

FURTHER READING

MODULE MENTORING SKILLS

Lesson_6_The Art of Giving Feedback

WHAT IS FEEDBACK?

- ❖ It is providing information or giving a statement of opinion about something (*after: www.dictionary.cambridge.org*)
- ❖ It is transmission of evaluative or corrective information about an action (*after: www.merriam-webster.com*)
- ❖ It is a return of information about the result of a process or activity; evaluative response (*after: <https://www.thefreedictionary.com>*)
- ❖ It is when someone tells you how well or badly you are doing, and how you could improve (*after: www.collinsdictionary.com*)
- ❖ It is information sent to an individual or a group about their prior behaviour so that they may adjust their current and future behaviour to achieve the desired result (*after: www.businessdictionary.com*)

HOW TO GIVE EFFECTIVE FEEDBACK?

- ✚ **Be specific** – when giving feedback to the **Mentee**, avoid generalisations. Provide as specific information about their performance as possible. Do not say: “You did not do it well”. Say instead something like: “You did not do it well **in this aspect**”.
- ✚ **Be honest** – as a **Mentor**, be honest with the **Mentee**. If you see that something goes wrong, just warn them that this is not the right direction of doing things. Do not forget that you are the knowledgeable and the experienced person in the relationships, and you are the **Role model**. If you, as a **Mentor**, set a good example, the **Mentee** will follow suit.
- ✚ **Be objective** – when giving feedback, be unbiased and unprejudiced. Refer to the **Mentee’s** goals and the agreed **Mentoring** plan. Keep in mind that the whole process should lead to **Mentee’s** growth and development. And that your role is to help them learn and improve their performance. But also, do not forget that the **Mentee** is a mature person and might have different ideas and approaches to tasks. So, give them freedom to state their opinion, and carefully lead them forward.
- ✚ **Be positive** – try to always stay positive and encouraging, even when you see that the **Mentee** is not quite right. Keep in mind that this is a process of learning and

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positive environment is crucial for the success. So, instead of saying “This is not the right way to do the task”, say something like “Think about other options how the task can be done. Do you have any ideas?”

- ✚ **Be clear** – when giving your feedback as a **Mentor**, be factual and accurate. For the **Mentee** it is very important to understand what exactly they do wrong and where they should improve. If your feedback sounds broad and wishful, you might be misunderstood, which will undermine the whole process.
- ✚ **Be immediate** – feedback should be given as soon as possible after the event or completion of the task. It is of no use to say to the **Mentee** that they have done something wrong 3 or 4 months ago. That would mean that both of you have lost these months for the **Mentoring** process, as not learning would have been done from the event. The only case when it is recommended to avoid immediate feedback is when the **Mentor** is affected and risk to be mean or even rude with the **Mentee**. In this case, it is better to wait until you calm down and delay the feedback to a more appropriate time and place.
- ✚ **Be tough, but not mean** – being tough does not mean being rude. As a **Mentor**, be demanding to the **Mentee** to do their tasks and mutually agreed activities, such as attending courses, tourism related conferences or meetings, reading articles, books and other types of documents from the **Mentoring** Plan. If they fail with a deadline, inquire why that happened before going angry and blaming them for not taking the **Mentoring** process seriously. There might be an important reason behind the delay.

There are two more aspects to consider when giving feedback:

- ✓ **It must be desired by the Mentee:** if they actively seek it, they will be more motivated to improve their performance;
- ✓ **It is necessary to always check for Mentee’s understanding:** clarify with them how they feel about the things which you, as a **Mentor**, tell them. Ask the **Mentee** if they agree with what you have said and if there is any aspect for which they need clarification or want to explore further. In this way, you will be sure that you are helpful as a **Mentor** and that the **Mentee** takes the most out of your feedback.

FEEDBACK MODELS AND HOW TO PROVIDE THEM

✚ SANDWICH MODEL

It minimises any harmful effect, which negative feedback may have on the **Mentee** and ensures that they are not discouraged and remain motivated to grow and develop.

1. Start with a positive statement
2. Continue with your objective observations as a **Mentor**
3. Then share your constructive feedback or negative concerns

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4. Finish with a positive encouragement so to build up **Mentee's** trust and comfort

CONSTRUCTIVE CRITICISM MODEL

It helps the **Mentee** realise what exactly they are doing wrong and plans for how to improve their performance

1. Start with helping the **Mentee** realise what exactly they are doing wrong
2. Continue with your objective observations as a **Mentor** straight to the topic
3. Then together develop a clear strategy how the **Mentee** can improve their behaviour
4. Finish with planning for follow-up actions with the **Mentee**

SITUATION – BEHAVIOUR – IMPACT MODEL

It helps the **Mentee** reflect deeper on their actions and behaviour while understanding exactly what you as a **Mentor** are commenting on and why. It will also allow them to think about what they need to change and improve.

1. Start with defining the situation for which you give feedback as a **Mentor**
2. Continue with the specific action or behaviour the **Mentee** needs to change
3. Finish with describing how their actions or behaviour affect others in the company or the tourism sector
4. Give time and space to the **Mentee** to reflect on the situation and mutually develop the strategy for improvement

PENDLETON'S MODEL

It helps **Mentee** improve their performance by focusing on their strengths.

1. Start with asking the **Mentee** to highlight what positive behaviours they want to achieve
2. Continue with discussing what skills and competences they need to develop or improve to do this
3. Follow by what the **Mentee** could have done differently
4. Finish with planning along with the **Mentee** a strategy how they could improve their performance and further develop their strengths

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