

FEEDBACK TRIGGERS

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AGENDA

1. The work of Douglas Stone and Sheila Heen on feedback
2. “Think of a time when you did not accept feedback (or advice or evaluation). What were the reasons?”
3. Feedback Triggers
4. Your experiences delivering feedback to students
5. “What helps you receive feedback well?”
6. Supporting students to receive feedback well
 - a. Preparing for the appointment
 - b. During the appointment

ABOUT YOUR PRESENTER

- **Western University (Ontario)**
- **Western Illinois University**
- **University of New Mexico**
- **Brescia University College**
- **University of Saskatchewan**
- **Fahey Floer Consulting Group**
 - **Leadership Saskatoon**
- Covering a mat leave at **University of Saskatchewan**

DOUGLAS STONE AND SHEILA HEEN

1. The follow-up book from Difficult Conversations
2. HBR article: Find the Coaching in Criticism
3. Heen “we swim in an ocean of feedback”
4. Heen: “feedback lives at the intersection between a) wanting to learn and grow, and b) wanting to be appreciated for exactly who we are

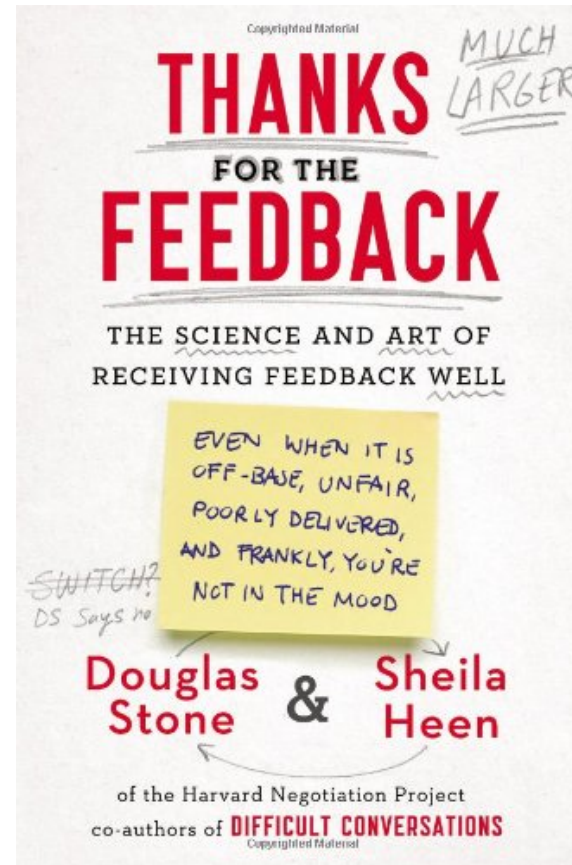


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REFLECTION #1

“Think of a time when you did not accept feedback (or advice or evaluation). What were the reasons?”

(Source: Stone and Heen, youtube video, presentation to Google staff)

EXAMPLES OF NOT ACCEPTING FEEDBACK

FEEDBACK TRIGGERS

Truth Trigger- [about the content]

“Is it ringing true?”

Relationship Trigger [about the person delivering the feedback]

“Does this person have your best interest at heart?”

Identity Trigger [about your relationship with yourself]

“Has your feedback brought up emotions such as feeling overwhelmed, threatened or ashamed?”

FEEDBACK TRIGGERS

Truth Trigger- “the challenge to **see**”

Relationship Trigger- “the challenge of **we**”

Identity Trigger – “the challenge of **me**”

Source: Stone and Heen (2014)

TWO “WALK AND TALK” DISCUSSIONS

- Stand up and meet others in the room
(one minute/person)
 - Name
 - Role and Institution
 - What kind of feedback (or information or advice) do you enjoy providing to students?
 - What kind of feedback do you dread giving students?

REFLECTION #2

What helps you receive feedback well?

Adapted from: Heen and Stone (2014, HBR article)

EXAMPLES OF RECEIVING FEEDBACK WELL

ASSISTING 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:** 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 [identity]

ASSISTING STUDENTS- 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:** Ask if they would like to book another appointment [identity]

Other ideas?

SUMMARY

- "Feedback sits at the intersection of a) wanting to learn and grow, and b) being appreciated for exactly who we are" (Heen, 2014)
- Three feedback triggers that are barriers to receiving feedback well:
 1. Truth Trigger ("the challenge to see")
 2. Relationship Trigger ("the challenge of we")
 3. Identity Trigger ("the challenge of me")
- Knowing about the triggers can help you prepare for an appointment with them in mind and support students during the appointment

START, STOP, CONTINUE

- Reflect on the information presented and your own experiences:
 - What will you start?
 - What might you stop?
 - What will you continue?

Thank you for attending my presentation. I welcome feedback!