



## Tips for Giving Feedback

**TABLE 7.1**

### Tips for Giving Feedback

| What to Do  | How to Do It   | Examples   |
|---|--|--|
| Align your feedback with your mentee's needs and learning goals.  | Provide real-time feedback. Make it usable and realistic. Offer concrete, practical steps and options.           | "I have a few ideas that might help."<br>"What works for me is ..."  |
| Provide feedback about behavior that the mentee can do something about.                                       | Stay with the mentee's behavior, and try to walk in his or her shoes.  | "Tell me about the impact of the behavior ..."<br>"How might someone else see that behavior?"  |
| When you talk from your perspective, remember that your reality may not be the mentee's reality.              | When you talk about your own experience, set the context and be descriptive so the mentee can see the parallels. | "In my experience, which was ..., I found that ... I know that's not your situation, but maybe there's something to learn here."                     |
| Check out your understanding of what is being said.   | Listen actively. Clarify and summarize.  | "If I understand what you are saying ..."<br>"Help me understand what you mean by ..."   |
| Use a tone of respect, especially when you and your mentee see things differently.                            | Take care not to undermine your mentee's self-esteem.  | "I appreciate that you are trying to give me another point of view."<br>"I am curious about ..."<br>"I wonder ..."<br>"Have you ever considered ..." |
| Be aware of your communication and learning styles and how they work with your mentee's style.                | Acknowledge different styles, and speak to both.   | "I find that I get defensive when ..."<br>"I react positively to ..."  |
| Avoid giving feedback when you lack adequate information.   | Ask for time to get the information you need.  | "To be honest with you, I need to think about that a little more."   |
| Encourage the mentee to experience feedback as a movement forward rather than an interruption in the journey. | Keep linking progress and learning to the big picture, the journey, and the learning goals.                      | "When we started out ... And then ... And now ..."   |