
FEEDBACK AND WORK PERFORMANCE

IMPLEMENTATION WORKBOOK

An individual guide to assessing and improving feedback practice



COMPANION TO THE WPN RESEARCH REPORT

Feedback and Work Performance

1 WHAT DOES PERFORMANCE FEEDBACK MEAN IN YOUR ORGANISATION?

Use this workbook to assess performance feedback practice and identify actions for improvement. It accompanies CRF's Work Psychology Network report Feedback and Work Performance.

[READ THE FULL RESEARCH REPORT](#)

YOUR ASSESSMENT SCOPE

Choose one organisation, business unit or team and keep this scope and period throughout.

Organisation / business unit / team

Assessment period



KEY INSIGHT

Performance feedback has one purpose: to help improve performance.

It contains two types of information:

- 1 Performance or progress towards a goal.
- 2 Behaviours that may be helping or hindering performance.

DIAGNOSTIC PROMPTS

Record your reflections in the fields below, or print and write by hand.

- 01** How do people in your chosen scope, including leaders, supervisors, HR and employees, talk generally about feedback? Consider anecdotal and quantitative data, such as what you measure in employee surveys.

- 02** Does the way feedback is described and experienced in your chosen scope align with the description of performance feedback above?

- 03** How might you influence the messaging around performance feedback to better define its purpose? Could you shift the expectations of supervisors, employees and HR to align more closely with this description?

DIAGNOSE CURRENT FEEDBACK PRACTICES

How is your chosen scope set up for performance feedback? Our research identifies six areas that can increase the quality and quantity of performance feedback. Rate each statement separately, based on what happens during the period you selected.

0: No, not at all
10: Yes, very much

1–9: increasing extent

DK: Don't know
N/A: Not applicable

Choose one per statement. Use DK for missing information; use N/A only when it cannot apply.



01 CAREFUL GOAL SETTING

1.1

Goals are clear and specific.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1.2

Goals are discussed and negotiated with employees.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1.3

Goals are understood by the employees and supervisors involved.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1.4

Goals are reviewed periodically and changed when necessary.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1.5

There are established ways to assess goal progress and completion.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐



02 LINK TO ORGANISATIONAL GOALS

2.1

Individual and team goals are linked to organisational objectives through a cascade process.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

EXAMPLE OR INFORMATION GAP

What did you observe, or what would you need to check?

DIAGNOSE CURRENT FEEDBACK PRACTICES

Continue using the same organisation, business unit or team and assessment period.

0: No, not at all

10: Yes, very much

1–9: increasing extent

DK: Don't know

N/A: Not applicable

Choose one per statement. Use DK for missing information; use N/A only when it cannot apply.



03 TRAINING AND UNDERSTANDING

3.1	Supervisors and supervisees are trained in goal-setting and performance feedback practices.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.2	Employees understand goal-setting and how it works.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.3	The purpose and nature of performance feedback are explicitly stated.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.4	Employee and supervisor roles and responsibilities in goal-setting and feedback are clear.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐



04 FEEDBACK PRACTICES

Examples include regular reviews, shorter check-ins and informal sharing of performance information.

4.1	Regular opportunities for performance feedback are in place.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2	Responsibilities for feedback routines, including timing and recording, are clear.	0	1	2	3	4	5	6	7	8	9	10	DK	N/A
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

EXAMPLE OR INFORMATION GAP

Where does practice differ across roles or working contexts?

DIAGNOSE CURRENT FEEDBACK PRACTICES

Continue using the same organisation, business unit or team and assessment period.

0: No, not at all

10: Yes, very much

1–9: increasing extent

DK: Don't know

N/A: Not applicable

Choose one per statement. Use DK for missing information; use N/A only when it cannot apply.



05 FIT WITH DIFFERENT TASKS

Consider short-cycle tasks and longer-term knowledge work across projects or teams.

5.1 Goal-setting and performance feedback practices are tailored to the nature of different tasks.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐



06 THE WIDER PERFORMANCE SYSTEM

If no broader system exists, rate 6.1 as 0 and mark 6.2 and 6.3 N/A.

6.1 A broader performance management system is in place.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6.2 The system helps people provide high-quality, effective performance feedback.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6.3 The system avoids unnecessary bureaucracy and over-elaborate processes.

0	1	2	3	4	5	6	7	8	9	10	DK	N/A
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REFLECT ON YOUR SCORES ABOVE:

Where are your lowest scores? What could you do relatively easily to improve just one of these scores?

RECORD YOUR REFLECTIONS HERE:

Name a specific example or information gap if it affects your choice.

DO YOUR CURRENT PRACTICES PROVIDE PERFORMANCE FEEDBACK?

Consider the main performance feedback processes and activities used in your chosen scope. Some common examples are listed; add up to two of your own. For each, judge the extent to which it is designed to provide performance feedback.

1: Not at all**2: A little****3: Quite a lot****4: Very much****DK: Don't know**

Choose one response per question. The ratings assess performance feedback; a practice may serve other purposes.



COMPARE EACH PRACTICE AGAINST THREE CRITERIA

Practice or activity	Is its purpose to improve performance?	Does it provide information about performance?	Does it provide information about behaviours helping or hindering performance?
Annual Performance Appraisals			
Performance evaluations			
360-degree feedback			
Praise			

REFLECTION

Look across your answers. To what extent are the main practices in your chosen scope providing performance feedback? Consider their purpose, information about performance, and information about behaviours helping or hindering performance.

FIVE CONDITIONS FOR EFFECTIVE PERFORMANCE FEEDBACK

These conditions help explain when performance feedback can be provided effectively. Use them to examine one practice you identified in Step 3.

1



A CLEAR GOAL

The intended outcome or goal is clear so providing information about progress towards that goal is possible.

2



A SHARED UNDERSTANDING

Supervisor and supervisee have a shared understanding of the meaning of the goal.

3



KNOW WHAT HELPS OR HINDERS

The supervisor understands which actions or behaviours help or hinder progress towards the goal.

4



KNOW THE PERSON'S BEHAVIOUR

The supervisor knows what the supervisee does or does not do, through observation or through inference where direct observation is difficult.

5



FEEDBACK THE PERSON UNDERSTANDS

The supervisee understands their progress, what behaviours may need to change and why, so they can act on the information.

THE MORE CONDITIONS ARE PRESENT,

the more likely it is that performance feedback can be provided effectively.

Research source: Feedback and Work Performance, pp. 40–42

4 APPLY THE FIVE CONDITIONS TO ONE PRACTICE

Choose one practice from your Step 3 audit and keep the same scope and assessment period. For each condition, record what you know or would need to check.

PRACTICE OR ACTIVITY SELECTED

For each condition, choose Yes, Partly, No or Don't know. Add a short example or information gap.

EXAMPLE OR INFORMATION GAP

STATUS



1

A CLEAR GOAL

Does this practice focus on a clear goal?



2

A SHARED UNDERSTANDING

Does this practice check if both parties understand the goal in the same way?



3

KNOW WHAT HELPS OR HINDERS

Does this practice help establish a credible link between behaviours and goal progress?



4

KNOW THE PERSON'S BEHAVIOUR

Does this practice allow for an understanding of what it is the person actually does or does not do?



5

FEEDBACK THE PERSON UNDERSTANDS

Does this practice ensure that the feedback recipient understands goal progress and which behaviours, if any, need to be changed?

WHICH CONDITION NEEDS ATTENTION FIRST?

What evidence or small change would help?

ACTION PLAN FOR IMPROVING PERFORMANCE FEEDBACK PRACTICES

Use low or uncertain questionnaire scores and gaps from the five-conditions exercise to choose actions. Keep your chosen scope and assessment period.



TURN FINDINGS INTO THREE SPECIFIC ACTIONS

ACTION 1

Ground it in earlier answers; enter N/A if a source is not relevant.

ITEM / SCORE / DK

AUDIT PRACTICE / FINDING

CONDITION / STATUS

WHAT WILL YOU DO, AND WHAT SHOULD IMPROVE?

OWNER

STAKEHOLDERS TO INVOLVE

RESOURCES OR SUPPORT

FIRST STEP

TARGET OR REVIEW DATE

EVIDENCE OF PROGRESS

BARRIER / RESPONSE

ACTION 2

Ground it in earlier answers; enter N/A if a source is not relevant.

ITEM / SCORE / DK

AUDIT PRACTICE / FINDING

CONDITION / STATUS

WHAT WILL YOU DO, AND WHAT SHOULD IMPROVE?

OWNER

STAKEHOLDERS TO INVOLVE

RESOURCES OR SUPPORT

FIRST STEP

TARGET OR REVIEW DATE

EVIDENCE OF PROGRESS

BARRIER / RESPONSE

Barriers may include trust, credibility, limited skills or support, and factors beyond the person's control.

Research context: Feedback and Work Performance, p. 42

ACTION PLAN FOR IMPROVING PERFORMANCE FEEDBACK PRACTICES

Complete the final action. For a "Don't know" answer or missing evidence, gathering information can be the first step.

ACTION 3

Ground it in earlier answers; enter N/A if a source is not relevant.

ITEM / SCORE / DK

AUDIT PRACTICE / FINDING

CONDITION / STATUS

WHAT WILL YOU DO, AND WHAT SHOULD IMPROVE?

OWNER

STAKEHOLDERS TO INVOLVE

RESOURCES OR SUPPORT

FIRST STEP

TARGET OR REVIEW DATE

EVIDENCE OF PROGRESS

BARRIER / RESPONSE



CHOOSE A STARTING POINT

Which action will you start first? Name the reason and the next checkpoint.

AT THE REVIEW

Check the agreed evidence: have the relevant behaviours and progress towards the goal changed? What will you continue or adjust?