

CFM CAREER MANAGEMENT: CM.5 CAREER READINESS SKILLS

Giving, Receiving, and Applying Workplace Feedback

Detailed practice, calculation, decision-making, and assessment

GRADES 9-12	TIME 2 x 42 min	GROUPING I / pairs / whole	PRODUCT Reflect
YOUR CHALLENGE Distinguish useful feedback from criticism, practice professional responses, and turn feedback into measurable improvement.			

New York CFM Connections: Conflict Management, Feedback, Reliability, and Time Management

Feedback is information intended to improve performance or reinforce effective work. Strong feedback is specific, timely, connected to expectations, and actionable. A professional recipient listens, asks questions, confirms the standard, creates an improvement step, and shows evidence of progress.

Term	Student-friendly meaning
Feedback	Information about performance used to reinforce or improve work.
Criteria	The stated expectations used to judge performance.
Actionable	Specific enough to guide a next step.
Self-assessment	Reviewing one's own work against criteria.
Revision	A change made to improve a product or performance.
Feedforward	Guidance focused on future action.
CLASSROOM USE All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work.	

Part 1 - Classify Feedback Statements

Evaluate six supervisor comments.

Comment	Specific or vague	Evidence/criterion	Actionable rewrite
Be more professional			
Three totals do not match source records			
Great job			
Customer names appear in the shared draft			
You are careless			
Submit updates by 3:00			

Rewrite personality judgments as behavior-based guidance.

Part 2 - Practice Receiving Feedback

A supervisor says a student’s customer email is accurate but too long and lacks a clear requested action.

Response step	Student wording	Purpose
Pause/listen		
Restate		
Clarify standard		
Ask for example		
Name revision		
Confirm deadline		

Receiving feedback does not require agreeing with every interpretation.

Part 3 - Give Peer Feedback with a Rubric

Review a fictional project update for purpose, evidence, action, deadline, tone, and privacy.

Criterion	Evidence noticed	Feedback statement	Suggested next step
Purpose			
Evidence			
Action			
Deadline			
Tone			
Privacy			

Use work evidence, not personal labels.

Part 4 - Create a Feedback-to-Action Tracker

Turn four comments into actions, measures, support, and checkpoints.

Feedback	Action	Success measure	Support/resource	Checkpoint
Shorten email				
Show calculation				
Improve file name				
Speak more clearly				

A measurable action proves whether feedback was applied.

Part 5 - Write a Professional Growth Reflection

Write 150–200 words using one fictional feedback cycle.

Reflection element	Evidence
Original performance	
Feedback received	
Standard	
Revision	
Result	
Remaining gap	
Next practice	
Artifact	

Do not disclose real confidential performance information.