



High Level Feedback

At its core, High Level Feedback honors the coach's commitment to the client's success. It respects the important role that objective information plays in the development of a committed, bright, thinking and developing human being. It allows for the process of careful reflection, analysis and integration of information on behalf of growth and development. It values the relationship within which the feedback is given as much as it values the validity and reliability of the information.

It includes the following elements:

1. **It is directly focused on desired outcomes**; that is, from all the information available, it draws only on that subset of information relevant to the desired outcomes currently being considered by the client.
2. **It is objective, valid and reliable**; that is, the information should appear to the client precisely as it appears to the coach.
3. **It is behavior-specific, and the behaviors are malleable**; that is, the information has the potential for leading to a new, more effective set of behaviors that can allow the client to demonstrate increasing levels of effectiveness.
4. **It is timely**; that is, it is given as soon as possible after the information is collected.
5. **It is expected by the client (modified from Jack Ende)**; that is, there is a contract in place that creates the expectation that coaches will give, and clients will receive feedback.
6. **It is well-packaged**; that is, attention is given to the volume of feedback given at any time relative to a client's ability to hear and assimilate that feedback at that time.
7. **It provides information on the performance, not the performer (modified from Jack Ende)**; that is, the information is about what the client did, or did not do; it is not about the person's motivations or personality.
8. **It is nonjudgmental**; that is, it does not include the coach's personal opinions about the "whys and wherefores" of behavior – it is focused on the best story of the "truth" of what is apparent to all
9. **It is given in an environment that honors the client's confidentiality (modified from Kaprielian and Gradison)**; that is, because feedback, by its very nature, exposes a person to their blind spots, it is given in a safe, respectful, and nurturing way to assure that the client experiences receiving the information as a gift on behalf of their growth and development.
10. **It encourages the feedback - revelation and disclosure – feedback cycle**; that is, the feedback, and the relationship within which the feedback is given, creates for the client a process of predictable, disciplined and highly valuable revelations, which in turn leads to a desire to disclose those revelations to the coach, and others, on behalf of receiving further feedback.

References:

1. Ende J. Feedback in clinical medical education. JAMA. 1983;250(6):777-81
2. Kaprielian VS, Gradison M. Effective use of feedback. Fam Med. 1998;30(6):406-7.

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