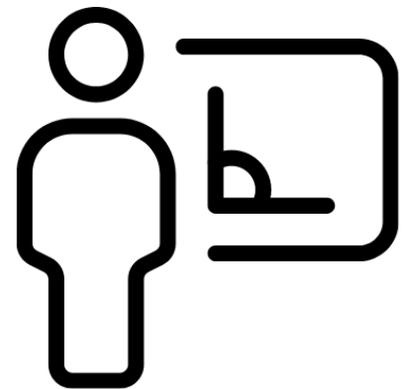


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*We cannot build our own future without helping others to build theirs.*

**Bill Clinton**

## Module Two: When Should Feedback Occur?



One aspect of delivering constructive criticism is in knowing the right time and opportunity to deliver it. Some instances can be addressed on the employee's next annual review, while others should be addressed right away. If it is done too soon, it could make the employee doubt their abilities and affect their job performance. If delivered too late, then the employee may ignore it altogether and dismiss any help at all. Identifying key situations can help decide when feedback is needed.

### Repeated Events or Behavior



Repeated negative behaviors or patterns should be addressed in order to either stop it, or prevent it in the future. Before addressing the problem, make sure this is a repetitive happening, and not a onetime incident. Once an issue has been identified, the employee should be addressed in private. Privately, a resolution can be found to end the behavior and prevent it from happening further without embarrassing the employee in front of coworkers.

Examples:

- An employee is constantly tardy to meetings, although they contribute throughout the session.
- An employee turns in their reports in the incorrect format, but they are always on time.
- An employee works hard during the day, but takes long breaks and lunches.

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	When to address repeat behaviors and events

<b>Topic Summary</b>	Repeated Events and Behaviors Recognize the positive and negative aspects of a repeat behavior/event. Identify how to address and resolve the problem.
<b>Materials Required</b>	<a href="#">Worksheet 1-Handling Repeated Events and Behaviors</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Review your answers with the rest of the class.
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Ask volunteers to share their answers.
<b>Review Questions</b>	What is one instance of a repeated event or behavior?

## Breaches in Company Policy



Situations such as tardiness, improper dress, and poor performance, are examples of a breach in company policy. Problems such as these should not wait until the employee's next review, but should be addressed right away. If not properly handled, the employee's behaviors could begin to affect others in the office and disrupt the work flow. Employees should be reminded of the company policy, including guidelines to follow and possible consequences for misconduct.

Examples:

- Excessive tardiness or absences
- Consistent violation of dress code policies
- Disruptive behavior toward other employees
- Continued unsatisfactory job performance

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Review company policies and possible breaches
<b>Topic Summary</b>	Breaches in Company Policy Review how to identify and evaluate breaches in company policies and how

	they can be addressed.
<b>Materials Required</b>	<a href="#">Worksheet 2-Breaches in Company Policy</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Review your ideas with the rest of the class.
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	When should breaches in company policy be addressed?

## When Informal Feedback Has Not Worked



Informal feedback includes actions such as a helpful reminder, a discussion in passing, or even an email or memo. Many managers will try one of these methods (or another) to address a problem with an employee and keep the constructive criticism to a minimum. But when informal methods do not work, and the behavior continues, the manager needs to then take a more formal approach. Formal feedback, as the name suggests, usually involves a more planned or structured approach, such as a meeting or review. These actions normally allow more direct contact with the employee and can better address the problem, as well as offer a potential solution.

Example of formal feedback:

- Private meetings or discussions
- Personal follow-up after a particular incident
- Employee review or appraisal

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Identifying when formal feedback is needed
<b>Topic Summary</b>	When Informal Feedback Has Not Worked Review problem situations that continue after informal feedback. Identify which forms of formal feedback would be effective.

<b>Materials Required</b>	<a href="#">Worksheet 3-When Informal Feedback isn't Working</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Review your ideas with the rest of the class.
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is an example of informal feedback?

## Immediately After the Occurrence



One of the best times to deliver feedback is immediately after the incident happens. This way, the behavior or problem can be addressed right away. If a problem is ignored and allowed to continue, it can not only affect the employee, but coworkers as well. The longer the behavior goes on, or the more time that passes after an incident, the value, and effect of the feedback decreases. Formal or informal feedback can be used, as long as it effectively resolves the problem.

Tips:

- Speak with the employee privately.
- Address the problem – don't criticize the employee.
- Find a solution and how it can be implemented.

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	Identifying when to deliver feedback
<b>Topic Summary</b>	Immediately After the Occurrence Discuss when feedback is needed in certain situations.
<b>Materials Required</b>	<a href="#">Worksheet 4-Recognizing When to Deliver Feedback</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Share your answers with the rest of the

	class.
<b>Stories to Share</b>	Share any relevant personal stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	Which form of feedback should be used after an occurrence?

## Practical Illustration



Joseph has been monitoring his employee, Susan, and noticed that she has continued to be late to their weekly meetings. He also noticed that even though she is late, she does contribute to the meeting and has her materials ready. However, her tardiness usually upsets the other employees and disrupts their reports.

Joseph sent Susan an email a few days before the meeting and reminded her that she is supposed to arrive on time and be ready for her coworkers' reports. That week Susan was late for the meeting again. Afterwards, Joseph called Susan into his office and spoke with her about the problem. She had excuses, such as car trouble or broken alarms. Joseph reminded Susan that it is against company policy to constantly be tardy, and reviewed the policy page with her, including possible consequences for continued behavior. At the following week's meeting, Susan arrived on time.

## Module Two: Review Questions

1.) Which of the following is an example of a repeated event or behavior?

- a) Leaving work early every Friday afternoon
- b) Forgot to include a memo in the weekly report
- c) Starting a newsletter for the office
- d) Cleaning the break room

Leaving work early on a consistent basis is a form of a repeated event or behavior.

2.) How can a manager be sure if a behavior is being repeated or a one-time occurrence?

- a) Assume it will happen again
- b) Monitor the employee to see if the behavior keeps happening
- c) Ask one of their coworkers if they've done it before
- d) Ignore the problem until it happens again

If the manager has doubts about a behavior or action, they should monitor the employee to see if it occurs again.

3.) What is an example of a breach in company policy?

- a) Requesting a meeting with a manager
- b) Using the company ice machine in the break room
- c) Getting approval for a day off
- d) Improper dress code

Instances such as improper dress code are considered a breach in company policies because proper dress code is normally lined out and explained in the company's employee policies. Refusal to follow this policy is known a breach in policy.

4.) What can happen if a breach of policy is not addressed?

- a) The employee will normally change on their own
- b) Other employees can be affected by the incident
- c) Managers can become immune to the problem
- d) Other employees will begin to ignore them

When an employee refuses to follow company policy, it can not only affect other employees in the office, performance-wise or personally, but it can also set a bad example for them to follow.

5.) What is an example of formal feedback?

- a) Reminder email
- b) Office memo
- c) Employee evaluation
- d) Speaking at the water cooler

Formal evaluations are generally planned and/or structured types of feedback, such as private meetings, annual reviews, or evaluations.

6.) What is a benefit of using formal feedback instead of informal feedback?

- a) Allows direct contact with employee and ensures understanding
- b) The manager can say whatever they want
- c) Allows the manager to address information without having to see the employee
- d) The employee doesn't have to come to work for it

Formal feedback includes some form of direct contact, usually face to face, and allows both parties to talk and focus on a solution to a problem. It also ensures that the information is received.

7.) What is a consequence of waiting too long to give feedback?

- a) The feedback's value and purpose is lessened
- b) The employee feels ignored
- c) The manager grows angrier
- d) The manager forgets what they were going to say

If too much time passes before delivering feedback on a situation, the value of the feedback is lessened since the behavior has continued for so long and the purpose of the feedback has become insignificant.

8.) Any form of feedback can be used after an incident, as long as what?

- a) The manager knows what they are going to say
- b) The type of feedback effectively resolves the problem
- c) The employee is made to feel badly
- d) The type of feedback is identified first

A manager can use any form of feedback, such as formal or informal, when addressing a problem with an employee as long as it does effectively resolve the problem.

9.) One aspect of delivering constructive criticism is in knowing \_\_\_\_\_.

- a) When to deliver it
- b) Where to deliver it
- c) A and B
- d) None of the above

One aspect of delivering constructive criticism is in knowing the right time and opportunity to deliver it

10.) An employee should be spoken to about continued unsatisfactory job performance

- a) True
- b) False

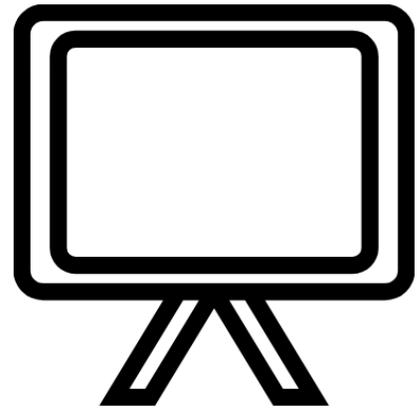
This repeated behavior can affect the workplace negatively, and needs to be dealt with

# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

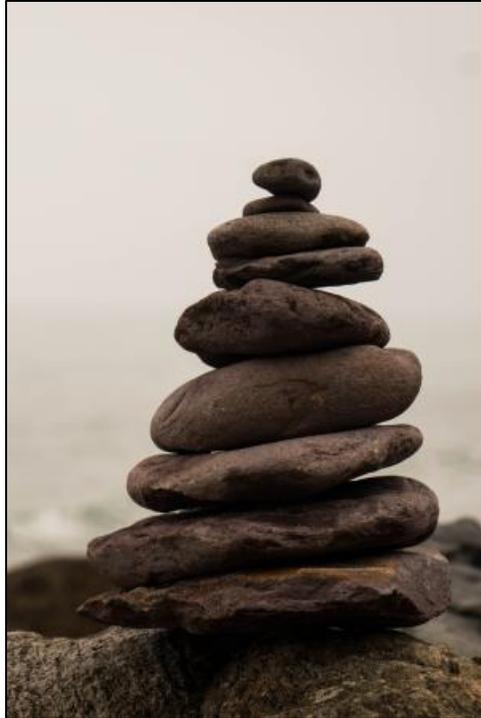




## MODULE TWO

# When Should Feedback Occur?

One aspect of delivering constructive criticism is in knowing the right time and opportunity to deliver it. Some instances can be addressed on the employee's next annual review, while others should be addressed right away.



## Repeated Events or Behavior

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- An employee is constantly tardy to meetings, although they contribute throughout the session
- An employee turns in their reports in the incorrect format, but they are always on time
- An employee works hard during the day, but takes long breaks and lunches

## Breaches in Company Policy

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Excessive tardiness or absences

Consistent violation of dress code policies

Disruptive behavior toward other employees





## When Informal Feedback Has Not Worked

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- Private meetings or discussions
- Personal follow-up after a particular incident
- Employee review or appraisal

## Immediately After the Occurrence

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Speak privately

Address the problem  
– don't criticize

Find a solution



## Practical Illustration



- Repeated Events or Behavior
- Breaches in Company Policy
- When Informal Feedback Has Not Worked
- Immediately After the Occurrence

## Module Two: Review Questions

1. Which of the following is an example of a repeated event or behavior?

A. Leaving work early every Friday afternoon

B. Forgot to include a memo in the weekly report

C. Starting a newsletter for the office

D. Cleaning the break room

# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



# Delivering Constructive Criticism

## Quick Reference Sheet



### Keep Written Records

Example of written records:

- Exchanged emails/notes/memos
- Log of employee behaviors or actions
- Action plan with improvement ideas and strategies
- Signed forms signed by the employee (acknowledgement of feedback, actions plan, etc.)

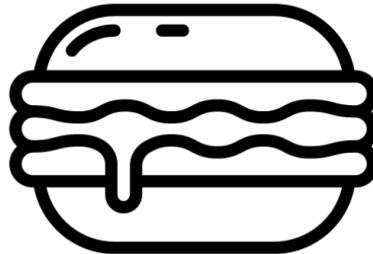


### The Feedback Sandwich

Step to the Feedback Sandwich:

- Prepare and outline what you want to say or address
- Identify the positive and make a compliment
- Present the criticism and facts
- Add another positive statement and encouragement

Follow up with the employee periodically



## Try to Avoid “You Messages”

When we’re angry or upset, our self-defense mode normally wants to find blame somewhere else, or on “you”. This is especially common when trying to deliver constructive criticism. Phrases such as *“You were late yesterday”* or *“Your poor attitude is affecting everyone”* can appear unprofessional and make it appear as though you are insulting the employee. Instead, focus on how it makes others feel, such as *“I felt disappointed when you were late yesterday because we went over some important topics in the meeting”* or *“Our customers were very upset when you greeted them in an unfriendly manner.”* The employee will begin to see that you are trying to portray how their actions affect others instead of feeling as though you are blaming or attacking him.

Common “You messages” to try to avoid:

- *“Your job performance has been lagging lately.”*
- *“You’ve been late every day for the past week.”*
- *“Your disruptive behavior is starting to affect your coworkers.”*
- *“You’ve been slacking off on your duties.”*



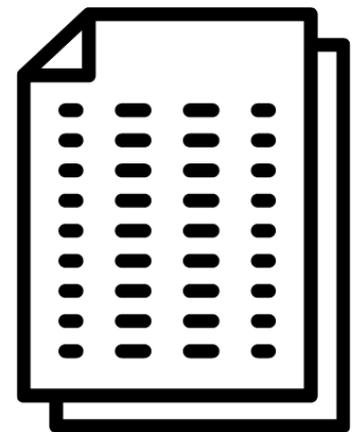
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



## Sample Worksheet 1

# *Handling Repeated Events and Behaviors*

Review each scenario. Identify the positive aspect of each situation. Then identify the negative behavior or event that should be addressed. Finally, come up with a solution that can be used to stop it.

- An employee works hard during the day and stays late to finish projects and assignments. However, she is always tardy in the morning when reporting to work.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

- An employee is on several committees and continues to volunteer to work on others. In return, her quality of work has started to drop.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Solution: \_\_\_\_\_

\_\_\_\_\_

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sample Worksheet 2**

***Breaches in Company Policy***

For the following situations, review how each one breaches a company’s policies and procedures. Then identify how to review these policies with the employee.

Problem #1 – Unsatisfactory job performance

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Problem #2 – Discriminatory behavior among coworkers

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Problem #3 – Excessive absences and/or tardiness

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Do more topics need to be included? What additional information would you provide at this stage?

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### Sample Worksheet 3

## ***When Informal Feedback Isn't Working***

Sometimes informal feedback doesn't get the message to the employee. On this worksheet, review the situation and identify the informal feedback that was given to try to resolve it. Assuming the informal feedback did not work; decide what actions should be taken next.

- An employee does not turn in reports on time and does not spell check/edit them. The manager spoke with him at his desk and reminded him to finish work on time and turn in reports after he has reviewed them for errors. However, the behavior continues.

Informal feedback given: \_\_\_\_\_

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Possible action: \_\_\_\_\_

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- An employee continues to wear tops that are too revealing or inappropriate. Her supervisor sent her an email reminding her it was against company policy to wear these types of clothes to work. The employee continues to wear them to work.

Informal feedback given: \_\_\_\_\_

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Possible action: \_\_\_\_\_

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## Sample Worksheet 4

# ***Recognizing When to Deliver Feedback***

On this worksheet, review the following situations and determine if feedback should be given immediately after the incident or if it should wait until a later time.

Situation 1: *An employee turns in a report that has numerous spelling errors.*

Immediate or Delayed? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation 2: *An employee's job performance stats are lower than normal. They are set to be reviewed again in one week.*

Immediate or Delayed? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation 3: *An employee comes to work wearing flip-flop sandals, which is against company policy.*

Immediate or Delayed? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Icebreaker: Cartoon Character**

### **PURPOSE**

To get participants to examine themselves and to meet each other.

### **MATERIALS REQUIRED**

1. 2 name cards for each person
2. 1 3x5 index card for each person
3. Markers

### **ACTIVITY**

Have participants write their name on one name card and put it on. Then, ask participants to think of the cartoon character they think is most like them. Have them write the name of the cartoon character on the other name card. The cartoon character can be from any legitimate source such as a comic book, animated movie, or comic strip.

Have each participant stand up, announce their name and character, and why they chose that character. Once all participants have had a chance to speak, ask them to write the name of a real person or movie character they would like to become more like onto the index card (this is their Goal Card).

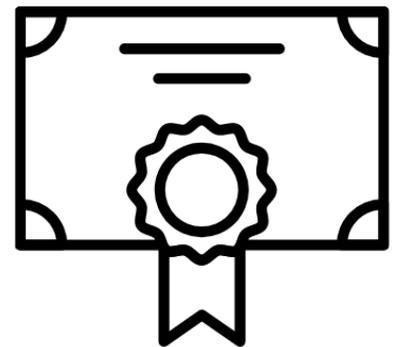
Have each participant stand up and explain who they chose and why. When they sit back down, have them place the Goal Card someplace visible in front of them to remind them of their goal.

[INSTRUCTOR'S NOTE: the self-identity and role model may well change during the class, and that's fine. You now have some valuable insight into who your participants are and what leadership skills they may already have.]

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course  
Delivering Constructive Criticism*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_