Be a Leader, Not a Boss

Essential Skills for Supervisors | Webinar Series

www.leadershipforchangeconsulting.com
Giving and Receiving Feedback

www.leadershipforchangeconsulting.com
Welcome!

What’s our Objective?

Gain a clear understanding of key skills for giving & receiving feedback.
Why are you here today?

...take a few moments to type a few words in the chat box please.
Webinar Outcomes

By the end of this workshop, participants will…

- Learn best practices for receiving feedback.
- Learn three key skills of giving feedback: Objective Observation, Appreciative Feedback, Developmental Feedback*
- Feel more confident as a supervisor.

*Important attribution: while we will be providing information and references from our own experiences and from several resources, we want to acknowledge that we rely heavily on the framework provided in Coaching Skills for Nonprofit Managers and Leaders by Judith Wilson & Michelle Gislason.
What’s your experience?

Think of a time you received feedback that you felt was NOT helpful…
- What was it about it that you found unhelpful?
- What did that other person do/say?
- What was their tone, other non-verbal communication you remember?
- Where were you?

Now think of a time you received helpful feedback from a co-worker; supervisor; or colleague…
- What about that feedback did you find helpful?
- What did that other person do, say, suggest?
- How did they give the feedback?
Receiving Feedback

Three triggers (or obstacles):

- **Truth** - “The feedback is wrong, unfair, unhelpful!”
- **Relationship** - “I can’t hear this feedback from YOU”
- **Identity** - “The feedback is threatening and I’m off balance”
Receiving Feedback

Shift from “That’s Wrong” to “Tell Me More”
Asking for Feedback - Name One Thing

- Ask “What’s one thing you see me doing that gets in my own way?” and/or “What’s one thing I could change that would make a difference to you?”

- Ask “What’s one thing you see me doing that is working well for you and our team?”
Tip...

If you haven’t already discussed with your staff how they like to receive feedback please immediately put this on your “to do” list!
Giving Feedback: Three Key Skills

1. Objective Observation
2. Appreciative Feedback
3. Developmental Feedback
Key Skill #1: Objective Observation

Articulate what you see without interpretation, evaluation, or judgment… no more, no less.
Objective Observation

Example

- **Evaluation:** Harriet has been talking too much and taking up too much time in meetings.

- **Observation without evaluation:** Harriet spoke five times during the last staff meeting in comparison to other staff who spoke once or twice. I also noticed that she spoke an average of 4 minutes while other comments were a minute or less.
Actions
I will not invite David to the next meeting

Assumptions
If people don’t care they shouldn’t be invited to future meetings.

Add Meaning
When someone doesn’t contribute it means they don’t care.

Observable Data
One committee member is looking at his phone and not contributing to the meeting.

Source – The Fifth Discipline by Peter Senge | EKCCO
Objective Observation

Let’s Practice!

LINK to video
What happened in that interaction?
Objective Observation

- Focus on the person’s behavior.
- Pretend you are videotaping a movie of that person and then playing it back...what did you actually see or hear?
- Ask yourself: “Would other people see or hear what I saw or heard?”
- Get specific: note exactly what the person said or did.
- Say what you observed without judgment.
Tip...

Objective observation is the foundation to giving helpful feedback.
People get on average only a couple of minutes of positive feedback each year, versus thousands of hours of negative feedback!

- David Rock, *Quiet Leadership*
Key Skill #2: Appreciative Feedback

Observation + Appreciation of the Positive Impact = Supporting & Encouraging Current Behavior.
Appreciative Feedback

“Great job!”
“Nice work on that proposal.”

Well meaning, but could be more effective...
Appreciative Feedback

Step 1: Start with the observation. What positive action, behavior, or demonstrated quality did you observe?

Step 2: Share your observation, based on facts.

Now you’ve created acknowledgement…”I see you”

Step 3: Communicate what that behavior means to you or the impact that it has made to the team, project, or organization.

When you add this appreciation to your acknowledgement, you give meaning to that person’s behavior.
“The predictor of misery is not in the message itself; it is in how safe people feel hearing the message.”

- Joseph Grenny
What’s your experience?

Think of a time you gave feedback and it was (in your perception) received well...

- Why did this situation work well?
- What did that other person do/say?
- What was their tone, other non-verbal communication you remember?
- Where were you?

Do you like giving “constructive criticism”? Why/why not?
Key Skill #3: Developmental Feedback

Observation + Impact of Behavior + Request for the Future =

= Improved Behavior/Performance
Developmental Feedback

● Prepare
● Check your attitude
● Do it now
● Find an appropriate place to give your feedback
● Ask permission to give your feedback if the situation allows
● Address one issue at a time
● Add impact
● Do not give your opinion of the person’s character
● Do not blame
● Stay on track
● Check it out
● Help the person move forward

www.leadershipforchangeconsulting.com
Developmental Feedback

Practice Scenario 1: Your Program Coordinator, Jessica, is repeatedly 10-15 minutes late to work. You have been frustrated by that behavior and not said anything yet. Your other staff seem to be getting frustrated as well. You decide it’s time to talk to Jessica.
Be Leader, Not a Boss
Essential Skills for Supervisors/Workplace Series

Giving & Receiving Feedback

DEVELOPMENTAL FEEDBACK PREPARATION

What did you actually observe?
• Try keeping asking yourself this question until you feel confident that you can describe the areas or behaviors without editing any value or meaning, just the facts as though recorded by video camera.

When did you see that happen?

What was the meaning to you or others? What are the likely consequences of this behavior?
• Try be prepared to back up your interpretation, especially when describing the impact on other people (How do you know what it meant to the team? Did you ask/see someone respond?)

What is required in the future? What is your request?
• Try be specific. Behavior can only change if the person knows exactly what they need to focus on.

How will you both know if progress/growth is being made?
• Try if appropriate, document the future plan of action (and, if necessary, the event that necessitated this coaching conversation). You may want this for the annual performance review process.

Which coaching questions will be useful to ask?

This worksheet has been adapted from Coaching Skills for Nonprofit Managers and Leaders: Developing People to Achieve Your Mission by Judith Wilson and Michelle Galazon.

www.leadershipforchangeconsulting.com
Developmental Feedback

Practice Scenario 2: You are worried that Joe has not been professional in his interaction with clients. He is sharing a lot of personal information that goes beyond typical organizations interactions. Clients love Joe and now seem to expect other staff to share similar personal information. What do you say to Joe when you sit down for a meeting with him?
Developmental Feedback

*Additional Questions to Consider...*

- How does this fit within your formal performance review procedures?
- What’s the difference between “feedback” and a “disciplinary warning”?
- How/when will you document in writing?
Tip...

Be willing to be uncomfortable and have the challenging conversations with staff...everyone will grow as a result (including you!)
Thank You!

Contact Mike:

mikebeebe@leadershipforchangeconsulting.com

Leadership for Change Consulting

Upcoming Trainings:

- Leadership Skills for Workplace Diversity, April 30th in Seattle

- Cultural Competency & Beyond, May 22 & 23rd with F.A.C.E. Consulting Collaborative in Olympia