Thanks for the Feedback...
Objectives

- Delivering Feedback - Best Practices
- The 3 barriers to receiving feedback
- The 3 types of feedback
- Trust
Activity: Top 10 Feedback Situations You Face...
Delivering Feedback
Delivering positive and difficult messages to maintain, improve & enhance performance
Quality Feedback

- Is candid, objective, specific, and clear
- Describes observed behaviors
- Is communicated in an even-tempered manner
- Is fair and honest
- It is balanced
- Is focused on the future
- It is two-way
- Is coupled with an offer to help
- Is continuous

Poor Feedback

- Is sugar-coated
- Is aggressive and can be perceived as a personal attack
- Is delayed or untimely
- Is given in the presence of others
- Deals with generalities
- Does not offer specific solutions
- Is a monologue rather than a dialogue
- References third parties in an non-transparent way
- Disregards emotional responses
Feedback
Model
# Feedback Model

## Building and Presenting Feedback Messages (CAR/AR)

<table>
<thead>
<tr>
<th>Reinforcement / Redirection</th>
<th>Elimination of Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td><strong>Alternative</strong></td>
</tr>
<tr>
<td>The context of the discussion</td>
<td>Describe a behavior that would be more appropriate, more effective</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Result</strong></td>
</tr>
<tr>
<td>Actions /behaviors that you or others observed</td>
<td>Explain how and why the alternative behavior would be more effective</td>
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<tr>
<td><strong>Result</strong></td>
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<tr>
<td>Explain the impact of the behavior on business/team/the individual</td>
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Example: Redirect Message

### Building and Presenting Feedback Messages (CAR / AR)

#### Redirect - Constructive Criticism

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<tbody>
<tr>
<td>Stephanie, our team agreed to always be on time for team meetings.</td>
<td>I’ve noticed that you’ve been absent and late for meetings on a couple of occasions this week.</td>
<td>This caused us to not be able to report to our product owner on some work in progress.</td>
</tr>
</tbody>
</table>

#### Elimination of Behavior

<table>
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<th>Result</th>
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<tr>
<td>If you are not going to be at a meeting or if you will be late, could you let one of us know ahead of time?</td>
<td>This will ensure that we can get your information even in situations when you can’t attend.</td>
</tr>
</tbody>
</table>
Individual Activity: Preparation Practice

Think of a situation in which you need to provide feedback to someone. Use the CAR/AR framework to help you prepare and deliver redirect feedback.

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Activity: Feedback Role Play

Three roles:

- Giver - be natural
- Receiver - be yourself
- Observer - carefully evaluate and give feedback

**Giver:** provide a quick context to the group before the role play begins

**Receiver:** listen to the feedback. Provide *token* resistance.

**Observer:** listen for all 5 CAR / AR components - give feedback to the Giver
Receiving Feedback
Why is receiving feedback so difficult?
Because...

We want to learn and grow

vs

We want to be accepted and respected as we are
Think of a piece of advice you have received in the last year that you have not taken?
A trigger is *anything* that causes us to *quickly* discount or reject the potential value of what the Giver is saying.

**Common Triggers:**
1. Truth
2. Relationship
3. Identity
Reactions based on:

- Information that is factually “off”
- Points of view that are uninformed, under-informed or ill-informed
Reactions based on:

• The “person” the information is coming from

• The amount of trust we have with the Giver based on:
  • Character
  • Competence
  • Credibility
  • Our “connection” with them
  • Our perception of their level of self-interest - our view of what might be their “real” intention
Reactions based on Information that conflicts with our Identify, or “sense of self”

Examples:

• A talented businessperson
• A fair vendor
• A ”people” person
• An expert
Think back to situations in your career where you were “triggered”

Provide an example for one of the triggers below:

- Truth Trigger
  _______________________
- Relationship Trigger
  _______________________
- Identity Trigger
  _______________________

(3 minutes)
Activity” With 2 or 3 others:

Share your example of when it was difficult to “hear” the feedback giver’s feedback because of a:

- Truth Trigger
- Relationship Trigger
- Identity Trigger

(5 minutes)
Managing Truth Triggers

- We are excellent at “wrong spotting”
- Identify exactly what you think is wrong. Ask for clarification.
- Ask what might be “right” about the feedback.
- Think about both sides before coming to judgment
Managing Relationship Triggers

Valuing Perspectives

Separating the person from the message

• Giving the benefit of the doubt
• Guard against reacting to who is saying it vs. what they are saying
• Seeing strengths instead of weaknesses
• Laying aside latent relationship frictions
Managing Identity Triggers

Reactions based on Information that conflicts with our “sense of self”

Examples:

- A talented businessperson
- A fair vendor
- A ”people” person
- An expert
Managing **Identity** Triggers

2 mirrors to hold up to ourselves:

- **Supportive Mirror** - the one that show us when we are at our best and in a flattering light
- **Honesty Mirror** - the one that shows us when we are less than our best and in an unflattering light

**Question:**

Which do we use most often?
The Challenge of Seeing Ourselves Clearly

Examples of common misperceptions:

• Aloof / Shy
• Intimidating / Direct
• Elitist / Someone with High Standards
• Overbearing / Extroverted
• Self-Interested / Ambitious
• Aggressive / Assertive
Name 3 things that others may misperceive about you?

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
Requesting Feedback
Kinds of Feedback

- Appreciation
- Evaluation
- Coaching

Source: Sheila Heen, “Thanks for the Feedback”
Appreciation

- Praise
- Positive feedback that helps us feel noticed and valued by others
- Best “appreciated” when it is delivered on its own and not “sandwiched” with other types of feedback messages that may create mixed messages
Evaluation

- Judgement - always based on a set of standards and prescribed expectations
- Objective data that tells us how we have performed and where we stand
- Constructive criticism
Coaching

Anything aimed at increasing knowledge and skill through learning including:

• Suggestions and advice
• Provocative questions
• Teaching / Mentoring
• Role modeling
• Encouraging and building confidence
Rate the quality of the feedback you currently deliver (1 = low, 4 = high)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
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Add the three scores:

Key: 1 - 4  (Poor)
6 - 8  (Average)
9 - 12  (Above Average)

Questions to consider:
- Which type of feedback do you give the most/least often?
- What might be the impact on performance? Engagement?
- Who needs more feedback from you? What type?
Handling Emotional Reactions
Tips for Delivering Difficult Messages

Remember: Defensiveness is Normal and Expected!

- When you are advocating your position remain calm, firm, decisive and in control
- Don’t get defensive or allow yourself to get into a heated debate. This only escalates the tension
- Ask if it would be ok to pause and reconvene if it gets to that point
- Make empathy your most important skill during tense moments
- Don’t get drawn into discussions about other people
- Acknowledge that it is ok for the other person to be upset
- Remember it is ok to have disagreement. Agree to disagree, but don’t become disagreeable
### Group Exercise

What would you do if the employee is:

<p>| | |</p>
<table>
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<td>Emotional or Overwhelmed</td>
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## Group Exercise

### What would you do if the employee is:

|                            |  
|---------------------------|---
| **Angry or Defensive**    |  
| Acknowledge anger by being empathetic  |
| Listen for new information & paraphrase concerns |
| DO NOT Attempt to debate. Reiterate your position |
| Encourage them to focus on what he/she can control |
| Give them time to consider your message and suggest reconvening |
| **Silent or Indifferent**  |  
| Acknowledge silence and express your concern |
| Ask them to repeat what they’ve heard |
| Invite reaction by asking open-ended questions (i.e. are you surprised by my comments?) |
| Give them time to consider your message and suggest reconvening |
| **Emotional or Overwhelmed** |  
| Acknowledge their reaction |
| Continue with your message, pause or ask “would you like to continue?” |
| Reiterate your confidence in them (as appropriate) |
Feedback - Taking it in, Reflecting, Reacting

“A Brain–based Approach to Coaching” by David Rock, based on an interview with Jeffrey M. Schwartz, M.D.
Managing Difficult Feedback Conversations
The Inquiry, Empathy, & Advocacy Model

**Inquiry**
Ask questions to engage and spin-up receptivity and to ensure that your conclusions are correct

**Empathy**
Acknowledge to show that you understand the other person’s feelings

**Advocacy**
State your point of view when you are sure of the facts and when you are ready to share your beliefs/position
The Inquiry, Empathy, & Advocacy Model

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Curiosity before Criticism: Diagnose before prescription

- Inquiry helps to build receptivity from the very start of the conversation
- Allows you to seek other’s data and reasoning
- It helps attain mutual understanding and guards against pre-conceived notions
- It involves asking open-ended questions and secondary probing to ensure that your understanding is correct
- It requires active listening and the willingness to change your opinion based on what you are hearing
Empathy: Feelings before Facts

- Letting others vent is often a necessary step to problem resolution. It diffuses emotion and allows the conversation to move forward.
- Empathy is about reflecting back to the other person using their words, or your words, to express your understanding of their emotion.
- It does not constitute agreement; it is a way to show the other person that you understand their feeling.
- Empathize every time emotions are expressed.
Multiple Ways to Show Empathy

Demonstrating Empathy

• Body language, tone of voice, eye contact
• Reflective statements
• Being attentive, but just listening
• Sharing a similar experience where you have felt the same or similar emotions
## Common Emotions & Helpful Language

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Helpful Language</th>
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</thead>
<tbody>
<tr>
<td>Anger</td>
<td>“You seem disappointed with these result.”</td>
</tr>
<tr>
<td>Frustration</td>
<td>“I recognize you are frustrated about this.”</td>
</tr>
<tr>
<td>Sadness</td>
<td>“You understand that you are angry about this.”</td>
</tr>
<tr>
<td>Nervousness</td>
<td>“I’m hearing you say you feel discouraged.”</td>
</tr>
<tr>
<td>Irritation</td>
<td></td>
</tr>
<tr>
<td>Discouragement</td>
<td></td>
</tr>
<tr>
<td>Disappointment</td>
<td></td>
</tr>
<tr>
<td>Hesitation</td>
<td></td>
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<tr>
<td>Fear</td>
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Advocacy

Say What You Mean, and Mean What You Say

- Advocacy is stating and explaining your point of view in a candid way, without sugar-coating your views or using ambiguous language.
- It requires that you be honest, direct, fair, even tempered, and in control of your own feelings.
- After you advocate, don’t take back what you have said - don’t backpedal, but do use inquiry to determine if the other person has heard your message correctly.
Advocacy Statements

Candid and Direct Advocacy Statements:

• “It is clear to me that you need to involve others more finishing the work that the team has assigned you.”

• “We agree on many of the points that you raise, where we disagree is . . .”

• “The fact remains that the user requirements were not submitted on time, which caused a delay in completing the group’s report.”

• “You are not giving the team the autonomy it needs to make their own decisions.”
And The Message Is?

How many of these statements do you make?

“Could you possibly do this next time?”

“Maybe you could help out.”

“This is kind of an issue for the team.”

“This is sort of a problem.”

“A little concern that I’m having is...”

“Your attendance is a bit of a problem...”
Sequence Variations

Inquiry

- Ask questions to engage and spin-up receptivity and to ensure that your conclusions are correct

Empathy

- Acknowledge to show that you understand the other person’s feelings

Advocacy

- State your point of view when you are sure of the facts and when you are ready to share your beliefs/position
Building Trust
The Trust Equation

Credibility + Reliability + Intimacy

Perceived Self-Interest
Summary

- Delivering Feedback - Best Practices
- The 3 barriers to receiving feedback
- The 3 types of feedback
- Trust