

Lesson 4: Continuous Feedback

PURPOSE

The purpose of Lesson 4 is to describe how effective performance management is critical to the DoD culture of high performance; identify trust behaviors between supervisors and employees that build engagement and improve performance; and explain how constructive performance feedback is beneficial for supervisors and employees in terms of performance management.

LEARNING OBJECTIVES

When participants have completed Lesson 4, they 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

TOPICAL OUTLINE

- A. Continuous feedback and successful performance management.
 - 1) What is Performance Feedback?
 - 2) Why Is Feedback Important?
 - 3) Benefits for both supervisors and employees
- B. Trust Behaviors
- C. Feedback
 - 1) Effective feedback
 - 2) Giving and receiving feedback
 - 3) Benefit for supervisors and employees
- D. Providing effective performance feedback.
 - 1) Overcoming barriers
 - 2) Using the Situation-Behavior-Impact (SBI) Feedback Model

TIME

The following is a suggested time plan for this lesson. The instructor(s) may adapt it as needed. Note this table does not reflect breaks – use your judgement to determine the timing of breaks for participants.

SESSION	TIME
Lesson 4 - Continuous Feedback	70 minutes with no break

Instructor Notes	Content
<p>Lesson 4: Continuous Feedback</p> <p>SAY</p> <p>Welcome back. Now we're going to spend a little time talking about a very important element of DPMAP: Continuous Feedback.</p>	<p>SHOW SLIDE: 1</p>
<p>Instructor Notes:</p> <p>These words represent the key messages that embody what is most important about New Beginnings: performance, mission, communication, excellence, etc.</p> <p>DO</p> <p>Display the New Beginnings slide at the beginning of each instructional day and during breaks.</p>	<p>SHOW SLIDE: 2</p>
<p>SAY</p> <p>Before we begin, let's review the learning objectives for this lesson.</p> <p>Upon completion of this lesson, you will be able to accomplish the learning objectives listed here. Take a minute to read through the material.</p> <p>DO</p> <p>Leave this slide up while you discuss the concepts that will be covered in this lesson. It is not necessary to read the learning objectives verbatim—participants can do that while the slide is up.</p> <p>If the lesson is being presented as a stand-alone lesson, show all slides. If not, then consider hiding slides as appropriate.</p>	<p>SHOW SLIDE: 3</p>
<p>SAY</p>	<p>SHOW SLIDE: 4</p>

Instructor Notes	Content
<p>First up, let's unpack two concepts: effective performance management and the DoD culture of high performance.</p> <p>We talked about performance management in Lesson 1. Effective performance management does three things:</p> <ul style="list-style-type: none"> • Increases employee commitment, engagement, and individual performance • Aligns the efforts of supervisors and employees with organizational goals • As a result of these two things, effective performance management significantly improves organizational performance—if individuals are performing, the organization will too <p>With DPMAP, DoD is committing to building a culture of high performance that focuses on employee engagement, development, high performance, and accountability. Remember, in Lesson 1 we said culture was “the way things get done around here.” It is the workplace’s basic attitude and is deeply rooted in every aspect of everyday operations. Culture impacts how seriously an organization takes performance management. You may have experienced an organization that checked the box on performance management, and as a result never realized the full potential of effective performance management. These two concepts support each other in a virtuous cycle.</p> <p>Effective performance management fosters a culture of high performance that emphasizes the importance of employee engagement, the critical role of supervisors, and accountability and integrity at all levels. This culture in turn reinforces effective performance management practices that align the efforts of supervisors and employees with organizational goals, promote consistency in performance review, and motivate employees to perform at their best.</p> <p>Both of these concepts support the DoD core values, which form the foundation of the DoD culture of high performance.</p> <p>Do you remember the core values?</p>	

Instructor Notes	Content
<p>The DoD core values are: Leadership, professionalism, and technical knowledge through dedication to duty, integrity, ethics, honor, courage, and loyalty. Can you see how these values influence both performance management and a culture that emphasizes high performance?</p> <p>I want you to think now about your work experience.</p> <p>ASK</p> <p><i>Ask:</i> Where have you seen examples of effective performance management? This would be a place where the supervisors took an interest in engaging and encouraging the employees; where employers addressed performance issues; where performance discussions were not just lip service; where people were recognized for their hard work; and where you felt motivated to do your best.</p> <p><i>Ask:</i> What was the culture like there? Would anyone like to share their experience with a high performance culture?</p> <p>Instructor Notes: The point to make with the shared experiences is how the culture affected the weight the organization gave to performance management. You are looking for an example where performance management is two-way, meaningful, and continual throughout the performance cycle and not an event at the end of the performance cycle. Make this explicit if you don't get an example from the participants.</p>	

Instructor Notes	Content
<p>SAY</p> <p>One aspect of both a culture of high performance and effective organizational performance management is the level of trust between supervisors and employees.</p> <p>Trust between supervisor and employee is essential in high-performing organizations and a key part of effective performance management. Ongoing discussion about these behaviors leads to consistent application, which helps to create a culture of high performance. Whether you are an employee or a supervisor, utilizing effective trust behaviors is a critical element of performance feedback.</p> <p>Here are some trust behaviors to consider:</p> <ul style="list-style-type: none"> Engaging and Motivating Sharing of Information Planning Work Assigning and Managing Work Finding Solutions and Removing Barriers Providing Continuous Feedback Appraising Performance Managing Talent <p>Instructor Notes: Read each trust behavior listed and solicit input from participants regarding why these trust behaviors are important in performance management and DPMAP.</p>	<p>SHOW SLIDE: 5</p>
<p>SAY</p> <p>As we've discussed, performance feedback is a critical part of the DPMAP but what exactly is it, in terms of performance management?</p> <p>One of the guiding principles of performance management is to create a culture of engagement by fostering ongoing feedback. Another principle is to emphasize the ongoing nature of performance management throughout the entire performance appraisal cycle and deemphasizing the final</p>	<p>SHOW SLIDE: 6</p>

Instructor Notes	Content
<p>performance appraisal discussion. Performance feedback is continuous and meaningful, and should always be two-way.</p> <p>In a high-performing organization, supervisors continually monitor assignments and projects consistently to measure performance and provide ongoing feedback to employees and work groups on progress toward reaching their goals. In addition to providing feedback whenever exceptional or ineffective performance is observed, supervisors should provide periodic feedback about day-to-day accomplishments and contributions, as this is very valuable. Feedback is essential because timely feedback allows employees the opportunity to adjust accordingly.</p>	
<p>SAY</p> <p>As we should realize by now, feedback is an important part of DPMAP.</p> <p>An effective feedback session is not a one-way dialogue; rather, it is an opportunity for two-way, meaningful communication between a supervisor and an employee. Employees are encouraged to proactively engage with their supervisor, participate in meaningful performance discussions to foster positive and beneficial outcomes, and ask clarifying questions about expectations. Another important aspect of two-way communication is active listening. Both supervisor and employee should focus on what is said. Don't interrupt or get defensive; both parties should take time to consider the feedback and response.</p> <p>This collaborative engagement by employees has the potential to increase the effectiveness of the supervisor and the productivity of the work unit. Open, honest and/or direct feedback is very important because it builds trust between employees and supervisors. Supervisors who encourage and engage in open feedback and discuss with employees how they plan to use this feedback can increase engagement and team productivity because employees will feel a sense of ownership in the organization when they see that their input is valued and included in decision-making.</p>	<p>SHOW SLIDE: 7</p>

Instructor Notes	Content
<p>SAY</p> <p>But why is feedback so important?</p> <p>As part of a package of effective performance management practices, meeting regularly to review progress and provide feedback is a key factor in employee engagement.</p> <p>As we just discussed, there are numerous studies that show quantifiable performance benefits from meeting often with employees to share fair, accurate, helpful, and specific feedback. This simple, yet powerful, supervisor behavior has been shown to boost commitment to the organization.</p> <p>Feedback is important for both the supervisor and the employee.</p> <p>For the employee, it gives him or her a voice. We should not underestimate the positive influence this has on an employee's engagement level. When employees feel like their opinions are valued, they are much more likely to increase their performance levels.</p> <p>For supervisors, they can ask employees for their feedback and discuss how the feedback will be used. This open communication, in addition to increasing supervisory effectiveness, has the added benefit of building employee engagement because employees feel a sense of ownership in the organization when they see that their input is valued. Regardless of the specific method used, it is most effective if there is a trusting supervisor-employee relationship in place.</p> <p>Feedback benefits go far in helping supervisors and employee, depending on the context or environment. There are three contexts for understanding the importance of feedback to employees.</p> <p>They are:</p> <ul style="list-style-type: none"> • The performance context relates to our individual performance in the workplace. It's the ruler we use to measure our impact on the overall organization. 	<p>SHOW SLIDE: 8</p>

Instructor Notes	Content
<ul style="list-style-type: none"> The developmental context informs us about how well the work is getting done. Are we as efficient or effective as we could be? Without feedback we would never know if we can improve. The personal context tells us how others perceive us. Personal feedback is important to keeping our relationships healthy and functioning. <p>To recap, feedback IS important because it:</p> <ul style="list-style-type: none"> Promotes an understanding of the issue/topic/concern Makes the other person aware of one’s perspective In a performance context, feedback provides the supervisor’s perspective of what’s working (or not) In a developmental context, feedback provides opportunities to improve competence, to learn, and to progress in careers In a personal context, feedback can (hopefully) improve the quality of relationships 	
<p>SAY</p> <p>This table provides examples of effective feedback techniques that should be used during performance discussions to ensure that both employees and supervisors are communicating in the best possible way.</p> <p>Instruction: If you notice, we have left the example column blank. Let’s see if we can come up with some good examples.</p> <p>DO</p> <p>Interactivity: Have multiple volunteers read the each type and explanation, then get class to participate in providing responses.</p> <p>Instructor Notes: Examples of feedback techniques if class has difficulties coming up with their own:</p> <ul style="list-style-type: none"> - When you do not attend staff meetings like you did today and last week ... 	<p>SHOW SLIDE: 9</p>

Instructor Notes	Content
<ul style="list-style-type: none"> - I get concerned ... - Because I value your contributions. - You play an important role in this office accomplishing its goals. - Do you have any ideas regarding the design of our new project? <p>(pause and give ample time for response)</p> <ul style="list-style-type: none"> - I would like you to consider planning your schedule so that you can attend meetings or call in in advance if there is an important reason for the meeting to be rescheduled. - Because you are a valuable member of our team and we miss your input when you are not here. - One way to ensure that both our needs are met is to ... 	
<p>SAY</p> <p>We now know that continuous feedback is an essential element of a successful performance management program. One good way to address the challenges of giving feedback is to use a tool to help you focus your feedback. The Center for Creative Leadership (CCL) has created one such tool called the Situation-Behavior-Impact (SBI) model.</p> <p>Effective feedback can help the receiver understand exactly what he or she did and what impact it had on you and others. When the information is specific but without interpretation or evaluation, there is a better chance that the person getting the feedback will be motivated to begin, continue, or stop behaviors that affect performance. The CCL has developed the SBI model as a simple way to help the receiver understand the impact his or her actions had on you or others.</p> <p>The SBI Model contains THREE key elements:</p> <ul style="list-style-type: none"> • Situation = The setting and circumstances (when and where). It 	<p>SHOW SLIDE: 10</p>

Instructor Notes	Content
<p>anchors feedback in time, place, and circumstance and helps the receiver remember and/or understand the context.</p> <ul style="list-style-type: none"> • Behavior = Observable actions of the person you're giving the feedback to (what the person did that you observed). Telling what you observed allows the feedback receiver to know exactly what he or she did that had impact. • Impact = Emotions and feelings you have as a result of the behavior (what the behavior causes). When you share your feelings and thoughts, and how you or others behaved as a result of the feedback receiver's behavior, you are explaining the consequences of the behavior that the receiver may not have considered. <p>Note that, when it's a supervisor talking to an employee, this might be a good place to ask the employee what he or she thinks their behavior causes, rather than telling them. This creates more of a coaching conversation/learning point for the employee. This model takes emotion and assumptions out of the conversation and focuses on observable facts.</p> <p>ASK</p> <p>Has anyone had a good experience using this model they would like to share? If so, get the participants to share their experience.</p>	

Instructor Notes	Content
<p>SAY</p> <p>Here is an example of the SBI model in action.</p> <p>“In last week’s performance discussion, while I was sharing my accomplishments (situation), you picked up your phone and started texting (behavior). I felt like our discussion was not important enough for you to give me your full attention (impact).”</p> <p>DO</p> <p>Review the slide with the participants, foster discussion</p> <p>ASK: Is this a positive situation or negative situation? Any other questions?</p>	<p>SHOW SLIDE: 11</p>
<p>SAY</p> <p>So let’s move on to example #2.</p> <p>Example #2 reads as “Carmen, at Monday’s budget meeting (situation), 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).”</p> <p>DO</p> <p>Review the slide with the participants, foster discussion</p> <p>ASK: Is this a positive situation or negative situation? Any other questions?</p>	<p>SHOW SLIDE: 12</p>

Instructor Notes	Content
<p>SAY</p> <p>Now let's practice the SBI model.</p> <p>DO</p> <p>Lead an Exercise</p> <p>Exercise Objective:</p> <p>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</p> <p>Instructions:</p> <p>The SBI Model handout has two situations. Have the participants write SBI feedback for each of the situations, then have them write an example of effective feedback they could give to someone they work with using the SBI model. Then have them pair up with a partner or form small groups, to review each other's statements. At the conclusion of the exercise, ask if someone would be willing to share one of the SBI statements.</p> <p>Required Materials: L3 SBI Model Handout.docx</p>	<p>SHOW SLIDE: 13</p>
<p>Transition Message:</p> <p>Now that we know about the SBI model, let's look at get back to giving and receiving feedback and some questions we might ask ourselves.</p> <p>Interactivity:</p> <p>Ask the following questions to foster group discussion.</p> <p>Ask:</p> <p>What are some difficulties in giving feedback to employees on their performance? What's difficult about receiving feedback?</p> <p>Possible responses:</p>	<p>SHOW SLIDE: 14</p>

Instructor Notes	Content
<p>Making time Giving/receiving negative feedback Preparing for difficult conversations</p> <p>Ask: What is the most important part of giving performance feedback? Why is it important to get feedback?</p> <p>Possible responses: Honesty Accountability Expectations Two-way communication Caring Reduces EEO complaints or grievances</p> <p>Ask: So what are some ideas for overcoming the challenges of giving/receiving feedback?</p> <p>Interactivity: On chart paper or white board, record key answers to the questions on the slide.</p> <p>Take a moment to wrap-up the discussion and share what you know about providing “good” feedback as the group has defined it.</p> <p>Instruction: Regarding ongoing feedback: Not all employees will like it immediately, and some may become suspicious. But supervisors who have implemented more feedback sessions have experienced increased productivity from their teams. Supervisors who prepare and practice become much more comfortable with the process of giving good feedback.</p>	
<p>Transition Message: Let’s now discuss your approach to feedback and how it may alter the</p>	<p>SHOW SLIDE: 15</p>

Instructor Notes	Content
<p>effectiveness of it.</p> <p>Instruction:</p> <p>This is a critical part of feedback—your mindset plays a critical role in how it is delivered and received. If you don't have the right mindset when giving the feedback, it won't go well. So take time to prepare to give the feedback. Do some self-reflection to make sure you have the right motives when providing the feedback.</p> <p>Here are some important questions to ask yourselves before you give the feedback. If you can answer yes to all of the questions, you're ready to give the feedback.</p> <p>Ask:</p> <p>Are there any questions?</p>	
<p>SAY</p> <p>Transition Message:</p> <p>Giving feedback can be very challenging but will get better over time and with practice.</p> <p>Instruction:</p> <p>Here are a few guidelines for the giver of feedback.</p> <p>Interactivity:</p> <p>Give the participants a chance to review the bullets. Then ask if anyone has any questions about these guidelines.</p>	<p>SHOW SLIDE: 16</p>
<p>SAY</p> <p>Transition Message:</p> <p>And here are some guidelines for the person receiving the feedback?</p>	<p>SHOW SLIDE: 17</p>

Instructor Notes	Content
<p>Instruction:</p> <p>Receiving feedback can be difficult. But here are some guidelines to consider:</p> <ul style="list-style-type: none"> • Just listen • Don't interrupt • Don't get defensive. • If things get emotional or awkward, ask for a break, and be sure to re-connect with person giving feedback. 	
<p>Transition Message:</p> <p>REMEMBER, the goal is a MUTUAL understanding of how to move forward. So let's put all of this to work and practice feedback.</p> <p>Exercise Objective:</p> <p>Using SBI-based feedback, practice giving feedback in a face-to-face situation.</p> <p>Instructions:</p> <p>Have the participants partner with someone on the team. If there are enough people, consider a third party observer that can provide additional input. They will practice offering positive, SBI-based feedback based on an experience they had with their partner earlier today. Go over instructions with the class.</p> <p>ASK: When all groups have concluded, ask random class members the following:</p> <p>What did you find challenging? What was easy?</p>	<p>SHOW SLIDE: 18</p>

Instructor Notes	Content
<p>What did you learn?</p>	
<p>SAY</p> <p>Transition Message:</p> <p>That was a lot of information but hopefully you now realize the importance of feedback in an effective performance management program. Let's sum up what we just covered.</p>	<p>SHOW SLIDE: 19</p>
<p>SAY</p> <p>Before we break, are there any questions?</p> <p>DO</p> <p>Collect any Parking Lot questions. You are ready for Lesson 4.</p>	<p>SHOW SLIDE: 20</p>
<p>SAY</p> <p>Here are some additional resources and learning tools.</p> <p>Instructor Notes: These resources are also found in the Instructor Guide and the Participant Guide. Give participants a chance to look over the list of resources.</p>	<p>SHOW SLIDE: 21</p>