

## Providing Feedback on Performance

### 1 TIPS FOR LEADING & SUPERVISING PEERS

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- Acknowledge discomfort**  
Have a conversation if you know the person already. Start by clearing the air and saying this is a different environment and that you'll be starting fresh within the work environment.
- Be transparent & set clear expectations**  
Be clear about your role and their roles, and how you will work together at work. Be clear that you will treat everyone, regardless of other relationships, the same. No special treatment or being harder on your friend because they're your friend.
- Admit uncertainty**  
It's okay to not know all the answers or how to approach these tricky relationships. Ask for help from your supervisors when needed.
- Separate work and social**  
You don't have to stop being friends with someone you are now supervising, but you should do your best to separate work life from social life. When you hang out socially, avoid talking about work, and when you're at work, avoid talking about your social lives. ,
- Don't let emotions sway you**  
Trust that you're prepared for the role and you were selected because of your skills. Remember to also be humble and ready to learn from everyone you're working with, including those you're leading. .
- Be aware of relationships**  
Stay conscious of your relationships with peers and those you lead. Especially if you knew them before, ensure that the parameters you set at the beginning of the relationship do not slide as time goes on.

### 2 SPECIFIC FEEDBACK MODEL: B.E.A.R

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Use this model to **plan your feedback** conversation ahead of time and to help guide the conversation. Remember that you want the feedback conversation to be welcoming and organic; use your notes as required, but don't be tied too closely to your "script". Perhaps start the conversation with a simple check-in – take the time to make your peers feel comfortable and heard.

#### References:

Harvard Business School Press. (2006). *Giving Feedback: Expert Solutions to Everyday Challenges*. Boston, Massachusetts.  
Receiving and giving effective feedback. Centre for Teaching Excellence, University of Waterloo.<https://uwaterloo.ca/centre-for-teaching-excellence>

## **B**ehaviour

- Name the issue that needs to be corrected or positively reinforced
- Outline all details to describe behaviour accurately: who, what, when
- Provide student with an opportunity to talk about their interpretation of the behaviour and/or situation

*“I’ve noticed that you often wait until the day or two before the deadline to start your tasks. For example, I asked you to lead last week’s team meeting and present your work plan to the team. You completed everything by the meeting, however I had asked to review the work plan prior to the meeting and to approve the agenda in time for it to be circulated before the meeting, which is our normal process for team meetings. Can we talk about the reasons why these documents weren’t ready in time for me to review? Was there anything else going on that prevented you from getting started on them earlier? This is a great opportunity for us to discuss strategies for time management and prioritizing tasks.”*

## **E**ffects

- Describe the effects of the behavior
- Explain why the behaviour should be changed/ improved or continued

*“Tasks and projects in this office are generally a collaborative effort. Even something like a work plan gets reviewed by multiple members on the team – this process helps us see the relationship between our own work tasks and the tasks of other team members and/or projects. By getting tasks started early, it provides time for both the review process and any changes that might need to be made before the deadline. Leaving things closer to the deadline cuts down on that time, which can impact the time frame left for other team members to review. It really helps everyone’s workflow when we plan out the time it will take to complete tasks that require collaboration.”*

## **A**lternative *\*use when identifying behaviors to change/skip if identifying positive behaviours\**

- What could have been done differently?
- Brainstorm ideas to change the behavior in the future – ask the student do contribute their thoughts about future strategies

*“Your work plan has a lot of tasks listed on it, but it doesn’t account for all the steps required to complete each task. What thoughts do you have for new ways you could approach this in the future? {student response} Those are great ideas. Another might be for each task you’re assigned, you could try jotting down all the steps that you think will have to be completed before the deadline – based on those steps and the time it will take to complete each one, you could set personal deadlines that will help you meet the final deadline. Let’s use the work plan and meeting agenda as an example.”*

## **R**esult

- Determine the goal of this feedback and set expectations for future behavior
- Outline the short and long term results of changing or continuing the behavior

*“When you try these strategies in the future, what impact do you think they could have? {student response} Thanks for those thoughts, they are great and will be very appreciated in the team. Also, I think that by starting and finishing tasks ahead of the deadline, a sense of professionalism will be communicated. You’re not just a student, but an employee who is efficient and diligently completes tasks. Completing tasks in advance of the deadline also provides you with a buffer room for corrections, review, and preparation.”*