



STARBUCK ACADEMY

Manager skills

Manager Skills: Giving Feedback

Recognition that lands, developmental feedback people can use, and a team where honest feedback is simply part of the week

Five lessons over five weeks. About 2.5 learning hours in total, including the videos, this workbook and your workplace tasks.

Name _____

Date _____

STARBUCK & ASSOCIATES

COACHING & LEADERSHIP DEVELOPMENT

How to use this workbook

This workbook goes with the five video lessons in Manager Skills: Giving Feedback. Each lesson is a short video with a knowledge check, a workplace task for the week and a practical tool on these pages.

Watch one lesson, read the matching lesson page, then use the tool at work during the week that follows. The real learning happens in the conversations you have with your team, not on the page. Allow about 2.5 learning hours in total across the five weeks.

By the end of the course you will be able to

- Explain why feedback matters and avoid the most common ways it goes wrong
- Give specific, sincere recognition that shows people what to keep doing
- Plan developmental feedback using situation, behaviour, impact and a question
- Handle the conversation that follows, including defensive or upset reactions
- Build a regular feedback rhythm in your team, including feedback on yourself

Programme map

LESSON	TITLE	YOUR TOOL
1	Why feedback matters and goes wrong	Tool 1: Feedback audit
2	Recognition that lands	Tool 2: Recognition log
3	Developmental feedback with SBI	Tool 3: SBI feedback planner
4	The feedback conversation	Tool 4: Feedback conversation guide
5	Building a feedback habit	Tool 5: Team feedback rhythm plan

A TIP BEFORE YOU START

Keep this workbook somewhere you will see it during the week, not just when you sit down to study. Filling in a tool straight after a real conversation takes two minutes and is far more useful than trying to remember it on Friday.

LESSON 1

Why feedback matters and goes wrong

Feedback is information about how someone's work or behaviour is landing, shared so they can do more of what works and adjust what does not. It is a mirror, not a verdict on the person.

Key ideas

- Silence gets filled in. When people hear nothing, they rarely assume all is well.
- Regular feedback tells people where they stand, helps them grow and stops small issues becoming big ones.
- Worrying about upsetting someone is normal, but holding back usually just delays the conversation.
- Feedback goes wrong when it is too late, too vague, or wrapped so tightly in praise that the point is lost.
- Little and often works best. Frequent feedback stops feeling like an event.

EXAMPLE

Sam has noticed for a month that Leah's weekly reports arrive late. Sam has said nothing, planning to raise it at her review. Leah, hearing nothing, assumes the reports are fine. When it finally comes up, she is surprised and asks, fairly, why nobody told her sooner.

A two minute conversation in the first week would have been easier for both of them.

Reflect

Which kind of feedback do I find hardest to give, and what do I tell myself when I put it off?

Who in my team might be filling a silence from me right now?

YOUR WORKPLACE TASK THIS WEEK

Use Tool 1, the feedback audit, to look back over the last two weeks. For each person in your team, note the recognition and developmental feedback you gave, and anything you held back.

TOOL 1

Feedback audit

Use your diary, emails and messages from the last two weeks, not your general impression. Be honest: nobody else needs to see this.

Part 1: What did each person hear from me?

TEAM MEMBER	RECOGNITION I GAVE	DEVELOPMENTAL FEEDBACK I GAVE	WHAT I HELD BACK

Part 2: How does my feedback usually land?

MY FEEDBACK IS USUALLY	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
Given within a few days of what happened	☐	☐	☐	☐
Specific about what I actually saw	☐	☐	☐	☐
Clear, not wrapped up in other messages	☐	☐	☐	☐
Balanced between recognition and development	☐	☐	☐	☐

Part 3: What does this tell me?

Where are the gaps: which people, and which kind of feedback?

What is one piece of feedback I will give this week that I have been holding back?

Recognition that lands

Recognition is the easiest feedback to give and one of the easiest to get wrong. A quick well done is polite, but it does not tell anyone what to keep doing.

Key ideas

- Recognition is information. It shows people what good looks like in your team, so they can repeat it.
- Specific beats general. Say what you actually saw, not just great job.
- Name the effort or judgement behind the work, and the difference it made.
- Fit it to the person. Some enjoy a public mention, others would prefer a quiet word. If unsure, ask.
- Spread it fairly. Notice the steady, quieter work as well as the visible successes.

GENERAL AND SPECIFIC

General: "Thanks for your help with the audit, great job."

Specific: "Ravi, you checked every supplier file against the new list before the auditors arrived. Because of that, we had no findings on suppliers, and I could spend the day on the harder questions. Thank you."

Reflect

Whose work do I tend to notice, and whose steady contribution might I be missing?

How does each person in my team prefer to be recognised, and do I actually know?

YOUR WORKPLACE TASK THIS WEEK

Give at least one piece of specific recognition to each person in your team, naming what they did and the difference it made. Record each one in Tool 2, the recognition log.

Recognition log

Recognition that lands has two parts: what the person did, and the difference it made. Use the log to plan it, record it, and check you are spreading it fairly across the team.

PART	ASK YOURSELF	SOUNDS LIKE
What they did	What exactly did I see or hear? What effort or judgement was behind it?	"You rang the customer back the same afternoon and explained the delay..."
The difference it made	Who benefited: a customer, a colleague, the team, me?	"...and she has just renewed her contract for another year."
How to say it	Public or private? Now, or at the next one to one?	A quiet word after the call, then a mention in the team update.

My log for this week

WHO	WHAT THEY DID	THE DIFFERENCE IT MADE	HOW AND WHEN I SAID IT

At the end of the week

Did everyone in my team get at least one piece of specific recognition? Who did I find it hardest to recognise, and why?

How did people respond, and what will I do differently next week?

Developmental feedback with SBI

Situation, behaviour, impact, or SBI, is a feedback model developed by the Center for Creative Leadership. It keeps developmental feedback factual and focused, and stops it drifting into comments about someone's character.

Key ideas

- Situation: name a specific moment so the person knows exactly what you mean. Avoid always and never.
- Behaviour: describe what they said or did, as a camera would record it, not your judgement of it.
- Impact: explain the real effect on the work, on others or on you. Do not guess at their intentions.
- Add a question: ask how it looked from their side, so you can work it out together.
- Plan it in private, then have the conversation soon, while the moment is still fresh.

EXAMPLE

"In this morning's project meeting (situation), you interrupted Priya twice before she had finished her point (behaviour). She stopped contributing after that, and we did not hear her view on the budget (impact). How did the meeting look from your side?"

Reflect

What developmental point have I been putting off, and what has it cost so far?

Where do I tend to slip from describing behaviour into judging the person?

YOUR WORKPLACE TASK THIS WEEK

Choose one developmental point you have been putting off. Plan it with Tool 3, the SBI feedback planner, then have the conversation this week.

TOOL 3

SBI feedback planner

Plan the words, not a script. Writing each step down helps you spot judgements and generalisations before they reach the conversation.

STEP	CHECK	RATHER THAN	TRY
Situation	Is it one specific moment?	"You're always late with things."	"Last Thursday's stock report..."
Behaviour	Could a camera have recorded it?	"You were careless."	"...had three totals that did not match the system."
Impact	Is it real and proportionate?	"You've let everyone down."	"Mia spent an hour rechecking it before the meeting."
Question	Is it genuinely open?	"Don't you think that's a problem?"	"What was going on for you that week?"

My plan

STEP	WHAT I WILL SAY
Situation	
Behaviour	
Impact	
My question	

Before I go in

What outcome would I like from this conversation?

When and where will I have it, and how soon?

The feedback conversation

Planning your feedback is only half the job. The other half is the conversation, where the other person reacts, asks questions and brings their own view of what happened.

Key ideas

- Open well: a private setting, an unhurried time, a clear reason for talking, then get to the point.
- Listen to understand. You may learn something that changes the picture, without dropping the point.
- Meet defensiveness calmly. Acknowledge it, stay with the facts, and allow time if it helps.
- If someone is upset, slow down and be kind, but do not soften the feedback until it disappears.
- Agree what next: their actions, your support and a check-in date. Then follow up as promised.

EXAMPLE

Jo gives Chris feedback about a missed handover. Chris says, a little sharply, that nobody told him the deadline had moved. Jo does not argue. She says, "That's useful to know, thank you," then asks what would help next time.

They agree Chris will confirm deadlines at the Monday huddle, and Jo will check the shared calendar is up to date.

Reflect

Which reaction do I find hardest to handle: defensiveness, upset or silence?

How well do I follow up after feedback conversations, and what would help me do it?

YOUR WORKPLACE TASK THIS WEEK

Use Tool 4, the feedback conversation guide, to prepare for and hold one developmental conversation. Afterwards, review how it went, what you learned by listening, and what you agreed.

Feedback conversation guide

Use the five stages to prepare, then keep this page to hand as a prompt. Afterwards, spend five minutes on the review.

- 1 **Open.**
"I'd like to give you some feedback about... Is now a good time?" Then get to the point.
- 2 **Share it.**
Situation, behaviour, impact, from your SBI planner. Keep it short.
- 3 **Ask and listen.**
"How did it look from your side?" Listen for context you did not have.
- 4 **Respond to their reaction.**
Stay calm and curious. Acknowledge, stay with the facts, pause if needed.
- 5 **Agree what next.**
"What will you do differently?" Agree one or two actions, your support and a check-in date.

IF THEY...	TRY
Get defensive	"I can see this feels unfair. Can we look at what actually happened on the day?"
Get upset	"I know this is hard to hear. Would you like a moment, or shall we pick it up tomorrow?"
Go quiet	"I'd really like to hear what you think, even if it is only a first thought."

After the conversation

WHAT WENT WELL	WHAT I LEARNED BY LISTENING	WHAT WE AGREED, AND WHEN I WILL CHECK IN

LESSON 5

Building a feedback habit

The aim is a team where feedback is a normal part of the week, flowing in every direction, including towards you.

Key ideas

- Give feedback a regular home: a standing question in one to ones and short reviews after projects.
- Go first. Ask for specific feedback on yourself. General questions get polite, general answers.
- How you receive feedback decides whether people give it again. Thank, listen, act, and say what changed.
- Encourage colleagues to recognise each other and raise things directly, using the same simple structure.
- Keep it small, steady and sincere, so it survives busy periods.

EXAMPLE

Amira ends each team meeting with one question: "What is one thing I could do to make these meetings more useful?" One week, Dan says the meetings run over. Amira thanks him, asks which part runs longest, and moves the updates into a shared note.

The next week she tells the team why the meeting is shorter. Two more people offer suggestions.

Reflect

When did I last ask for feedback on my own leadership, and what did I do with it?

What would need to change for feedback between colleagues to feel normal in my team?

YOUR WORKPLACE TASK THIS WEEK

Use Tool 5, the team feedback rhythm plan, to decide where feedback will happen in your team's normal week and month. Ask at least one person for specific feedback on yourself.

Team feedback rhythm plan

Decide where feedback will live in your team's normal routines, so it happens even in busy weeks. Start small: two or three rhythms you will actually keep.

Part 1: Our feedback rhythm

WHEN	WHAT KIND OF FEEDBACK	HOW IT WILL WORK, AND WHO IS INVOLVED
Every week		
Every one to one		
After projects		
Every quarter		

Part 2: Feedback on me

WHO I WILL ASK	MY SPECIFIC QUESTION	WHAT I WILL DO WITH THE ANSWER

Part 3: Keeping it going

What is most likely to make this rhythm slip, and what will I do when it does?

When will I look back at this plan to see what is working?

What I am going to do

Two or three small changes that you actually make will do more than a long list you never start.

My three actions

WHAT I WILL DO	WHEN	WHO I WILL TELL

Coming back to this

Put a date in your diary about a month from now and answer these three questions.

What has changed since I did this workbook?

What did I not get to, and what got in the way?

What am I carrying forward?

KEEP GOING

Manager Skills: Giving Feedback

Come back to the videos, knowledge checks and tools whenever you have a feedback conversation to prepare for, throughout your 12 months' access.

£49 per person, one-off, inc. VAT

Your course home: academy.starbuckassociates.com/courses/manager-skills-giving-feedback

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