

# Teacher's Manual for 7B:

## Giving and Receiving Feedback

### Module Key Learning Target:

- I know what motivates me in the workplace and I can use critical feedback and evaluation such as the MA WBLP to drive my growth.

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- I know what motivates me in the workplace and I can use critical feedback and evaluation such as the MA WBLP to drive my growth.

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\*This lesson runs longer than an hour. We advise you to choose the highlighted activity that best serves your students in the timeframe available.

## What Do You Think: Feedback

**Suggested Timing: 15 to 20 Minutes**

### **Facilitation Steps:**

1. Read, or have a volunteer read, Jose's presentation out loud.
2. Then, have students read and assess the feedback that Jose's classmates gave.
3. Finally, have students provide their own feedback.
4. Ask volunteers to discuss their assessment of the classmate's feedback and then for volunteers to offer and explain their own feedback.
5. Review the learning target.

### What Do You Think: Feedback



1. Read Jose's presentation.
2. Who gave him the best feedback? Explain.
3. What feedback would you give Jose if he presented to your class?



### **Tips for Successful Implementation:**

 <p><b>Literacy: 208 words, 6<sup>th</sup> Grade Reading Level</b></p> <ul style="list-style-type: none"><li>• Allow students to highlight and make notes in the texts to find connections.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• It may help students who struggle with literacy or comprehension to see this presentation acted out. Assign yourself or another strong reader the part of Jose. Enlist two other students to play the parts of the two classmates. The presenter should stand at the front of the room and read. When finished, the two classmates should read aloud each part of their feedback.</li></ul>
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## WHAT DO YOU THINK: Presentations and Feedback

**DIRECTIONS** Read over Jose’s presentation and the feedback he received from two of his classmates. Answer the question below and be ready to share your thoughts.

Jose’s Presentation:

I was born on May 9th, 2000 in Lincoln, Massachusetts. I love singing and music. The most important people in my life are my family, and friends. I want a career that involves entertaining other people. I like communicating with people and making them feel good.



I believe that I have the courage to do anything. So I count perseverance and determination as strong skills I have. The entertainment industry is very hard, and people do not always make it so it is important to have these skills. Employers will like this because I am willing to start at the bottom and work my way up.

I know I want to go to a four-year college. I learn best by doing hands on work, so I think my ideal school will be in Los Angeles or New York City. I believe I can build a stronger network there and meet people who will help me. I always look for opportunities when there is a production in Massachusetts. I have already worked as an extra to get to know people and add to my resume.

I need to have people who are positive in my life. This will help me find a mentor and accomplish my goals.

**Jose’s Feedback**

	Questions	Glow (positive comments)	Grows (suggestions)
<i>Sophia</i>	Do you know anybody in NYC or LA?	There was a lot of information.	You need a picture.
<i>Melissa</i>	What specific careers are you interested in in the entertainment field?	I like that you have thought about where you want to go to college and how it will connect to your career.	You may want to consider a picture of someone singing.

Which classmate gave Jose the best feedback? Explain.

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**Assessment:**

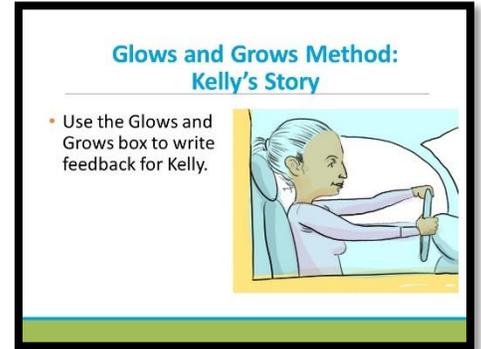
- Are students able to explain their feedback assessments?
- Do students appear to understand the value in providing both positive and constructive feedback?

## Small Group Activity: Glows and Grows Method: Kelly's Story

**Suggested Timing: 15 to 20 Minutes**

### **Facilitation Steps:**

1. Go over the concept of constructive criticism and feedback, explaining the idea of providing positive (Glows) and constructive feedback to a person (Grows).
2. Discuss how to give feedback, explaining that both criticism and praise can be difficult to offer up in a constructive manner. Discuss ways to approach both, sharing some of your own experiences.
3. Group students into small groups of four or five to process Kelly's story together. Have one student per group read the story out loud to their group.
4. Have students complete their manual page as a group, coming up with as many Glows, Grows and questions as they can. They should use the sentence-starters for help if they need it.
5. Have groups go through their feedback for Kelly, first sharing out their Glows one per group until they have no more. Repeat the process for Grows and questions.



### **Tips for Successful Implementation:**

 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Check in with different groups to keep them focused and on track.</li></ul>	 <p><b>Organization/Class Management:</b></p> <ul style="list-style-type: none"><li>• Ask students to make connections and share examples to make the session more interactive and provide a way to assess understanding.</li></ul>
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**Student Page**

## Grow and Glow Method

An important skill for leaders to have is the ability to give and receive feedback. When giving constructive criticism, it is important to name at least one thing the person does well and one thing they can improve on. We call these **glows** and **grows**.

Glow (positive comments)	Grows (suggestions)
<ul style="list-style-type: none"> <li>• One thing you do well is ... I really like how you ...</li> <li>• The part of the job that seems like a great fit for you is ...</li> <li>• I have noticed that ...</li> </ul>	<ul style="list-style-type: none"> <li>• Perhaps, you can try ...</li> <li>• Think about how you could improve ...</li> <li>• Can you help me understand why you are struggling to ...</li> </ul>

### Kelly's Story

**DIRECTIONS** Read the paragraph below that details Kelly at work. Imagine you are Kelly's supervisor. Write one glow and one grow you might give Kelly for her evaluation. You may use the sample sentence starters from the box above. If possible, write at least one question you might ask.



*Kelly works in North Adams, Massachusetts as a intern with the Department of Conservation and Recreation (DCR). She enjoys working in the parks but has trouble filling out her reports. Kelly is a great guide and enjoys organizing the volunteers. She is very honest with her coworkers and this can lead to conflict. Kelly has been working here for three months and is always taking on new projects. The park rangers love working with her because she can work independently and will try to solve problems on her own. Recently, Kelly has been arriving at work later and later.*

Glow	Grows	A Question for Kelly

**Assessment:**

- Are students able to explain their feedback assessments?
- Do students appear to understand the value in providing feedback?

## Presentation: Constructive Criticism and Feedback

**Suggested Timing: 15 to 20 Minutes**

### **Facilitation Steps:**

1. Review constructive criticism with students if you have not done so or they are still struggling with this concept.
2. Encourage questions and give examples from your own professional career.
3. This activity asks students to deliver their own feedback and criticism.
4. Have students work in pairs.
5. Students should look at the WBLP. Students should think about how an employer might give them constructive feedback. What advice would they give themselves?
6. Students should write their own feedback and have a partner read the criticism to them aloud.
7. In pairs, students should discuss the questions about feedback.

### **Constructive Criticism and Feedback**

- Constructive criticism is a way supervisors help us grow and become better employees.
- It is usually:
  - Concrete
  - Helpful
  - Focused
  - Action-orientated
  - Phrased positively



**Plus 2 additional slides**

### **Tips for Successful Implementation:**

 <b>Organization/Class Management:</b> <ul style="list-style-type: none"><li>• Be conscious of pairings, as some students may be uncomfortable with others.</li><li>• If your organization uses a standard feedback protocol, this is a place for you to review that procedure.</li></ul>	 <b>College Connection:</b> <ul style="list-style-type: none"><li>• It is important for students to become comfortable identifying feedback and giving constructive criticism as they move into a post-secondary academic setting.</li></ul>
 <b>Accommodation:</b> <ul style="list-style-type: none"><li>• Be aware of students who may have anxiety or similar issues. Have a few suggestions prepared ahead of time that represent “safer” constructive feedback, and encourage partners to use those first. Once comfortable, pairs can follow up with feedback that is more critical.</li></ul>	

## Constructive Criticism and Feedback

*"In order to excel, you must be completely dedicated... ..  
You must also be prepared to work hard and be willing  
to accept constructive criticism. Without one-hundred  
percent dedication, you won't be able to do this."*

Willie Mays

**DIRECTIONS** Look at the Work-Based Learning Plan (WBLP). Think of your own areas of strength and improvement. How might an employer give you constructive feedback?

Areas for improvement.

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What advice would you give yourself?

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What my partner will say to me (Rewrite the above as constructive criticism.):

*"You are doing a good job but you could improve if you ...*

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## Discussion Questions

1. What feelings come up as you listen to feedback?
2. What do you do with feedback?



**Assessment:**

- How are students handling criticism?
- Are students having difficulties with feedback? Why?
- What are some of the issues students have with feedback?

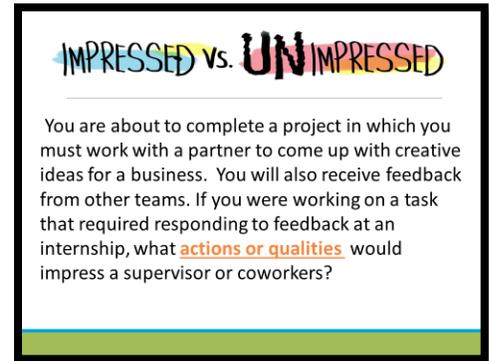
## Team Builder: Feedback Loop

**Suggested Timing: 20 to 25 Minutes**

**Materials:** Company Descriptions

### **Facilitation Steps:**

1. Have students complete the Impressed vs. Unimpressed to prepare them for the team building activity on feedback. Have students briefly share out their answers before starting the team builder.
2. Have students get together into groups of six by either counting off or getting together with their neighbors. Distribute the company descriptions to the groups and have students partner up with a group member to brainstorm ideas. Give students 2 to 3 minutes as a pair to brainstorm and decide which one idea they want to present to their other group members.
3. Have partners present to their fellow team members their one idea for feedback. Using the Glows and Grows method and the ideas they learned about in the constructive criticism presentation, have students provide feedback to their other team members. Students should then decide, as a team, the one idea they want to present to the other teams.
4. Pair teams up and have each team present their company, the company's need and their team's development idea. After both teams have presented, have teams provide feedback to each other about their idea.
5. After all teams have presented their idea and given and received feedback, have students return to their seats to complete the debrief questions on their own as well as the self-rating.



**Plus 3 additional slides**

### **Tips for Successful Implementation:**

 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• Brainstorming ideas may prove challenging to some students, so you may want to use an extra company description to model brainstorming as a class so students have some ideas to base theirs on.</li><li>• Have struggling students use the sentence-starters from the Glows and Grows lesson as a starting point for their feedback.</li></ul>	 <p><b>Organization/Class Management:</b></p> <ul style="list-style-type: none"><li>• Having students stand up when presenting their ideas, to both their teams and other teams, will help them work on their presentation skills.</li><li>• If the room allows for it, having the teams spread out to give each time space would help them brainstorm and be more comfortable giving and receiving feedback.</li></ul>
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# IMPRESSED vs. UNIMPRESSED

You are about to complete a project in which you must work with a partner to come up with creative ideas for a business. You will also receive feedback from other teams. In many workplaces, it is important to be able to respond effectively to suggestions from colleagues, clients and partners. If you were working on a task that required responding to feedback at an internship, what actions or qualities would impress a supervisor or coworkers?

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## Feedback Loop

**DIRECTIONS** Each team will receive a description of a company and their needs for the development of new ideas. You must work with your partner to brainstorm as many new ideas as possible and then decide which one you think are worth presenting for feedback. You will also get an opportunity to provide some feedback to other teams.

### Brainstorming Space

## Feedback Loop (Continued)

### Debrief Questions

1. What feedback was the easiest to incorporate? Why?
2. What feedback was the most challenging to incorporate? Why?
3. What are some positive ways in which your group **communicated** and **collaborated** with one another?
4. What would you do **next time to communicate more effectively** while giving and receiving feedback?

### SELF-RATING:

If an employer had been observing me so far, I think they would have given me a ...

\_\_\_\_\_ out of 5



### Assessment:

- Are students able to give and received feedback?
- Are students able to effectively communicate with each other?
- Can students identify the challenging aspects of receiving feedback?

*Intentionally Blank*

## Session Wrap-Up

### Suggested Timing: 5 to 10 Minutes

#### Facilitation Steps:

1. Review the learning target, and then ask students to take a moment to note the other components of this reflection page.
2. Highlight the scope of the first set of questions focusing on some change in thinking.
3. Have students assess themselves with the Target Check-In; remind them that this reflection is private, and that no one will be asked to share their responses, and that there is no best answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
4. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

#### Learning Target

- I know what motivates me in the workplace and I can use critical feedback and evaluations like the MA WBLP to drive my growth.

#### Tips for Successful Implementation:



##### **Dig Deeper/Extension:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



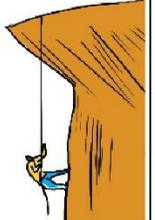
##### **Accommodation:**

- Some students will require support to complete the thinking section of the reflection. Give them a few examples to help them feel comfortable. Encourage them to focus on one step at a time in order to keep it manageable.

**Student Page**

**Session Wrap-Up**

What I learned about myself ...	How I will use what I learned ...

Target Check-In				
<p>Read the learning target and <b>check</b> the rating that best matches how you feel.</p>	 <b>1</b> Not sure ...	 <b>2</b> Working on it ...	 <b>3</b> Almost there ...	 <b>4</b> I can do it!
<p>I know what motivates me in the workplace and I can use critical feedback and evaluations like the MA WBLP to drive my growth.</p>				

I feel this way because ...

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**Assessment:**

- Are students able to identify what motivates them in the workplace?
- Do students have a sense of critical feedback and that evaluations can help them grow?

## Resources for Module 7B in Teacher's Manual

	Standard Resources	Page
1.	WBLP: For reference in Criticism Activity	15
2.	Company Descriptions for Team Builder: Feedback Loop Activity	17

## Massachusetts Work-Based Learning Plan

Participant's Name:	_____	Worksite Supervisor Name:	_____
Participant's Email:	_____	Worksite Supervisor Email:	_____
Participant's ID Number:	_____	School / Program:	_____
Job Title:	_____	Staff / Teacher Name:	_____
Worksite:	_____	Start Date:	_____ End Date: _____

**JOB DESCRIPTION** – Tasks, responsibilities, projects:

### EMPLOYABILITY SKILLS

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. **(Two reviews to capture growth -- Be objective!)**

#### KEY

- 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill
- 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill
- 3 = Competent: Demonstrates this skill; aware of the importance of this skill
- 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
- 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
		Use 1-5 Scale (See Key Above)		
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Arrives on time and prepared for work</li> <li>• Provides sufficient notice if unable to report for work</li> </ul>	Rev #1		
		Rev #2		
<b>Motivation and Initiative</b>	<ul style="list-style-type: none"> <li>• Participates fully in tasks or projects from start to finish</li> <li>• Initiates interaction with supervisor for next task or project upon successful completion of previous one</li> </ul>	Rev #1		
		Rev #2		
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers</li> <li>• Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions</li> </ul>	Rev #1		
		Rev #2		
<b>Teamwork and Collaboration</b>	<ul style="list-style-type: none"> <li>• Works productively with co-workers, individually and in teams; support organization's mission and goals</li> <li>• Accepts direction and constructive feedback with positive attitude</li> </ul>	Rev #1		
		Rev #2		
<b>Critical Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li>• Notices and identifies challenges and problems that arise in the workplace</li> <li>• Brings concerns to attention of supervisors when appropriate</li> <li>• Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization</li> </ul>	Rev #1		
		Rev #2		
<b>Workplace Policy, Culture and Safety</b>	<ul style="list-style-type: none"> <li>• Exhibits understanding of workplace culture and policy</li> <li>• Dresses appropriately for position and duties</li> <li>• Practices personal hygiene appropriate for position and duties</li> <li>• Follows professional standards for use of computers, phones and social media</li> <li>• Respects confidentiality</li> <li>• Complies with health and safety rules for the workplace</li> </ul>	Rev #1		
		Rev #2		

**WORKPLACE & CAREER SPECIFIC SKILLS**

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and the online screens. See <http://massconnecting.org/wblp>

**Career / Engagement Skills**

- Active Learning
- Collecting and Organizing Information
- Creativity
- Customer Service
- Leadership
- Project Management
- Public Speaking / Presentations
- Teaching/Instructing
- Time Management
- Understanding All Aspects of the Industry

**Digital Literacy Skills**

- Computer Technology
- Database Use
- Graphic Design
- Media Literacy
- Office Suite Software
- Photo Editing
- Software Development
- Spreadsheet Use
- Web Development
- [Or industry specific technology]

**Applied Academic Skills**

- Applied Mathematics
- Reading
- Research and Analysis
- Writing

**STEM-Related Skills**

- Engineering Concepts
- Environmental Literacy
- Health Literacy
- Research and Analysis
- Science Lab Concepts

**Technical / Career-Specific Skills**

- Applied Arts and Design
- Blueprint Reading
- Child Development
- Cooking / Culinary Arts
- Early Childhood Math/Reading Literacy
- Equipment Operation
- Landscaping
- Maintenance / Repair / Painting
- Medical Office Skills
- [Or other skills applicable to the work experience]

SKILL	SKILL DEFINITION	REVIEWS USE 1-5 SCALE (See Key Above)		COMMENTS Notes, goals, reflections for Review 1 and Review 2
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		

**COMMENTS & SIGNATURES**

<p><b>REVIEW #1:</b></p>      <p>Participant Signature: _____</p> <p>Supervisor Signature: _____</p> <p>Staff Signature: _____</p> <p>Date: _____</p>	<p><b>REVIEW #2:</b></p>      <p>Participant Signature: _____</p> <p>Supervisor Signature: _____</p> <p>Staff Signature: _____</p> <p>Date: _____</p>
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WBLP Version 3.0 Massachusetts Department of Elementary and Secondary Education Office of College, Career and Technical Education  
Find the online and mobile versions of the WBLP and more resources at <http://massconnecting.org/wblp>

## Team Builder: Feedback Loops

### Company Profiles

Jim's Lawn Service is a landscaping company that needs to become a green, organic service to appeal to more new customers.	Andre's Barber Shop is a neighborhood barber shop that needs to expand into a second location in a new neighborhood.
The Local Place is a breakfast restaurant that needs to start serving lunch and dinner to get more business.	The Right Fit is a consignment clothing store that needs to start selling new clothing alongside their consigned clothes.
Symmetry Inc. is a graphic design firm that needs to hire new designers so they can serve more clients.	The Right Angle is a residential construction company that needs to hire more workers so they can start taking on larger commercial jobs.
Encode is a software design startup that needs to find a new office so they can grow their business.	Quick Stop is a neighborhood convenience store that needs to start selling more fresh food to better serve its customers.