



DF 310
Providing Effective Feedback

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COURSE OBJECTIVES

The objectives of this course will enable participants to:

- Describe characteristics of effective feedback.
- Demonstrate providing effective feedback.

TARGET AUDIENCE

The target audience for this training includes supervisors assigned to the Joint Field Offices and other disaster facilities.

CONTENTS

This course includes at least the following sections:

- Welcome
- Activity 1: The Coin Toss
- Course Overview
- Providing Effective Feedback
- Activity 2: Six Characteristics of Effective Feedback
- A Model for Providing Feedback
- Activity 3: Applying Characteristics of Effective Feedback
- Concluding a Feedback Session
- Activity 4: Providing Feedback on Products
- Summary
- Handouts
- Learning Check
- Evaluation

Handouts and Reports

- Handout 1: The Coin Toss Team A
The Coin Toss Team B
- Handout 2: Characteristics of Effective Feedback
- Handout 3: Giving Effective Feedback
- Handout 4: Providing Feedback on Products
- Report A: Community Relations Activity
- Report B: Community Relations Activity

WELCOME

Begin by welcoming class

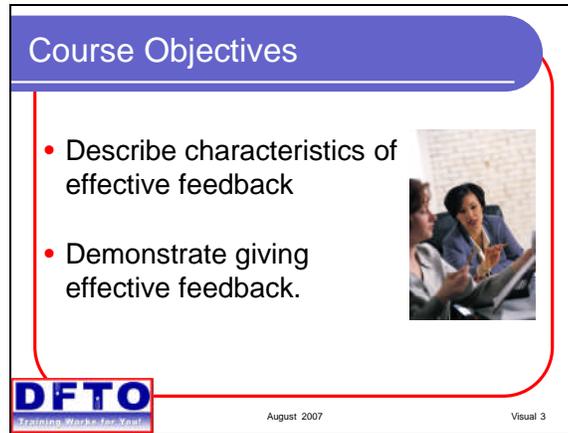


Review class rules and safety items:



COURSE OVERVIEW

Review the course objectives.



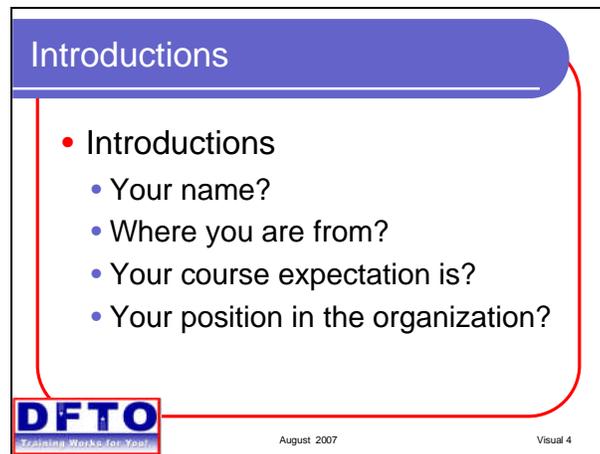
Course Objectives

- Describe characteristics of effective feedback
- Demonstrate giving effective feedback.

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- Describe characteristics effective feedback
- Demonstrate giving effective feedback.



Introductions

- Introductions
 - Your name?
 - Where you are from?
 - Your course expectation is?
 - Your position in the organization?

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Activity 1: The Coin Toss

The Coin Toss will help to reinforce the objectives of the course.

Post Activity Questions

- How did this activity make you feel?
 - What did the coaches do to help you to improve your penny-tossing skills?
 - What did the coaches do that made it more difficult to use your penny-tossing skills?
 - How did the different feedback techniques impact performance of the two teams?
 - Which team did you want to be a member of?
 - How do the lessons learned in the Coin Toss relate to giving feedback in a JFO?
-
- Disaster work and its fast-paced environment tend to speed up processes that need a slow, thoughtful response—such as feedback.
 - A supervisor may feel pressure to provide a large amount of feedback in a short time span but must be careful how the feedback is perceived.
 - It is important to stop and think about the methods, frequency, and manner in which you provide feedback.

The feedback given during the activity was all verbal. Some times you may be required to provide written feedback.

Notes:

PROVIDING EFFECTIVE FEEDBACK

Providing Feedback

Effective feedback increases productivity, motivation and skill development.



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- Successful supervisors provide effective feedback on various subjects including performance and conduct to staff.
- Giving feedback does not have to be a stressful event. When done well, effective feedback increases productivity, motivates an employee, and allows skills development in new areas. Effective feedback can decrease employee stress.

Notes:

What effect does the lack of feedback have on employees?

Characteristics of Effective Feedback

- Acknowledges a clearly identified problem
- Attentive to the feelings of the person
- Based on facts, not opinions
- Descriptive and not evaluative

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Visual6

Feedback should provide direction

There are basic principles to providing effective feedback. Effective feedback is:

- Acknowledges a clearly identified problem.
- Attentive to the feelings of the person. Pay attention to non-verbal cues.
- Based on facts; not opinions.
- Focused on behavior or performance.
- Not overwhelming, give the person the amount of information they can actually need to understand the issue rather than everything you feel they should receive.
- Specific rather than general. They are based upon clear expectations and standards.
- Timely. Feedback delayed is feedback denied.

Characteristics of Effective Feedback

- Directed towards behavior or performance that can be changed
- Not overwhelming
- Specific rather than general
- Timely



Feedback should provide direction

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Visual 7

- Focus on the value feedback will have to the receiver. Feedback is provided to help someone.
- Select an appropriate place and time where you will not be interrupted and appropriate for the feedback session.
- Allow enough time to prepare for and deliver the feedback.

Effective Feedback

- Is not about the evaluation form.



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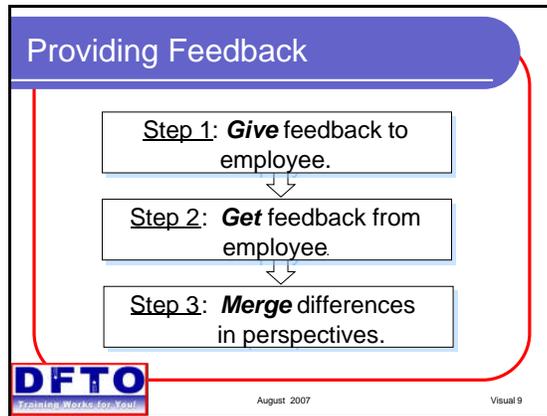
Visual 8

Feedback is given to ensure the success of an individual.

Feedback promotes an individual's growth and learning.

The form is a means of documenting the session. It is not the focal point of the session.

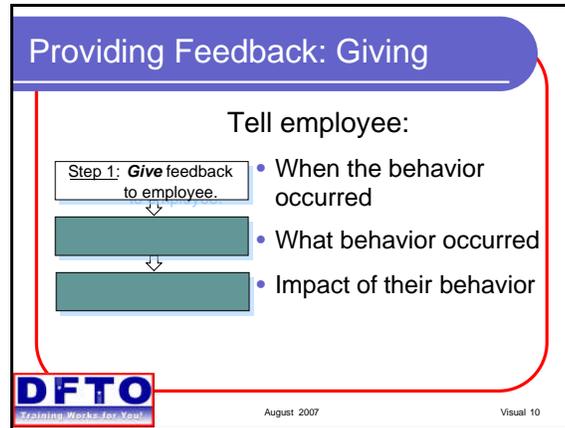
A MODEL FOR PROVIDING FEEDBACK



Supervisors need to follow a three-step process shown on the visual to conduct an effective feedback session:

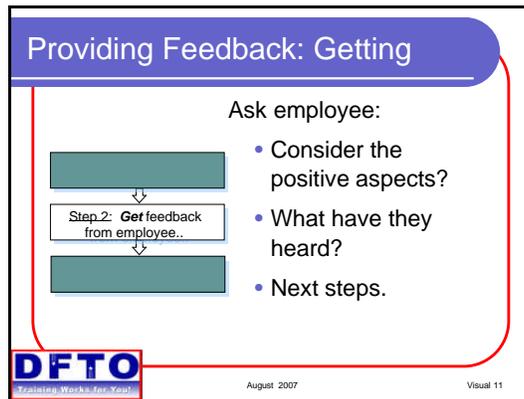
- Step 1:** Give feedback to the employees.
- Step 2:** Get feedback from the employees.
- Step 3:** Merge differences in perspective.

Notes:



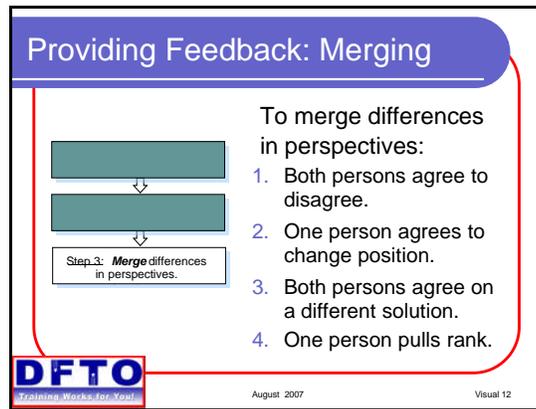
- When providing feedback, first tell the employee what you thought they did well, and then identify areas that need improvement. Finish with a summation
- If he or she did something you need to discuss, be specific with the employee about:
 - When the behavior occurred.
 - What behavior occurred?
 - The impact of their behavior.
- Tell employee you will make an action plan together for improvement.

Notes:



- Getting feedback from the employee s important because the individual:
 - May already be aware of his or her strengths and weaknesses.
 - May have constructive suggestions for improving his or her work.
 - Will be more open to your feedback if you listen first.
- To get feedback from the employee, ask:
 - Tell me what you heard.
 - What do you think about what I said?
 - What would you do differently next time?
- Encourage the employee to focus on the positive before moving to areas for improvement.
- An employee is usually his or her toughest critic.
- As the listener, focus on what is actually said during the process not why it was said.

Notes:



- It is important that you merge differences in how you and the employee view the performance before you agree on a course of action.
- There are four ways to merge differences in perspectives:
 1. Both persons agree to disagree.
 2. One person agrees to change his or her position.
 3. Both persons agree on a different solution.
 4. One person pulls rank.

Notes:

CONCLUDING A FEEDBACK SESSION



Effective feedback is a two way process. The person receiving the feedback needs to have the opportunity to respond and reflect on what was said. You may be asked to paraphrase and summarize your feedback or asked questions to clarify what was said.

Once the two way process of providing and receiving feedback is completed, the supervisor still has the responsibility to:

- Finalize a course of action
- Schedule the follow-up

Notes:

SUMMARY

Summary of Effective Feedback

- Acknowledges a clearly identified problem
- Attentive to the feelings of the person
- Based on facts, not opinions
- Descriptive and not evaluative



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Summary of Effective Feedback

- Directed towards behavior or performance that can be changed
- Not overwhelming
- Specific rather than general
- Timely



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Course Summary

- Describe characteristics of effective feedback.
- Demonstrate providing effective feedback.

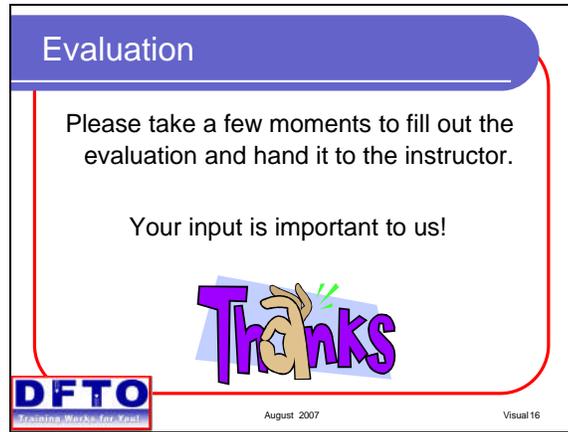


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Effective feedback increases productivity, motivation, and skill development. Providing effective feedback can be learned. Allow yourself the time to prepare and to deliver effective feedback to your employees.

Please complete the course evaluation form.



The slide features a blue header with the word "Evaluation" in white. Below the header, the text reads: "Please take a few moments to fill out the evaluation and hand it to the instructor." followed by "Your input is important to us!". A large, stylized "Thanks" graphic is centered below the text, with the letter 'T' in purple and 'hanks' in blue, and a hand icon pointing upwards. At the bottom left is the "DFTO" logo with the tagline "Disaster Field Training Operations - Keeping the World Safe". At the bottom center is the date "August 2007" and at the bottom right is "Visual 16".

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The Coin Toss

Handout 1 Team A

Coach Instructions

- Provide positive feedback to your team as they complete The Coin Toss.
- Keep score on the chart paper and record one point for each coin they toss in the scoring zone and two points for any penny leaning up against the wall.
- Reward the team's effort by encouraging them, cheering them on, and clapping.



The Coin Toss

Handout 1 Team B

Coach Instructions

- Provide negative feedback and criticize the players as they complete the activity.
- Keep score on a note pad. Give one point for each coin they toss in the scoring zone and two points for any penny leaning up against the wall. Compare their scores with the other team if that team is doing better.
- If a player gets a point, move the toss line back a couple of inches.

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Six Characteristics of Effective Feedback Handout 2



Specific rather than general

- General Feedback: Your report didn't cut it.
- Specific Feedback: It is not necessary to include specifics of the operational status already covered in the daily Situational Report. It makes the report too lengthy.

Focused on behaviors, rather than on the person

- Focused on Person: How could you have done that? Don't you know anything about working with disaster victims?
- Focused on Behaviors: The best way to assist disaster victims is to give them an opportunity to vent before beginning to explain the policies or eligibility requirements.

Not overwhelming to the individual

- Overwhelming: It is important that you improve your documentation. You also need to work on your telephone skills including your greeting and the rate at which you talk, and you especially need to work on your defensive tone when you are asked challenging questions. In addition, your desk is very disorganized.
- Not Overwhelming: Let's work on how to improve your system for documenting Project Worksheets (PWs) that are completed Project Worksheets (PWs) and approved. The first step is to log in the completed on the master worksheet. Next, track the review process. After 5 days, do a follow-up to find out the status of the review. Note the status on the master worksheet. Perhaps developing a checklist would be helpful to you.

Six Characteristics of Effective Feedback Handout 2 (continued)



Responsive to the individual's feelings

- Non-responsive: I don't see what you're so nervous about. Everyone stresses about working on their first disaster. It is part of seeing if you've got what it takes to be a disaster worker. I went through it myself.
- Responsive: I know the JFO environment can be very stressful at first, but I will be here to answer any of your questions. In no time, being a disaster worker will seem natural for you. Trust me; I felt the same way when I was new.

Based on facts, not opinions

- Opinion: Someone mentioned to me that you are having trouble finishing your daily workload.
- Fact: Are you aware that I am missing a couple of your reports, and I still haven't gotten your meeting summary?

Timely

- Untimely: The answer you gave that disaster victim last week about temporary housing was excellent.
- Timely: The answer you just gave that disaster victim about temporary housing was excellent.

Giving Effective Feedback Handout 3



Purpose:

The purpose of this activity is to provide an opportunity to give feedback.

Instructions:

- Select a destination point to be detailed.
- Take about 5 minutes to draft your directions.
- When you are finished writing your directions, exchange them with your partner.
- Give feedback to your partner on the completeness and accuracy of the directions.

 You will have about 5 minutes to write directions and 5 minutes to give feedback.

Providing Feedback on Products Handout 4



Purpose:

The purpose of this activity is to critique work products and give oral feedback.

Instructions:

- Thoroughly review both Report A and B.
- One partner pretends to be the author of Report A and the other Report B.
- Review your partner's report.
- Make any necessary revisions and/or make notes on how to improve your partner's report.
- Refer to Handout 2 titled "Six Characteristics of Effective Feedback."
- Provide oral feedback to your partner on Report A.
- After receiving feedback, comment on how well your partner used the feedback steps.
- Reverse roles and provide oral feedback to the other person on Report B.
- Again, after receiving feedback, comment on how well your partner used the feedback steps.



You will have 5 minutes to review your product and determine your feedback strategy.

Report A



Community Relations Activity

Operational Period: 9-7-05 0800 hrs to 9-9-05 0800 hrs

Operations

Columbia:

- CR teams are receiving many questions regarding the eligibility criteria for receiving food stamps. You will obtain and distribute the Food and Drug Administration (FDA) a list of the eligibility criteria.
- Talked to sum people who need homes. There is a great need. They said that many, many residents don't have anywhere to live.
- People indicate reluctance to fill out Small Business Administration (SBA) forms because they want grants versus a loan. The field personnel are advising them of the FEMA application process.
- Due to apprehension in the field about the application deadline approaching I have notified the Public Information Officer (PIO) who will do media blitz.
- Assisted donations.

Report B



Community Relations Activity

Operational Period: 9-7-05 0800 hrs to 9-9-05 0800 hrs

Operations

Columbia:

- Referred offer for free advertising by Columbia television station to Public affairs.
- There are concerns in the field that many people will be left out if application deadline is not widely published. I have referred this concern to the PIO.
- Met with the representative of Spanish speaking community who will act as a liaison between the CR team and the community to facilitate the distribution of FEMA materials and he will also help encourage community to use the Helpline.
- Referred six “special needs” cases.
- Many people think the application deadline is about to happen and are very worried that they will be left out.

Please take a moment to complete the following items. Your input may help to improve future training sessions. Thank you!

Name of Instructor(s) _____

Date of Course _____ **Disaster Number** _____

1. The instructor was knowledgeable and well-prepared.

Strongly Agree. Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

2. The instructor provided time for questions and review and encouraged group participation.

Strongly Agree. Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

3. The instructor related the material to disaster work and used FEMA-related examples.

Strongly Agree. Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

4. Based on your Requestor/Supervisor/Program Manager's expectations from this course, will you be able to meet or exceed them? Why? Or why not?

5. Overall, how would you rate this course?

Excellent ____ Very Good ____ Good ____ Adequate ____ Poor ____

6. Please list additional training that would benefit your JFO work or benefit the JFO workforce in general.

