# Giving constructive feedback

Giving feedback to others can be a stressful experience, especially if the feedback needs to be critical or constructive. The person who has to give the feedback can become so caught up in what to say that they focus more on listing out their criticisms than on the feelings of the person who has to receive them. This often makes the feedback ineffective, especially when you consider the complexity of the communication process (Schramm, 1997).
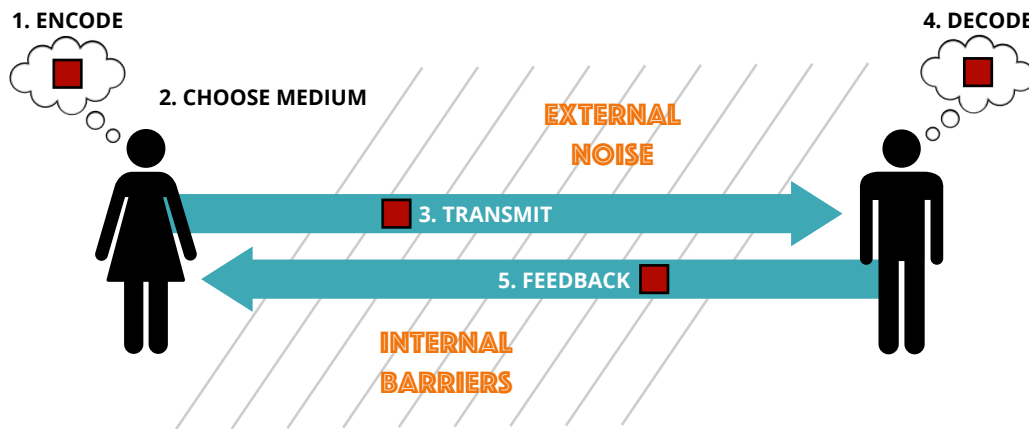
The next time you have to deliver feedback, consider some of the approaches to feedback listed below (Jug, 2019), and contrast them with the "feedback sandwich" so often used:

	THE FEEDBACK SANDWICH	ASK-TELL-ASK	THE PENDLETON METHOD
STEPS	1) Give positive feedback. 2) Give negative feedback. 3) Give more positive feedback.	1) Ask for a self-assessment. 2) Provide feedback on the assessment. 3) Ask another question to check understanding and develop a plan.	1) Discuss what went well. 2) Discuss what could be improved. 3) Discuss an action plan to improve.
EXAMPLE	A: You did a good job on your final exam. You really blew the essay question, but the multiple choice section was well done.	A: How did the exam go? B: I was so worried about the multiple choice questions that I didn't have enough time to answer the essay. A: It's true, time management is an important part of test-taking. How will you deal with that on the next test?	A: What went well on your exam? B: I was really happy with how I answered the multiple choice section. A: You did, you did a great job. What would you like to have done better? B: I totally screwed up the essay question. A: It's true, it wasn't your best. Have you considered changing your time management strategy?
COMMENTS	Feedback is one-way and not very effective. The conversation is essentially over once it has been given and there is no plan for improvement. The receiver will stop listening at the negative feedback.	Feedback uses the receiver's own self-reflections to steer the discussion towards developing an improvement plan. This is an easy technique to learn and takes a lot of pressure off the reviewer to criticize the receiver.	Feedback starts out positively and gradually moves towards potential improvements. Evaluations tend to come from the receiver rather than the reviewer, although the reviewer can ask more questions if there seems to be a mismatch.

adaptimist