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UNITE THE WORLD WITH AFRICA FOUNDATION, INC.

&CRITICISM

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- Feedback is the information given to an individual or group about aspects of behavior and the effect of this behavior.

- The purpose of feedback is to maintain and improve performance, solve problems, and build relationships.



TYPES OF FEEDBACK

POSITIVE FEEDBACK

- This is the kind of feedback where one person shows appreciation for another person’s positive behavior to encourage and support that behavior.

- For instance, when your group does a good presentation on an assignment and the teacher says “Keep it Up” or “That was excellent."

CONSTRUCTIVE FEEDBACK

- This is the kind of feedback given to someone to imply that they did a good job, but that they also need to improve.

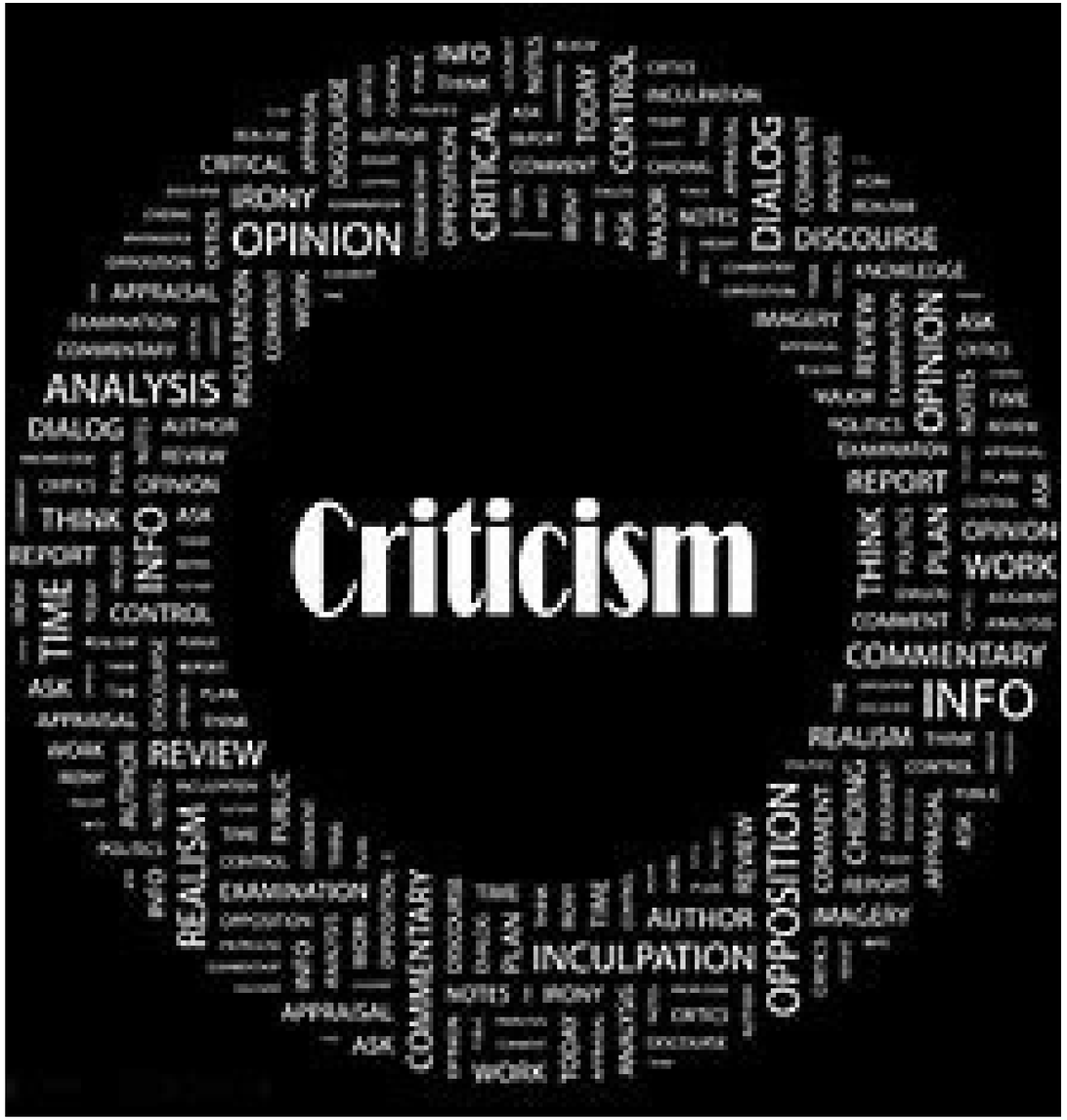
- For instance, when you solve a question in front of the class and you don’t get the right answer, the teacher might say “You got the wrong answer but you were almost there.”





GROUP ACTIVITY

Now that you have an understanding about the two main types of feedback, invite a few group members to share their experiences of receiving and/or giving positive feedback and constructive feedback.



WHAT IS CRITICISM?

- Criticism is the expression of disapproval about someone or something on the basis of perceived faults or mistakes.
- Criticism can be regarded as a form of judgment and attack.
- Criticism can range from impromptu comments to a written detailed response.
- Using feedback and constructive criticism in the learning process is very influential.

TYPES OF CRITICISM

CONSTRUCTIVE CRITICISM

- Just like feedback, constructive criticism is the kind of criticism which is designed to point out your mistakes, but also show you where and how improvements can be made.

- Constructive criticism should be viewed as useful feedback that can help you improve yourself rather than put you down.

DESTRUCTIVE/NEGATIVE CRITICISM

- Destructive criticism is often just thoughtlessness by another person, but it can also be deliberately malicious and hurtful.

- Destructive criticism can injure your pride and have negative effects on your self-esteem and self-confidence. It can also lead to anger and/or aggression.


NEGATIVE CRITICISM
I'M TELLING HIM THE FISH STINKS!
CONSTUCTIVE CRITICISM
NO! LET'S ASK HIM TO BE MORE CAREFUL THE NEXT TIME HE BUYS FISH.


feedback
vs.
criticism

FEEDBACK	CRITICISM
Feedback is well-timed and is sometimes given immediately/on-spot.	Criticism is normally delayed and may be given after a long period of time.
Feedback enables personal growth for the one who is receiving the feedback.	Criticism lowers one’s self-esteem and confidence and does not lead to growth.
Feedback is normally asked for or requested. One may willingly ask someone for feedback to see where he/she can do better.	Criticism is imposed. Often people give criticism without being asked.

FEEDBACK	CRITICISM
Feedback is normally descriptive with the aim of pointing out what was observed or noticed.	Criticism is judgmental and often focuses on the negative qualities, flaws, or mistakes of someone or something.
Feedback is specific as it tries to clearly show or describe the actions or events.	Criticism is general in nature and given without any attempt to point out specific instances or examples.
Feedback is aimed for to assist with improvement in the future.	Criticism is based on blame, and often when people give criticism they point out something from the past.

HOW TO RECEIVE FEEDBACK

01

Listen carefully to what the other person has to say. Make sure you understand the feedback and ask questions if possible.

02

Remain open and be calm. Always try to accept the feedback in a positive manner. Try not to be defensive or aggressive.

03

Express appreciation after receiving the feedback. Ask more questions if necessary so that you can do better next time.

04

Make a sound decision on whether to take or reject the feedback. Think about what you can learn from it and improve.

HOW TO GIVE FEEDBACK

01

Always start with the positive feedback and then share the negative news. Your tone should be nice and friendly.

02

Focus on the observed behavior of the person and talk about that. Avoid judgments.

03

Be specific and use real-life concrete examples. Instead of saying “it was good”, give reasons why you actually think it was good.

04

Time your feedback and be sure to give it at the right moment when the person is not upset or emotional.

EXERCISE/DELIVERABLE

1. Do you often give feedback or criticism? If yes, what type of feedback or criticism do you give?

2. What type of criticism or feedback do your peers groups?

3. How do you react when someone gives you negative and destructive criticism?

4. In what ways can you be able to positively deal with criticism?

5. What is your feedback on the Unite Clubs Program modules that you have covered so far?



SCENARIOS

01







Context

Jake, a member of your team, has been underperforming for the past few months. His work quality has declined, deadlines have been missed, and he seems disengaged. As his manager, you need to address these issues with Jake to help him improve, but you're also aware that he might be dealing with personal issues that are affecting his performance.



Scenario

You schedule a one-on-one meeting with Jake to discuss his recent performance. You want to approach the conversation with empathy and support, aiming to understand if there are underlying issues that need to be addressed. At the same time, you need to set clear expectations for improvement.

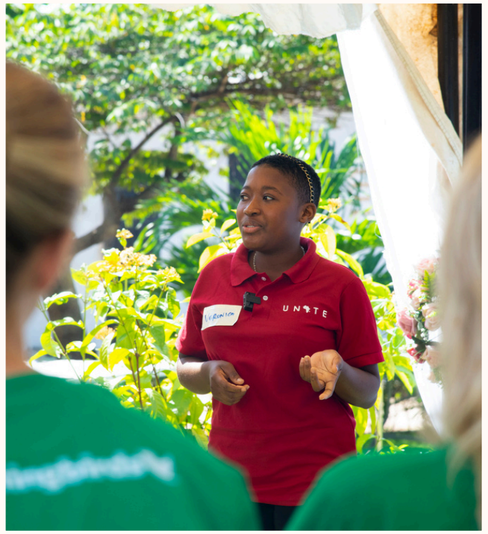
QUESTIONS FOR SCENARIO 1

1. How do you initiate a conversation with Jake to express your concerns in a supportive way?
2. What specific examples of underperformance would you bring up to help Jake understand the areas that need improvement?
3. How do you explore whether personal issues might be affecting Jake’s work without overstepping professional boundaries?
4. What plan of action can you develop with Jake to help him get back on track?
5. How do you monitor Jake’s progress and provide ongoing support to ensure sustained improvement?



02







Context

Emily is one of the top performers on your team. She consistently delivers high-quality work and has been instrumental in the team's success. However, recently you've noticed a decline in her enthusiasm and creativity. It seems that Emily has become comfortable with her achievements and is no longer pushing herself as she once did.



Scenario

You value Emily's contributions and want to address the situation before it affects her long-term performance. You need to find a way to reignite her passion for her work and encourage her to continue growing, despite her recent complacency.

QUESTIONS FOR SCENARIO 2

1. How do you approach Emily to discuss your observations without making her feel criticized?
2. What motivational strategies can you use to help Emily regain her drive and enthusiasm for her work?
3. How can you set new challenges or goals that will inspire Emily to continue striving for excellence?
4. What feedback would be most effective in helping Emily see the value in pushing beyond her comfort zone?
5. How do you follow up with Emily to ensure that she stays engaged and motivated in the long term?



03







Context

John, a new hire, has been with the company for a month. During this time, he's shown potential, but there are areas where he needs to improve to fully align with the team's expectations. As his manager, you're preparing for his first formal feedback session, which is crucial for setting the tone for his future development.



Scenario

You want to ensure that the feedback session is constructive and helps John integrate into the team smoothly. You're aware that first feedback sessions can be intimidating, especially for someone new to the company. Your goal is to provide balanced feedback that reinforces John's strengths while guiding him on how to address his weaknesses.

QUESTIONS FOR SCENARIO 3

1. How do you create a welcoming environment for John during his first feedback session?
2. What specific feedback should you provide to help John understand the team's expectations?
3. How do you balance positive reinforcement with constructive criticism to encourage John's growth?
4. What follow-up actions would you take to ensure John feels supported and is making progress?
5. How do you evaluate the effectiveness of your feedback in helping John integrate into the team?



04







Context

Two of your team members, Sarah and Tom, have been experiencing ongoing disagreements that are starting to affect the team's morale. The conflicts stem from differences in working styles and communication issues. As their manager, you've decided to intervene to mediate the situation and provide feedback to both individuals on how they can improve their collaboration.

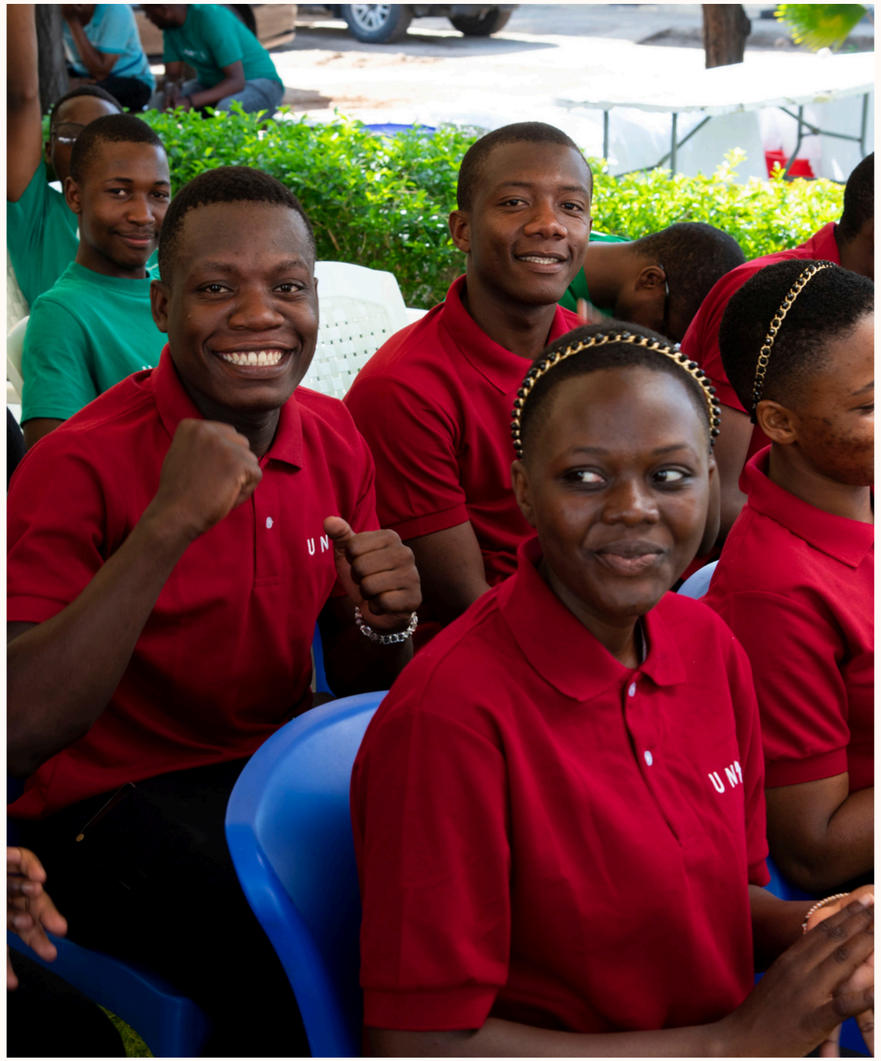


Scenario

You've arranged a meeting with Sarah and Tom to address the conflict. Your goal is to facilitate a constructive conversation that leads to a resolution. You also need to provide feedback that helps them work better together in the future, while maintaining a positive team dynamic.

QUESTIONS FOR SCENARIO 4

1. How do you structure the meeting to ensure that both Sarah and Tom feel heard and respected?
2. What feedback would you give to help Sarah and Tom improve their communication and collaboration?
3. How do you mediate the conversation to ensure it stays focused on solutions rather than escalating the conflict?
4. What steps can you take to rebuild trust and cohesion within the team after the conflict is resolved?
5. How do you follow up with Sarah and Tom to ensure that the conflict does not reoccur and that they are applying the feedback?



05







Context

Your team has been working on a major presentation for an important client. The presentation is critical to securing a new contract, and there’s a lot at stake. After reviewing the draft, you realize that it needs significant revisions. While the content is solid, the overall presentation lacks the impact needed to impress the client. The team is proud of their work, and the deadline is fast approaching.



Scenario

You need to provide urgent feedback to the team to make the necessary improvements. However, you’re aware that the team is already under pressure, and delivering this feedback without demoralizing them is crucial. Your goal is to guide the team in enhancing the presentation while keeping morale high and ensuring that everyone is aligned on the final objectives.

QUESTIONS FOR SCENARIO 5

1. How do you deliver the feedback to the team in a way that motivates them to make the necessary changes?
2. What specific areas of the presentation would you focus on improving, and how would you communicate this to the team?
3. How do you manage the tight deadline while encouraging the team to maintain creativity and attention to detail?
4. What strategies can you use to foster a collaborative approach to revising the presentation?
5. How do you plan a debriefing session after the presentation to discuss what went well and areas for future improvement?



06







Context

Rebecca is one of the star performers on your sales team, consistently exceeding her targets and often taking on extra responsibilities. Recently, however, you've noticed a decline in her performance. She seems exhausted, less engaged in meetings, and her sales numbers have started to slip. You suspect that she might be experiencing burnout.



Scenario

You arrange a private meeting with Rebecca to discuss her recent performance and overall well-being. You want to provide feedback that acknowledges her past achievements while addressing the current decline. However, you're also concerned about her mental and physical health, and you need to find a way to encourage her to take care of herself without making her feel like she's letting the team down.

QUESTIONS FOR SCENARIO 6

1. How do you begin the conversation with Rebecca to ensure she feels supported rather than criticized?
2. What signs of burnout would you discuss with Rebecca, and how would you frame this as a health concern rather than a performance issue?
3. How can you help Rebecca set boundaries and prioritize her well-being while still contributing to the team's goals?
4. What suggestions could you offer to Rebecca to help her manage her workload more effectively?
5. How do you follow up with Rebecca to ensure that she is making progress both in her work and in her personal well-being?



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