Feedback Pointers

When Delivering Appreciative Feedback:	
Try to…	**Try not to…**
Give the feedback as soon as possible after the behavior is observed	Postpone the feedback
Give the feedback in a private setting or at least out of earshot of others	Make it known to others that you are delivering feedback to the individual
Plan what you are going to say before you approach the performer	Approach the performer before you know what you are going to say
Include an objective description of the observed behavior (Just like it is stated on the checklist)	Use vague or subjective statements like: • "You're working safely" • "You're being careful" • "You're doing it right"
Use "I" statements like: • "I noticed…" • "I saw…" • "I liked the fact that…"	Use "we" statements
Show that you are glad to be delivering the feedback by: • Looking the person in the eye • Smiling • Maintaining a level, conversational, tone of voice	Appear that you are delivering the feedback because you *have* to by • Looking down or away from the person • Speaking in a low voice • Hesitating or rushing through what you have to say
Say what the performance means to you like: • "It's nice to work with people who work at setting a good example for others" • "I like being on a high performing team with people like you" • "It's a pleasure seeing someone who takes their safety, and those of others, seriously"	Imply that you are neutral on the performance (That it does not really matter to you whether the behavior was done or not)
Say how the behavior affects others, for example: • Setting a good example • Achieving higher performance • Making the team look good	Give reasons for the behavior that may not matter to the person receiving the feedback such as: • Reducing accident costs • Reducing accident frequency
Involve the performer in the discussion by: • Asking what they think about the performance • How the performance could be made easier for others • Writing down what they tell you	Appear not to hear what the performer has to say about the performance or the barriers to it.
Say "thank you" for the performance	Include any suggestions for further improvement the performer could make
Remember that the feedback is intended to be something the person wants	
Give four times as much appreciative feedback as constructive feedback	

Feedback Pointers

When Delivering Constructive Feedback:	
Try to…	**Try not to…**
Give the feedback as soon as possible *before* the behavior is likely to occur	Always use constructive feedback as a consequence for at risk behavior
Give the feedback in a private setting or at least out of earshot of others	Make it known to others that you are delivering feedback to the individual
Plan what you are going to say before you approach the performer	Approach the performer before you know what you are going to say
Include an objective description of the safe behavior needed (Just like it is stated on the checklist)	Assume the receiver knows what is expected by making vague or subjective statements like: • "You need to work safely" • "Be careful"
Say what needs to be done and why	"Soften the blow" by sandwiching the constructive feedback between complimentary or apologetic statements like: • "You're a valued asset so…" • "You're doing a great job, but…" • "Sorry to have to tell you this…"
Used "I" statements like:	Use "we" statements
Show that you want to be delivering the feedback by: • Looking the person in the eye • Smiling • Maintaining a level, conversational, tone of voice	Appear that you are delivering the feedback because you *have* to by • Looking down or away from the person • Speaking in a low voice • Hesitating or rushing through what you have to say
Say what the performance means to you like: • "I don't want you to get hurt" • "I want us all to help each other"	Imply that you are neutral on the performance (That it does not really matter to you whether the behavior was done or not)
Say how the safe behavior affects others, for example: • Setting a good example • Achieving higher performance • Making the team look good	Give reasons for the safe behavior that may not matter to the person receiving the feedback such as: • Reducing accident costs • Reducing accident frequency
Involve the performer in the discussion by: • Asking what they think about the performance • Asking how the performance could be made easier • Writing down what they tell you • Thanking them for the input	Appear not to hear what the performer has to say about the performance or the barriers to it.
Walk away if the person says that they do not want to hear what you have to say	Argue with the person or reflect any belligerence they exhibit back to them
Remember that constructive feedback is most effective when used to cue or instruct a person to do something	