

FEEDBACK LESSON-LEARNER HANDOUT

PART 1: PRE-ASSESSMENT

Read the workplace situation below and write exactly what you would say in your own words after **'You'**.

Workplace Situation

You work as a store manager at a service counter.

Your customers fill out feedback forms when they have some comments to make.

You constantly receive negative feedback on your frontline staff member who doesn't greet customers or smile at them.

You need to talk to the staff member about performance.

What do you say to the staff member?

You:

PART 2: WARM UP¹

1. Work with your group to answer the questions below. Think about the different situations in which you give advice to coworkers, friends, or family.

Group A: Discuss your experience in giving constructive critical feedback in Canada or in your culture of origin.

A. How did you feel about giving feedback? What difficulties did you have?

B. What are some typical ways you give feedback or advice (e.g., do you say something positive and then something negative or vice versa. Is it usually 1-on-1 or in front of a group)?

Group B: Discuss your experience in receiving constructive critical feedback in Canada.

- A. How did you feel about receiving the feedback?
- B. What type of feedback did you feel is effective?
- C. What kind of feedback is not helpful? Why?
- D. What are your expectations of “good” constructive critical feedback?

2. Share your answers as a class.

PART 3: PRESENTATION OF FEEDBACK PATTERN

1. Listen to the recording and notice the pattern that the speaker uses to give feedback.



Listening A

Manager: Uh hi, Yuji. How are you doing today?

Yuji: Not bad, Not bad, how are you?

Manager: Good. Um I've got some sensitive information in relation to client feedback that I wanna talk to you about. And I'm just wondering if that's ok with you.

Yuji: Sure.

Manager: Yes? Alright. So we've been getting, you know the process we have going on in the store customers provide us feedback in relation to the service we're providing. And um what's it called, it, we think it's important to touch base with employees when we receive feedback in relation to the work they're doing. Um to date, we've received multiple um negative feedback in relation to um you not providing the appropriate service level that we're looking for. Um and it's in relation to uh smiling or not greeting customers or something to that effect. So um what we're looking for is for you to make um some efforts, some next steps here to um improve on that. And what we're hoping to do is for you to um just work on the smiling portion of this and greeting customers and just treating them that way. And I think these negative comments will disappear going forward. So um what do you think about that?

2. Listen to another recording. This time circle a. context, b. feedback, c. advice, d. positive future statement, and e. check-in for the conversation below.

Listening B

A: Hi there. Um I've uh received a few of these feedback forms uh from some of the different customers and I wanted to go over some of the information with you. Do you have a few minutes?

B: Sure.

A: Ok. Um there's some feedback on here that's actually are quite good. And um people are saying you are very efficient, and we really need frontline staff that are efficient like you and that's really good. I know you've been training other people. There's one concern that has been brought up a few times that is that you're not smiling um at customers and greeting them and that's really important for here.

B: That's what I do though.

A: Um I think that you think you are, but I don't think that people are perceiving that, so you need to put out more of an effort to really watch er, ah to see what your face is doing. If you look at uh Susan, she's really good at that. That's the person that you can kind of watch and see what she does when she greets people. And you can do something similar to that.

B: Ok.

A: Um is there an issue or problem?

3. Discuss answers as a class.

PART 4: EXPLANATIONS

1. Now listen to some other speakers. What is the speaker trying to do? Choose an answer from the following a-f:

- a. Give an opportunity to respond to the feedback
- b. Mutually agree on the solution
- c. Share the feedback from the customers
- d. Secure privacy to talk
- e. Explain the purpose of the conversation
- f. Give feedback based on the speaker's observation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Why do the speakers include a-f above in their feedback? What happens if you omit them?
Discuss as a class.

PART 5: AWARENESS-RAISING

1. Listen to the following feedback and mark an X on the line to rate it for the level of formality, power, social distance, relationship, and directness.

Formal	_____	Informal
High status	_____	Low status
Close relationship	_____	Distant
Direct	_____	Indirect

2. Discuss answers as a class.

PART 6: CULTURAL AWARENESS

1. Think about how you would respond to the workplace situation and write your response **in your first language** in the space below. Is it different from what you wrote in your pre-assessment sheet? How?

2. Discuss answers as a class

PART 7: SITUATION CHANGE AND ROLE PLAY

1. Read the situation below and then change the situation for status, social distance, and/or severity of mistake. There is an example provided for you.

You work in a hospital.

Your coworkers are treating you in a way that you think is disrespectful.

They don't ask for your opinion in team meetings; they don't ask you if you want a coffee when they go on breaks; they never include you in small talk conversations.

One day, one of the team says, "You seem really quiet. Why don't you say anything in meetings, come for coffee with us or talk to us about yourself?"

What do you say?

You:

3. Change the scenario for social status, social distance and severity of mistake:

Example (change in social distance):

You work in a hospital.

Your **supervisor** is ~~coworkers are~~ treating you in a way that you think is disrespectful.

S/he doesn't ~~They don't~~ ask for your opinion in team meetings; **S/he doesn't** ~~They don't~~ ask you if you want a coffee when **s/he goes** ~~they go~~ on breaks; **s/he** ~~they~~ never includes you in small talk conversations.

One day, **s/he** ~~one of the team~~ says, "You seem really quiet. Why don't you say anything in meetings, come for coffee with **me us** or talk to **me us** about yourself?"

What do you say?

You:

4. Role play your new scenario with a partner

PART 7: POST-ASSESSMENT

Read the workplace situation below and write exactly what you would say in your own words after 'You'. When you are finished, please give this paper to your instructor.

Workplace Situation

You work as a store manager at a service counter.

Your customers fill out feedback forms when they have some comments to make.

You constantly receive negative feedback on your frontline staff member who doesn't greet customers or smile at them.

You need to talk to the staff about performance.

What do you say to the staff member?

You:

PART 8: HOMEWORK

1. Go to the following link and watch the video "Building Effective Multicultural Workplaces: For the Office Follow Up 1": <http://media.norquest.ca/mds/owl/videos.htm>

2. Read the following transcript and circle a. context, b. problem, c. advice, positive future statement, and d. check-in in the conversation below.

Rod: See you later, Pat.

Pat: Rod, can you wait just a minute? I want to have a chat with you in private.

Rod: Sure thing, Pat. So, what's up?

Pat: You know I rely on you to keep on top of a lot of the tough issues around here. And you do a great job.

Rod: Thanks. I try my best. Leadership is really well organized though so there's not much for me to do in the way of putting out fires.

Pat: Well, we try. But, there is something I've been wanting to talk to you about.

Rod: What's that?

Pat: Well, Rod. I think you need to try and be a bit more culturally sensitive.

Rod: What? What do you mean? I'm aware of all of the cultures around the table.

Pat: Yeah, but your body language and your facial expressions sometimes gives away your impatience with some of our employees.

Rod: What do you mean?

Pat: Well for instance when Lin left the room. She got up. You shook your head in disbelief. I mean you had to be aware that the others were watching your reaction.

Rod: But, her behaviour was totally inappropriate.

Pat: Yeah and later when she said "We'll try" you know you were upset there. You must've noticed how I'd reacted to you.

Rod: No. But, come on Pat you know as well as I do that the delays in the contract information are not reasonable. It's holding up more than the division

Pat: I know. I know. But then there was when Gobinda, who is one of our top producers, well you called him out in front of everybody for bringing up an old agenda item.

Rod: Yeah but.

Pat: I don't know how to say this other than that you just can't behave that way in a meeting. I really really need you to be a role model here.

Rod: Ok. Ok, I'll try to keep myself in check.

Pat: You really do a good job you know. Hey, we should car pool to the Leadership in the Corporate World meeting. You know, the one at the end of the month out of town? We could work on the strategic plan for the next quarter.

Rod: Yeah, that sounds good but I have to get back to work now.

Pat: Thanks, Rod.

3. How would you rate Pat's way of giving feedback. Mark an X on the line.

Well done _____ Needs work

4. Would you respond to Pat's feedback in the same way Rod did? Why/why not?
