



Giving & Receiving Feedback

Brenda Zierler & Nicole Summerside

Giving and Receiving Feedback

SESSION GOALS



- ▶ Understand the purpose of feedback
- ▶ Gain knowledge & skills to give/receive constructive feedback
- ▶ Identify methods for soliciting team feedback
- ▶ Practice strategies to give/receive feedback

Guiding Principles

FEEDBACK SHOULD BE:

- ▶ Informal
- ▶ Non-judgmental
- ▶ Brief
- ▶ About a recent performance
- ▶ Solicited

CONTINUUM BETWEEN FEEDBACK & EVALUATION



Feedback that Leads to Conflict

- ▶ Conflict avoidance
- ▶ Defensive posturing
- ▶ Lack of trust
- ▶ Lack of clear objective


Johari Window		
	Known to Self	Not Known to Self
Known to Others	Open	Blind Spot
Not Known to Others	Hidden	Unknown

<https://andyeklund.com/johari-window/>

Constructive Feedback?

Preparing to Provide Effective Feedback

- ▶ Be aware of feedback overload
- ▶ Have a constructive purpose
- ▶ Provide a balance between positive & constructive



Focus on:	Rather than:
<ul style="list-style-type: none">• Description• Observation• Behavior	<ul style="list-style-type: none">• Judgement• Inference• The person

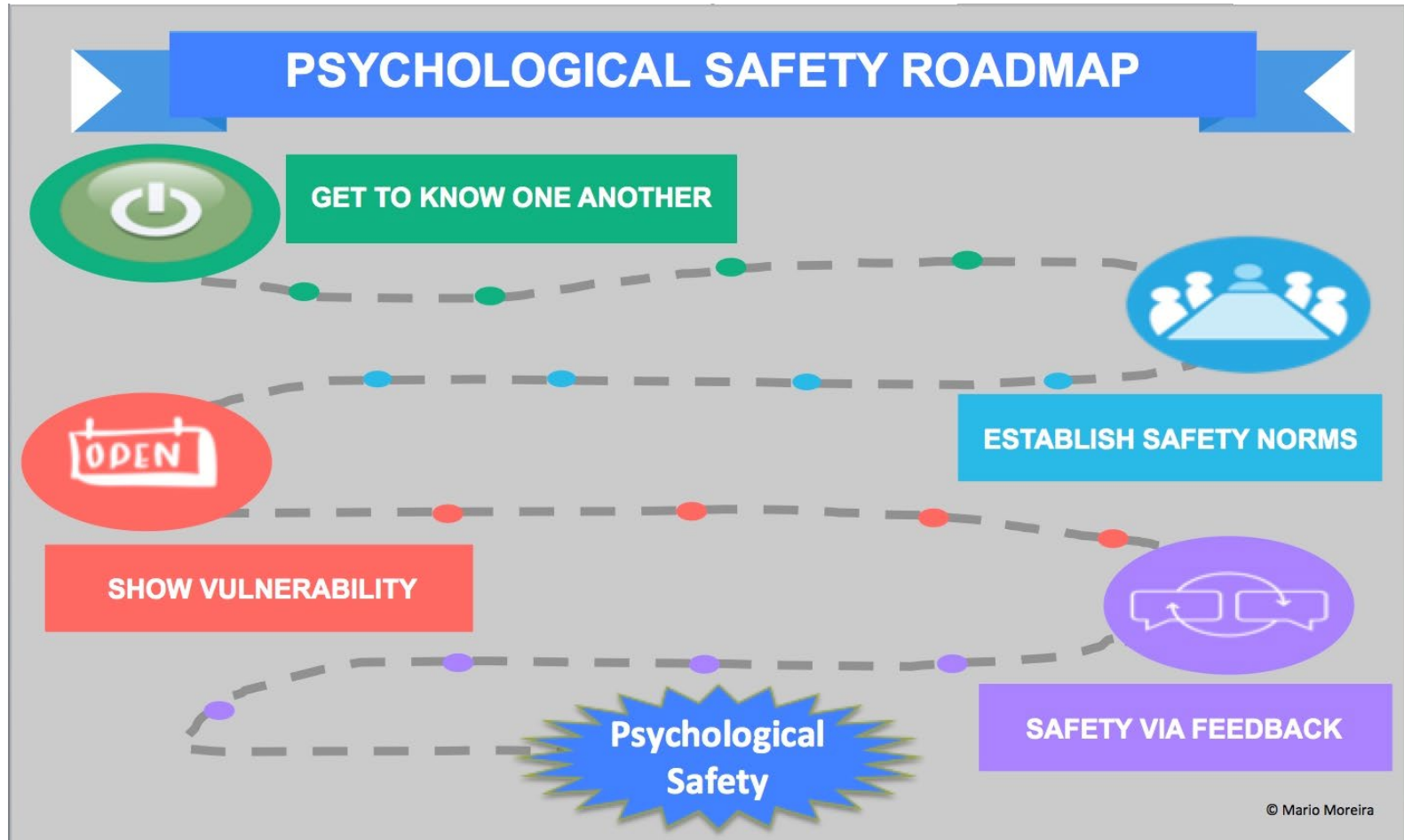
Nonverbal Aspects Make a Difference

- ▶ Body language = 55%
- ▶ Tone of voice = 38%
- ▶ Word = only 7%

“Always look for nonverbal cues of defensiveness in the team member receiving feedback.”



Feedback in Teams



Reflection

1-TEAM-ALL

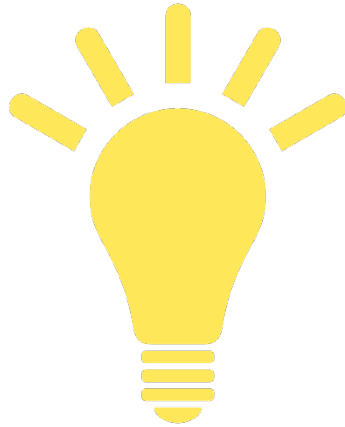
- ▶ How is feedback given on your team?
- ▶ How would your team like to give/receive feedback?



Team Numbers (Room #) By Site

Team & Room #	Team Name	Team & Room #	Team Name
1	South Central Foundation #1 (Shaw, Williams, Woodbury, Freeman)	11	U of Alaska Anchorage HS
2	South Central Foundation #2 (Avey, Shane, Schaeffer, LaBrie, Mills)	12	SCH – Research Institute #2 (Yi-Frazier, Shipman, Barton, Hurtado, Comiskey, Junkins, O'Donnel, O'Daffer)
3	UW Global WACH-GUT #1 (Goodman, Schaefer, Galagan, Means, Morozoff, Roll, Pearman)	13	UW, Oregon State & Grand Valley
4	UW Global WACH-Gut #2 (Shumays, Atlas, Pavlinac, Sherry, Yoshioka, Diakhate, Carreon, McGrath, Tesgaye, Ara)	14	WSU Institute for Research & Ed.
5	Montana State #1 (McCrary, Ma, Sridhar)	15	Idaho State U – Center for HS
6	UW Medicine-Urology	16	Harborview Injury & Prevention
7	Boise State –Institute for the Study	17	UW Family Medicine
8	SCH – Research Institute #1 (Goosey, Gonzalez, Olsen, Guzman, Zoarski, Mendoza, Colburn)	18	SCH Pediatrics
9	UW Center for AIDS Research	19	U of Alaska Fairbanks Center
10	Montana State #2 (Miles, Schure, Downey, Becker, Johnson)		

Giving & Receiving Feedback



**What ideas did you
come up with?**

Feedback Scenario

- ▶ Read the scenario below
- ▶ In your break-out rooms, come up with the feedback you would provide to Dan as the team lead

At the operations meetings this week, the team was discussing funding ideas and proposals for the new team science training initiative. You led a brainstorming session in order to generate as many ideas as possible and to hear from everyone. During this activity, Dan interrupted Jessica while she was talking and said, “that idea will never work,” and began to tell the team about his ideas instead.

What feedback would you give Dan?
What would you say?

Preparing to Give Feedback

- ▶ Use this tool to prepare to give feedback
- ▶ Plan what to say & ask when giving feedback
- ▶ **A**ctions – **I**mpact – **I**nput – **D**esired outcome (AIID)

Actions - Impact - Input - Desired outcome (AIID) - plan what to say and ask when giving feedback

A ctions <i>List examples of the positive or negative actions or behaviours you want to discuss.</i>	I mpact <i>List the specific impacts of the actions.</i>	I nput <i>List questions to draw out their opinion about the observations you have made</i>	D esired outcome <i>Identify the outcomes - the results and behavioural changes you want to see</i>
Your preparation			
When you said..., I noticed that you... When you [did]..., What I heard you say was... More ways to frame questions and statements	Describe impacts on other team members, on project outcomes, on customers, on stakeholders. More ways to frame questions and statements	What do you think about the comments I have made? More ways to frame questions and statements	Ask for their suggestions regarding changes to actions or behaviours. Include what you would like to see going forward. More ways to frame questions and statements



Emotional Intelligence & Leadership

Nicole Summerside & Brenda Zierler

Leadership

2 RULES

1. It's NOT about you
2. It's ONLY about you

Great Leadership Comes Down to
Only Two Rules | Peter Anderton

<https://youtu.be/oDsMImfLjd4>

Emotional Intelligence

“the ability to monitor one’s own and others’ feelings and emotions to use the information to guide one’s thinking and actions” (Salovey & Mayer, 1990)

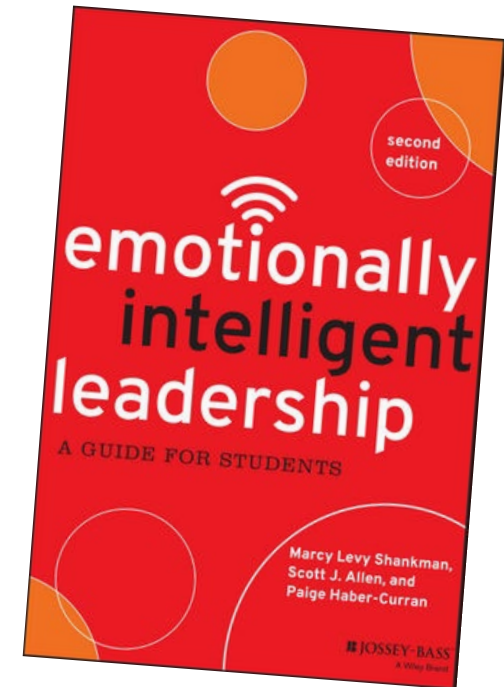
*“to recognize and regulate emotions in ourselves and others”
(Goleman, 1995)*

Why do you think emotional intelligence is important for leaders?

Emotionally Intelligent Leadership (EIL)

Promoting an intentional focus on three facets:

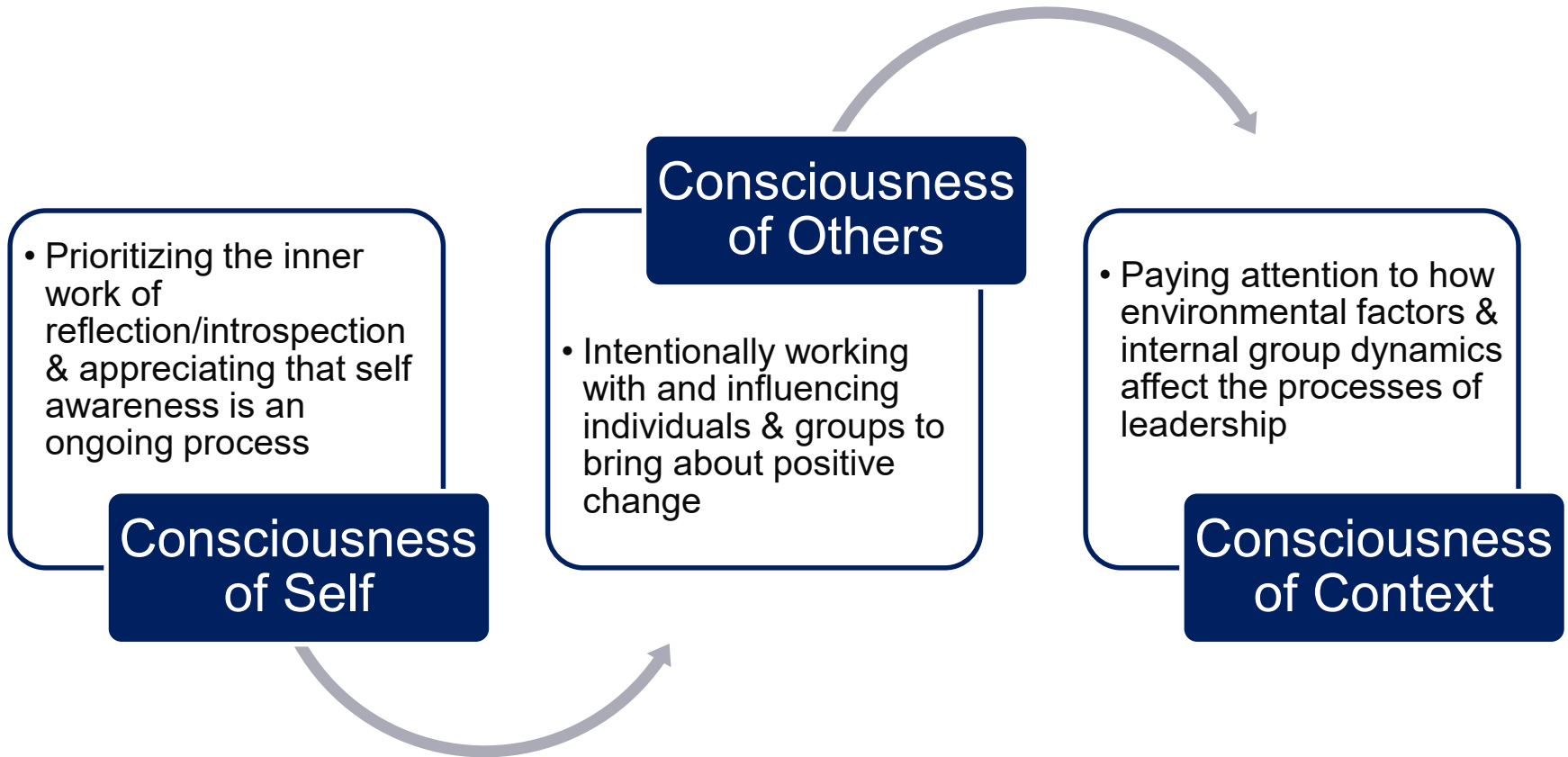
1. Consciousness of self
2. Consciousness of others
3. Consciousness of context



“Leadership is not solely about the leader – leadership is a reciprocal relationship with others that aims to bring about positive change”

Shankman, Allen, & Haber-Curran, 2015

Emotionally Intelligent Leadership (EIL)



EI Competencies & Assessment

- Questionnaire designed to increase awareness about the various competencies of EI (as they apply to you)
- Competencies
 - Self-awareness
 - Managing emotions
 - Motivating oneself
 - Empathy
 - Social skill

EI Questionnaire: Leadership
Toolkit, National Health System

Break Out Rooms

- ▶ Discuss EI assessment questionnaire
 - ▶ EI competencies (self-awareness, managing emotions, motivating oneself, empathy, and social skill)
 - ▶ Leadership attributes (need for recognition & career development, capacity for self direction, creative or innovative capacity, working with others & building commitments, drive & determination)
- ▶ Each person considers their results and identifies one or two actions to take that will strengthen their EI

EI Questionnaire: Leadership Toolkit,
National Health System

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Integration of PSI, Versatility, EI, Leadership



“Helen, you’re the Team Leader,
why don’t you jump first?”

References

1. Nicol, Thomson & Breslin (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment and Evaluation in Higher Education*; 39. 102-122
2. The Art of Providing Effective Feedback: American Academy on Communication in Healthcare: 2014
3. Noguchi (2015). Peer Review Feedback: The Good, The Bad, The Really Ugly
4. Osmun & Parr (2011). The occasional teacher. Part 4: feedback and evaluation. *Canadian Journal of Rural Medicine*; 16, 96-97
5. Preceptor Toolkit Module – CHSIE

References

6. “What Google Learned from its Quest to Build the Perfect Team” NY Times, Feb 25, 2016: https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0 .
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8. Edmondson, A. (2012) “Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy. Retrieved October 17, 2018, from <https://www.wiley.com/en-us/Teaming%3A+How+Organizations+Learn%2C+Innovate%2C+and+Compete+in+the+Knowledge+Economy-p-9780787970932>
9. Nicol, Thomson & Breslin (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment and Evaluation in Higher Education*; 39. 102-122
10. <https://serc.carleton.edu/sp/library/peerreview/tips.html> (Pedagogy in Action, National Science Foundation)
11. <https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf>

Resources: Harvard Business Review

How to Encourage Employees to Speak Up When They See Wrongdoing

ETHICS RESEARCH by Nuala Walsh


Traditional compliance tools aren't enough. Behavioral science can help.

 Save  Share FEBRUARY 04, 2021

Does Accusing a Coworker of an Ethical Lapse Hurt Your Credibility?

PSYCHOLOGY DIGITAL ARTICLE by Jessica A. Kennedy and Maurice Schweitzer

New research finds that leveling an accusation can increase trust in the accuser — regardless of whether they're telling the truth.

 Save  Share FEBRUARY 04, 2021

HBR Presents: Coaching Real Leaders

DIFFICULT CONVERSATIONS AUDIO

Dear HBR: introduces a new podcast featuring senior managers working to overcome professional challenges.

 Save  Share FEBRUARY 04, 2021

<https://hbr.org/>

Summary of Week

Your Team Challenges	Relevant Training Topics
Communication with different styles	<ul style="list-style-type: none"> • Personal Styles • Thomas Kilmann Conflict Mode
Project Management	<ul style="list-style-type: none"> • Lean Project Charter
Communication (Zoom versus emails)	<ul style="list-style-type: none"> • Meeting Management & different options for communicating
Shared goals	<ul style="list-style-type: none"> • Lean Project Charter
Planning	<ul style="list-style-type: none"> • Charter & Planning (lean part 2 resource)
Safe communication	<ul style="list-style-type: none"> • Psychological safety (Google Article)
Project management that accounts for different communication/work styles	<ul style="list-style-type: none"> • Combination of Lean, Meeting Management, PSI
Team processes	<ul style="list-style-type: none"> • Roles & responsibility, team agreements, meeting agreements
Role clarity	<ul style="list-style-type: none"> • Roles & responsibilities
Decision making & task accountability	<ul style="list-style-type: none"> • Meeting management, Leadership & EI
Defining clarity around roles, expectations, & feedback	<ul style="list-style-type: none"> • Feedback, emotional intelligence, roles & responsibilities
Forming pre-emptive norms	<ul style="list-style-type: none"> • Team & meeting agreements
Long-term project & partnership planning across a new, multi-site research group	<ul style="list-style-type: none"> • Entire workshop 😊

Course Evaluation & Feedback

- ▶ You will receive a link for the course evaluation from REDCap – sent out at 1:30 pm today
- ▶ We've conducted daily debriefs but additional comments are helpful!
- ▶ You can indicate if you would like further coaching/facilitation from our team in the survey

Team Time

- ▶ Reflect on week
- ▶ Clarity in goals going forward
- ▶ Discuss how feedback will be given/received
- ▶ Identify areas for professional growth
- ▶ Revisit team agreements & Charter – anything else to add?