



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 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

APPROXIMATE TIME

2 hours

PREPARING

Use the following checklist to help you prepare for this course:

Supplies and Equipment

- Visuals 1 through 17 (Prepare the visuals, if necessary.)
- Handouts and reports
- Overhead projector with screen or laptop computer with projector
- Note cards
- Easel paper, easels, and markers
- Masking tape
- Name cards
- Pens, pencils, and note paper
- Two bags with 40 pennies in each bag
- Copy Learning Check for participants from Instructional Guide.

Handout Materials

- Participant Manual

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

NUMBER OF INSTRUCTORS

One or two instructors may be used to teach this course.

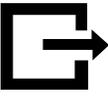
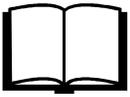
INSTRUCTOR QUALIFICATIONS

Instructors should have training experience as well as previous experience working at a JFO. This course should be taught by instructors with previous disaster field experience. If you are inexperienced, request an experienced instructor to co-instruct the first session with you.

COURSE CONTENT

Instructors delivering these course materials should ensure that the course objectives are delivered in their entirety in order to have the course completion recorded in the Automated Deployment Database (ADD). Additional material may be added, based on the need of the audience to enhance the understanding of the subject matter.

ICONS

Overhead Projector 	Projector 	videotape 	Easel 	Key Point 	Instructor Note 	Check List / Evaluation form 	Graduation / Diplomas 
Thank You! / Good Job! 	Activity 	Discussion Question 	Summary Transition 	Participant Manual 	Time Saving Tip 	Participant Handout 	

WELCOME

Begin by welcoming class



Visual 1



- Introduce yourself

Review class rules and safety items:



Visual 2



COURSE OVERVIEW

Review course objectives with the participants.



Visual 3

Course Objectives

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




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Visual 3



- Describe characteristics of effective feedback.
(Objective 1: pages 12 and 13)
- Demonstrate providing effective feedback to an employee or coworker.
(Objective 2: Activity 3 and 4)

Have participants introduce themselves



Visual 4

Introductions

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


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Visual 4

Introductory Activity: The Coin Toss



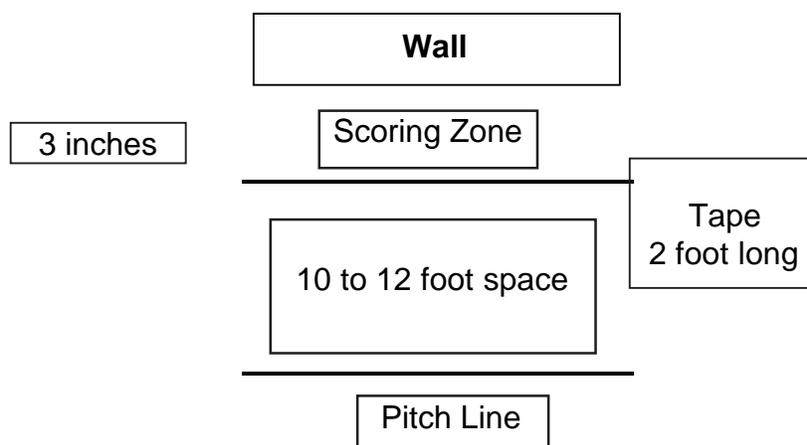
Tell the participants that the introductory activity will help to reinforce the objectives of the course. The introductory activity is The Coin Toss.

Activity 1

Set up this activity as follows:

1. **Collect** the following materials:
 - Masking tape
 - Easel paper, easels, and markers
 - Note pads
 - Two bags with 40 pennies in each bag
2. **Set up** two “playing fields” near one another according to the following directions:

In each area, **attach** a strip of wide masking tape to the floor. The tape is 2 feet long and runs parallel to a straight wall, 6 inches from the wall. A second tape line should be set 10 to 12 feet from the first tape line. This second line designates the pitch line.



Conduct this activity as follows:

1. **Divide** the large group into two small groups.
2. **Ask** for one volunteer from each group to help “coach” their team.
3. While the coaches are meeting, **give** each team 40 pennies and tell the players to divide the coins amongst one another.
4. **Explain** the object of the activity is for players to toss the coin inside the scoring zone.
5. **Tell** participants they will get 1 point for every penny in the scoring zone and 2 points for every penny that leans up against the wall.

Meet with the coaches and **refer** them to Handout 1-Team A and Handout 1-Team B. Give them the following instructions.

Team A—Coach

- Provide positive feedback to your team as they play the activity.
- Keep score on the easel 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.

Team B—Coach

- Provide negative feedback and criticize the players as they play the activity.
- Keep score on a note pad. Give one point when they toss the coin 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

Conduct this activity as follows (continued):

6. **Tell** the players that the team who gets the most points

wins.

7. **Ask** the teams if they are ready. **Tell** the players to begin.
8. **Help** the coaches give appropriate feedback and field questions from the players.
9. After the teams have had a chance to play and begin to realize the impact of the different feedback methods, **stop** the activity.



After the players and coaches have rejoined the larger group, **ask** players the following 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 to make 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 lessons learned in the Coin Toss relate to giving feedback in a JFO?



Review the following key points:

- Disaster work and its fast-paced environment tend to speed up processes that need a thought out response—such as feedback.
- A supervisor may feel pressure to provide a large amount of feedback in a short time span. The supervisor must be thinking how the feedback is heard and perceived.
- It is important to stop and think about the methodology, frequency and manner in which feedback is provided.

The feedback you gave during the activity was all verbal. It is important to consider written feedback.

PROVIDING EFFECTIVE FEEDBACK



Visual 5

Providing Feedback

Effective feedback increases productivity, motivation and skill development.



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Visual 5



Review the following key points:

(Learning Check Question 3 and Question 5)

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



Ask participants: What effect does the lack of feedback can have on employees?

Possible responses:

- Employees may stop learning and improving because they are frustrated, anxious and resentful if they do not know what is expected of them.
- Employees may repeat incorrect actions without knowing that what they are doing is wrong.
- Employees may fail to repeat a correction without being reinforced.
- Employees may not understand in what situations an action is appropriate. They may repeat behavior in situations where it is inappropriate.



Visual 6

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

Feedback should provide direction

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Visual 6



Review the following key point:

(Objective 1, Learning Check Question 1)

There are basic principles to providing effective feedback.

- Acknowledges a clearly identified problem.
- Attentive to the feelings of the person. Pay attention to non-verbal cues.
- Based on facts; not opinions.
- Descriptive and not evaluative.
- Directed toward behavior or performance that can be changed

- Not overwhelming. It is essential to give the person the amount of information they actually need to understand the issue rather than everything you feel they need to receive.
- Specific rather than general. It is based upon clear expectations and standards.
- Timely



Visual 7

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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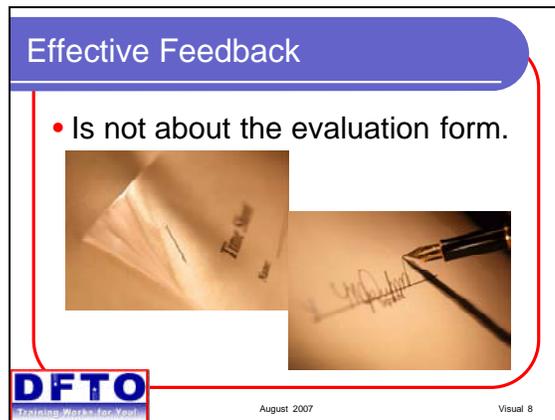
Visual 7



Review the following key point:

(Objective 1)

- Focus on the value the feedback will have to the receiver. Feedback is given to motivate and help someone.
- Select an appropriate time and place where there will not be interruptions. The location needs to be appropriate for a feedback session.
- Allow enough time to prepare for and deliver the feedback.



Feedback is given to ensure the success of an individual.

Feedback promotes an individual's growth and learning.

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

(Learning Check Question 2)



Activity 2

Divide the participants into small groups of three to six participants.

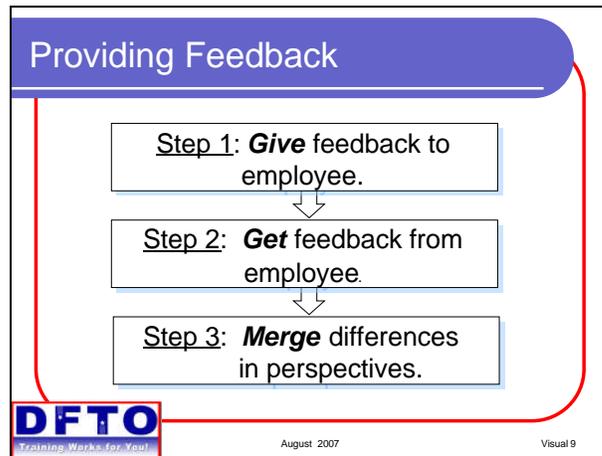
Refer participants to Handout 2, titled:
“Six Characteristics of Effective Feedback”

Give the groups 10 minutes to review the characteristics of effective feedback and **tell** them to identify pitfalls they can stumble into when not following these “general rules.” At the end of 10 minutes, **ask** a spokesperson from each group to present the group's responses.

A MODEL FOR PROVIDING FEEDBACK



Visual 9



Review the following key points:
(Learning Check Question 4)

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

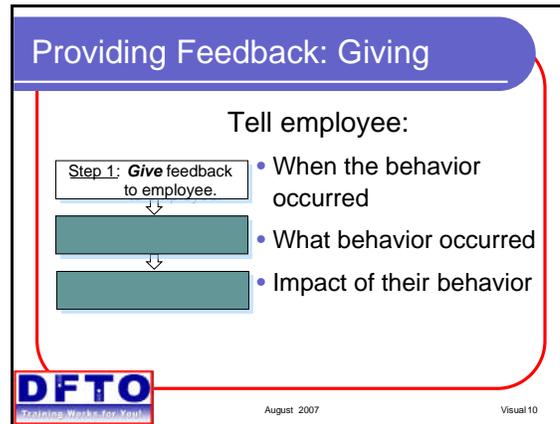
Step 1: Give feedback to the employee.

Step 2: Get feedback from the employee.

Step 3: Merge differences in perspective.



Visual 10



Review the following key points:

- When providing feedback, first tell the employee what you thought they did well, and then identify areas needing improvement. Finish with a summation.
- If he or she did something you need to discuss, tell the employee:
 - When the behavior occurred.
 - What behavior occurred?
 - The impact of their behavior.
- Tell employee you will make an action plan together for improvement.
- **Tell** the group that you are going to read a scenario.
- **Ask** group to think how they would handle the situation if they were the supervisor.
- **Read** the following scenario:



Today during a staff meeting, an employee stood up and yelled at the local hires for talking. The local hires were surprised at his outburst and felt as though they were being treated like children. Although you felt the local hires were being unruly, this disruption from your employee totally threw your meeting off balance.

Ask for two or three volunteers to describe how they would

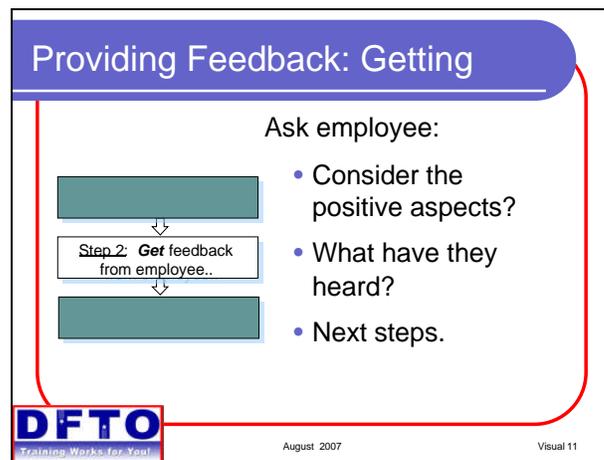
handle the situation. **Remind** them to include the following in their feedback:

- When the behavior occurred.
- What behavior occurred?
- The impact of the behavior.

Remind participants to review Handout 2 “Six Characteristics of Effective Feedback”.



Visual 11



- Getting feedback from the employee is 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.



Ask participants:

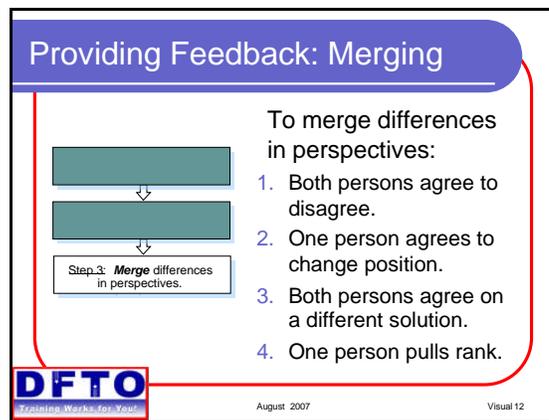
Why is it important to ask the employee questions before concluding the feedback session?

Possible responses:

- Obtain the employees point of view.
- Clarify what you heard the employee say.
- Obtain additional information from employee
- Facilitate the employee's development.



Visual 12



Review the following key points:

- Merging differences occurs prior to agreeing to 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.

Concluding a Feedback Session



Visual 13

Concluding a Feedback Session

- Finalize course of action
- Schedule follow-up
- Thank the person

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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

APPLYING CHARACTERISTICS OF EFFECTIVE FEEDBACK

Giving Effective Feedback Handout 3

(Objective 2)

Conduct this activity as follows:



Activity 3

1. **Tell** the participants that the purpose of this activity is to practice providing feedback.
2. **Tell** the participants that they are going to write directions from the main entrance of the JFO or DRC to a specific destination within the building (if not in a JFO or DRC use the building that you are currently in).
3. **Refer** participants to Handout 3, titled: **“Giving Effective Feedback”**
4. **Ask** the participants to select a destination for which they could write directions.
5. **Explain** that they will work in pairs and provide feedback to their partner.
6. **Provide** the following instructions:
 - Each partner will write detailed directions to the chosen destination.
 - Take about 5 minutes to draft your directions.
 - When you are finished writing the directions, exchange them with your partner.
 - Give feedback to your partner on the completeness and accuracy of the directions.



Ask participants:

1. Could someone please share an effective method by which your partner provided feedback?
2. What were some strategies you used to deal with barriers to effective feedback?

APPLYING CHARACTERISTICS OF EFFECTIVE FEEDBACK

Providing Feedback on Products Handout 4

(Objective 2)

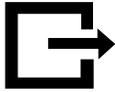
Activity 4

Conduct this activity as follows:

1. **Tell** the participants that during this activity they will have an opportunity to critique a report and provide feedback to an employee.
2. **Refer** participants to Handout 4, titled: **“Providing Feedback on Products”**
3. **Provide** the following instructions:
 - a. Review the report thoroughly.
 - b. Develop a strategy for providing feedback to the employee who developed the product.
4. **Ask** participants to work in pairs.
5. **Refer** participants to Report A and B. **Point out** that the reports were written with intentional mistakes for the purpose of this activity. **Ask** each person to review one report. **Explain** that while they are reviewing the report, they are to pretend that their partner wrote the report. **Instruct** them to make any revisions or suggest ways to improve the report. **Give** the participants 5 minutes to review the reports.
6. **Have** the appropriate participants provide oral feedback to their partners on Report A. After receiving the feedback on the report, the participant should comment on whether his or her partner used the feedback steps outlined in the model.

Next, **reverse roles** and have the partners provide feedback on Report B.

SUMMARY



Summarize this course by telling the participants to think back to the Coin Toss.

Ask them to think of how they would respond to their team players if they were the Coach providing positive feedback.

How would they demonstrate their support?

Review course objectives



Visual 14

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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Visual 14



Visual 15

Summary of Effective Feedback

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

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Visual 15



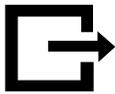
Visual 16

Course Summary

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

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Review the list of characteristics associated with effective feedback.

Remind the participants that effective feedback increases productivity, motivation, and skill development.



Ask the participants to complete the Learning Check in their Participant Manuals.

Allow 10 minutes. Participants may use their materials.

Correct the learning check as a group.



Visual 17

Evaluation

Please take a few moments to fill out the evaluation and hand it to the instructor.

Your input is important to us!



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Visual 16

Refer participants to the Course Evaluation at the end of their participant manuals and ask that they complete it.



Thank the participants and the instructional staff.

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The Coin Toss

Handout 1 Team A

Coach Instructions

- Provide positive feedback to your team as they play the activity.
- 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 play 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 and approved. The first step is to log in the completed Project Worksheets (PWs) 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.



Learning Check

1. List at least five characteristics of effective feedback:

2. Forms are the most important part of providing effective feedback.

TRUE FALSE

3. Who provides effective feedback? _____ (Select one.)

Active employees Successful supervisors
State Coordinating Officer Santa Claus

4. What are the steps for effective feedback?

5. Effective feedback increases: (Circle the correct answer).

Good looks Salary
Productivity Length of service

6. It is important to get the employees point of view.

TRUE FALSE

7. Who has provided you with positive feedback? _____

Why was it effective?

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**Learning Check
Answer Key**



1. List at least five characteristics of effective feedback:

(IG page 12, visual 6) (PM page 9)

Acknowledges a clearly identified problem.

Attentive to the feelings of the person. Pay attention to non-verbal cues.

Based on facts; not opinions.

Descriptive and not evaluative.

Directed toward behavior or performance that can be changed

Not overwhelming. It is essential to give the person the amount of information they actually need to understand the issue rather than everything you feel they need to receive.

Specific rather than general. It is based upon clear expectations and standards.

Timely

2. Forms are the most important part of providing effective feedback.

(IG page 14, visual 8) (PM page 10)

TRUE

FALSE

3. Who provides effective feedback? _____ (Select one.)

(IG page 11) (PM page 8)

Active employees

State Coordinating Officer

Successful supervisors

Santa Claus

4. What are the steps for effective feedback?

(IG page 15) (PM page 11)

1. Give feedback

2. Get feedback

3. Merge differences

5. Effective feedback increases: (Circle the correct answer).

(IG page 11) (PM page 8)

Productivity

Salary

Length of service

Good looks

6. It is important to get the employees point of view.

(IG page 15) (PM page 8)

TRUE

FALSE

7. Who has provided you with positive feedback? _____

Why was it effective?

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*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.

