

MODULE THREE: KEY LEADERSHIP SKILLS

Module aims:

- To develop and improve your leadership skills.

GIVING AND RECEIVING FEEDBACK: ESTABLISHING A CULTURE OF TRUST

https://www.youtube.com/watch?v=FQNbaKkYk_Q

Establishing a culture of trust

Throughout our lives we have been receiving both positive and negative feedback. You may recall some of these forms of feedback:

“Well done, you have such an excellent way of engaging with children.”

or

“You never listen, you are so eager to put your own view forward.”

The manner in which either positive or development feedback is given or received can determine the relationships you foster and the culture you encourage.

Feedback, if given correctly, is one of the most effective ways of motivating someone. In your current leadership positions and future leadership situations it is imperative that you master the skill of giving feedback that supports those you lead to develop and perform to their full potential while acknowledging their strengths and success.

CONSIDER: When feedback goes wrong, it is often not due to the way you delivered it, or how it was received. It is about the person not being set clear realistic guidelines or goals which you both agree on and towards which they should strive. Without this, agreed expectations will be difficult to fulfill.

REFLECT: Think of a time when you received feedback which made you feel awkward and left a negative impact on you. Can you identify why that was? Consider the following factors:

1. Did you know what was expected of you?
2. Where was it given?
3. Who heard the feedback?
4. How was it communicated?
5. On reflection, was it correct?

6. Have you changed the way you have performed since this feedback?
7. What action did you take following this feedback?

After reflecting on the above aspects, can you think of key factors which could determine the effectiveness of the feedback you give?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

At times it is necessary to give immediate feedback, however this session is about planned feedback. We will later look at points to consider when giving immediate feedback

Guidelines for giving feedback

- Own the feedback: Understand that the feedback you give is based on your own perceptions, evaluation and opinion. Take responsibility for it and the fact it might be wrong.
- Be positive first: It's easier for people to accept their weaknesses if they are told their strengths first.
- Be specific: The more detail you can give, the better someone can make changes.
- Focus on behaviour not the person: Tell people about things they can change, not what they can't change.
- Offer alternatives: Give suggestions for improvement.
- Choice of change: Give the person the freedom to accept or reject your feedback.
- Choose an appropriate time and place: Don't give negative feedback in public.
- Give face to face feedback: But again, choose the appropriate time and place.
- Prepare your feedback beforehand: And be prepared for an emotional reaction.

REFLECTION: When in your leadership role might you have to give feedback? How might you alter this in regards to the above points?

The STAR model

Use this model to prepare feedback before you give it [PDF sheet available].

TIP: Use the module on social and awareness and emotional intelligence to help inform your feedback.

Feedback sequence

- When you...A statement that describes the behaviour without judgement, exaggeration, labelling, or motives. State the facts.
- I am concerned because...Say who or what it impacts and what that impact is.
- Pause for discussion. Let the other person respond.
- I would like...Because...Describe the change to the other person to consider and why you think the change will address this issue/concern.
- What do you think? Listen to the other person's responses and be prepared to discuss options.

ACTIVITY: Try using the STAR model or above sequence next time you have to give feedback as a leader. How did it make you feel? How did it make the receiver of the feedback feel?

Factors which may influence the way you give feedback

1. Have you set goals for your team which are realistic, understood and agreed upon?
2. After looking back at the module on emotional intelligence and social awareness, make sure you are emotionally in a good place to deliver this feedback. Separate your personal life and emotions from your role as a leader.
3. Make sure you have empathy.
4. Make sure you are prepared to listen and not be biased.
5. Look back at the module on emotional intelligence and social awareness, is the person you are giving feedback to in a position to receive it? For example: Are they well? Have they calmed down? Are they ready to listen? Is it your position to give this feedback? Should you be aware of any other factors which could influence the way the person receives your feedback? How can you make sure you know this? Consider a friendly check in to chat informally to ascertain their state of mind.
6. Consider your own self-management: Reflect on how you communicate and perhaps how you are perceived.
7. Consider your tone and delivery: Language – Choose your language carefully. Perhaps consider having some phrases to hand. Stick to the point, don't ramble.
8. Always be considerate and keep the focus on supporting the individual to perform at their best and to understand what the best is.

REFLECTION: Do you have a support plan in place to ensure the person can obtain further support to attain the goals you have set?

REMEMBER: It is not a negotiation, it is feedback.
Creating your personal feedback check sheet

1. What was the agreed goal set?
 - Goal
 - Date set
 - Was it agreed?

2. What is the problem or what are you hoping the person will adapt or do differently after receiving your feedback?
 - Outline the optimum outcome for yourself
 - What is your timeline to achieve this?
3. Reflect on the person's skills
 - Does the person have the necessary skills to achieve this?
 - When you set the goal did you examine any training needs which may have been necessary for the person to achieve the goal that was set?
 - Was it clear?
 - Did you follow up on any training needs or developments?
 - Could you suggest any signposting/ mentoring?
 - Have you had this discussion before?
4. Timing and delivery
 - When is a good time to deliver this feedback?
 - Is this a good time for both parties?
 - Is it clear where and what time this will take place?
 - Is the timing fair in terms of the person's commitments (lectures/faith/rehearsals/ examinations)?
 - How will you deliver the feedback: verbally? Face to face? Electronically? What are the implications for this delivery?
 - What is your manner of this delivery? Be aware of a diverse range of reactions. Be prepared. Don't be hostile. Are you clear, directive and not biased?
5. Your language and body language:
 - Are you engaging?
 - Is the situation threatening?
 - Don't make it personal i.e. "This" instead of "Your"
 - Consider stock phrases: "could you consider" rather than "I want you to" and "Our agreed requirements were not met at this time" or "The behavior displayed and observed was not in keeping with" rather than "Your behavior was not acceptable".
6. The best that the person can do - looking at perspectives
 - Is your feedback valid?
 - Is this the very best the person can do?
7. Be specific:
 - Have your data to support your argument in a positive way.
 - Have a solution, but ensure you work on the agreed solution and future goal to achieve together.
 - Allow the person to identify how they will implement any improvements.
 - Be thankful for their cooperation and taking the feedback well, and perhaps engage the person into identifying what you could put in place to ensure them to achieve what is required.

ACTIVITY: Using the above resources, build your own feedback plan.

REMEMBER: Correct in private: it has nothing to do with anyone else. Praise in public: it is important for people to feel valued. This should determine the timing and setting which can impact the success of your feedback.

Receiving feedback

Even leaders need to be motivated and open to improvement. The way to learn and grow is to receive feedback yourself.

TIP: Look at your Personal Network cards. Examine who is best to give you constructive feedback. Have a look at your Feedback Plan. Share this with the person/s you have identified to give you feedback. Together, work out a feedback session for yourself.

ACTIVITY: Think about what you should be receiving feedback on:

- How did you set the goals for the team you lead?
- How was it communicated?
- Was it understood?
- Did your team have buy in?
- How do you communicate? Are you aggressive? Are you specific?
- Were you able to demonstrate how this goal or action would impact an outcome for the positive?
- Are you subjective?
- Are you fair?
- Are your values clear and do you stick to them?
- How do your values influence the culture?

Guidelines for receiving feedback

- Listen: However uncomfortable the feedback is, listen to the person giving it. If you reject the feedback or defend yourself, you might miss something important.
- Clarify: Make sure you understand what is being said. Check, reflect, paraphrase or simply ask.
- Check it out: Find out if other people share the same view as the person giving the feedback.
- Ask: Feedback is vital for learning and growing. Don't be worried about asking what you need to know.
- Choose: You have the right to accept or reject any or all of the feedback.
- Say thank you: It might have been hard for the person to give you feedback and they might have put aside lots of time to do so.

ACTIVITY: Use the above guide to shape your feedback sessions with your mentor.

Finding your values

What are the values you live by in the context of your role as a leader at Durham University and within your community?

ACTIVITY: A value is something that is important to you. Write down the 1-5 most important words to you.

ACTIVITY: Personal best: Finding your goal or aspiration. Think about the best place you want to be by the end of the year. Break it down into steps and how you're going to get there. What five values do you want to be known for and how do those values link with your personal best? Then create a statement about yourself: "My values are..." "My ideology is..." and build that into your end goal.

END OF MODULE EVALUATION:

What happens next? How you can build your portfolio of evidence?