it like Y will make a big difference. Let's see what happens when you try Y. I'd love for you to try Y, instead of X. Hey, what do you think will happen if you do it like Y? Let's give it a try and see! You know what works for me is to do Y. Why don't you give it a try? It's easy to overlook, but remember to do Y.


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FEEDBACK SELF-MONITORING CHECKLIST (GARZA ET AL., 2018)

	Positive Feedback	Corrective Feedback
Does the feedback contain specific information?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the feedback pertain to performances under control of performer?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the feedback individualized?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the feedback self-monitored when possible? And if not self-monitored, is it delivered by a person in charge?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the feedback provided as often as feasible?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the feedback used in conjunction with reinforcement? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is the feedback graphed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the feedback graphed? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is the feedback easily understood?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the feedback easily understood? <input type="checkbox"/> Yes <input type="checkbox"/> No
		Is the feedback focused on improvement? <input type="checkbox"/> Yes <input type="checkbox"/> No

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TEACHING
SUPERVISEES AND
INTERVENTIONISTS
APPROPRIATE AND
EFFECTIVE
FEEDBACK
RECEPTION SKILLS



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WHY TEACH FEEDBACK
RECEPTION SKILLS?

- Every individual has a different learning history with feedback
- Supervisees may respond in a way that 'neutralizes' or deflects the feedback (Ehrlich et al., 2020)
- Supervisees may respond in a way that decreases likelihood supervisor will provide feedback in the future (Matey et al., 2019)
- Providing supervisees with guidance and expectations regarding how to respond to the feedback that will inevitably be provided helps to maximize their benefits from that feedback
- Absence of mutual understanding about the role of feedback may harm the supervisory alliance

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SCRIPT FOR
EXPLAINING
FEEDBACK
RECEPTION
ET AL.
(2020)

Script for Explaining Feedback and Responding to Feedback
(Lulliam, Salas, & Ables, 2020, p. 26-29)

A supervisor can use this script to get some ideas about how to: a) explain the positive purposes of feedback; b) anchor the feedback; and c) discuss any past negative experiences with feedback and how to succeed despite them.

Supervisor: "Thank you for adding this topic to the agenda. I think it is one of the most important conversations we will have. I want to take a few minutes to talk about feedback. Feedback is something that many people view as a negative thing because in the past it has meant that you are in trouble. Have you had any experiences like that?"

Pause: Give the supervisee a chance to nod, agree, tell a story, or nothing at all. It is not critical that the supervisee reveal any personal issues you. It is important that the supervisor express sympathy and understanding about how the past can change how we respond to the present.

Supervisor: "I see feedback in a specific way, and I hope that you will, too, as we progress through supervision. To me, feedback is the greatest gift I can give you. To give you feedback, I have to pay attention to what you are already doing well. Things you could do a little differently, and I have to figure out exactly how to be and allow you the support that might make you more successful in the future. So that means describing the things you do really well at. FEEDBACK—not just the things you could do better. For my part, I feel by my best to spend as much, or more time on doing that as I do on showing you how to do new things. For your part, try your best to listen to the praise, acknowledge it, and remember that this is also feedback about what you should keep doing. Do you ever have trouble hearing compliments or are you the more 'keep it coming' type?"

Pause: Give the supervisee a chance to nod, agree, tell a story, or nothing at all.

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USING BST
TO TEACH
FEEDBACK
RECEPTION
SKILLS
(EHRlich ET AL., 2020)


- Hypothesized that employee behaviours while receiving feedback could moderate the effects of feedback
- Developed a list of skills that should be exhibited by an employee/supervisee while receiving verbal feedback
- Taught three administrative staff members how to accept feedback
 - Behavioural Skills Training
- Found BST was effective in teaching the participants to acquire and maintain appropriate feedback reception skills
 - Moderate improvement in skill of concern (email performance)
- Unknown which components of the feedback reception skills taught are necessary for facilitating improved performance

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Appendix. Scoring and operational definitions of target behaviors

Point Value	Operational Definition
1	Preparation Employee brings a notepad to the meeting and uses it if needed.
0	Employee brings a notepad but does not use it, or does not bring a notepad but asks for one if needed.
0	Employee does not bring a notepad or asks for one.
1	Eye Contact Employee maintains eye contact when listening to feedback.
0	Employee maintains eye contact only for one of the two portions of corrective feedback.
0	Employee does not maintain eye contact when listening to feedback.
1	Follow-Up Questions Employee asks specific questions for more information when given evaluation-only or adjustment-only feedback.
0	Employee asks an unclear or unrelated follow-up question. Example: "You've been doing better in some areas with email." "Could I hear about those areas?"
0	Employee does not ask for clarification after getting negative feedback. Example: "Your email could use a little improvement." "Okay, I'll try my best" or no response.
1	Acknowledge Mistakes Employee makes affirmative statements. Example: "I see" or "uh, okay."
0	Employee is unresponsive or neutral.
0	Employee denies or tries to explain the mistake. Example: "I think this was just a database error" or "You never told me I needed to do that."
1	Active Listening Employee makes a statement to repeat back information they have just received (summarize the content) using behavioral terms.
0	Summarizes, but is inaccurate in some way.
0	Employee says "You understand?" but does not summarize the appropriate behavior or does not provide any active listening statement.
1	Consent to Behavior Change Employee indicates they've accepted the feedback and expresses a willingness to work on it.
0	Employee only gives consent or an indication they will use the feedback. Example: just says "yes" or "absolutely, I'll do it to the best of my ability."
1	Appreciative Statements Employee expresses specific appreciation of the feedback. Example: "Gosh, this was really helpful." Applies/uses where appropriate.
0	Employee says a generic "Thank you."
0	Employee does not indicate appreciation for the feedback.
1	Overall demeanor Employee speaks in a friendly tone, smile, or expression interest, and maintains upright, respectful posture.
0	Employee speaks in a neutral tone, maintains a neutral facial expression, and maintains upright, respectful posture.
-1	Employee speaks in a disrespectful tone, frowns or scowls, crosses arms or slouches.

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TEACHING YOUR SUPERVISEE TO RESPOND TO FEEDBACK APPROPRIATELY (LEBLANC ET AL., 2020)

- Supervisee experiences with feedback vary widely
- Start conversations about feedback early
- Ask supervisee about preferred and non-preferred forms of feedback
- Discuss strategies for accepting feedback
- Discuss specific responses to feedback

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TEACHING YOUR SUPERVISEE TO RESPOND TO FEEDBACK APPROPRIATELY (KAZEMI ET AL., 2019)

Strategies for effective responses to feedback:

1. Accept the feedback
2. Paraphrase the feedback
3. Clarify feedback
4. Thank supervisor for feedback
5. Solicit feedback
6. ...when appropriate, recognize when to discuss feedback

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APPLICATION ACTIVITY

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APPLICATION ACTIVITY

- Pause the video and practice using a script for explaining and responding to feedback. If you are working with someone else, take turns to practice the supervisor and supervisee roles.
- Note any changes you would make to this script




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AGENDA



DEFINITION AND COMPONENTS OF EFFECTIVE OF FEEDBACK




INTERPERSONAL SKILLS AND FEEDBACK



STRENGTHENING SUPERVISEE MOTIVATION THROUGH FEEDBACK

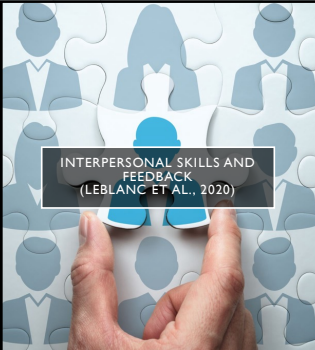
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INTERPERSONAL SKILLS

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
- Maya Angelou (as quoted in LeBlanc et al., 2020, p. 164)

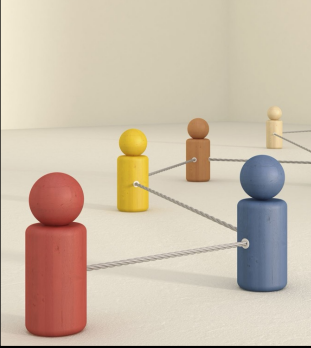
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INTERPERSONAL SKILLS AND FEEDBACK (LEBLANC ET AL., 2020)

- Interpersonal skills are critical skills
- Interpersonal skills influence
 - Personal relationships
 - Professional relationships
 - Ability to work in a team environment
 - Career success
 - Life satisfaction

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CORE INTERPERSONAL SKILLS
(LEBLANC ET AL., 2020)

1. Communication
2. Noticing and self-reflection
3. Perspective taking
4. Flexibility, compromising, and harmonizing
5. Integrity and accountability

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CORE INTERPERSONAL SKILLS IN FEEDBACK
(LEBLANC ET AL., 2020)


1. Communication
 - Be culturally responsive and respectful
 - Adjust communication strategies based on the context
 - Know when to initiate communication (timing)
 - Understand the impact you hope to have on their behaviour
 - Use strategies likely to achieve desired impact



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CORE INTERPERSONAL SKILLS IN FEEDBACK (CONTINUED)

2. Noticing and self-reflection
 - Monitor frequency of feedback (both positive and corrective)
 - Monitor your own facial expressions and body language
 - Monitor your tone
 - Ensure you give the recipient an opportunity to actively participate in the conversation
 - Monitor self for active listening
 - Monitor own emotional responses
 - Reflect on interaction after it has occurred




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CORE INTERPERSONAL SKILLS IN FEEDBACK (CONTINUED)

3. Perspective taking

- Anticipate whether the conversation may be difficult for the supervisee and prepare accordingly
- Frame feedback in accordance with the thoughts or emotions another individual might typically experience that situation
- Monitor behaviour and response of the other individual
- Adjust communication strategies based on the response of the supervisee




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CORE INTERPERSONAL SKILLS IN FEEDBACK (CONTINUED)

4. Flexibility, compromising, and harmonizing

- Compromising = making reasonable concessions in a way that is agreeable to everyone
- Harmonizing = seeing value in multiple options and working collaboratively to develop a new option
 - Involves synergy rather than concession; choosing the health of the relationship and being an effective supervisor over being right
- Invite and listen to supervisee's perspective; acknowledge perspective; jointly generate solution based on each person's point of view




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CORE INTERPERSONAL SKILLS IN FEEDBACK (CONTINUED)

5. Integrity and accountability


- Doing what is right or good, even when it is difficult
- Reliable feedback
- Fair and just feedback
- Accountability in feedback
- Trustworthiness in feedback



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ADDITIONAL CONSIDERATIONS FOR FEEDBACK

- Critical importance of positive feedback and recognition of strengths
 - Aim for 5:1 ratio for positive:corrective feedback
- Provide feedback often
- Consider the priority for each feedback opportunity
 - rapport building
 - development of a mutual understanding of a situation (curiosity)
 - collaborative problem-solving
 - 'easy wins'
 - formal review of progress/goals
- Ensure feedback is clear and specific
- Consider own affect and tone
- Link feedback to client outcomes



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FOUR-PART
FORMULA FOR
EFFECTIVE
FEEDBACK
(FROM TED @
VIDEO)

1. **The 'micro-yes'**
 - Begin conversation by asking if feedback can be provided
2. **The data point**
 - Provide specific information about what you saw or heard
3. **The impact statement**
 - Discuss the impact of the data point discussed in step 2
4. **End on a question**
 - Create commitment rather than compliance
 - Joint-problem solving
5. **[Pull feedback regularly]**
 - Establishes you as a continual learner

From "The Secret to Giving Great Feedback"
<https://www.youtube.com/watch?v=w15UrrgU8c>

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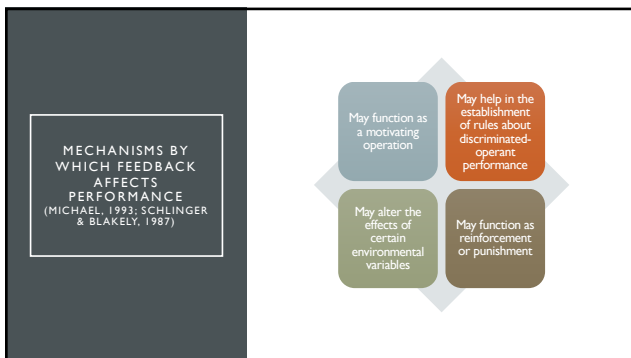
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THE EFFECT OF FEEDBACK ON MOTIVATION

- When compared to positive feedback, negative feedback may decrease motivation (Fong et al., 2018)
- The effects of negative feedback may be regulated by:
 - Including information about how to improve performance
 - Using clear criterion to provide feedback
 - Delivering feedback in-person
- (Fong et al., 2018)
- Feedback and other strategies to increase motivation may vary depending on the employee's position within the organization (Drake et al., 2007)





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IMPORTANCE OF LEADERSHIP IN STRENGTHENING SUPERVISEE MOTIVATION (DANIELS & DANIELS, 2005)

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MANAGING VS. LEADING IN SUPERVISION (ADAPTED FROM KOTTER, 2011)

 <ul style="list-style-type: none">• Bringing order and predictability to supervision process• Planning and budgeting• Organizing meetings and supervision• Solving logistical problems	 <ul style="list-style-type: none">• Setting clear direction• Aligning people and resources• Motivating and inspiring supervisees
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MOTIVATING SUPERVISEES AS A LEADER
(ADAPTED FROM KOTTER, 2011)

- Make work tasks important to supervisees by articulating visions and goals in ways that stress values of supervisee
- Give supervisees sense of control by involving them in deciding how to achieve goals
- Support supervisee skill growth and efforts through use of behavioural skills training*
- Give supervisees sense of accomplishment and belonging by recognizing and rewarding success frequently*




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CHARACTERISTICS OF STRONG EVALUATOR
(CORMIER & BERNARD, 1982)



THE ABILITY TO EVALUATE EFFICIENTLY USING OBJECTIVE CRITERIA



THE ABILITY TO COMMUNICATE FEEDBACK CLEARLY AND TO CHECK SUPERVISEE'S UNDERSTANDING OF THE FEEDBACK



THE ABILITY TO BE COMFORTABLE AND EFFECTIVE WITH THE POWER INHERENT IN SUPERVISOR ROLE

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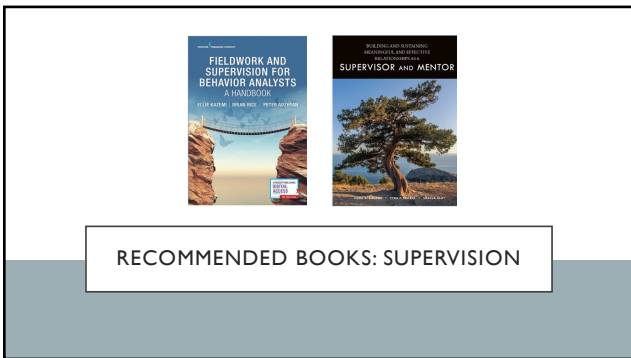


- "The key to learning is feedback. It is nearly impossible to learn anything without it." – Steven D. Levitt
- "Learners need endless feedback more than they need endless teaching." – Grant Wiggins
- "Feedback is a free education to excellence. Seek it with sincerity and receive it with grace." – Ann Marie Houghtailing
- "Direct and personal feedback really is the simplest and most effective way of motivation." – Patrick Lencioni
- "We all need people who will give us feedback. That's how we improve." – Bill Gates
- "Feedback is the breakfast of champions" – Ken Blanchard
- "If we shield ourselves from all feedback, we stop growing." – Brené Brown
- "True intuitive expertise is learned from prolonged experience with good feedback on mistakes." – Daniel Kahneman

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