



Tips and Tricks for Giving Written Feedback

by

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Outline

- Goal of communication when giving written feedback
- Tips and tricks for:
 - Figuring out what you want to communicate
 - Doing it in an effective way





Context: Written Feedback in What Situations?

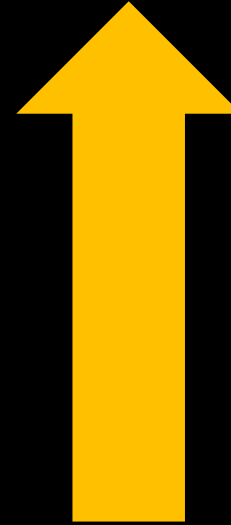
- **College student:** Written reviews to peers, understanding feedback from professors
- **Academics:** Peer-review feedback, feedback to students on assignments, thesis/dissertation feedback
- **Industry:** Report/presentation feedback, feedback as part of approval processes





Prioritize: What Really Needs to be Changed?

- Avoid micromanaging style
- Think in terms of trying to help the author(s) avoid “being obviously wrong” or “looking stupid”
- Space is limited – but if they are missing an important point, it should be covered
- **If something is obviously wrong**, be very clear about what it is, and why it is wrong





Communicate Clearly About What you Want Changed

- **Think about the outcome.** How do you want it to look different when the authors are done with it? What do you want to see that's not there? What do you want removed?
- **Communicate clearly what you want to see when you receive the revision.** It will make it easy for you to tell if you want to accept it or not.





Examples Really Help

- **Tables and figures:** Provide examples from other works
- Can be things you have written, or you have read
- Use example images, statements, formats, etc. to help communicate your ideas

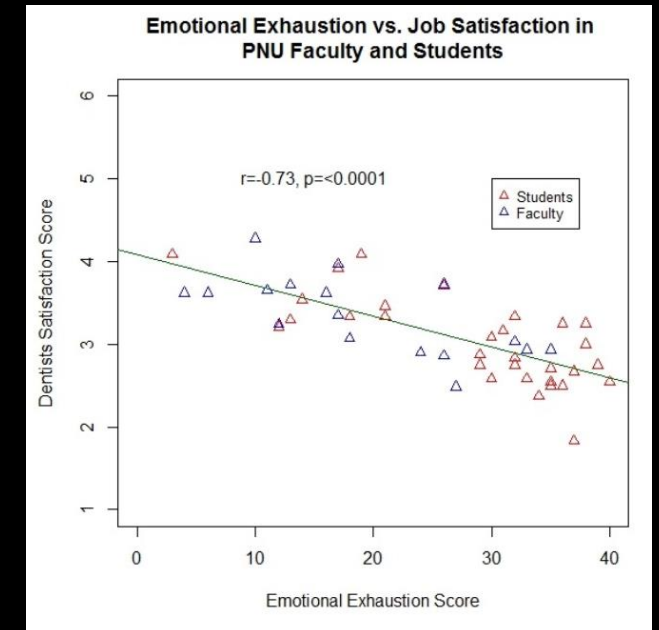
Visualizations from: “The Association between Burnout and Job Satisfaction among Dental Undergraduates and Faculty”, available here: <https://www.jpda.com.pk/wp-content/uploads/2017/08/2-Monika-Maya-Wahi-OA.pdf>

Khalil B

Dental Phobia Aquired in Childhood

Table 1. MBI-HSS Scoring Rules

MBI Subscale	Low-Level Burnout	Moderate Burnout	High-Level Burnout
Emotional Exhaustion (EE)	17 or less	18 through 29	30 or greater
Depersonalization (DP)	5 or less	6 through 11	12 or greater
Personal Achievement (PA)	40 or greater	34 through 39	33 or less





Summary: Do's and Don't's

Do's

- Be clear about how you want the document to be after it is changed
- Provide examples from other written works and/or references to support your points
- Try to help the authors do a better job of making their points

Don't's

- Don't be 100% negative. Give praise where it is due.
- Don't criticize without offering a fix.
- Don't criticize without trying to figure out what the author(s) were trying to accomplish.
- Don't micromanage style.
"If it's not incorrect, leave it alone."



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- 2. Pay fee** – I will send a Paypal invoice to your e-mail address.
- 3. I will write a professional peer-review of it in Word**, and e-mail it to you so you can make the revisions!