



Lesson #9
Positively Marvie, Dahlink!
Giving Positive Feedback

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This Week's Objective

This week is about refining and practicing your supportive feedback skills.

Are you a Proton or an Electron?

Like a proton carrying a positive charge, some people bring an optimistic, productive energy with them. Consequently, electrons carry negative charges and zap the good from the ether surrounding them.

Most people do not thrive in the latter environment. As a leader you are an influencer of those around you and may inadvertently carry that draining power with you, casting it upon others when so moved.

The world is a better place when positive gratitude and appreciation are abundant. Studies have shown that people are more productive when encouraged with positive feedback, but aside from that, positive feedback is simply good for establishing direction and delivering assessment of progress. A workplace with positive reinforcement becomes contagious. Add to the cycle by finding someone to whom you can give positive feedback.

How to make it stick with M-T-S

1. **M** - Make it manageable

Small doses are more readily remembered. If you have ever been bombarded, you know that too much information simply overflows your processing capabilities. Save up some of it for later, or consider delivering it in written form so that the recipient can refer to it later.

2. **T** - Make it timely

The feedback loses context if delivered too long after the activity. Mentally, we prefer being closer to the situation so that when we hear the feedback we can relive and replicate in our minds what we did. That makes it more likely to get reinforced.

3. **S** - Make it specific

Truly *effective* feedback contains specific content. We remember feedback with precise information because it reflects back to us what we did that was actionable

and observable by others. When trying to get specific about your feedback, identify first to yourself what you detected as you watched the other person that struck you as well-done. See if you can articulate it to yourself first.

Listen to the difference between the following:

BEFORE - General, easy to forget feedback:

Laura, you did a great job on the presentation! Way to go!

AFTER - More memorable feedback, articulating specific actions that worked:

Laura, the presentation came off great and it got right to the point about the value-added features. Way to go!

More examples of specific:

Jessica, you handled that angry customer really well. I could tell you delayed your response when he dumped on you and it proved useful because then he vented for a little while.

Andrea, your hair is flattering when you wear it that way because it frames the shape of your face.

Terri, you led that discussion skillfully because you kept your tone of voice positive but also stayed confident about your position.

Your assignment for this coming week

Select ONE Person each day for the next 3 days.

PERSON 1 I will give positive feedback to:

It will be feedback about:

How to make it specific:

PERSON 2 I will give positive feedback to:

It will be feedback about:

How to make it specific:

PERSON 3 I will give positive feedback to:

It will be feedback about:

How to make it specific:

CHICK CHECK

A few questions to validate your feminine approach to this week's assignment.

What, if anything, held you back when delivering the positive feedback?

Do you ever feel like there is a power play involved when giving others reinforcement? Think they may see it as manipulative? Afraid it positions you as superior or judging?

If any issues came out during this analysis, see if you can put them into words and grapple with what you may be able to do about it.

My Ongoing RINGY-DINGY List

Items that come up throughout the course that you want to remember or task for yourself. Your “short list” of things that are working best for you or “AHA”s.

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