

# Feedback

## *Mini Cases*



## Purpose

These feedback mini case studies are designed to stimulate reflection and discussion among students, helping them to understand and apply the feedback literacy components of seeking, giving, receiving, processing, and using feedback in various business scenarios.

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## A few ways to use

### **1. Individual Feedback Journals**

Students maintain a feedback journal to reflect on each mini case. They can write about how they would handle the situation, what challenges they might face, and what strategies they would use. This encourages self-reflection and personal growth in feedback literacy.

### **2. Peer Feedback Analysis Workshops**

Use the mini cases as the basis for workshops in which paired students analyze the feedback interactions. They can identify what was done well and what could be improved, discussing the principles of effective feedback. Then bring the full class together for a discussion.

### **3. Feedback Improvement Projects**

Assign a project in which students choose a mini case and develop an action plan to improve the feedback interaction. They can present their plans to the class, explaining the rationale behind their strategies and how they would implement them.

### **4. Feedback Excellence Role-Playing Scenarios**

Divide the class into small groups and assign each group a mini case. Have students develop the scenario away from the challenge and toward feedback excellence. They can then role-play the scenarios, modeling for each other what excellence would look like.

# Giving Feedback

## Case Study 1: The Construction Business Leader

### Scenario:

John, a construction business leader, recently publicly berated a colleague, Susan, after she informed him privately of problems with the quality of their materials. Susan was taken aback and felt humiliated in front of her peers. John's outburst was heard by several team members, causing a tense and uncomfortable atmosphere.

### Questions:

1. What type of feedback culture may this construction business leader be creating? Why does that matter?

2. As a direct report to this leader, would you provide them with feedback about how they publicly treated this colleague? If so, why? How would you feel going into that conversation? What might you say?

## Case Study 2: The Overworked Marketing Team

### Scenario:

Maria, the head of a marketing team, has been noticing declining performance in her team. She schedules a feedback meeting with her team to address the issue. During the meeting, Maria states that the team's recent work feels "lazy" and "uninspired." Several team members leave the meeting feeling demoralized and unappreciated.

### Questions:

1. If you were in Maria's situation, would you have provided feedback to the group or done so individually? Why? In each case, what would you have said?
2. How might Maria's approach to giving feedback impact the team's motivation and performance?
3. If you were a member of Maria's team, how would you prefer to receive feedback about your performance? How could Maria improve her feedback approach in this scenario?

## Case Study 3: The Retail Store Manager

### Scenario:

Tom, a retail store manager, notices that customer service ratings have dropped. He decides to address the issue by giving individual feedback to employees. However, Tom only focuses on the negatives and does not acknowledge any positive aspects of their performance. Employees start to feel that their efforts are not recognized.

### Questions:

1. How could Tom's method of giving feedback impact employee morale and customer service? Could this have an impact on the business? Why or why not?

2. What strategies could Tom use to provide more balanced and constructive feedback? What data do you have to support this approach?

## Case Study 4: The Product Development Team

### Scenario:

Emma leads a product development team at a tech company. She notices that one of her team members, Alex, is consistently missing deadlines. Emma decides to give Alex feedback in a one-on-one meeting, but she talks vaguely about the team needing to hit deadlines and generally improve performance. Alex feels the feedback was directed to him, but he isn't 100% sure. As a result, he feels confused and is unsure of how to move forward.

### Questions:

1. How could Emma have provided more direct feedback to Alex? What would you have said?
2. What steps can Emma take to ensure her feedback is clear and actionable for Alex?
3. What role could Alex have played in seeking clarity?

