

## **PReP 15 - The Feedback Process**

### **Lesson 4 - Communication Matters: Receiving Feedback**

Narrator:

Did you notice how well the feedback session went? Part of the reason for this was because Joan, the manager, delivered her feedback so skillfully. But Amisi also played an important role.

Notice that Amisi and Joan had already developed a trusting professional relationship before the feedback session took place. This made the process more relaxed and positive.

Let's take a look at the ways in which she received her employer's feedback effectively.

Joan:

But do you feel comfortable dealing with Meaghan? The reason I ask is - for example yesterday, I noticed that when she came into the lunch room and started chatting with you, I felt you seemed a bit shy with her. Am I totally off on this?

Amisi:

No. It is a little strange with Meaghan. You see, where I'm from, a doctor is not someone a nurse chats with in the lunch room. It's very separate - do you know what I mean?

Narrator:

Amisi was open to assessing her own performance. Research shows that self-assessment is not a skill that comes naturally to us, but it is an important part of our learning and development process. When assessing yourself, instead of looking at your general performance, which can be overwhelming, pay attention to how you performed specific tasks. And break each task down into different parts. By doing this, your chance of identifying an area that needs work increases.

Amisi:

Okay. Thank you for explaining these things to me Joan. I really appreciate it.

Narrator:

Whether Joan was offering positive feedback or suggesting some changes, Amisi accepted her comments graciously. She appeared confident, listened attentively, and thanked Joan for her comments. Feedback is a gift that will benefit you in the long run, and giving feedback can be difficult, so it's important to be encouraging and appreciative when receiving feedback.

Amisi also didn't take Joan's feedback personally. Part of the reason for this was Joan's skillful performance in providing feedback. She focused on actions that needed to be changed, not on Amisi as a person. When you're receiving feedback, from someone skillful or not, try to remain calm. If you feel upset, give yourself an opportunity to think about the feedback objectively before responding.

Amisi:

Thank you, Joan. This was very helpful. But would you mind listening to what I will say to explain?

Joan:

Oh - sure, of course; I'd love to.

Amisi:

Great.

Narrator:

During the session, Amisi asked for Joan's opinion. By taking a proactive approach, she made the most of the situation, learning as much as possible and demonstrating that she was open to feedback. It would also have been appropriate for Amisi to ask Joan for a feedback session had she not suggested it.

Amisi:

May I ask you one more thing, Joan. What you would like me to do next? Should I speak with Meaghan and Gord?

Joan:

Well I've done that already, so you don't need to do that. But could you...

Narrator:

Amisi listened effectively. She clarified any issues that appeared vague and summarized Joan's main concerns. Then she worked with Joan on an action plan to deal with the issues that came up. Notice that her action plan followed the SMART framework: specific, measurable, achievable, relevant, and time-bound.

Never be afraid to ask for feedback. Even if it isn't skillfully delivered, it will always help you in the end. It is always an opportunity to practice your skills in receiving feedback. And now, armed with an understanding of how feedback should be given and received, you can try to probe deeper, guiding the conversation in order to get the most information possible about your performance.