Assessment
Feedback Skills for Leaders
Third Edition

The objectives of this book are to help the user:

- Understand obstacles to receiving critical feedback

- Use specific techniques to receive and respond to critical feedback

- Overcome obstacles in giving feedback and practice a five-step process for giving constructive feedback

- Understand the powerful impact of praise and give effective positive feedback

- Handle recurring employee problems with a five-step discussion process

■ CRISP series

Assessment Questions for
Feedback Skills for Leaders, Third Edition

Select the best response.

1. According to research study, giving constructive feedback is more difficult for people without supervisory responsibilities.
    A. True
    B. False

2. An appropriate initial reaction to critical feedback is:
    A. Decide whether the feedback has merit
    B. Be passive and accept the criticism
    C. Give in to your natural instinct to counterattack

3. The impact of technology has made e-mail a more effective form for giving feedback than in-person feedback.
    A. True
    B. False

4. Which type of critical feedback occasionally will take a form that can border on harassment?
    A. Unjustified critical feedback
    B. Valid critical feedback
    C. Vague critical feedback

5. Overcoming obstacles by ignoring a situation is appropriate because most problems go away on their own.
    A. True
    B. False

6. An in-depth discussion leading to the establishment of an action plan is appropriate for:

    A. First-time situations where a person is not meeting mutually-set goals

    B. Recurring problems where initial feedback did not change behaviors

7. Giving positive feedback is extremely valuable when:

    A. People are learning a new task

    B. Interfacing with people in other departments

    C. Motivating people to repeat the positive behavior

    D. A and C

    E. All of the above

8. As a leader the first and most basic step is to set realistic goals and expectations that are:

    A. Specific and realistic

    B. Measurable and include deadlines

    C. Agreed-on with another person

    D. A and B

    E. All of the above

9. The parental message "what will people think?" may result in children growing into adults who:

    A. Try to please everyone

    B. Are risk takers

    C. Do not take criticism personally

10. Acknowledging critical feedback with a response such as "You could be right about that":

    A. Undermines your self-worth

    B. Is an assertive technique for taking control of the feedback

    C. Will only make you more anxious and defensive

11. Evidence indicates that recognition programs and other forms of public praise can backfire or become ineffective.

    A. True

    B. False

12. Constructive criticism, when given correctly, can help promote trust and improve interpersonal relationships.
> A. True
> B. False

13. When it comes to generational differences and feedback, which of the following generations do not need positive feedback?
> A. Xers
> B. Millennials
> C. Boomers
> D. Traditionalists
> E. None of the above

14. An effective response to the criticism "You are always late" might be:
> A. "Perhaps I am a bit late this time."
> B. "Yes, I am late, but…"

15. When praising upward, it is best to give your manager feedback:
> A. That explains how the behavior affected you
> B. That is vague and general in nature

16. During a performance appraisal, it is best to:
> A. Start with positive feedback to put the employee at ease
> B. Create a give-and-take atmosphere so the employee can be more receptive to positive feedback at the end
> C. Sandwich negative feedback between positive comments to soften the impact

17. Giving constructive feedback to your manager or a colleague:
> A. Should be avoided
> B. Should result in an apology from that person
> C. Should include your ideas for improvement

18. Suggested tips for handling feedback include:
    A. Do not ask others for positive feedback if none has been offered
    B. Accept critical feedback passively
    C. You cannot apologize too much
    D. All of the above
    E. None of the above

19. If you accept that critical feedback is inevitable and part of the learning process, you can learn to use it to your advantage.
    A. True
    B. False

20. When providing unsolicited feedback:
    A. Be sure you have specific examples to share
    B. Secure the other person's permission
    C. Set an appointment to do so
    D. A and C
    E. All of the above
    F. None of the above

21. Praising top employees is not necessary because they are already productive and motivated internally.
    A. True
    B. False

22. When someone criticizes you, it is appropriate to ask for clarification and specifics to determine if the feedback is valid.
    A. True
    B. False

23. Which of the following statements will be more effective when providing critical feedback?
    A. "I disagree with what you did because…"
    B. "You should not have…"

24. The DASR steps for providing constructive feedback are:
  A. Describe, Assign Solution, Specify, Revisit
  B. Describe, Acknowledge, Specify, Reaffirm
  C. Describe, Apologize, Specify, Revisit
  D. Describe, Acknowledge, Sandwich, Reaffirm

25. When giving critical feedback it is far more effective to:
  A. Address one trait or issue at a time
  B. Save up criticisms and deliver at one time

Answer Key for
Feedback Skills for Leaders, Third Edition

Recommended response (Corresponding workbook page)

1. A (53)	6. B (111-	11. A (105)	16. B (64)	21. B (101)
2. A (31-32)	113)	12. A (59)	17. C (84-85)	22. A (49)
3. B (82)	7. E (103)	13. E (12)	18. E (49)	23. A (68-69)
4. C (30)	8. E (62)	14. A (36)	19. A (21)	24. B (68-69)
5. B (55)	9. A (17)	15. A (106)	20. E (88)	25. A (66)
	10. B (35)			