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Thanks for the Feedback Taskforce Presentations

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Based on our experience with these presentations, an article was written and published in the journal, In The Library With The Lead Pipe.

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Thanks for the Feedback Taskforce Presentations

Table of Contents

Types of Feedback Workshop Description

Types of feedback (coaching, evaluation, appreciation)

- Before workshop:
    - Read chapters 1-2 from Thanks for the Feedback [pages 15-45] Provide questions for self-reflection: In your professional and personal life, what kind of feedback is most frequently given? How? What kind is least frequently offered? Why do you suspect this? How is evaluation expressed (verbal and nonverbal) in your work environment? How much appreciation is expressed in your team? When you give others feedback, is it most often evaluation, appreciation or coaching?

- Goals: Identify three types of feedback

- Format: Discussion-driven with time for self-reflection and peer-to-peer conversations.

- Toolkit: Share this study guide:
  https://gracelead.files.wordpress.com/2016/07/thanks-for-the-feedback-guide.pdf

Thanks for the Feedback: Types of Feedback

Our Working Principles

◄ We approach these workshop as peer facilitators not experts. We are all sincerely interested in this topic, are still learning, and still trying to walk the talk.

◄ We embrace a learner mindset and a positivist approach: what do you/we do well? And what can we do even better?

◄ We value psychological safety. We hope to provide a safe space to share experiences, perspectives and challenges.

Outline

◄ Introduction & Check-in
◄ Chapter 1 discussion
◄ Chapter 2 discussion
◄ Discuss feedback triggers
◄ Practice asking for feedback
◄ Wrap -up

Introduction

◄ Why we're here?
   ◄ Fall 2017 Faculty Learning Community
   ◄ Interpersonal Relationship workshops

◄ Feedback is about the future

◄ Take what works, leave what doesn't

Check-in

Chapter 1:
Three Triggers that Block Feedback

Truth - That's wrong…unfair…not helpful

Relationship - You're the problem, not me….
who are you to say….after all I've done for you

Identity - I screw everything up….I'm
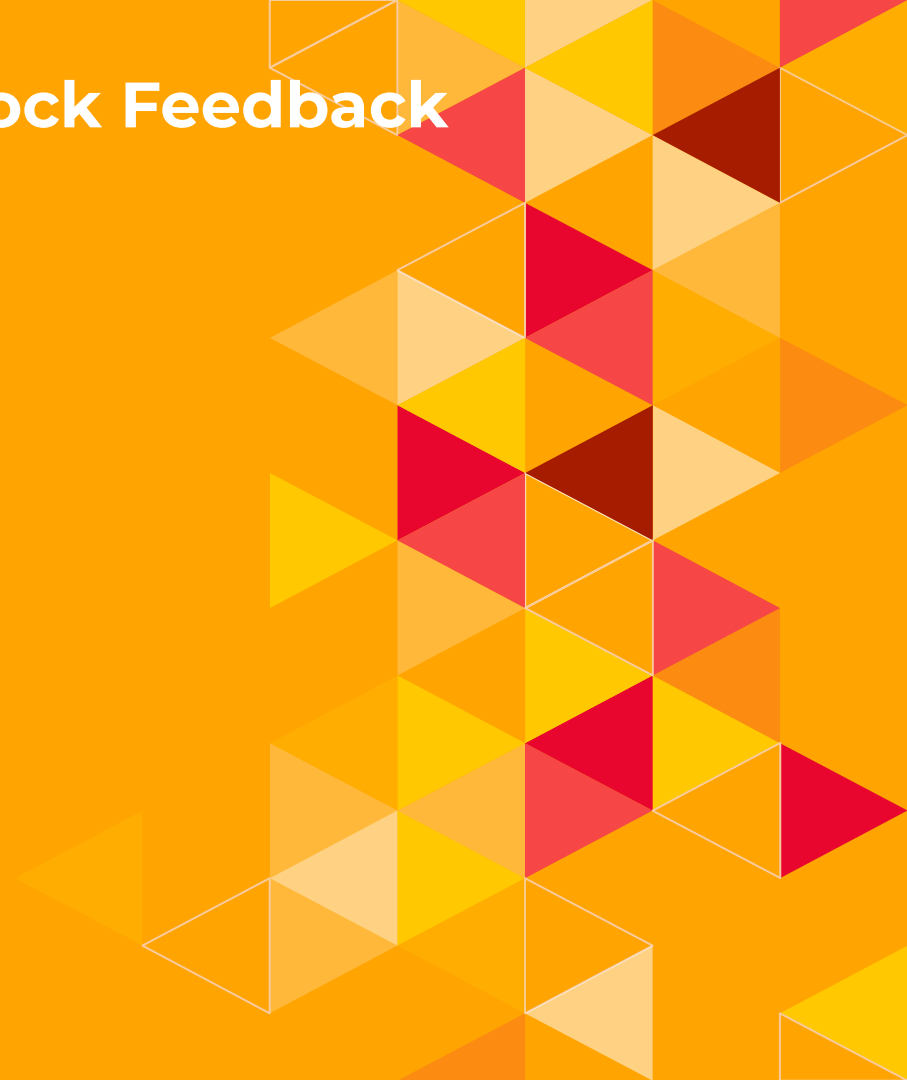doomed….I'm not a bad person, am I?

Ch. 1: Three Triggers that Block Feedback

It is the push and pull:
- **What is said,**
- **What you hear,**
- **What do you do with the info?**

Sharing:
- **What resonated with you?**
- **What surprised you?**

Chapter 2:
Separate Appreciation, Coaching, and Evaluation

Appreciation - giving thanks

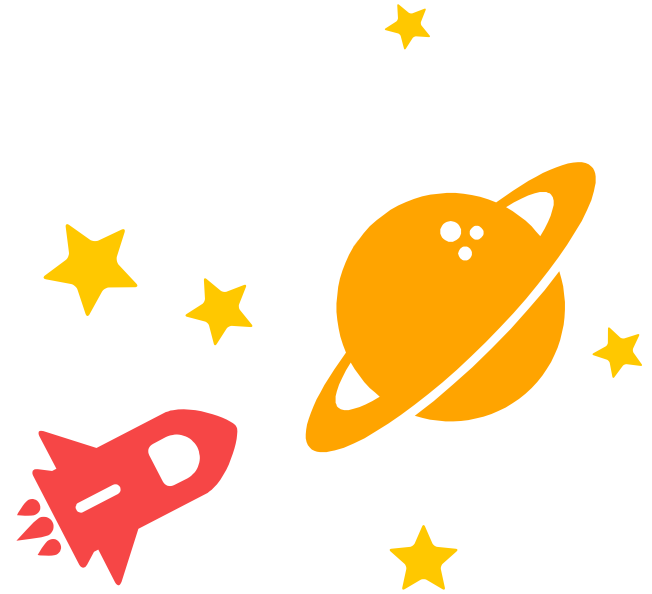**Coaching -** to improve skills

Evaluation - standard comparison

Your takeaways? How does this connect to FBI? Or DEAR MAN?

Before we practice a scenario, pause to reflect.

Consider how you might:

- ❑ **Ask for the feedback you want**

- ❑ **Differentiate between types of feedback in work conversations**

- ❑ **Impact annual reviews**

Practice Scenario ~ Laila

Laila is highly sensitive to feedback. She distorts and magnifies it. She's not responding to the words of the giver; she's responding to her distorted perception of those words.

◄ **What can Laila do to begin to set herself up for success?**

Practice Prompts

Consider asking for feedback during your annual review.

- ❏ What would you say?

- ❏ Who would you say it to?

- ❏ How would you say it?

- ❏ When would you say it?

Final Thoughts

◄ *Elisa is available for one-on-one coaching conversations*

◄ *Let us know if you're interested in a TFTF book club in the Fall*

Navigating the Conversation Workshop Description

Navigating the conversation (switch-tracking, and putting it into practice)

- Before workshop:
    - Read or listen to NPR Switchtracking podcast up to 8:30 minutes [Trying To Change, Or Changing The Subject? How Feedback Gets Derailed](#) with Sheila Heen
    - Read, "[Should I tell you the good news first? The feedback employees most want to hear](#)" (brief article from Forbes, 2/19/14)
    - **OR** through 14:35 minutes to include portions of Daniel Pink's segment, "The takeaway? Assume positive intent when receiving feedback, or you might miss the point!"
    - **OR** Read Chapter 11 Navigate the Conversation
    - OR Read Chapter 5 Don't Switchtrack

- Goals: Learn what switch-tracking is. Empower people to navigate conversations constructively.

- Format: discussion-driven, interactive and hands-on

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Outline:

- Welcome
- Group Review
- Switchtracking
- Relationship Triggers
- Navigating a Conversation
- Feedback Skills
- Process Moves
- Practice
- Wrap-up

Welcome!

- Why are we here?
  - Elisa's May workshop
  - Fall 2017 Faculty Learning Community
  - Summer 2018 TFTF workshops

- Feedback is about the future

- Take what works, leave what doesn't

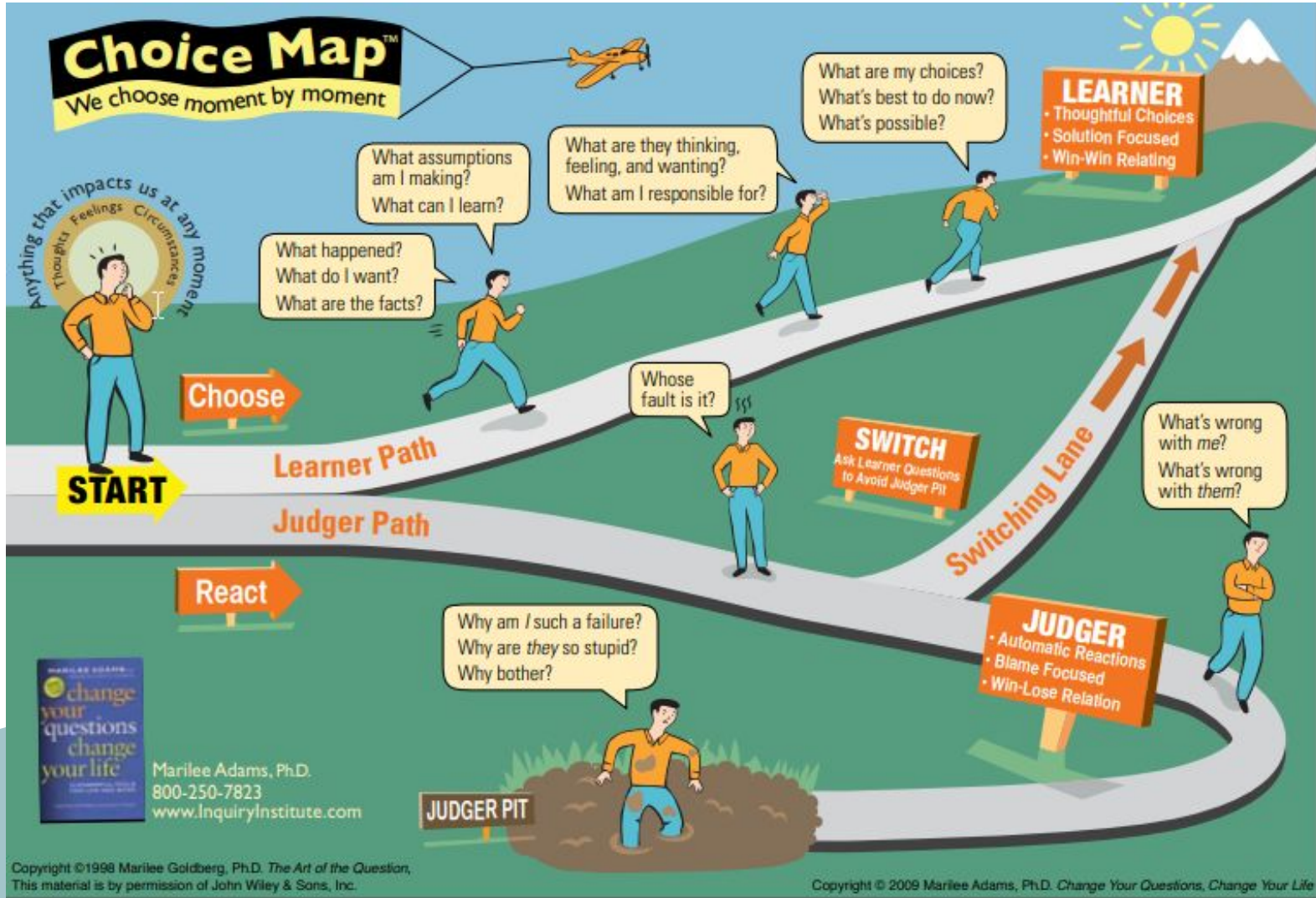# Discuss takeaways from the materials you read or listened to in groups

Switchtracking

Switchtracking happens when we:

- Get feedback
- Experience a relationship trigger
- Topic becomes 'how we feel'
- We talk past each other

From: Ch. 5 *Thanks for the Feedback*

Spot the Signpost

*The point at which you realize there are
two topics running simultaneously.*

Scenario 1:
A pedestrian pounds on our car as we sit at a red light. He shouts, "you're in the crosswalk!" We honk and shout, "don't you dare pound on my car".

Scenario 2:
Wife：This place is a mess! You were supposed to have the kids fed and bathed by the time I got home. Now we'll be late for the recital!
Husband：Don't use that tone with me. I'm not the dog!

From: Ch. 5 *Thanks for the Feedback*

Relationship Triggers stem from:

- *What we think about the giver*
    - Skill set
    - Credibility
    - Motives

- *How we feel treated by the giver*
    - Appreciated
    - Respected
    - Accepted

From: Ch. 6 *Thanks for the Feedback*

Navigating the Conversation

How to handle the feedback conversation itself

Four skills for managing the conversation

Listening. Ask clarifying questions, paraphrase the giver's view, such as saying "this is what I'm hearing", and acknowledge their feelings.

Asserting. A mix of sharing, advocating, and expressing.

Four skills for managing the conversation

Process moves. Turn the conversation in a more productive direction. Act as your own **referee**, step outside the conversation, notice where you and the giver are stuck, and suggest a better direction, topic, or process.

Problem solving. Ask the questions, "now what?" "Why does this feedback matter," and "what should one or both of us do about it?" Both parties need to make a decision together about whether to invest in this new venture.
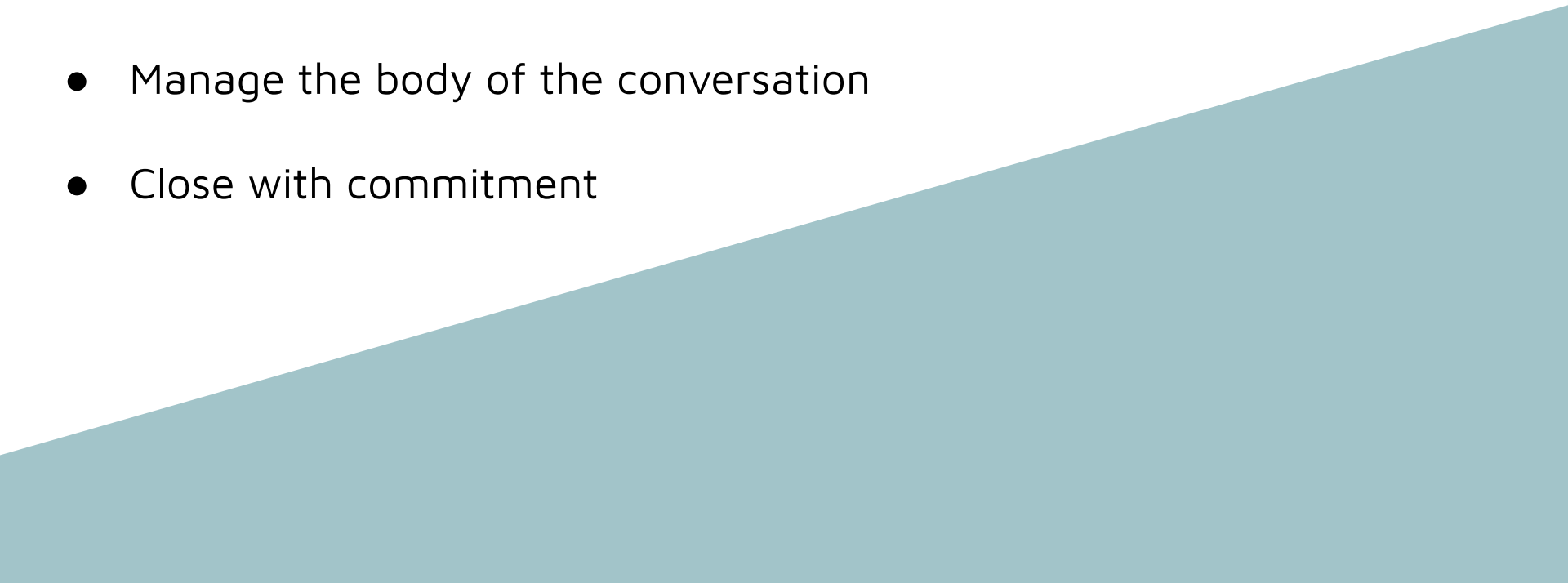
Example of a Process Move:

"I see two issues here, and we're jumping back and forth between them. Let's focus on one at a time. The first is that you're upset because you think I didn't tell you about my upcoming trip to D.C. and I'm upset because I think I did. The other is that you're worried about how you're going to manage the kids' schedules while I'm gone. Do you agree, and if so, which do you want to talk about first?"

Process moves. Turn the conversation in a more productive direction. Act as your own **referee**, step outside the conversation, notice where you and the giver are stuck, and suggest a better direction, topic, or process.

From: Ch. 11 *Thanks for the Feedback*

Navigating the conversation:

- Open the conversation by getting aligned

- Manage the body of the conversation

- Close with commitment

1. *Open the Conversation by Getting Aligned*

- Determine feedback type

- Will it require agreement?

- Maintain perspective

2. *Manage the Body of the Conversation*

Listen with a purpose

Assert your perspective
- "I see things differently"
- "I agree I've contributed to the problem, but I'd like to work toward a solution by looking at all contributing factors."
- "I'm feeling underappreciated so it's difficult to focus on your feedback"

Pause ~ Reflect ~ Propose
- "I hear us both trying to persuade the other, but I don't think we're fully understanding one another. Tell me more about your concerns."

Discuss underlying interests
- Problem solve together to create possibilities

From: Ch. 11 *Thanks for the Feedback*

3. *Close with Commitment*

- Clearly state agreements and next steps

- Create an action plan with agreed upon measures of success

From: Ch. 11 *Thanks for the Feedback*

Identify Areas for Improvement

You Say: "This is just unfair.

Last year I was told that I'd be rated a 5

if I brought in customers. I did that and now I'm still getting a 4. Does anyone around here care about fairness?"

_____

What's happening here?

What are ways to improve the conversation?

Identify Areas for Improvement

You Say: "Well okay. I think a 4 is

a little low, but I suppose it's fine."

_____

What's happening here?

What are ways to improve the conversation?

What's Different?

You Say: "I'm surprised that I got a 4 instead of a 5. But I don't actually know much about the decision-making process or the criteria that are used."

Boss: "You think you deserve a 5?"

You: "Yes, I was thinking that, but as I reflect on it, I realize that that wasn't based on very much information. I was told at last year's review that one of the differentiators was bringing in new accounts, so I worked hard to land twenty-three new customers and that increased our revenue by almost 20 percent. I was assuming that was enough for a 5, but I don't have a clear sense of the criteria. Also, there could be other factors involved that I'm not aware of."

From: Ch. 11 *Thanks for the Feedback*

If you're interested in this topic and want to learn more, we have extra copies of the book for you to read, there's a possibility for a book club this fall, a learning circle this winter, and Elisa is available for one-on-one conversations.

Questions, ask us!

Ways of Knowing Workshop Description

"Ways of knowing:" how we give feedback reflects our own way of knowing

- Before workshop:
    - Read "[Feedback that Works article](#)."
    - Review chart "[4 Ways of Knowing](#)."
    - [Listen to podcast with author Eleanor Drago-Severson](#) (author of Tell Me so I Can Hear You: A Developmental Approach to Feedback for Educators) [18 minutes]

- Goals: learn 4 "ways of knowing" (adult development theory), practice identifying different ways of knowing, reflect on your own ways of knowing, and brainstorm strategies to support different ways you learn/grow/

- Format: hands-on, discussion driven, combines theoretical with concrete examples. Workshop may be especially interesting to those who teach and/or supervise.

Thanks for the Feedback: Ways of Knowing

◄ We approach these workshop as **peer facilitators** not experts. We are all sincerely interested in this topic, are still learning, and still trying to walk the talk.

◄ We embrace a **learner mindset** and a **positivist approach**: what do you/we do well? And what can we do even better?

◄ We value psychological **safety**. We hope to provide a safe space to share experiences, perspectives and challenges.
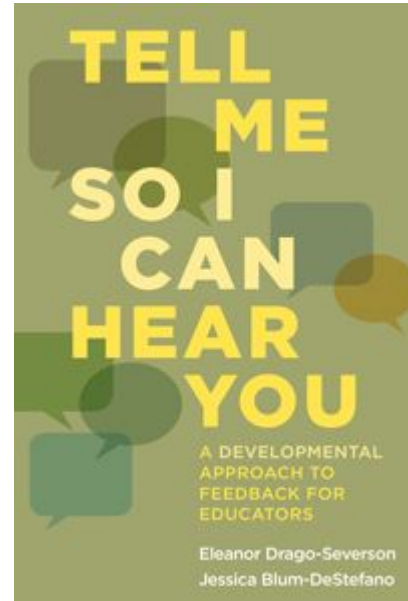
Check-in

Weather Icon. [Online Image.] Retrieved June 30, 2018 from Arcus Center at Kalamazoo College. https://reason.kzoo.edu/csjl/community/resources/

Tell Me So I Can Hear You: *A Developmental Approach to Feedback for Educators*

By Eleanor Drago-Severson and Jessica Blum-DeStefano

Harvard Education Press, 2016

Outline

- *Brief* intro to adult development theory
  - Robert Kegan constructive-developmental theory

- What are the four "Ways of Knowing."
  - Discussion: What best describes you?

- Group practice and discussion: four teachers making meaning of their supervisor's feedback

- Reflection and takeaways. What can you try or apply to your work?

Photo by 贝莉儿 NG on Unsplash

View from the top
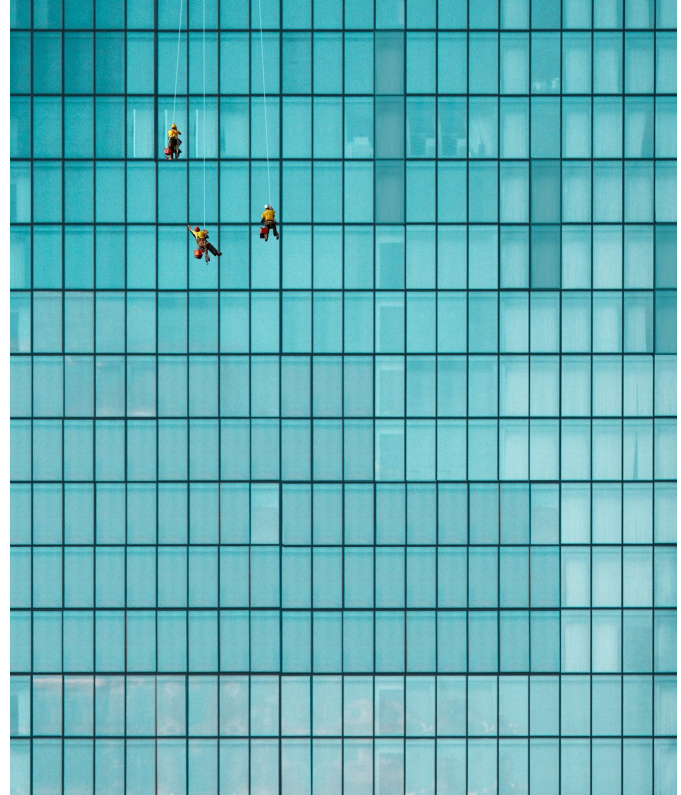

Photo by [Deva Darshan](#) on [Unsplash](#)

Photo by [Victor Garcia](#) on [Unsplash](#)

Culture of nice

"I cannot offer critical feedback--if I do my teachers won't like me, and my colleagues won't work well with me."

(Drago-Severson & Blum-DeStefano, 2016, p.24)

Research shows that we tend to rely on positive or superficial feedback (to protect relationships and/or the status quo).

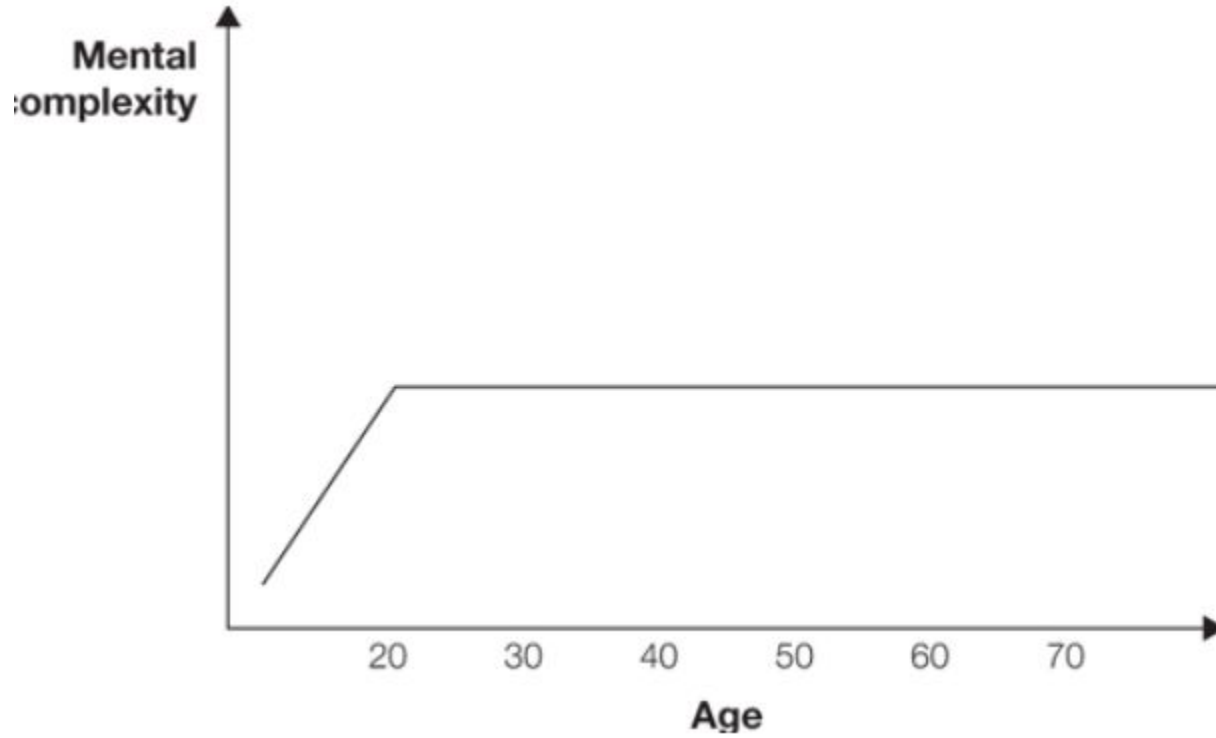(Drago-Severson & Blum-DeStefano, 2014, p.18).

Growth Mindset

"When people...change to a growth mindset, they change from a judge-and-be-judged framework to a **learn-and-help-learn framework**. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support."

(Dweck, 2017).

Constructive Developmental Theory

Kegan

(Possert 2017)., (Kegan & Lahey, 2016, p.59)

Kegan

Complexity

Self-transforming mind
Meta-leader
Leader leads to learn
Multiframe, holds
   contradictions
Problem-finding
Interdependent

Self-authoring mind
Agenda-driving
Leader learns to lead
Own compass, own
   frame
Problem-solving
Independent

Socialized mind
Team player
Faithful follower
Aligning
Seeks direction
Reliant

Time
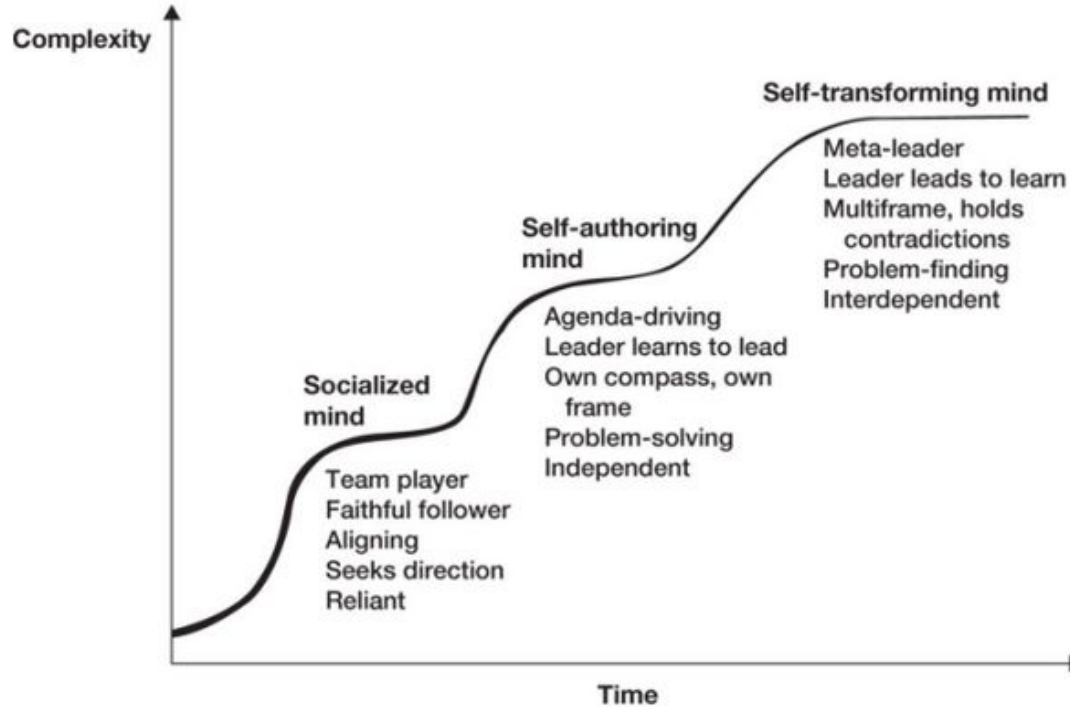
(Possert 2017)., (Kegan & Lahey, 2016, p.62)

Adults generally make meaning with one of four meaning making systems.

Ways of Knowing

Belief:
　There's a right and wrong
　way to think, behave and
　do things.

**Instrumental
Knowers**

Values:
● Established norms
● Concrete guidelines

Growth Edge

● Be open to possibility of new "right" solutions.
● Take on tasks that demand abstract thinking.

Make me feel valued

Belief:
> Personal value is based on the opinion of important others

Socializing Knowers

Values:
- Meeting expectations
- Receiving approval

Growth Edge

- Generate own values and standards.
- Accept conflicting viewpoints without seeing them as a threat to relationships.

Belief:
Other's expectations and judgements are measured by my own benchmarks of judgement

Self-Authoring Knowers

Values:
- Demonstrating competence
- Achieving goals

Growth Edge

- Open up to diverse and opposing views.
- Accept and learn from diverse problem-solving approaches.

Belief:

Personal Identity is less important than others' points of view, standards, and beliefs

Self-Transforming Knowers

Values:

Interconnectedness Perspective

Growth Edge

- Accept that some differences cannot be resolved.
- Avoid insisting on absolutely flat, non-hierarchical approaches.

Vignette: Experience of a teacher on schoolwide data team.

Jordan's Reflections

With which way of knowing do you think Jordan is making meaning?

(Drago-Severson & Blum-DeStefano,. 2016, p. 49-52)

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- Look for the keywords.

- What are the feeling words in the reflection?

- What are the concerns expressed in the reflection?

- Does the reflection include behavior that points to a specific way of knowing?

Practice

1. **Which ways of knowing do you think Andy, Taylor, Gerry, or Noel is making meaning?**
    a. Look for the keywords (feelings, concerns, behaviors)

2. **What is supportive to each teacher? Challenging?**
    a. **What does each person take responsibility for?**
    b. **What, for each person, seems to be outside or within their control?**

3. **What do you find supportive? Can you relate to any of the teachers?**

(Drago-Severson & Blum-DeStefano, 2016, p. 69-76)

⬝ "Ask colleagues how you might best support them when offering feedback. What, for instance, would feel most helpful to them? Generally, people are willing to share their needs when they feel safe and respected."

⬝ "Consider how your own way of knowing might influence your preferences for giving feedback. Are there ways you might expand your style or approach to more effectively help colleagues tune in to your feedback?"

(Drago-Severson & Blum-DeStefano, 2014, p.18).

Strategies to use when receiving feedback.

1. **Active and empathic listening** ("This is what I'm hearing...")

2. **Asserting** (sharing, advocating, expressing)

3. **Process moves** (referee, step outside of conversation)

4. **Problem solving** ("Now what?", next steps)

(Stone & Heen, 2015).

☐ Try a developmental approach to meet people where they are at.

☐ Reflect on your automatic responses/reflexes.
  ☐ What are your preferences on feedback? What are your colleagues preferences?

☐ We each have different lens and filters.
  ☐ Consider your viewpoint.

☐ Be kind to yourself. Consider one thing to practice.

Could a greater miracle take place than for us to look through each other's eyes for an instant?

~ Henry David Thoreau

Sources

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Weather Icon. [Online Image.] Retrieved June 30, 2018 from Arcus Center at Kalamazoo College. https://reason.kzoo.edu/csjl/community/resources/

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