

Giving Feedback



BET



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Behaviour	You have great enunciation.
Effect	When you were speaking, the message was very clear, and we were able to follow the information easily. It was enjoyable to watch and listen to.
Thank you	Thank you!

BEAR

Behaviour	You were speaking very quickly,
Effect	which made it difficult to understand and I missed some key information.
Alternative	I suggest you add longer pauses between important sections of the presentation and maybe practice speaking more slowly.
Result	This will give people time to catch up and will allow me to follow your line of reasoning more clearly.



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BET

The BET model (Berry, Cadwell, and Fehrmann, 1996, adapted by Harms and Roebuck, 2010) can be used when providing positive feedback. BET stands for Behaviour, Effect, and Thank You. BET and BEAR use some similar terminology, which we will review below.

Behaviour

Here, you identify the behaviour (or issue) that you want to provide positive feedback on, or that you would like to praise your teammate for. Remember that earlier, we emphasized that it is important to provide both positive and constructive feedback to teammates (i.e. balanced feedback). In fact, Harms & Roebuck (2010) suggest at least three quarters of your feedback to teammates should be positive.

Effect

Here you explain the helpful effect or impact of the behaviour on you, your team, or the project (or project audience). For instance, do your teammate's excellent meeting notes help you stay organized? Did a colleague's thoughtful questions during a team discussion help you gain new insight into the topic?

Thank You

The last step in the BET model is to genuinely thank the person for their behaviour. Expressing genuine appreciation can sometimes make us a bit uncomfortable, but it is an important step to the positive feedback process. You could start with, "I appreciated..." or a simple "thank you"!

BEAR

The BEAR model was developed with BET in mind (Harms and Roebuck, 2010), but provides a guideline for giving constructive feedback, or feedback meant to encourage improvement. BEAR stands for Behaviour, Effect, Alternative, and Result. Let's look at each of these in more detail.

Behaviour

Here, you identify the behaviour (or issue) that you want to provide feedback on, or that you think is problematic and needs to be addressed. In identifying these behaviours, you should consider the characteristics of effective feedback that we covered earlier. For example, the behaviour you want to address should be specific and connected to the project criteria or team goals.

Effect

At this point, you recommend an alternative behaviour you would like to see the person adopt instead of the challenging or difficult behaviour, and explain why it could work, or why it would be better for the team (or for the project). This aligns with the principle of constructive feedback we identified earlier: feedback that identifies an area for improvement is always better if a specific solution is suggested.

Alternative

At this point, you recommend an alternative behaviour you would like to see the person adopt instead of the challenging or difficult behaviour, and explain why it could work, or why it would be better for the team (or for the project). This aligns with the principle of constructive feedback we identified earlier: feedback that identifies an area for improvement is always better if a specific solution is suggested.

Result

Finally, you elaborate on why your suggested alternative behaviour or approach could be effective. You can also emphasize the effect, emotional or otherwise, on you and the team if the alternative behaviour/approach is adopted. This is also the point when you may address potential consequences for you, the team, or the project, if the issue/behaviour is not addressed or the alternative not adopted.

Sources

Harms, P. L., & Roebuck, D. B. (2010). [Teaching the Art and Craft of Giving and Receiving Feedback](#). *Business Communication Quarterly*, 73(4), 413-431.

Berry, D., Cadwell, C. & Fehrmann, J. (1996). *Coaching for results: A skills-based workshop*. Amherst, MA: Human Resource Development Press, Inc.