

Konstruktyvaus grįžtamojo ryšio teikimas

Giving Constructive Feedback

<ul style="list-style-type: none"> • Constructive feedback is information-specific, issue-focused, and based on observations. It comes in two varieties: Praise and criticism are both personal judgments about a performance effort or outcome, with praise being a favorable judgment and criticism, an unfavorable judgment. 	<ul style="list-style-type: none"> • Konstruktyvus grįžtamasis teikiamas apie įdėtas pastangas arba pasiektus rezultatus. - Pateikiama specifinė informacija, koncentruojamės į problemą, remiamės stebėjimu. 2 variantai: - Pagyrimas – palankus vertinimas - Kritika – nepalankus vertinimas
<ul style="list-style-type: none"> • Be direct when delivering your message. Get to the point and avoid beating around the bush. Both negative and positive feedback should be given in a straightforward manner. 	<ul style="list-style-type: none"> • Teikiant grįžtamąjį ryšį – pagyrimą ir kritiką - reikia kalbėti tiesiai ir atvirai
<ul style="list-style-type: none"> • Avoid "need to" phrases, which send implied messages that something that didn't go well. For example, "Jane, you need to get your reports turned in on time, and you need to spell check them." This message is not really performance feedback. It implies that Jane did not do something well with her reports, but it doesn't report exactly what happened. Providing clarity on what occurred is the aim of feedback. 	<ul style="list-style-type: none"> • Venkite tokių išsireiškimų kaip „reikia“ – jie vartojami tada, kai kas nors neatlikta arba atlikta netinkamai. Pavyzdžiui, „Simai, ataskaitą reikia pristatyti laiku, prieš pateikiant reikia patikrinti, ar nėra klaidų.“ Toks grįžtamasis ryšys reiškia, kad ataskaita pristatyta ne laiku ir su klaidomis. Nėra aišku, kokios klaidos padarytos. Grįžtamasis ryšys turi būti aiškus, besimokančiajam turi būti aišku, ką reikia pataisyti ar už ką konkrečiai ji/s giriamas.
<ul style="list-style-type: none"> • Be sincere and avoid giving mixed messages. Sincerity says that you mean what you say with care and respect. Mixed messages are referred to as "yes, but" messages. For example, "John, you have worked hard on this project, but. . . ." What follows is something the person is not doing well and is the real point of the message. The word "but," along with its cousins "however" and "although," when said in the middle of a thought, create contradictions or mixed messages. In essence, putting 	<ul style="list-style-type: none"> • Būkite nuoširdūs ir venkite dvigubų teiginių. Nuoširdumas teikiant grįžtamąjį ryšį - tai tiesos sakymas, ar giriate, ar kritikuojate, bet sakote tai nuoširdžiai. Įvairūs dvigubi teiginiai, pvz., „Jonai, daug dirbai prie šio projekto, bet...“ (ar „tačiau ...“ „nors ...) reiškia, kad prieš ar po šių jungiamųjų žodžių pateikta mintis prieštarauja kitai sakinio daliai, tarsi sako „netikėk tuo, ką sakiau prieš tai“.

<p>"but" in the middle tells the other person, "Don't believe a thing I said before."</p>	
<ul style="list-style-type: none"> • In positive feedback situations, express appreciation. Appreciation alone is praise. Yet when you add it to the specifics of constructive feedback, your message carries an extra oomph of sincerity. For example: "Sue, your handling of all the reporting work while John did the calculations showed good teamwork. Everything you did was accurate, as well. Thanks so much for helping out. Such initiative is a real value to the team." 	<p>Girdami išreiškite įvertinimą.</p>
<ul style="list-style-type: none"> • In negative feedback situations, express concern. A tone of concern communicates a sense of importance and care and provides the appropriate level of sincerity to the message. Tones such as anger, frustration, disappointment, and the ever-popular sarcasm tend to color the language of the message and turn attempts at negative feedback into criticism. The content of the message gets lost in the noise and harshness. The purpose of negative feedback is to create awareness that can lead to correction or improvement in performance. 	<p>Kritikuodami išreiškite susirūpinimą.</p>
<ul style="list-style-type: none"> • State observations, not interpretations. Observations are what you see occur; interpretations are your analysis or opinion of what you see occur. Tell what you've noticed, not what you think of it. Observations have a far more factual and nonjudgmental aspect than do interpretations. 	<p>Pateikite tai, ką pastebėjote, o ne savo interpretacijas.</p>

Content - what you say in the constructive feedback.

1. **In your first sentence, identify the topic or issue that the feedback will be about.**
2. **Provide the specifics of what occurred.**

Without the specifics, you only have praise or criticism. Start each key point with an "I" message, such as, "I have noticed," "I have observed," "I have seen," or when the need exists to pass on feedback from others, "I have had reported to me." "I" messages help you be issue-focused and get into the specifics.

Manner - how you say the constructive feedback. As you may know, how you say something often carries more weight than what you have to say — manner is an important element when giving feedback.

Timing

Timing answers this question: When do you give an employee feedback for a performance effort worth acknowledging?

The answer is ASAP (as soon as possible). Feedback is meant to be given in real-time, as close as possible to when the performance incident occurs so that the events are fresh in everyone's minds. When feedback is given well after the fact, the value of the constructive feedback is lessened.



When giving negative feedback, you may want to apply a different timeline: ASAR (as soon as reasonable/ready — that is, when *you're* ready). Sometimes when an incident happens, you aren't feeling too good about it, and you need time to cool off and get your thoughts in order before you give negative feedback (so that your manner displays a tone of concern). Doing that may mean giving the feedback tomorrow rather than right now, but tomorrow is still timely, and your feedback will come across as far more constructive.

Frequency

Frequency answers the question, "How often should your students receive constructive feedback on their performance?"

This last guideline is the most important because it makes all the other guidelines work. Use constructive feedback regularly to acknowledge real performance. Try to catch and respond to students performing activities right just as much as you catch and respond to them doing something not quite right — and don't acknowledge how they are performing only once or twice a year.

(parengta pagal **Marty Brounstein** from **Coaching and Mentoring For Dummies**)

<http://www.dummies.com/how-to/content/giving-constructive-feedback.html>

Language of positive feedback

Giving positive feedback means using positive language and creating conducive environment for personal growth. The following are tips for giving positive feedback.

- Be fair in your comments.
- Use positive words and phrases.
- Use gentle and polite body language.
- Sound honest and make the person to whom you give feedback listen to you.
- Establish and maintain good eye contact while giving your feedback.
- Make the person believe that you are interested in their growth.
- Start with the positive.
- State the negative in a positive manner.
- Be generous in your appreciation and stingy in your criticism.
- Show you have concern for the person who receives your feedback.
- Suggest points for growth in a gentle manner.

Here are some examples of positive feedback:

- *Congratulations! It was a wonderful presentation. I liked the anecdotes.*
- *Great performance! You have clarity of thought and clarity of expression. You were quite audible too. I liked your voice modulation. Keep it up!*
- *Wonderful! Your presentation was very effective.*

How to state something negative in a positive manner? Feedback is given not with the intention of hurting or discouraging the person who receives it. It is given with the objective of helping the person become aware of the negative aspects or limitations of something, e.g. oral presentation, and make efforts to improve on it. Look at these examples:

- *The structure of your presentation was not good.*
- *You were not audible.*
- *Your voice modulation was not good.*

The above are typical negative feedback. These statements can be rephrased as below in order to make them positive feedback:

- *Your presentation would have been (more) effective if you had explained the structure of your presentation.*
- *We would have followed your presentation better if you had been more audible.*
- *Your presentation was good. You started well. I would like to suggest a few points to make your presentation more effective. You should improve your voice modulation.*

The shortest word in the English language that contains the letters *abcdef* is feedback. Let's excel in it.

<http://www.teachingenglish.org.uk/blogs/albertrayan/language-positive-feedback>