

GIVING FEEDBACK



FOUNDATIONS OF TEACHING
MINDFULNESS TRAINING
2025

GUIDELINES FOR GIVING AND RECEIVING FEEDBACK

Giving feedback can be a vital support to developing your skills as a mindfulness teacher. The feedback process offered here is a combination of the Pendleton Feedback Process Model and the Mindfulness Based Intervention: Teaching Criteria. It will support you in developing skill in giving feedback to yourself and your peers. It is a simple process including positive and constructive feedback. Research shows that feedback can invoke a fight or flight response in those receiving feedback. This shuts down the neocortex most needed for receptivity. Through this model, the intention is to build the empathy, strong communication skills and trust needed to give and receive feedback effectively. Effective feedback is most helpful when it is specific, actionable and targeted. You will be giving feedback in your small groups to yourself and your peers throughout the training. This group will become a small, close community within our larger group.

Principles of the Process

- The feedback process begins with the **presenter offering themselves positive feedback**. What went well? What felt good ?
- **Specific feedback** grounded in observable behavior- provide examples
- **Experiential Feedback**- from personal experience. How did the experience land for you? "It felt to me..." or "My experience was..."
- **Supportive strength-based feedback**- what was done well, when did the teacher feel at ease? What was skillful and why?
- **Constructive feedback**- point to areas for development, offered with sensitivity and compassion. Comments on the piece of teaching, not the teacher themselves.
- **Pragmatic Feedback**- offer areas for improvement on skills that can be honed and learned, not what they did "wrong"



5 STEP PROCESS FOR FEEDBACK

1. **Ask** presenter if they would like feedback. If they are not ready, possibly hold off until they are prepared. If they are prepared for feedback, ask if they would like feedback on anything in particular.

2. **Presenter offers themselves positive feedback.** What worked well, and why? There may be many things that went well, but focus on one or two and really unpack them. Be as specific as possible about what it was and why it was effective in particular:

“WHAT I noticed that I did that I’m particularly proud of (or that went well) is [name the specific behavior] because [tell WHY that specific behavior was effective].”

3. **The group offers positive feedback.** Avoid vague praise like “I really liked it.” Instead, focus on being specific and unpacking the “why” of what worked. Discourage any dialogue about the feedback at this point. Simply encourage the person receiving the feedback to say “thank you.”

4. **Presenter offers themselves constructive feedback.** Emphasis is placed on simply pointing out what didn't work and then moving directly to WHY a new behavior could make a difference.

5. **The group offers constructive feedback.** For those wanting to offer suggestions frame responses as something that could be done differently based on how it landed for you. Emphasis is placed on the suggestion as another way of doing something, not on the "mistake."

“WHAT I noticed that didn’t seem to work (or didn't land for me) was [name the mistake or ineffective behavior or perhaps a missed opportunity]. WHAT I suggest you could DO DIFFERENTLY next time is [name a suggestion] so that [tell WHY the suggestion could make a difference].”

