

Draft Agenda for April 7th Session

Objectives of session are that each person will learn to use 3 skills:

- 1) How to give redirecting feedback
- 2) How to give reinforcing feedback
- 3) How to receive feedback

- 11:30 Kim will introduce purpose of session
 Liz will give a lecturette on the 3 skills
 Liz will demonstrate a role play showing the 3 skills
- 11:50 people will get their lunch
- 12:10 Liz will ask people to pair off
 Liz will give out the 2-page skills handout and the role plays
 Each person will prepare a matrix for their scenario
 Each person will give feedback on what they prepared while other
 receives it appropriately
- After the pairs have practiced Liz will conduct a debrief
- 12:50 Liz will explain the Action Plan for each person, giving out a
 template

April 7, 2017

There are two kinds of feedback you can give and receive: Redirecting Feedback and Reinforcing Feedback. In the workplace, feedback needs to be exchanged regularly with peers, direct reports and with managers to make sure you're all going in the same direction.

Give Redirecting Feedback. This type of feedback focuses on you communicating to others what you want them to do differently; it clarifies a desired change in behaviour.

Focus on facts

Show the impact of their current behaviour

Be clear on the change you want

Encourage change

Work together to devise a plan to improve

Know Facts	Believe Impact
Do Plan	Feel Encouragement

Give Reinforcing Feedback. This type of feedback focuses on you communicating to others something they are doing that you like; it strengthens desirable behaviour so the person will repeat it. Use it, too, if someone gets defensive when given redirecting feedback.

Offer specific praise

Show impact of their behaviour

Help them feel good about this behaviour

Encourage more of the same

Know Praise	Believe Impact
Do Encouragement	Feel + Feelings

When receiving feedback, it's easy to become defensive and that usually leads to conflict. The worst ways to receive feedback are:

- to argue "Your facts are wrong."

- to attack “You don’t know what’s really going on.”
- to show anger “That’s the dumbest thing I ever heard!”

Instead, to maintain good communication between the two of you in a feedback session and to make the session worthwhile, be willing to use any of the following techniques instead:

Ask a question - when you don’t understand the feedback

Your Colleague: *“The reports you give me are usually missing things.”*

You: *“What, specifically, are you looking for that you don’t get?”*

Use an I message - when you don’t agree with the feedback

Your Colleague: *“Why didn’t you send me the minutes from Monday’s meeting?”*

You: *“I don’t remember you asking me to do that.”*

Use an I message - when you are willing to accept responsibility

Your Colleague: *“When you ask me to get some information for you, you expect me to be able to do it right away – that’s impossible.”*

You: *“I didn’t realize. Let’s set up some more realistic lead times.”*

Use active listening - when you want to defuse the other person’s strong feelings

Your Colleague: (angrily) *“Why did make me look bad at the meeting today?”*

You: *“I can see you’re really bothered about this. Tell me more.”*

Your Action Plan for Giving and Receiving Feedback

IESO has 6 values which act as the foundation for all activity in the organization. Over the next few months you will have an opportunity to give and get feedback on one of those values: Collaboration.

Seek out someone in the organization from whom you'd like to get feedback around Collaboration. Set up a time to receive it.

What do you learn about yourself?

What will you do differently at work with that information?

If you are asked to give feedback to someone, use the following Results Matrix to prepare it, using your handout as a guide.

Know	Believe
Do	Feel

Giving Feedback Scenario 1

Bob is a colleague of yours. Bob is smart, assertive and excellent in dealing with clients. It's amazing how he seems to know how each person likes to be talked to. But Bob is not as effective when he has to do something that doesn't depend

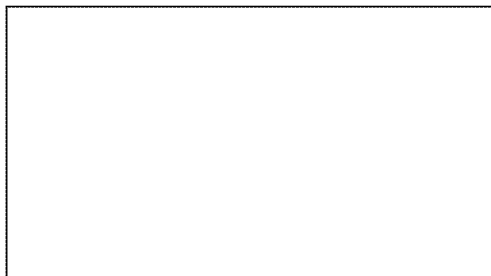
on his people skills. Sometimes, for example, you need some client information from Bob for a project you're working on. He always agrees to help you but then the reality sets in and, although he promises, he never seems to find the time to get you what you need. So you end up having to search in other places for the information and it wastes your time. So you decide to give Bob some feedback.

{PHOTO}

Plan a feedback session with Bob using both redirecting and reinforcing feedback.

Know	Believe
Do	Feel

Giving Feedback Scenario 2



Karen is precise, analytical and always up to date in the technical aspects of your team projects. She is very valuable to the team for her expertise and all of you on the team see her as the go-to person in technical areas. Although you appreciate her ability, too often she turns into a perfectionist

when you ask her to do some research for you. Ask her a question and she practically produces a book! That means that you run into problems with deadlines. To make it worse, when you told Karen last week to stop being such a perfectionist, she got defensive and you just stopped the conversation in frustration.

{PHOTO}

Plan a feedback session with Karen using both redirecting and reinforcing feedback.

Know	Believe
Do	Feel