

GENERAL DESCRIPTION FOR THE MODULE

Module
Receiving information and providing feedback
Number of participants
10-14
Main goal
Participants gain the ability to provide feedback correctly in a constructive way.

WORKSHOP SCENARIO – S1

Subject	
I-Message	
General description	
During the workshop participants will practice giving and receiving feedback.	
Materials needed for the workshop	Duration time
- A4 sheets - felt-tip pens - flipchart sheet or a whiteboard - flipchart/whiteboard markers	60 min

EXERCISE 1 – S1

Type of activity	
Discussion	
Division of participants	
None	
Materials needed for the workshop	Duration time
- none	20 min
Detailed results	
Participants recognize basic problems in providing correct feedback.	
Instruction for participants	

Let's talk about feedback. What are your experiences of providing and receiving feedback?

Excercise description

Encourage participants to an active participation in the discussion and provide examples of feedback. Ask participants to come up with the worst (least correct) feedback and discuss together what makes it so bad.

EXERCISE 2 – S1

Type of activity	
Working in small groups	
Division of participants	
Pairs	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - A4 sheets - felt-tip pens - flipchart sheet or a whiteboard - flipchart/whiteboard markers 	20 min
Detailed results	
Participants learn to formulate correct feedback.	
Instruction for participants	
Get in pairs and then write down 10 examples of feedback according to the formula written on the board.	
Excercise description	
<p>Before starting the activity, write the formula for giving the correct feedback on the flipchart/whiteboard:</p> <p>I feel (or think) ... When you... Because... And I need (would like) ...</p>	

EXERCISE 3 – S1

Type of activity	
Presentation	
Division of participants	
None	
Materials needed for the workshop	Duration time
- none	20 min
Detailed results	
Participants learn examples of correct feedback.	
Instruction for participants	
<p>Let's sit in a circle and listen to your feedback. Who would like to start?</p> <p><i>After all volunteers have given their examples:</i> And what do you think about this form of giving feedback? How did you feel when you listened to those examples?</p>	
Excercise description	
If any of the examples does not contain all the elements of the formula from the previous exercise, try to modify it together with the group.	

WORKSHOP SCENARIO – S2

Subject	
How to protect yourself from an aggressive criticism?	
General description	
Participants learn phrases that help them to deal with an aggressive criticism.	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	55 min

EXERCISE 1 – S2

Type of activity	
Working in groups	
Division of participants	
Pairs	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	15 min
Detailed results	
Participants learn phrases that help them to deal with an aggressive criticism.	
Instruction for participants	
<p>Get in pairs and sit in front of each other. The task of the first person will be to express unfavorable opinions about the other person's work and behavior. Express your aggressive criticism. Remember, however, that the criticism should concern only the area of work or behavior - do not offend your partner personally. After the aggressor has expressed his criticism, the other person should respond with one of the phrases written on the board. After a few tries, switch the roles.</p>	
Excercise description	
<p>List a few examples of responses to aggressive criticism on the board:</p> <ul style="list-style-type: none"> - You have the right to have a different opinion on this. - I have a different opinion on this topic. - I understand that this is your opinion on this matter, I have a different one. - I know people who, like me, have a different opinion on this subject. - From my perspective, the situation is completely different. - Thank you for sharing your opinion, I will take it into consideration in the future. <p>Watch over the course of the exercise. Make sure that the participants do not get offended. Criticism is supposed to be about an imaginary behavior, not about a person.</p> <p>During the exercise arrange 2-3 role changes within the pairs.</p> <p>IMPORTANT! After completing the task, remind the participants that this was just an exercise. Let the participants drop their bad emotions, let them shake them off like a dust. Then let's everyone give a high five to their partners with a smile on their face.</p>	

EXERCISE 2 – S2

Type of activity	
Discussion	
Division of participants	
None	
Materials needed for the workshop	Duration time
- none	15 min
Detailed results	
Assimilation of the results of the previous exercise.	
Instruction for participants	
Let's sit in a circle. Please share your feelings from the previous exercise. How did you feel giving the answers and how did you perceive them, when you were the aggressors?	
Exercise description	
Encourage all participants to speak out and to take part in the discussion.	

EXERCISE 3 – S2

Type of activity	
Working in small groups	
Division of participants	
Three groups	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	25 min
Detailed results	
Participants are able to create their own responses to an aggressive criticism.	
Instruction for participants	
Split into three groups and make your own list of responses to an aggressive criticism.	
Exercise description	
After completing the work in small groups, ask the participants to present the results of their work.	

WORKSHOP SCENARIO – S3

Subject	
Autobiography	
General description	
The participants practice active listening and giving constructive feedback.	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	65 min

EXERCISE 1 – S3

Type of activity	
Working in small groups	
Division of participants	
Groups of three people	
Materials needed for the workshop	Duration time
- none	45 min
Detailed results	
Participants are able to provide supportive feedback.	
Instruction for participants	
<p>Build small groups of three people and find an appropriate place for a free and undisturbed conversation. Your task will be to tell the other participants your autobiography. It's your choice, what you are going to tell and what you want to omit.</p> <p>Before you start, please choose your roles: Star - a person telling his/her autobiography. Active Listener - a person, who's task is to listen with full commitment and ask questions to support the storyteller in continuing the story. Observer - a person who, throughout the story, does not speak at all, does not react and does not participate in the conversation. His/her task is to observe the Active Listener.</p> <p>After the story is finished, the Observer and the Star should provide a constructive feedback to the Active Listener about, what was supportive for the storyteller in their behavior and what they were missing. During this time, the Active Listener should listen carefully to the feedback.</p> <p>Make sure that each feedback contains both positive aspects and areas for improvement.</p>	

Switch the roles after the feedback session is over. Repeat the whole task three times, so that everyone in the group plays each role and listens to feedback.

Excercise description

After instructing the participants, watch the time. Make sure the stories last no more than 10-12 minutes.

EXERCISE 2 – S3

Type of activity	
Working in groups	
Division of participants	
Two groups	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	20 min
Detailed results	
Participants assimilate the elements that support providing of feedback.	
Instruction for participants	
Split into two groups and then write down on the flipchart sheets all good practices for providing supportive feedback.	
Excercise description	
After completing the work in groups, ask the participants to present the results of their work.	

WORKSHOP SCENARIO – S4

Subject	
Feedback variants	
General description	
During the workshop participants will develop their skills in giving feedback.	
Materials needed for the workshop	Duration time
- A4 sheets - pens - small paper balls made from crumpled paper sheets, 20-30 pcs	60 min

EXERCISE 1 – S4

Type of activity	
Group work	
Division of participants	
None	
Materials needed for the workshop	Duration time
-Small paper balls made from crumpled paper sheets, 20-30 pcs	30 min
Detailed results	
The participant knows the principles of giving an effective feedback.	
Instruction for participants	
<p>Line up in a group on one side of the workshop room. A volunteer stands on the other side of the room. He receives paper balls. He may have a helper, who will reach him the balls. The volunteer has his back to the group standing on the opposite side of the room. One person from the group places an object on the floor in a place of his choice. The volunteer has three ball throws for this item - it should be a test. Later, he has his back to the object and the people in the group. The volunteer throws balls of paper behind him and his task is to hit the object. The group supports him as much as they wish.</p> <p>Questions to the group: How did you support this person? What were your behaviors? How did you change your behavior and why?</p>	

Questions to the volunteer:

Which behaviors of participants helped you and which disturbed you?
What was too much and what was missing?

Theses helping to summarize:

Information should be given as soon as possible, right after the movement (throw)
It should be without any evaluation.
It should be about behavior.
It should be straight to the point and not too much.
It should strengthen, what is good and correct weaknesses.

Excercise description

The group stands on one side of the workshop room. A volunteer stands on the other side of the room. He receives paper balls. He may have a helper giving him the balls. The volunteer has his back to the group standing on the opposite side of the room. One person from the group places an object on the floor in a place of his choice. The volunteer has three ball throws for this item - it should be a test. Later, he has his back to the object and the people in the group. The volunteer throws balls of paper behind him and his task is to hit the object. The group supports him as much as they wish. The discussion covers the participants' experience and feedback tips.

EXERCISE 2 – S4

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min
Detailed results	
The participant notices the features of bad, destructive, poorly given feedback and understands, that it results from ignoring the rules of providing feedback.	
Instruction for participants	
Sit in small groups of three people and share your experience or imagination of the worst possible feedback. Talk about it. Make together a list of features of a poorly provided feedback.	
Discussion within the whole group What features of a poorly given feedback have you pointed out - let's collect them on a flipchart.	
How is the poorly given feedback related to the model presented in the previous exercise?	

What is different? (too much, too little, only positive, only negative, includes evaluations, talks about the person (and not about behavior), you-message, includes: advice, comparison, aggressive criticism)

Exercise description

Participants work in groups of three people. They discuss aspects of a poorly given feedback and prepare a summarizing list. In the discussion, they compare the poorly given feedback with the model from the first exercise.

EXERCISE 3 – S4

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- none	30 min
Detailed results	
The participant knows and is able to provide feedback in accordance with the model.	
Instruction for participants	
<p>Your task is to prepare a role-play to the topic of giving feedback. Choose a situation from your daily or professional life, as you like. Make an agreement, who will present the role-play on the forum and who will be the observer. Prepare a mini-scenario following the rules from exercise one.</p> <p>Discussion: What aspects of giving proper feedback did you notice in the role-plays? What was missing? What was too much? What additionally affects the quality of feedback? (intonation, listening, staying in contact) What attitude should the person giving feedback have? (coach, conversation partner)</p>	
Exercise description	
<p>The participants prepare a mini-presentation, show it in front of the group, trying to work according to the feedback model.</p> <p>In the discussion, the group deepens the awareness of the feedback's quality factors.</p>	

WORKSHOP SCENARIO – S5

Subject	
Feedback models	
General description	
Participants develop their feedback skills in various models.	
Materials needed for the workshop	Duration time
- A4 sheets - pens	90 min

EXERCISE 1 – S5

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- A4 sheets - pens	45 min
Detailed results	
The participant is able to provide supporting feedback.	
Instruction for participants	
<p>Sit in groups of three people. Let each of you draw a picture on a piece of paper. In this task, the content and artistic quality of the picture are not important. Let yourself draw whatever comes into your mind.</p> <p>After everyone has finished, share, how did you feel, while drawing. Then focus on giving each other supportive feedback. Disregard any negative aspects of the drawing. Strengthen everything you notice that can be supported.</p> <p>Use the following statements: I like It suits me I have a feeling I have an impression It awakens in me etc.</p> <p>After everyone has finished the exercise, share your emotions.</p>	

How did you feel while getting supportive feedback?
 What did you feel like doing at that moment?
 What has changed in you, after you received it?

Supportive feedback draws attention to strengths and resources. It helps you to look positively at your situation.

Excercise description

The participants in groups of three people give each other empowering feedback on the drawing made by each participant. In the discussion, they pay attention to the effects of supportive feedback.

EXERCISE 2 – S5

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- A4 sheets - pens	45 min
Detailed results	
The participant knows, how to provide a corrective feedback.	
Instruction for participants	
<p>Prepare a short role-play presenting, according to you, the perfect model of giving a corrective feedback. The role-play can base on a situation from your professional or personal life. Use the following wording:</p> <ul style="list-style-type: none"> - too little, too much - I did not like - I missed..., - I was irritated, I was frustrated, I was angry, when you, - with regards to that, I expect... <p>Present it to the other participants. Make sure, that you do not overdo with the corrective communication towards the person receiving the feedback.</p> <p>Discussion How should be the corrective feedback? (one-to-one, briefly, specifically, behavior-based, based on the I-message)</p>	

Excercise description
The participants prepare in small groups according to the instructions short scenarios of role-plays on giving feedback. They present their work on the forum. The group analyzes each role-play and looks for the limits of corrective feedback.

WORKSHOP SCENARIO – S6

Subject	
How to avoid mistakes in providing feedback	
General description	
Participants develop the competences of providing feedback and avoiding mistakes.	
Materials needed for the workshop	Duration time
- A4 sheets - pens	90 min

EXERCISE 1 – S6

Type of activity	
Working in groups	
Division of participants	
Two groups (To build the groups the participants should count off to two).	
Materials needed for the workshop	Duration time
- A4 sheets - pens	45 min
Detailed results	
The participant notices mistakes in providing feedback and avoids them in his / her work with feedback.	
Instruction for participants	
<p>Read the text and find mistakes in the non-constructive feedback examples below. Name the individual mistakes (evaluation, aggression, comparison, etc.) and make a list of undesirable behaviors.</p> <ol style="list-style-type: none"> You did it wrong. It wasn't supposed to be done like this. The boss will fire you. The entire team will suffer on this. You are irresponsible and incompetent. You should be prepared better. The case may go to the court and you will be responsible for it. I will not tolerate a such kind of work. Your colleague does the same tasks in an hour. You should learn more. You won't get a vacation. 	

2. Great. Beautiful. You're the best. Nobody works as great as you. Many people face these tasks, but no one has delivered them so quickly. I will introduce you to the boss as a candidate for a reward. Of course, you'll get a bonus and a promotion. I did not count on such a revelation.

Discussion:

What mistakes do those exaggerated examples of feedback from the exercise above contain? (evaluations, comparing, threatening, giving advice, administering punishments and rewards)
 How does the feedback change when errors appear?
 How will your feedback look like in the future, what will you avoid?

Excercise description

The participants analyze the texts provided by the trainer and name mistakes regarding feedback they contain, draw conclusions aimed at avoiding mistakes in providing feedback.

EXERCISE 2 – S6

Type of activity	
Working in small groups	
Division of participants	
Groups of three people	
Materials needed for the workshop	Duration time
- none	45 min
Detailed results	
Participants are able to provide feedback using an appropriate communication and avoid mistakes.	
Instruction for participants	
<p>Tell a story of your choice from your professional or private life, which you have a difficulty with by assessing its course and value it has given you (something happened and you still do not know what to think about it). Describe the situational context, your own participation and the participation of others. Invite your conversation partners to give you feedback using the knowledge from the exercises that have been completed till now.</p> <p>Remember to use the I-message communication, the language of empowerment and corrections, do not be afraid to share your observations based on your intuition.</p> <p>What are your benefits of receiving feedback from colleagues? Why is feedback called a gift? Can you just ask for feedback? What does it give you? How can feedback help to build relationships? How often do you use feedback in your life / work environment and what are the benefits you get?</p>	
Excercise description	
The participants in small groups of three people give each other a balanced, ambivalent, constructive feedback avoiding mistakes.	