

Creating a common understanding

- Agree with your team the **meaning of words**.
- What counts is the **intention** with which feedback is given and
- **Contract** - verbally - with your team about the purpose of feedback as **learning**



Exercise: What is my feedback profile?

Score yourself on all of the below questions.

	How often do you give positive feedback to others?	How often do you accept positive feedback from others?	How often do you ask others for the positive feedback you want?	How often do you refuse to give the positive feedback they expect from you?
+	Always			
	Very frequently			
	Often			
	Sometimes			
	Seldom			
	Never			
	Giving	Taking	Asking for	Refusing to give
-	Never			
	Seldom			
	Sometimes			
	Often			
	Very frequently			
	Always			
	How often do you give negative(*) feedback to others?	How often do you take negative(*) feedback from others?	How often do you ask others (indirectly or directly) for negative(*) feedback?	How often do you refuse to give negative(*) feedback?

Stroking profile, McKenna, 1974 - The original name Stroking Profile has been replaced by Feedback Profile. A stroke = a unit of recognition.

* Negative can be replaced by constructive, developmental,... feedback, with the aim for the other person to develop a new behaviour.

Note:

McKenna's inverse relationship suggests that if someone has a high positive (e.g. give a lot of positive strokes), they are likely to have a low negative (e.g. give few negative strokes) and vice versa.

A stroke = a unit of recognition.

Questions for reflection:

What was I not consciously aware of before doing this exercise?

What is the impact of my feedback profile on my team members?

Focus on the low areas. What daily action can you take to turn them into the positive area?

What would I like to change?

How does bias affect the way feedback is given or received?

A comparison of feedback models

There are many different feedback models available. Some of them are listed in the table with the relevant source.

Some of the most important characteristics of effective feedback are:

- First get permission to give feedback. This prepares the person receiving feedback.
- It states what “I observed..., I noticed..., I heard you say..., I saw....”, we take ownership of our perception by stating it from “I” and we don’t generalize
- The feedback starts from a perception which is based on facts or on a behaviour. Effective feedback is never given on the person. People can change their behaviours.
- Usually either a personal feeling is shared about the perception or a meaning is given to the perception.
- Some feedback models add a next step into stating what “we” would like as a team behaviour, then to make it more specific to what “I” as a team leader expect from the individual in terms of behaviour
- Then it can go more specific, stating the impact of the behaviour on “me”, again taking ownership. It can also be expanded on team level for the impact.
- Some models give the chance to the feedback receiver to give their view and opinion, which is highly desirable.
- The final action is ideally formulated from a WIN/WIN conversation.

STAR (DDI)	DESC (Bower)	SBI (CCL)	Clean Feedback (Walker & Doyle)	NVC Non-violent communication (Rosenberg)
Situation	Describe <i>I noticed...</i>	Situation <i>What happened...</i>	Evidence <i>What I observed, heard, noticed...</i>	Observation When....
	Express impact on you, feelings or thoughts <i>I felt...</i>		Inference <i>The meaning I make of this is...</i>	
Task	Specify <i>I would like...</i>	Behaviour <i>What I observed..</i>		Feeling <i>I feel....</i>
Action		Impact <i>How I felt, thought....</i>	Impact <i>How it impacts me....</i>	Need I’m needing some... (universal need)
Result	Consequences <i>This way we can...</i>			Request <i>Would you be able to...?</i>

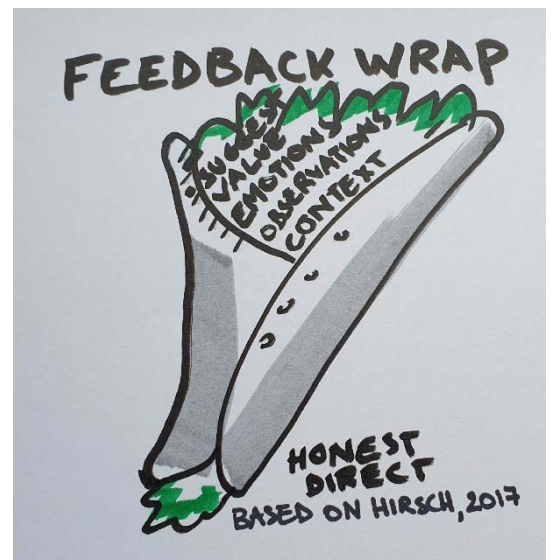
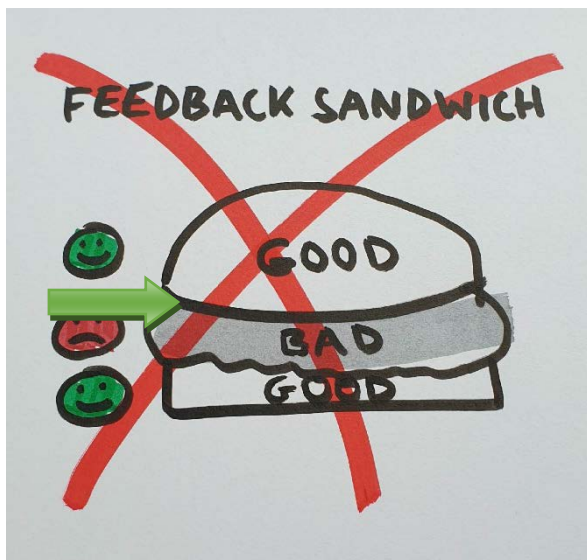
Off with the feedback sandwich and On to the feedback wrap

The feedback sandwich, which is very much aligned with the American system of feedback giving, has been abandoned for many reasons. Replace it with the Feedback wrap.

- People remember the last thing they heard. A positive message at the end may not foster the desired reflection.
- It does not fit with most cultures in terms of communication and giving feedback.

Feedback rules

- Speak from I, take ownership for your emotions
- Give constructive feedback on a situation or on behaviour, not on the person
- Reinforce what is positive and can be different at the start of the conversation.
- Be genuine and authentic – voice-tone and eye-contact
- Ask what the other thinks or feels afterwards



Communications – Feedback quadrant

-Perceived as direct by all world populations
-Value low-context, explicit & direct negative FB

NL

DE

DK

A

Low-context/explicit

US

CA

UK

-American style= specific and unique in softening negative criticism with positive messages
-Important to be low-context with both positive and negative feedback with these cultures

Direct
negative
feedback

Indirect
negative
feedback

IL

FR

ES

IT

B

-Complex cultures that speak/listen between the lines
-Give negative feedback which is sharp and direct

-Negative feedback is generally soft, subtle and implicit and should always be given in private
-Blurring the message can be effective (=saving face)

High-context/implicit