

FEEDBACK TRIGGERS

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Sources:

- Stone, D. & Heen, S. (2014). Thanks for the Feedback: The science and art of receiving feedback well. New York, NY: Viking
- Heen, S. & Stone, D. (January-February 2014). "Finding the Coaching in Criticism" in Harvard Business Review, <https://hbr.org/2014/01/find-the-coaching-in-criticism>

Quotes: (Source: video posted on Global Leadership Summit, <https://www.followthegls.com/leadership-lessons/feedback-three-triggers-that-block-feedback-sheila-heen/>)

- "We swim in an ocean of feedback", Heen
- Heen describes feedback as: "sitting at the intersection between wanting to learn and grow *and* wanting to be appreciated for exactly who we are"

Reflection Question #1: "Think of a time when you did not accept feedback (or advice or evaluation). What were the reasons?"

Reflection Question #2: "What helps you receive feedback well?"

Feedback Triggers (Stone and Heen, 2014)

- 1 Truth Trigger [about content or "the challenge of see"]
- 2 Relationship Trigger [about person delivering content or "the challenge of we"]
- 3 Identity Trigger [about relationship with yourself or "the challenge of me"]

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Supporting your Students

Prior to the Appointment:

1. **Reflect and Review:** Where might the student be developmentally? What transitions might they be experiencing? [identity]
2. **Type of Feedback:** Consider the “three categories of feedback” by Stone and Heen: appreciative, coaching/developmental and evaluative. [relationship]
3. **Prepare to Coach:** Be prepared to do some coaching on receiving feedback well, including:
 - a. Encouraging the student to take time to reflect on what was discussed, and that a decision does not need to be made now [truth & identity]
 - b. To discuss this information with other people in their lives [truth]
 - c. To book a follow-up appointment if want more time to consider options [identity]

During the Appointment:

1. **Build Rapport:** Share the boundaries of what can be done in the appointment, that you may make referrals, and help them to know what to expect [relationship]
2. **Be Specific:** Try and focus on the data and options [truth]
3. **Try “Feedforward”:** Instead of focusing on the past, focus on what can be done in the future [identity]
4. **Encourage a “Growth Mindset”:** Skills can be learned, and sometimes that requires a lot of effort and hard work [truth and identity]
5. **Stop:** If it looks like a student is experiencing a feedback trigger and it seems to be a barrier to the rest of the conversation, ask if they would like to book another appointment [identity]

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