

---

---

---

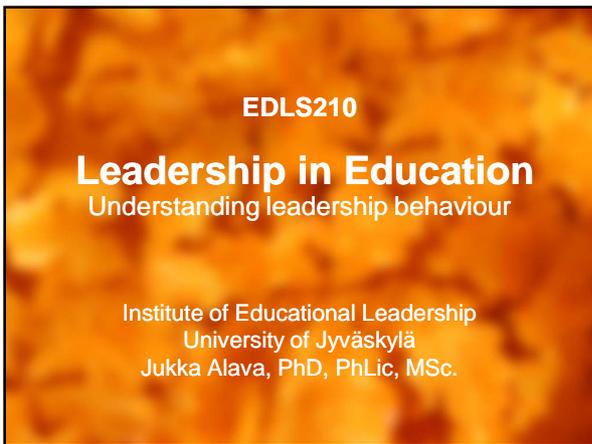
---

---

---

---

---



---

---

---

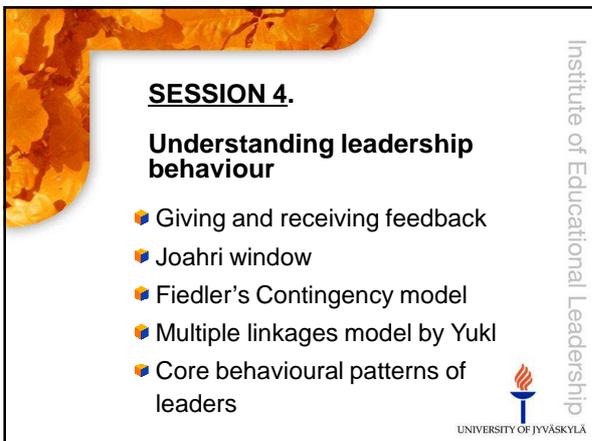
---

---

---

---

---



---

---

---

---

---

---

---

---

**CONSTRUCTIVE CORRECTIVE FEEDBACK – HOW TO DEAL WITH A REGRESSIVE SUBORDINATE**

1. *Treat him/her according to the present readiness level*
2. *Be timely – do the corrections immediately*
3. *Secure all the facts – do your homework*
4. *Keep emotion level moderate – do not lose your temper*
5. *Talk about the task and work – not the person nor personality*
6. *Use exact terms so that the other person surely understands the issue*
7. *Give feedback in private*

Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---

---

**CONSTRUCTIVE CORRECTIVE FEEDBACK – HOW TO DEAL WITH A REGRESSIVE SUBORDINATE – ADDITIONAL RULES**

1. *Feedback needs to be **directed** from the person giving it to the person receiving it.*
2. *The person giving the feedback "**owns**" it (not the board etc.).*
3. *Feedback includes **real feelings** of the person giving it.*
4. *Make sure the message **came across** (Do you now understand...?).*
5. *Ask only **questions relevant** to the issue and that you do not have answers to – aim at solving the problem.*
6. *Give **detailed guidelines** for action in order to change behaviour.*
7. *Giving feedback is always a **two-way process** – be also prepared to listen.*

Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---

---

**RECEIVING FEEDBACK**

1. ***Be an active listener.** Keep eye-contact. Ask clarifying questions, so that you make sure that you have understood everything said.*
2. ***Do not lose your temper.** Take a deep breath, lean back, try to relax. Do not raise your voice, speak normally.*
3. ***Do not try to defend yourself.** Feedback is not meant to be personal; try to understand the point of the person giving feedback before telling your own point of view. Ask more about the issues that you do not understand.*

Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---

---

**RECEIVING FEEDBACK**

4. *Accept the message you receive. Even if you do not agree on all points, the feedback most often includes important points – try to accept them.*

5. *Try to find out suggestions to improve things. Focus your energy on solutions – not on counter-arguments. Do not transfer the solution-making to other people. Present your own point of view.*



Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---

**OBSTACLES IN GIVING FEEDBACK**

- I do not have time to do it properly.*
- It is not customary in our organization.*
- It makes you feel bad – it is not nice.*
- Professional people know what they are doing.*
- Giving positive feedback is seen unreal.*

*Thus we do not know how to give (or receive feedback).*



Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---

**FEEDBACK AS MOTIVATOR**

*Receiving feedback is most important motivation. In the research done by Herzberg, getting positive feedback was found to be THE MOST MOTIVATING FACTOR.*

*But its motivating effect lasts ONLY FOR A SHORT TIME, and therefore we need to give positive feedback rather often to the people we work with.*



Institute of Educational Leadership  
UNIVERSITY OF JYVÄSKYLÄ

---

---

---

---

---

---

---