

## FEEDBACK--MY SKILL/ATTITUDE PROFILE

Place a dot in one of the five boxes for each element stated below. Then connect the dots. This will give you a profile on your prowess as a “feedback giver”. Elements graded below 4 are those that indicate more “work” is needed on your part to become a fully effective giver of feedback.

<b>When I give feedback do I consider these elements?</b>	<b>Strength of skill or attitude</b>				
	<b>1 (low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (high)</b>
1. The observed behavior--improvability: Do I consider that it is something over which the recipient has control? Do I have a reasonable expectation that he/she can change his/her behavior as a result of the feedback?					
2. The observed behavior--specificity: Is my feedback to the other person typically specific rather than general? Based entirely on observed/experienced (hence factual) data?					
3. The observed behavior--verifiability: Is my feedback of the sort that I and others can verify its validity?					
4. My motivation: Am I aware why I am doing this? (To help? To support? To ridicule? To punish? To look “smart”?)					
5. Nature of my feedback: Does it stress the positive side of things as well as the negative?					
6. Volume: Am I careful to avoid “feedback overload”? (This element relates to zeroing in on a limited number of “critical” behaviors as opposed to doling it out on “everything”.)					
7. Style: Does it tend toward the descriptive or non-evaluative rather than the evaluative or judgmental? (Non-evaluative feedback entails the expression or description of one’s feelings: “When you behave this way, I feel...” or “When you behave this way, I have difficulty meeting my deadline”. Evaluative feedback assesses or comments, usually critically, on the other person’s behavior: “You argue all the time at our staff meetings” or “You louse up the total operation by ignoring the deadline you agreed to”.)					

When I give feedback do I consider these elements?	Strength of skill or attitude				
	1 (low)	2	3	4	5 (high)
8. Empathic aspects: Does my feedback tend to be gentle, caring, friendly, considerate, as opposed to hard hitting, crude, rude?					
9. Timing: Do I consider whether the feedback recipient is ready, interested, and receptive to the feedback?					
10. Locale: Do I consider whether it is best given in a private or public setting (that is, in which place will it work best).					
11. Impact on receiver: Am I aware of how well it will be understood? Do I consider whether it will create defensiveness or that it might create a “get off my back” reaction?					
12. Understanding: Do I assure myself that the feedback I gave is actually understood by asking the recipient to restate it? Do I recognize that “emotional blocks” may interfere with understanding?					
13. The relationship: Do I consider whether giving feedback will improve or weaken the relationship or leave it unchanged? (Will it build bridges or walls?)					
14. Two-way flow: Do I try to elicit feedback on my behavior as opposed to solely giving it to others?					

Source: Eitington, J.E. (1984). The winning trainer. (2nd ed.). Houston: Gulf Publishing Company.