



Below are a sample of six different feedback conversations you may have. They are to be interpreted in light of the material provided above.

There are three conversations for Reinforcement (positive) feedback and three for Corrective/Redirective (negative) feedback. The last of the Corrective/Redirective conversations contains little detail because this type of conversation needs to be done under the guidance of your HR provider according to your organisation's policies. It is hoped you will rarely, if ever, need to use this type of feedback.

Please note that these conversations are illustrations of how feedback can be done in a number of ways. It is up to each supervisor to decide how best to provide feedback that matches the situation they are dealing with and to plan the conversation style and content that matches.

Reinforcement (positive) Feedback Conversations

These conversations include:

1. 10 Second Feedback
2. Public-Private Mix
3. Feedback Conversation

10 Second Feedback

Purpose	To reinforce good performance in areas of current importance through a brief, clear piece of feedback.
Preparation	1. Identify the behaviour/performance you want to reinforce. 2. Note when and how it was done. 3. Note the benefits from it being done well.
Delivery	1. Approach the person and get their attention. 2. Use these points, speaking in your own style: 1. What you observed (eg. how they did it, what they produced, the feedback you received from others about it) 2. How it fits with the performance goals you've agreed to (eg. Performance planning, task planning, team meetings, professional or quality standards) 3. The benefits from what they did (eg. No rework any more, positive stakeholder feedback, positive impact on the team, good use of resources or financial savings) 4. Congratulate and encourage them to keep it up in the future.

Notes	This style of feedback is useful for: • Day to day performance • Staff who are generally doing well • People who like things kept low key and dislike fuss • Follow up on a task/performance standard that has been discussed with out issues or controversy.
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Public-Private Mix

Purpose	To give public credit to good performance, reinforcing the behaviour/performance for the person and the wider group.
Preparation	1. Identify the behaviour/performance you want to reinforce. 2. Note when and how it was done. 3. Note the benefits from it being done well. 4. Identify how recognising publicly will be beneficial to the person and the group.
Delivery	1. Select the time and place for giving the feedback publicly (eg. Team meeting, toolbox session) 2. Use these points, keeping alert to how the group is reacting: 1. Announce the achievement and benefit. 2. Describe how the person did it. 3. Thank the person for what they did. 4. Encourage the person and the group to keep up this kind of performance into the future. 3. Shortly after the public event, provide the feedback privately, using the 10 Second Feedback style.
Notes	While it is tempting to save public feedback for big ticket achievements, such as the completion of a project, this type of feedback has little performance impact other than an expression of gratitude. This is because the project activities may have no relevance to the rest of the group. However, behaviours and performance successes that employ processes or expectations common to the whole group are relevant to their performance (eg. Customer service, resource use, collaboration with others, common work tasks). The combination of public and private recognition can be advantageous when dealing with people who like to deflect positive feedback. Public feedback on its own could be seen as a sham. Private feedback on its own could be dismissed as unimportant. But the combination shows that you are serious about recognising their performance and its value.

Feedback Conversation

Purpose	To engage the person based on their point of view and confidence levels about their work and reassure them that they are doing well, eg. when you think they are performing well but they don't think they are.
Preparation	1. Identify the behaviour/performance that you want to reinforce. 2. Gather evidence (work produced, feedback, resource management) that shows they are doing well.
Delivery	1. Book a time to meet with the person in a space that allows for uninterrupted conversation. 2. Use this or a similar agenda, adapting it to suit the comfort levels of the person: 1. Ask them how they think they are going with the specific behaviour/performance area. Give them time to tell their story. 2. Let them know you think they are doing well. 3. Monitor their level of agreement with your assessment. 4. Share with them your evidence that they are doing well. 5. Check that they agree the evidence is valid. 6. Seek agreement that they are doing well. 7. Ask what they want to focus on to keep doing well. 8. Agree that they will keep up their current performance and assure them of your support in their work.
Notes	The conversational style can be useful for people who are uncertain or lacking confidence in their ability to perform. By listening to their self-appraisal you can gently and consistently present them with the evidence that they are doing better than they think and encourage them to keep it up. This style is also useful for people in leadership roles, either formal roles or as a peer leader. You can reflect on how they are leading others, sharing observations and reinforcing the things that work.

Redirective/Corrective (negative) Feedback Conversations

These conversations include:

1. Clarification
2. Developmental
3. Formal Correction

Clarification

Purpose	To redirect a person who is otherwise performing well and clarify what they are expected to do in terms of behaviour or performance.
Preparation	1. Identify the behaviour/performance you want to redirect. 2. Note when and how it was done. 3. Note the consequences of it not being done well.
Delivery	1. Approach the person and get their attention. 2. Use these points, speaking in your own style: 1. What you observed (eg. how they did it, what they produced, the feedback you received from others about it). 2. How it doesn't match what you expected them to do (eg. Performance planning, task planning, team meetings, professional or quality standards). 3. The consequences from how they went about it (eg. Needed rework, disappointed stakeholder feedback, negative impact on the team, wasted resources or budget). 4. Clarify what is expected and how they will go about it. 5. Check their understanding of what they are expected to do. 6. Reassure them that you are there to help and encourage them to do it the way you discussed in the future.
Notes	This conversation is most suitable for people who are trying to do a good job but aren't getting the expected results. Keep this conversation encouraging. The point of clarifying the expectations is so they can meet them. Far from getting people into trouble, this is about mobilising people so they can experience success. However, many people can feel vulnerable or even threatened when their under-performance is pointed out. Keep in mind you may have to reassure them that you are there to help. Determining whether expectations have been previously put in place is very important for how you proceed. If a person has not been given or understood the expectations then they cannot be expected to have met them. So the conversation is focused on making the expectations clear and planning how they can meet them. If the expectations have previously been made clear and the person didn't understand them, clarify them and try to understand what can be done so expectations are clearer in future. If it emerges that they did understand the expectations but couldn't meet them,

then you may need to move onto a developmental conversation and coach the person about their goals and how to meet them.

Given the person has been under-performing there may be consequences for them. These should be intrinsic (coming from what they did), not extrinsic (something you or somebody else does to them because of what they did). For example, an intrinsic consequence might be that they have to do the rework. An extrinsic consequence might be that you publicly criticise the person. If you add extrinsic consequences it will become harder for the person to trust you and for you to help them. When there is a penalty triggered by an action because it breached an existing regulation, that is still a form of intrinsic consequence, even though the person might believe it is an extrinsic consequence. It is intrinsic because part of a person's performance is the requirement to act in compliance with applicable regulations.

Developmental

Purpose	To help a person who is under-performing in an area to develop their capability to succeed.
Preparation	1. Background check to confirm whether or not the performance or behavioural expectations were made clear to the person (eg. They were explained to them, clarification feedback has been provided). If not, then the meeting will focus less on feedback and more on explaining to them the expectations and discussing how they can meet them. 2. If expectations had previously been made clear, then gather the evidence (work samples, customer feedback, resource consumption) that illustrates the level to which they are or are not meeting expectations. 3. Select a safe and private space for the conversation.
Delivery	1. Book a time to meet with the person in a space that allows for uninterrupted conversation. 2. Use this or a similar agenda, adapting it to suit the comfort levels of the person: 1. Let them know the specific behaviour/performance issue you want to focus on. 2. Clarify the expectation for this area. 3. Check they understand the expectation. 4. Let them explain how they set out to meet the expectation. 5. Go through the evidence you gathered about their current behaviour/performance to: 1. Identify where it doesn't meet expectations 2. Explore ways that they could meet the expectations. 6. Set a plan for how they meet the expectation (eg. Steps they will take, coaching you or someone else will provide, when to check progress, whether sign-off is needed at different points). 7. Assure them that your goal is to help them succeed as meeting the expectation. 8. Finish by agreeing what their next step is.

Notes	Developmental feedback becomes part of your strategy to help the person succeed. This might involve coaching the person, getting them training, linking them to a buddy or creating opportunities for them to practice the work. A simple guiding principle for developmental work is that you do things that will help create the opportunity to give reinforcing (positive) feedback for the performance area they are working on.
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Formal Correction

Purpose	To initiate formal feedback and remedial processes for serious lapses in performance.
Preparation	1. If you think a person has reached the point that formal processes are required, it is important to contact your HR representative to find out about the formal processes. 2. Ensure that you have sufficient, impartial evidence that shows the need for formal processes. This step is usually the first part of a formal process.
Delivery	1. It is very important to work carefully with your HR representative to ensure fair and transparent processes are applied. 2. It is very important that you maintain a positive, problem solving approach. Even at this stage it may be possible for the person will learn what they have to do to meet expectations. In this case, you will still have to lead and coach them.
Notes	The need for formal processes should be rare since performance management should get a person to a satisfactory level of performance. This should always be the goal because employee turnover can be harmful for the person and is always expensive for the organisation. Since the consequences of formal performance management can be severe for a person (loss of pay increment, loss of career experience, loss of promotional opportunity, loss of job) it is very important that all the principles and steps of procedural fairness and natural justice are upheld.