

# The Feedback Sandwich

A Three-Step Process for sharing criticism in a supportive way.

Three Steps	Guidelines	Example
<p><b><u>Step One</u></b> <b>Appreciate the person</b></p>	<ul style="list-style-type: none"> <li>• Share a statement of recognition for some quality, ability, or talent this person brings to the group that is <i>valuable</i>.</li> <li>• When the person's value is secure, he or she is less likely to be defensive.</li> <li>• This recognition must be sincere, or it will not have value.</li> <li>• Define the "strength that is over done", what is the sincere compliment you can give a strength the person possesses that when overdone becomes the weakness you want changed.</li> </ul>	<p><i>I really am grateful that you are so open and direct with me. I trust that you are not going to hide things, so we can talk them out.</i></p>
<p><b><u>Step Two</u></b> <b>Challenge the Behavior</b></p>	<ul style="list-style-type: none"> <li>• Describe the behavior you want to have changed.</li> <li>• State how it is not supportive to you and to the relationship between you.</li> <li>• Challenge the <i>behavior</i>, do not pass judgment on the <i>person</i>.</li> <li>• Use the <i>Five Levels</i> to be precise and complete.</li> </ul>	<p><b>Facts:</b> <i>When you start to talk while I am still talking,</i>  <b>Thoughts:</b> <i>I think you are not listening to what I am saying,</i>  <b>Emotions:</b> <i>and I feel frustrated.</i>  <b>Importance</b> <i>This is important to me because I respect that, as my supervisor you are the one who makes the decision. I have information you really need for making the best decision.</i>  <b>Action/Expectation:</b> <i>I want to find a way that we can each be heard, without "fighting for air time."</i></p>
<p><b><u>Step Three</u></b> <b>Support Constructive Change</b></p>	<ul style="list-style-type: none"> <li>• Ask what you can do to give ongoing support to help make this change.</li> <li>• Ask what they would like you to do to remind them if you notice the old behavior reoccurring.</li> <li>• Get the person to identify a specific behavior, word, or phrase you can use, which they agree will be supportive.</li> </ul>	<p><i>What could I do that would remind you if I ever notice this happening again?</i></p>

## The Feedback Sandwich Worksheet: Example

Three Steps	Guidelines	Your Example
<p><b><u>Step One</u></b> <b>Appreciate the person</b></p>	<p>Give a sincere statement of recognition of the person's value.</p>	<p>John, you are one of my most dedicated and responsible co-workers. You care deeply about our employees and I can always count on you to give me your opinion about what we are doing well and what we could be doing better. In fact, I depend on you for that.</p>
<p><b><u>Step Two</u></b> <b>Challenge the Behavior</b></p>	<p>Use the Five Levels of communication to describe the person's behavior, state what is inappropriate about it, and state what you want done differently.</p>	<p><b>Facts:</b> I don't know if you've noticed but there are times when you write me an email describing a situation that has upset or disappointed you (such as the one about Jim) and use phrases such as "completely avoidable" or "no known reason". Have you noticed that?</p> <p><b>Thoughts:</b> When you do, I think that you may be acting without all the facts. I realize that given what you know, your reactions are understandable. But I have learned that many of these circumstances involve lots of variables of which not everyone is aware. I think it would help you be more effective if you could remember that you are probably only seeing part of the circumstance in most every situation.</p> <p><b>Emotions:</b> I am concerned for how disappointed you can feel over such circumstances, particularly when extra work is involved. And I worry about you communicating to others your judgments when you don't have all the information.</p> <p><b>Importance:</b> It is important to me that you continue to let me know whenever you have concern about any issue. It is also important to me that you when you draw conclusions that you hold them more as possibilities rather than actualities. I want you to be as effective as you can but when you jump to a conclusion you can significantly decrease your effectiveness.</p> <p><b>Action/Expectation:</b>  <u>I want you to</u> consider that you don't know everything, especially when your emotional meter goes off. Do come to me with what you know and your conclusions, but I would like you to present them more as a possible explanation, and ask me if I have information that would indicate other possible explanations.   <u>I will</u> give you as much information as I can and I will let you know when I have relevant info that I cannot give.</p>
<p><b><u>Step Three</u></b> <b>Support Constructive Change</b></p>	<p>Make a statement about how you will work with the person to support continuous improvement.</p>	<p>If you agree with this approach, what could I do or say next time I get an email or hear you speak, where I think you may be making conclusions based on limited information, that would remind you of our conversation today and help you open the door to learning more?</p>

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<p><b><u>Step Two</u></b>  <b>Challenge  the Behavior</b></p>	<p>Use the Five Levels of communication to describe the person's behavior, state what is inappropriate about it, and state what you want done differently.</p>	<p><b>Facts:</b></p>   <p><b>Thoughts:</b></p>   <p><b>Emotions:</b></p>   <p><b>Importance:</b></p>   <p><b>Action/Expectation:</b></p>   
<p><b><u>Step Three</u></b>  <b>Support  Constructive  Change</b></p>	<p>Make a statement about how you will work with the person to support continuous improvement.</p>	<p>If you agree with this approach, what could I do or say next time I get an email or hear you speak, where I think you may be making conclusions based on limited information, that would remind you of our conversation today and help you open the door to learning more?</p>