

Providing Growth Feedback

Performance Description

Providing growth feedback is client-oriented that aligns naturally with their identity. This assessment-based feedback is framed within the client's priorities and supports their important outcomes that sustain their growth aims and expectations. This feedback provides timely challenges that are non-judgmental, inspiring, meaningful, and positive while raising expectations of quality with improved criteria. The analysis produces implementable strategies, supported by highly actionable plans, that impact client's growth. Learning skills: Being non-judgmental, raising expectations, taking on other's perspectives, being pro-active, developing action plans

Dimensions

1. **Assessment-based:** Energizes with the positive power of the assessment process
2. **Affirming:** Validates past efforts and strengths by adding non-judgmental feedback that progresses their growth plan
3. **Desired by client:** Full alignment to past, current, and future direction and focus of their self-growth plan
4. **Honors client's identity:** Starts and finishes with the ideal self of client
5. **Operational:** Produces a can-do attitude in the client by providing actionable feedback that is concise/specific/focused
6. **Contextualized:** Easily integrates the feedback into past or similar performances or situations
7. **Timely:** Provides the needed feedback when the need is the greatest
8. **Strengthens criteria:** Makes clearer the performance expectations and the quality that is desired
9. **Aligned with bigger picture:** Helps the client see how the pieces fit together in a larger system/process/Growth plan)
10. **Raises expectations:** Help the client want more than for what was asked

Ensure that all are client then facilitator

Level 5 –Coach (Self-growth)

1. Energizes and inspires the client through powerful, assessment-based feedback that affirms and builds on past growth efforts
2. The client consistently seeks the coach's feedback since it advances the client's desired identity
3. There is seamless integration of the client's past performances as the feedback is consistently concise, specific, focused, and easily operationalized by the client
4. The client's performance is challenged and significantly clarified as the coach intervenes at opportune moments
5. The client is excited by seeing what is possible for them to achieve as the coach consistently frames feedback with its implementation easily envisioned within a system/process/growth plan

Level 4 –Mentor (Performance)

1. Client is eager use this non-judgmental and affirming feedback that moves their growth plan forward
2. Client seeks mentor's performance feedback because it strengthens their role identity, growth and performance plan
3. The mentor's concise, specific, and focused feedback is easily integrated with the client's past performances so they can envision how to operationalize it in future performances.
4. The client's performance is strengthened as the mentor intervenes at the appropriate moment providing clarifying feedback.
5. The client's expectations are raised for what is achievable as the mentor frames feedback within the appropriate system/process/growth plan with its implementation easily envisioned in a larger framework

Level 3 – Facilitator

1. Clients are open to integrate the recent feedback aligned to previous feedback received
2. Client appreciates facilitator's feedback because connects with the client's desired future self
3. Concise, specific, and focused feedback is aligned with the client's past performances and can see value in operationalizing it.
4. The client's performance expectations are challenged as the facilitator intervenes at timely moments to provide feedback to challenge aspects of the performance
5. The client's expectations are raised for what is achievable within the context of the system/process/growth plan that the facilitator's feedback is framed.

Level 2 - Assessor

1. Clients are encouraged by the assessment-based strategic feedback that builds on current strengths
2. Clients value the assessor's unsolicited feedback because it makes some connections to the client's desired developmental direction.
3. The feedback is somewhat concise, specific, and focused enough to be contextualized into the client's past performances so they may operationalize it.
4. The assessor tries to provide immediate feedback with some clarifications of the expectations being used.
5. Client sees how to implement feedback within a larger framework permitting higher expectations

Level 1 – Evaluator

1. Client accepts feedback as a perspective on current capability and doesn't fall apart because it focuses on performance and not the client
2. Client is willing to deal with occasionally if it helps to gauge where they are in their progress.
3. The feedback is generic and not easily transferable to the client's context so there is no clear plan to operationalize it
4. The evaluator intervenes on their schedule providing feedback that rarely clarifies and strengthen performance expectations
5. The feedback is framed for the here and now with causal relationship to the larger picture or advanced expectations..