

Feedback Styles

HALO From this perspective, feedback is glowing and extremely positive (i.e., without any hint of weakness). Effusive praise is given and the positive perspective translates into a general view of the person.

GLOSSED OVER When a person giving feedback notices a slight problem, but chooses to overlook the difficulty, the style of feedback is called 'glossed over'. In many respects, what comes out is similar to 'halo feedback', but the major difference is that the flaw has been noticed but the observer has chosen to ignore the problem.

ALIGNMENT With alignment, concerns are only expressed when a parallel positive example can be provided. For example, suppose the concern is that the student doesn't share. When expressing this concern to the student, the teacher includes examples of when the student shared and why this was positive. The feedback is tied to observed behaviour and similar examples (bad and good).

THE SANDWICH When providing feedback in this format, there is a conscious attempt to sequence the order of positive and negative feedback. The introductory comments are always focused on the positive. Once a positive climate has been established, the negative concerns are introduced. To conclude the exchange, there is a return to the positive highlights. With this approach, the emphasis is on providing a cushion for the negative comments.

FORCE FIELD ANALYSIS A force field analysis contains an accounting of the perceived strengths and weaknesses in ledger format. The various strengths are noted along with the weaknesses. There is often no particular order to the comments and not attempt to attempt to organize them (i.e., like the alignment example). The lists of strengths and weaknesses may differ in length as well as focus.

BETWEEN THE EYES Negative feedback that is directly given may be aimed 'between the eyes' and not depend on any positive statements to counterbalance the anticipated impact. Under these circumstances the feedback is concrete and directed towards changing some specific behaviour.

THUNDER With thunder, the feedback is negative, but lacks focus and reflects the anger of the person making the statements. The negative comments that are made extend beyond the offending behaviour and the emphasis can often become the perceived lack of certain personal attributes.

STRENGTH CHALLENGE The person receiving the feedback collaborates about the direction that the feedback might take. Initially, there is a self analysis prior to receiving specific comments from the observer. The feedback that is given complements the self analysis. The information that is provided is very specific and focuses on what was directly observed. Strengths are noted and the emphasis is upon making greater use of talents. The challenge is to take the strengths that have already been demonstrated and apply them more fully in any given situation.

Adapted from:

Borgen, W. A., & Amundson, N. E. (1996). Strength challenge as a process for supervision. *Counselor Education & Supervision, 36*(2), 159.

Guidelines and Characteristics of Effective Feedback

- 1) Receiver ready to receive feedback.
- 2) Specific and descriptive, not interpretive.
- 3) Immediate when memory/feelings still linger.
- 4) Appropriate in timing (e.g., not in front of others).
- 5) New information; about changeable things.
- 6) Puts receiver in charge of the change.
- 7) Avoids overload.
- 8) Given to be helpful, in the spirit of sharing.
- 9) Relates performance to outcomes.
- 10) Relates performance to strategies.
- 11) Indicates progress.
- 12) Indicates corrective procedures
- 13) Focuses on key errors.
- 14) Focuses on effort attributions.

Adapted from:

Ishiyama, I. & Westwood, M. (2011). *The sociocultural competencies training program: The learner's guide*. Vancouver: Aurora Pacific. (# 1-8)

McMillan, J. H., Hellsten, L. M., Klinger, D. A. (2011). *Classroom assessment: Principles and practice for effective standards-based instruction*. 1st Canadian Edition. Toronto, ON: Pearson. (#9-14)