

FIGURE 1

Influencing behavior: from easy to difficult

Easy to influence

Difficult to influence



Job
skills

Time and
work
management

Knowledge

Attitudes

Habits

Personality
traits

TABLE 1

Comparison of feedback, coaching, and performance appraisals

	Feedback	Coaching	Performance appraisals
Purpose	To reinforce or change behavior	To improve skills	To evaluate past work
Participants	Any two (or more) people	Usually supervisor to direct report, but can be multidirectional	Supervisor to direct report
Place	Private and quiet space	Depends on the skill to be learned	Usually in the supervisor's office
Tone	Typically casual, although can be more formal	Somewhat formal	Very formal
Timing	Frequent and as needed, or during formal sessions	Regular meetings	Prespecified junctures, such as every six months or every year
Follow-up	Continual	Continual	Based on an action plan

Planning a feedback session

Points to prepare	Example
One-line overview	Judy was rude when a customer called the IT help desk.
Objective report of the behavior	The customer reported that Judy “spoke in a sharp tone of voice” and said that she had “no earthly idea” how long the server would be down. The customer said that when he asked for a rough estimate, Judy shouted at him.
Objective report of the effect on the team or project	Other help desk providers who overheard Judy’s comments were distressed about them. The customer then complained, putting the reputation of the department—and the company—at risk.
Potential objections to the objective report and how you’ll address them	Judy may deny that she spoke rudely. If she does, point out that the customer’s and other help desk providers’ reports corroborate one another. Share with her your understanding of what qualifies as rudeness.
Discussion plan	<ol style="list-style-type: none">1. Give Judy the facts and show that you are aware of what has happened.2. Listen to Judy’s version of events.3. Make clear that rude behavior to customers will not be tolerated.4. Brainstorm with Judy about ways to avoid frustrating moments in the future.
Possible barriers to the feedback	Judy may be angry and anxious. She may not want to discuss what happened. She might defend herself rather than try to describe events accurately.
Ways to overcome the barriers	Don’t be judgmental; hear Judy’s side of the story. Give her your undivided attention, and be willing to listen if she has feedback for you.
What questions do you have?	What happened from Judy’s point of view? How can she avoid losing control when frustrating moments occur in the future?
What questions might you be asked?	Judy may want to know more about what sort of behavior qualifies as rudeness. She might want to know what she is supposed to do if a customer asks about an IT matter she doesn’t know the answer to. She may ask what she is supposed to do to improve her performance in the future.
Desired short-term result(s)	Have Judy commit to showing more respectful behavior toward customers immediately.
Desired long-term result(s)	Find a way to make the conditions of Judy’s job less frustrating for her.

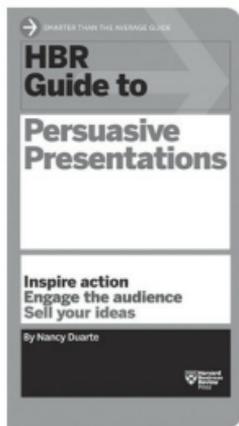
Evaluating the feedback process

Topic	What worked?	What could be improved?
PROCESS		
Planning the feedback		
Initiating the meeting		
Discussing pertinent points		
Listening to the recipient		
Developing an action plan		
RELATIONSHIP		
Communication style		
Recipient's reaction		
Level of mutual trust and respect		
RESULTS		
Impact of changes		
Timeliness of changes		
Expectations and progress		

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