



Overview



Topic: Providing feedback in a way that can be heard and supports ongoing collaborative work.

Audience: Individuals, adolescent through adult.

Conceptual Objective: This workshop is designed to make the process of providing feedback an intentional and positive experience. Giving or receiving feedback can be an emotional, tension ridden process. The aim is to provide a framework and structure so that those conversations are easier and the relationships between colleagues sustained.

Experiential Objective: Participants will practice strategies for being clear and intentional with word choice to effectively communicate their meaning during a feedback process. Participants will also practice using a technique to shift the focus from blame to desired behavior in a feedback process.

Facilitator Prep: Review the handout, practice the exercises with a partner. Consider your own stake in this process. Are you a person who handles feedback well? Have you ever delivered feedback? Has it gone well or particularly poorly? Consider what you should be prepared for in your own context when you facilitate this. What are the foreseeable challenges, and how do you think you could address them?

Related Content: This exercise is best when included as part of broader training on teamwork, group development, interpersonal growth, etc. Related civic agency workshops include The Self in Conflict and Assets and Deficits.

Procedure

INTRODUCTIONS (3 MIN)

- Facilitators introduce selves, participants introduce self to neighbor.

OPENING (2 MIN)

- Conversations in which we give or receive feedback leaves both participants in vulnerable positions. The person receiving feedback is being held accountable for their work, and the person giving feedback may be in the position of delivering bad news. Too often these conversations are preceded by trepidation and anxiety. By introducing a few techniques, this workshop will provide a space for calm and intentional exchange of feedback.
- Effective exchange of feedback is essential to equitable collaborative processes. Without the flow of feedback, including across power differentials, individuals' concerns can manifest themselves as passive aggressive behavior or destructive attempts for power and control. Similarly, when people don't have access to positive feedback, they may disengage from the work or miss opportunities to hone their unique strengths. Collaborative work thrives when people have the skills to communicate openly. Leaders who model good feedback create a culture where others feel safe to do the same.

SCENARIO (5 MIN)

Begin by forming pairs and asking individuals to role play delivering the following feedback. Select one person to be the group leader and one to be the feedback recipient:

- You are a part of a collaborative art group and had agreed to create an art piece for the local community college. Everyone had their own parts to contribute and the group mutually agreed that everything would be finished and brought together today. When the group met and presented their individual portions, you noticed that one of the group members had not finished their portion of the project. As group leader, pull them aside and inform them that their art piece is not complete enough to be included in the final installation, and you really need them to either finish things on time or notify the group well in advance. This negatively impacts the entire group because of the shared nature of the final product.

- ❑ Have the pairs discuss:
 - What was your primary emotion during this exercise? Why?
 - What was easy and what was difficult about this exercise?
 - Would you say the message was effectively communicated and received? Why or why not?

We'll now learn three strategies to help better navigate situations like this.

SITUATION BEHAVIOR IMPACT (SBI) (5 MIN)

- ❑ The SBI is a tool from the Center for Creative Leadership helps us communicate the key facts of a situation while remaining as descriptive and objective as possible. When used well, this tool can prevent a constructive feedback conversation from devolving into an emotionally-heated debate about each person's subjective interpretations or judgments.
 - Situation – describe the event with as much detail as possible. The more detail there is, the more clear the conversation will be.
 - Behavior – Identify the behavior that occurred during the situation. Do not add emotion or tone, instead narrate the scene.
 - Impact – Identify the impact that the behavior had on you (the speaker) or the people/group relevant to the event. It is important at this point to not make this about the other person. The focus should be on the situation that occurred rather than the person who carried out the situation.

MUTUAL PURPOSE & STATING YOUR INTENTIONS (5 MIN)

- ❑ This is a strategy from the book *Crucial Conversations* by Kerry Patterson and colleagues. It is particularly helpful when you are concerned that your conversation partner may misunderstand what you have to say or react defensively because they're feeling emotionally threatened in the situation.
- ❑ The two conditions for creating emotional safety are mutual purpose and mutual respect.

- ❑ Discuss as large group:
 - in the art collaborative scenario, what are the two people's mutual purpose? (They both value art, want to contribute to the community through art, want to use their creative capacity.)
 - What is the group leader's intention in giving the feedback? What do they mean and what do they not mean? (They mean to help the group continue to produce quality work, to sustain the group's collaborative functioning. They do not mean to say anything about the quality of the artist's work or their value as a contributor to the group.)
- ❑ In this strategy:
 1. State your intention, including what you mean AND what you don't mean
 2. Name your mutual purpose
 3. State the feedback or the message.

START, STOP, CONTINUE (5 MIN)

- ❑ This strategy helps make feedback part of a regular practice among collaborating individuals. For instance, some supervisors may ask that in meetings with their staff, both staff and supervisor would provide feedback using this tool each time they have a one-to-one meeting. It creates safety by normalizing the exchange of feedback, focusing on behavior, and balancing positive and constructive feedback. The hope is that small frustrations or conflicts are addressed early on, before they become large.
- ❑ In this strategy:
 - Start: Name one thing you would like the other person to start doing.
 - Stop: Name one thing you would like the other person to stop doing.
 - Continue: Name one thing you would like the other person to continue doing.

PRACTICE (10 MIN)

- ❑ Form groups of three
- ❑ Take turns, one person at a time, using each of the three strategies we just discussed to deliver the feedback in the initial scenario.
- ❑ Use the handout to review the three techniques and scenario.
- ❑ If you have extra time, partners may propose a situation from real life to practice with.

DISCUSSION (10 min)

- ❑ Discuss the following in partner groups:
 - Compare experiences. What is similar and different about your experiences with each strategy? What created the differences?
 - Which step was the simplest to execute? Which was the hardest?
 - How were these similar or different from what you might normally do?
 - What were the pros and cons of each tool?
 - How would this be useful (or not) in real life?

THINK BACK (10 min)

- ❑ Discuss as a full group:
 - Do you prefer one model over the other?
 - Are you going to use these models?
 - Are they interchangeable models? Explain.

CLOSING (5 MIN)

- ❑ Going around in a circle, ask each participant to share one word reflecting how they are feeling now. Ask participants to please complete the evaluation for this workshop.

“Constructive, Intentional Feedback” is created by Minnesota Campus Compact staff based the Situation, Behavior, Impact tool from the Center for Creative Leadership, Crucial Conversation: Tools for Talking When the Stakes are High by Kerry Patterson et al., and Start, Stop, Continue from source unknown. The Agreement s in this workshop have been adapted from Glen Singleton's Courageous Conversations. We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.

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Constructive, Intentional Feedback Handout

Situation Behavior Impact

SBI is about identifying all of the aspects of a situation and recognizing their place in the experience.

- Situation – describe the event, with as much detail as possible. The more detail there is, the more clear the conversation will be.
- Behavior – Identify the behavior that occurred during the situation. Do not add emotion or tone, instead narrate the scene.
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Mutual Purpose | Stating Your Intentions

- Discuss as large group:
 - in the art collaborative scenario, what are the two people's mutual purpose? (They both value art, want to contribute to the community through art, want to use their creative capacity.)
 - What is the group leader's intention in giving the feedback? What do they mean and what do they not mean? (They mean to help the group continue to produce quality work, to sustain the group's collaborative functioning. They do not mean to say anything about the quality of the artist's work or their value as a contributor to the group.)
- In this strategy:
 1. State your intention, including what you mean AND what you don't mean
 2. Name your mutual purpose
 3. State the feedback or the message.

Start Stop Continue

- This strategy helps make feedback part of a regular practice among collaborating individuals. For instance, some supervisors may ask that in meetings with their staff, both staff and supervisor would provide feedback using this tool each time they have a one-to-one meeting. It creates safety by normalizing the exchange of feedback, focusing on behavior, and balancing positive and constructive feedback. The hope is that small frustrations or conflicts are addressed early on, before they become large.
- In this strategy:
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Scenario

You are a part of a collaborative art group and had agreed to create an art piece for the local community college. Everyone had their own parts to contribute and the group mutually agreed that everything would be finished and brought together today. When the group met and presented their individual portions, you noticed that one of the group members had not finished their portion of the project. As group leader, you need to pull them aside and inform them that their art piece is not complete enough to be included in the final installation. You want to mention that this impacts the entire group because of the shared nature of the final product.



Campus Compact
Minnesota

Survey for "Constructive, Intentional Feedback" Workshop

Thank you for taking time to attend this Civic Agency workshop. We are very interested in receiving your feedback. (Alternatively, you may also complete this survey online at <http://tinyurl.com/ja28zek>). If you have participants complete evaluations on paper, please scan them and send them to info@mncampuscompact.org.

Your information

Primary Role: Student, Faculty, Staff, Administrator, Community Organization Staff, AmeriCorps/VISTA

Institution (College, University, Organization):

Date:

Please indicate how strongly you agree/disagree with the following about your experience with the Civic Agency workshop you participated in.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
I feel capable of using the tools and exercises I learned about					
The tools and exercises I learned about are valuable					
I increased my confidence in my own ability to lead					
I gained useful leadership skills, strategies, or insights					
I learned about new leadership tools or resources					
I developed new or deeper connections with others					
I both learned from and contributed to the learning of others					
Other participants in the workshop helped me see things from a different perspective					

Please indicate how strongly you agree/disagree with each of the following statements about yourself before the workshop

	Strongly Disagree					Strongly Agree				
	1	2	3	4	5	6	7	8	9	10
Before the Workshop										
I understood my own identities and cultures										
I understood how identities and culture matter in social/community change work										
I understood how I connect with social issues on a personal level										
I was aware of strategies for fostering collaboration in diverse groups										
I was aware of strategies for effectively leading others										
I was aware of strategies for developing an action plan for social/community change										
I believed I had power to address social/community issues										



Please indicate how strongly you agree/disagree with each of the following statements about yourself now:

	Strongly Disagree					Strongly Agree				
	1	2	3	4	5	6	7	8	9	10
After the Workshop										
I understand my own identities and cultures										
I understand how identities and culture matter in social/community change work										
I understand how I connect with social issues on a personal level										
I am aware of strategies for fostering collaboration in diverse groups										
I am aware of strategies for effectively leading others										
I am aware of strategies for developing an action plan for social/community change										
I believe I have power to address social/community issues										

Is there anything you would like to tell us about your experience with the workshop?