

In working through the appraisal process, appraisers and appraisees are continually

feedback before responding. As well, when possible, be explicit beforehand about the kind of feedback you are seeking, so you are not taken by surprise.

- **Reflect and decide what to do.** Assess the value of the feedback and the con

- **Be specific.** Avoid general comments that may be of limited use to the receiver. Try to include examples to illustrate your statements. Remember, too, that offering alternatives rather than just giving advice allows the receiver to decide what to do with your feedback.
- **Be realistic.** Feedback should focus on what can be changed. It is frustrating for recipients to get comments on things over which they have no control. Also, remember to avoid using the words “always” and “never”. People’s behaviour is rarely that consistent.
- **Own the feedback.** When offering evaluative comments, use the pronoun “I” rather than “they” or “one”, which would imply that your opinion is universally agreed on. Remember that the feedback you provide is merely *your* opinion.
- **Be timely.** Find an appropriate time to communicate your feedback. Being prompt is key because feedback loses its impact if it is delayed too long. Delayed feedback can also cause feelings of guilt and resentment in the recipient, if the opportunity for improvement has passed. Also, if your feedback is primarily negative, take time to prepare what you will say or write.
- **Offer continuing support.** Feedback should be a continuous process, not a one-time event. After offering feedback, make a conscious effort to follow up. Let recipients know you are available if they have questions and, if appropriate, ask for another opportunity to provide more feedback in the future.

Resources

Dempsey, J.V., and G.C. Sales (Eds.). (1993). *Interactive Instruction and Feedback*. Englewood Cliffs, NJ: Educational Technology Publications.

London, M. (1997). *Job Feedback: Giving, Seeking, and Using Feedback for Performance Improvement*. Mahwah, NJ: Lawrence Erlbaum Associates.

McGill, I., and L. Beaty (1995). *Action Learning*. 2nd ed. London: Kogan Page.

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