Giving Constructive Feedback Facilitation Guide

Length: 56 minutes, including optional recap

Overview

In this session, participants learn how to get more comfortable and adept at delivering constructive feedback. Participants briefly explore what makes feedback challenging and what makes it effective. They are then introduced to the four elements of feedback and read personalized insights about the feedback superpower associated with their DiSC® style, which they discuss in small groups. The full group then explores the importance of all four feedback elements, and participants once again read personalized insights about the elements that may come less naturally to them. In small groups, they share which element is hardest for them and consider its benefits. Finally, participants receive personalized insights about one team member and use those insights to complete an action plan for giving that person feedback.

Goals

- Explore the four elements of feedback
- Understand your relationship to feedback—what's easy and what's hard
- Develop strategies for tailoring feedback to different people

Materials

- "Giving constructive feedback" module on the Worksmart landing page of the Catalyst™ platform
- Videoconferencing tool of choice (preferably with video and breakout room capabilities)

Prework

If participants are not familiar with the concepts covered in Fundamentals Module 1, direct them to review the following pages on the Catalyst platform before you begin your session:
- "The DiSC model" section of DiSC·ology, including the overview video
- "Your DiSC style"

Activity Prep

Virtual or in-person delivery

This facilitation guide assumes your session will be conducted virtually, but the content can be adapted for an in-person session. Participants should bring their devices to the classroom and view the module the same way they would virtually (laptops are preferable, but the content can also be viewed on mobile devices). Be sure to review the facilitation ahead of time to identify

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any necessary modifications to the script or your approach to accommodate in-person discussions, breakout groups, and so forth.

Whichever mode you choose, make sure participants know ahead of time that they'll need to access the Catalyst™ platform during the session.

Breakout sessions
This session includes two small-group breakouts. If possible, prepare small groups of three ahead of time in your videoconferencing tool. Each small group should ideally include a mix of DiSC® quadrants.

Chats or polls
Pages 3 and 4 of the Introduction section of the module include questions that participants respond to in the chat. As an alternative, you can set these questions up as polls ahead of time in your videoconferencing tool. This may be a good option if you have a large group or expect to be pressed for time. See the facilitation script and notes for these sections for the questions and answer choices, and note that you'll need to adjust the lecture slightly if you use polls.

Guiding learners
You'll need to guide learners through the module on the Catalyst platform by advising them when to advance the pages (using the NEXT button that appears in the lower right-hand corner of each screen). Page numbers and section titles are included on each screen in Catalyst to help with navigation. In addition, the lecture in the script below includes instructions for advancing through the module. You should also follow along on your own in Catalyst in your organization or the demo site.

You may occasionally want to share your screen to ensure everyone is on the correct page. Just keep in mind that because everyone sees personalized text based on their style, text and images will sometimes vary from one learner to the next, though page titles are generally consistent. (To protect people's privacy when sharing your screen, avoid looking up a specific colleague in the Make a Plan section of the module, unless you're using the demo site.)

Outline and timing
This module includes approximately 56 minutes of content. If you have a large group (15 or more participants) or want to include lengthy discussions, icebreakers, or additional content, plan on extending the length of your session.

Content	Estimated time
Introduction	12 minutes
Your superpower	16 minutes
Feedback elements	15 minutes
Make a plan	13 minutes

Facilitation Script

The facilitation tables below contain both lecture intended to be read to participants and notes to help you deliver the session. The notes appear in lightface type in the gray-shaded sections; the lecture script appears in bold in the unshaded sections. Be sure to familiarize yourself with the content before your session.

Introduction

12 minutes: Large-group discussion

Participants learn about the DiSC® model of constructive feedback and discuss why giving feedback is difficult, as well as their experience receiving helpful feedback.

Key	Script/Notes
Note	Begin the session by introducing yourself and addressing session logistics such as how to participate via video, audio, chat, or any other features the videoconferencing tool includes. If you have an assistant helping you conduct the session, let participants know this person can help them should they run into technical issues. Instruct learners to log into Catalyst™ and navigate to the first page of the "Giving constructive feedback" module on the Worksmart landing page. You can also copy and paste the link for the module into the chat, but remind people that they'll need to first be logged in for the link to work. Let people know that they'll need to manually advance the screen in Catalyst throughout the session based on your instructions. Point out that the page numbers appear at the bottom of each screen in Catalyst and that they can advance by clicking NEXT in the lower right-hand corner of their screen. Everyone should start on the first page of the module.

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Key	Script/Notes
Page 1 **Giving constructive feedback** **Large group**	If you've ever dreaded having to deliver constructive feedback, you're not alone. Giving feedback is one of the most important things managers do, but also one of the hardest. Feedback can leave people feeling vulnerable. It can sometimes feel personal. It can stir up strong emotions. But if we want our team members to grow and excel in their roles, it's something we need to do. And DiSC® can help. In today's session, we're going to use the DiSC model to get better at delivering feedback. We'll explore: • **The four elements of feedback** • **Your relationship to feedback—what's easy and what's hard** • **And DiSC-based strategies for tailoring feedback to one of the people you manage** Please advance to the next screen, page 2.
Note	This next page is a refresher on basic DiSC principles. If learners are familiar with the model or have recently done a DiSC training, you can skip over this section and have learners advance to page 3 of the Introduction.
Page 2 **DiSC overview** *Each learner will see their own dot location and style in Catalyst™.*	Before we dive in, let's get a quick overview of the DiSC model. The DiSC model consists of four main styles: D, i, S, and C. People with the D style tend to be direct and firm.

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Key	Script/Notes
	People with the i style are usually outgoing and enthusiastic.
	People with the S style tend to be even-tempered and accommodating.
	And people with the C style tend to be analytical and reserved.
	You can also have a blend of two styles, maybe CD, for example, or iS.
	Your dot or image on the map tells you what your style is. Let's see what styles we have in this group. Go ahead and type your style into the chat.
Note	Briefly comment on the results.
? **Ask**	**Of course, not everyone with the C style is the same just like not everyone with the i style is the same. The DiSC® model just gives us a framework to understand some important patterns across our personalities.** **Does anyone have any questions before we continue?**
Note	Address questions.
	Please advance to the next screen, page 3.
Note	On this page you'll pose a question and invite learners to post their responses in the chat. Alternatively, you can set this up beforehand as a poll with your videoconferencing tool using the following question and answer choices (which match the content on the screen in the Catalyst™ module): What makes feedback hard for you?

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Key	Script/Notes
	- I worry about hurting people's feelings or demoralizing them - I come across as too matter-of-fact - There is the potential for conflict or awkwardness - It's hard coming up with specifics to support tough feedback - It's too easy for me to procrastinate giving it - I tend to soften the message too much - I have trouble empathizing with people who aren't doing their job - Something else
Page 3 **What makes feedback hard for you?** **?** **Ask**	**Let's start with a question: What makes giving feedback hard for you? There are some answers to choose from here on this page or you can come up with your own.** **Go ahead and type your answer into the chat.**
Note	Give participants a minute to respond and then briefly comment on the results.
	Most of us struggle with feedback in one way or another. But feedback is vital to keep people on track, align expectations, and help people grow and thrive in their roles. **And with practice and the right tools, it can even be a positive experience.** **Let's advance to page 4.**
Note	Once again, you'll pose a question and invite learners to post their responses in the chat. Alternatively, you can set this up beforehand as a poll with your videoconferencing tool using the following question and

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Key	Script/Notes
	answer choices (which match the content on the screen in the Catalyst™ module): Think of a time when you received or gave helpful feedback. What made it so good? • It was direct and to the point • It was delivered with compassion • It laid out a clear path for improvement • It provided important insight that was lacking • It was specific and detailed • It included concrete examples • It led to an open and productive dialogue • It was delivered with follow-up support and resources • Something else
Page 4 **Think of a time when you received or gave helpful feedback** **?** **Ask**	**I want you to take a moment to think of your own experiences with feedback, and a time when it went well for you.** **Maybe it's a time you received constructive feedback from a manager or someone else, something that really helped you in your work or career.** **Or maybe, instead, it's a time you gave feedback and it really helped that other person grow.** **OK, so, what made it good? Go ahead and post your answer in the chat. You can choose from this list here or come up with your own response.**
Note	Give participants a minute to respond and then briefly comment on the results.

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Key	Script/Notes
? **Ask**	**Who'd be willing to tell us a little more about why you chose what you did?**
Note	By chat or audio, give space for one or two people to briefly elaborate on their answer. Try to elicit comments on the different responses people endorsed to get a variety of perspectives.
Page 5 **The elements of constructive feedback** *On-screen text in Catalyst™ will vary slightly depending on each learner's style.*	**So, taking in this list and your responses, hopefully it's becoming clear that good feedback doesn't just come down to one thing. There are lots of things a manager might do to make feedback meaningful and less stressful.** **Let's go ahead and advance to page 5.** **DiSC® gives you a framework for understanding four important elements of feedback: being direct, encouraging, receptive, and objective.** **Sometimes one of these elements is more important than another. Maybe one time you need to rely more heavily on being encouraging or objective depending on the situation or the person. But these elements all play a role in effective feedback.** **And what's great about that is, even if you don't think of yourself as being good at giving feedback, you're probably good with at least one of these four elements.** **Whether you've ever thought of it this way or not, you already have some natural tendencies that can be a real source of strength when it comes to delivering feedback.**

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Key	Script/Notes
	So, for the next part of this session, we're going to focus on your feedback superpower—the feedback element you do really well. **Please advance to page 6.**

Your superpower

16 minutes: Individual, small-group, and large-group activities

Participants read about their feedback superpower and discuss the benefits it brings in small groups.

Key	Script/notes
Page 6 **Superpower** *On-screen text and image in Catalyst™ will vary depending on each learner's style.*	**This page talks about your feedback superpower based on your DiSC® style. Take a moment to read it now and make notes about one or two things that really resonate for you.**
Note **Individual**	Give participants 3 minutes to read and take notes. While they do this, set up breakout rooms for the upcoming small group discussion. Ideally, groups will have 3 people and include people from different quadrants.
Large group	**Please advance to page 7.**
Page 7 **Discussion: Your feedback superpower**	**Now that you've read about your superpower, I'm going to put you into small groups so you can discuss it with a few of your classmates.** **In your groups, I want you to discuss the questions on this page:**

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Key	Script/notes
	• **What's your superpower?** • **How do you use it as a manager, either in giving feedback or other areas of your work?** • **What benefits does it bring for you and the people you manage?** **Make sure each person in your group has a chance to discuss their power, and feel free to ask each other questions about it.** **You'll have about 8 minutes for your discussion.** **Does anyone have any questions before we begin?**
Note 👥👥👥 **Small group**	Answer any questions and then divide participants into breakout rooms in small groups of 3, preferably with a mix of quadrants (i.e., different superpowers). Copy the discussion questions into the breakout rooms. (If you are not using breakout rooms, conduct the discussion as a large group.) Give participants about 8 minutes to discuss in their groups. You may want to provide a time check midway through and a reminder to make sure everyone has a chance to share. Move periodically between breakout rooms to help facilitate conversation. At the end of the discussion time, bring participants out of their breakout rooms.
Large group	**I hope you had a chance to explore how you use your own superpower and also to get some insight into how other people use theirs.**

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Key	Script/notes
	Can I get a volunteer to share something interesting you realized about your feedback superpower and how you use it?
Note	Take a few volunteers. Ideally, people will share insights on at least a couple of the different superpowers to set up the next section, in which people think about the value of feedback elements outside their quadrant.
	Let's move on to page 8.

Feedback Elements

15 minutes: Individual and small-group activities

Participants read about the three feedback elements outside their quadrant and learn why it's important to sometimes stretch to them. They then discuss the benefits of stretching to one of these elements in small groups.

Key	Script/Notes
Page 8 **Wait a second…**	**I hope you're feeling good about your superpower and you see how you can leverage tendencies that come naturally to you in your feedback.** **At the same time, I hope you had a chance to appreciate how some of the superpowers outside your comfort zone bring value as well. Your power isn't always going to be sufficient. Sometimes you're going to need to stretch.** **Otherwise, you're going to be like this person here, trying to use their fireball superpower to take on an ocean wave. You're not going to get the results you want.** **Let's advance to page 9.**

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Key	Script/Notes
Page 9 **The elements of** **constructive feedback**	**Here we have our DiSC® model again with the four feedback elements, with a little more information on each one. Take a moment to review them.**
Note	Pause a moment to allow learners to read the bullets for each element.
	As an example of why you need to stretch beyond what's comfortable and familiar, think about being direct. Being direct is so important for clarity and prompting change. But if you overlook the fact that the person you manage doubts their abilities and could use a little encouragement, your feedback might send the wrong message. **And vice versa—if you're overfocusing on encouragement, but what the person really needs is for you to be candid about your concerns, you're not giving them all the information they need to do better.** **Different circumstances require you to lean on one element more than another. And different people need different things from you at different times. And if you can't make those adjustments, people may not hear what you're saying.** **Let's move on to page 10.**
Page 10 **Beyond your superpower** *On-screen text and images in Catalyst™ will vary depending on each learner's style.*	**On this page, titled "Beyond your superpower," you should be seeing the three elements of feedback outside your quadrant.** **Take a moment to read about why these elements are valuable.** **Then, choose the element that's the hardest for you. You'll get to discuss it with your small group again shortly.**

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Key	Script/Notes
Note **Individual**	Give participants 3 minutes to read about the feedback elements and choose one. While they do this, prepare to send them back into their same small groups for another discussion.
Large group	**Please advance to page 11.**
Page 11 **Discussion: Feedback challenges**	**Now that you've identified the feedback element that's hardest for you, I'm going to put you back into your groups so you can discuss it with your classmates.** **In your groups, I want you to discuss the questions on this page:** • **Which feedback element did you choose?** • **What makes it hard?** • **How could incorporating this element improve your feedback?** **Make sure each person in your group has a chance to share what they chose. And as you listen to each other, please feel free to share any insights from your own experiences, whether you struggle with the element or are comfortable with it.** **You'll have about 8 minutes for your discussion.**
Note **Small group**	Send participants back into their breakout rooms for the same small groups. Copy the discussion questions into the breakout rooms. (If you are not using breakout rooms, conduct the discussion as a large group.)

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Key	Script/Notes
	Give participants about 8 minutes to discuss in their groups. You may want to provide a time check midway through and a reminder to make sure everyone has a chance to share.
	Move periodically between breakout rooms to help facilitate conversation.
	At the end of the discussion time, bring participants out of their breakout rooms.
Large group	**I hope you had some good discussions. Let's move on to page 12.**

Make a plan

13 minutes: Individual and large-group activities

Participants get insights and tips for giving feedback to an individual and plan how they'll implement them.

Key	Script/Notes
Page 12 **Make a feedback plan**	**You've learned a little about your feedback powers and you've just discussed some of the things that are a little harder for you to do in feedback.** **For the remainder of this session, we're going to explore how to tailor feedback to a specific person you manage based on their needs. And you'll get ideas for how to use some of the feedback elements we've been discussing to make sure your message gets through to this person.** **Please advance to page 13.**
Note	For this next section, participants can either look up a specific person on Catalyst™ or guess a person's style

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Key	Script/Notes
	by answering a few questions. They will then work on their own to read insights and tactics for giving feedback to the person and create a simple action plan. If you choose to share your screen at this point to help orient learners, make sure you use the style guesser. Don't enter a colleague's name to protect the privacy of others (unless you're using the demo site).
Page 13 **Step 1: Choose a colleague**	**On your own, you're going to use this action-planning tool on the Catalyst™ platform to get insights and tips for delivering feedback to someone based on their DiSC® style.** **First, think of a team member you want to give feedback to. If they're in your organization and on Catalyst, enter their name and search for them now.** **Otherwise, you can answer a few questions to guess their style and get information that way.** **Keep in mind that this tool can only help you guess someone's style based on your own observations— and we don't always understand people perfectly from the outside. The best way to know someone's style for sure is to have them take the DiSC assessment and create a Catalyst profile as well.** **Once you search for the person or guess their style, you'll be taken through several screens where you get insights and tactics for delivering feedback. You'll also have a chance to make some notes on how you'll apply these tactics with your teammate.** **Before we get started, does anyone have any questions?**

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Key	Script/Notes
Note	Address any questions.
	You'll have about 7 minutes to read and work on your plan now. **Go ahead and get started.**
Note **Individual Pages 13–17**	Give participants 7 minutes to work on their plans (pages 13–17) and then bring them back together. You may want to give them a warning at the 6-minute mark so they know to wrap up their work.
  Large group	**I hope you got some good insights for working with someone you manage. The plan you made will be saved on the Catalyst™ platform. In a moment I'll show you how to come back to it, and how to get back to the action-planning tool to create plans for your other team members as well.** **But first, let's go to page 18 for one last question.**
Page 18 One last question… **Ask**	**Before we wrap up, I'd like to get a few volunteers to share:** **What's one thing you learned about feedback that you'll carry into your job going forward?**
Note	Take a few responses by audio or chat.
Page 19 Going forward	**Please advance one more time to page 19.** **Today you learned about four elements of feedback and figured out which one is *your* superpower—the skill that comes most naturally to you. You also learned a little about why it's valuable to reach for**

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Key	Script/Notes
	the other elements. And you got advice on how to tailor your feedback to a specific person. **Remember that there's no one perfect formula for giving effective feedback. Different situations will require different approaches. As you work to build this skill, you can focus on:** • **Paying attention to the feedback *you* receive or feedback you see others receive and noting what works and what doesn't** • **Balancing all four elements of feedback in your approach** • **Recognizing other people's preferences and tailoring your feedback appropriately** **And remember, the action plan you created today will be saved on the Catalyst™ platform. You can come back to it whenever you want, and you can create additional plans for other teammates any time you want to give feedback.**
Note	Show people how to access their saved action plan and create new ones on the Worksmart landing page. Clicking Save & Exit on the last page of the module should bring you directly to the landing page. The action-planning section there has a link for retrieving saved action plans as well as an option for creating new ones. End by thanking people for joining the session.

For more ideas and assistance, contact Amy Pearl at Work Ignited at amy@workignited.com.

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