Getting Maximum Value from Feedback
January 26 2018
Objectives

• Understand the nuances between giving and receiving feedback

• Learn how to engage, clarify and acknowledge the feedback you receive

• Learn five key steps in giving feedback
Feedback Context

• Who gives us feedback?

• How do they give us feedback?

• When do we get feedback?
Feedback Context
Feedback Context

• How effective is feedback?

• When is feedback ineffective?

• What are the most effective sources of feedback for you?

• As a graduate student how might you use the feedback you receive?
Feedback Context

• Feedback “rich”

• Many processes in higher education have strong feedback components
  – Thesis
  – Assignments
  – In class
  – Teaching evaluations
  – Scholarly work
  – Mentoring
# Self Assessment

<table>
<thead>
<tr>
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<th>Proficiency</th>
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<tr>
<td></td>
<td>High</td>
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<tr>
<td>Giving Feedback</td>
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<tr>
<td>Receiving Feedback</td>
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What challenges you?
Personal Receptivity to Feedback

I am completely receptive to feedback – direct, honest and candid (‘bring it on’)

I am receptive to feedback – direct, honest, and considered. (but soften the feedback)

I am somewhat receptive to feedback provided it is carefully considerate. (include praise)

Not sure about my receptivity to feedback- hint and quietly suggest the feedback . (provide praise and encouragement rather than hurt my feelings)

Don’t like feedback and certainly not “negative” feedback
Receiving Feedback

• Engage

• Clarify

• Acknowledge

• Then What?
Giving Feedback

• What?
• Where?
• When?
• How?
• Now What?

Am I accountable for giving the feedback?
Giving Feedback

• Considerations
  – Intent
  – Specificity
  – Timeliness
  – Authenticity
  – What can the other person do with the feedback?