

## **Giving Feedback**

Written by Administrator

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### **How do you like getting feedback?**

Learning is advanced exponentially when feedback is an essential part of any workshop. That feedback may come from one or more of the learners or from the trainer. Here's a few tips I remind learners and myself of when engaged in providing constructive feedback.

#### **Be specific**

Don't just say "good job" or "that's not right". Be specific about the behavior that was performed properly or that you'd like to see eliminated. Don't beat around the bush.

#### **Immediate**

As soon as you are ready to give constructive feedback, ask the performing learner to return to the subgroup.. The closer to the performance the feedback is received, the more impact it will have

#### **Earned**

False praise will have a negative effect on the performing learner. It can also cause resentment or concern among other learners who may get feedback later in the exercise. When giving corrective feedback, be sure you have your facts straight and talk directly to the learner.

#### **Practical**

Provide insights and suggestions that can be used by the person receiving the feedback. Be down to earth.

#### **Individualized**

Use the learner's name. The personal touch is especially important when giving positive feedback because learners like to hear their names associated with good work.

#### **Consider the 3 – 2 – 1 method**

This process starts and ends on positive notes. Choose six points to comment on:

- Three things you want the performing learner to keep doing
- Two things you want the performing learner to start and/or stop doing
- One thing they did very well

This method works well because it does not overwhelm the performing learner, yet the learner is giving substantive and qualitative feedback.