  
  
Appendix D

The giving and receiving feedback quiz  
  
  
Giving Feedback Quiz  
  
For each statement, check ‘rarely’, ‘sometimes’, or ‘often’ to indicate how consistently you use the described behaviour in the workplace.

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| --- | --- | --- | --- |
|  | Rarely | Sometimes | Often |
| 1. I pick an appropriate time and place to give feedback. |  |  |  |
| 1. I keep my emotions in check remaining calm and keeping my voice even. |  |  |  |
| 1. I provide specific, detailed information about a person’s behaviour or performance. |  |  |  |
| 1. I explain the impact the actions are having on the team or organisation. |  |  |  |
| 1. I really listen to the response of those receiving my feedback. |  |  |  |
| 1. I clarify my expectations if there is any confusion about the behaviour in question. |  |  |  |
| 1. I remember to thank and encourage the receivers of my feedback. |  |  |  |
| 1. I provide input as needed in developing an action plan for meeting behavioural or performance goals. |  |  |  |
| 1. I focus on the steps of the feedback process to keep the dialogue on track. |  |  |  |
| 1. I try to understand feedback from the other person’s point of view and preferred communication style. |  |  |  |
| 1. I provide feedback that is fact-based. |  |  |  |
| 1. Feedback I provide has a positive intent. |  |  |  |
| 1. I end a feedback session with an action plan to move forward. |  |  |  |

(Adapted from Hockfield, 2003; Wemyss, 2011)

**Receiving feedback quiz**

For each statement, check ‘rarely’, ‘sometimes’, or ‘often’ to indicate how consistently you use the described behaviour in the workplace.

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|  | Rarely | Sometimes | Often |
| 1. I truly listen to what feedback givers are saying. |  |  |  |
| 1. I keep feedback in perspective and don’t overreact. |  |  |  |
| 1. I try to learn from all feedback, even if it is poorly given. |  |  |  |
| 1. I am willing to admit to and learn from questions about my performance or behaviour. |  |  |  |
| 1. Rather than avoiding feedback I attempt to turn every feedback session into a useful encounter. |  |  |  |
| 1. I accept redirection and reinforcement rather than denying them. |  |  |  |
| 1. I accept responsibility for my role in achieving individual, team, and organisational goals. |  |  |  |
| 1. I accept responsibility for searching for solutions to performance and behavioural problems that threaten goals. |  |  |  |
| 1. I accept responsibility for keeping my emotions in check during feedback discussions. |  |  |  |
| 1. I am committed to listening and learning in all feedback situations. |  |  |  |

(Adapted from Hockfield, 2003; Wemyss, 2011)

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| --- | --- | --- |
| Rarely | Sometimes | Often |
| There is room for improvement.  Gaining insight into your skills is the first step in improving. | You are on your way to demonstrating good feedback behaviours – keep practising! | Excellent work – but there is always room for improvement! |