

Supervisory Training Series 2
Feedback for Supervisors

Williams

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Introductions

Hello
my name is

- Name
- Where you work
- How long you've been supervising
- How long you've been supervising at Williams



Program Overview

Ground Rules

- Confidentiality
- Participation
- Listening
- Judgement free zone



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You Write the Slide

- Who here likes giving feedback?
- What makes giving feedback difficult?



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What Makes Feedback Difficult?

-NOTES-

Provide Constructive Feedback

The Threat Response

- Imagine your boss comes by your desk and says:
“Can you come into my office?”
- How do you feel?
- When you come into the office, your boss closes
the door and says:
“I need to give you some feedback.”
- Now how do you feel?



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Provide Constructive Feedback

Managing the Threat Response

- Social Needs Are Primary
- Brain is Wired to Notice Threats to:
 - Status
 - Certainty
 - Autonomy
 - Relatedness
 - Fairness



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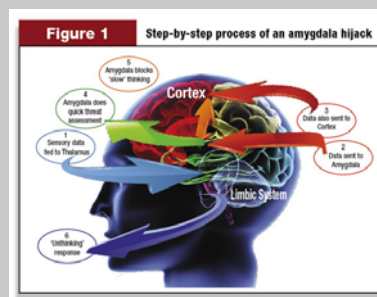
SCARF

Dimension	Threat	Reward
Status	Unfavorable comparisons Being less than “Let me give you some feedback.”	High status “Good Job”
Certainty	Ambiguity Change	Familiarity Predictability Knowing what to do Knowing what is going on
Autonomy	Micromanagement	Choice Latitude
Relatedness	Loneliness, Rejection Other is a “foe”	Inclusion, Team Building Other is a friend
Fairness	Sneakiness Favoritism	Equity, even dealing Mission of fairness



Threats Lead to Amygdala Hijack

- When the threat response is triggered:
 - Fight
 - Flight
 - Freeze
- When triggered, we can't learn or plan.



Central Questions

- How do we train ourselves to notice positive behaviors and give positive feedback?
- How do we give constructive feedback while minimizing the threat response?



Positive Feedback

1. Formula
2. Exercise



Giving Feedback

Positive Feedback Formula



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Your Turn

- Complete the worksheet
- Share with your partner.



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Appreciative Feedback Worksheet

Think of a recent event where you saw a coworker, friend, or family member do something that you appreciated.

What specifically did they do? Be as concrete as possible. Avoid abstractions like "He was friendly to the customer." Instead, describe the behaviors that led you to the conclusion he was being friendly. For example, "he smiled and shook hands with the customer as he approached, and his face and gestures were animated and lively."

What was the impact this had? Be as specific as possible

Post-class Challenge

- Actually give the positive feedback you just discussed
- Set a goal for how many times per week you'll give positive feedback.
- Add it to your to do list like anything else.



Constructive Feedback

1. Investigate / Prepare
2. Opening the conversation
 - Exercise
3. Joint investigation
4. Joint action planning
5. Follow through



Investigate / Prepare

- What data is relevant
 - Records and reports
 - Interviews with colleagues and other stakeholders (e.g. attendance records)
- Are you sure:
 - Expectations have been clearly stated?
 - They know how to do it?
 - There aren't obstacles beyond their control?
 - It's a reasonable expectation give their other responsibilities?



Giving Feedback

Constructive Feedback Opening

1. Use behavior + impact to describe what you are seeing
2. Ask if they have additional information you should know. Listen.



Labeling the Person vs. Describing Behavior

Labeling the Person	Describe the Behavior
Bad Attitude	<ul style="list-style-type: none">• Uses sarcasm• Crosses arms, frowns, avoids eye contact• Makes comments that undermine morale
Lazy	<ul style="list-style-type: none">• Delays or ignores certain tasks• Disappears and cannot be found• Arrives at work tardy, returns late from breaks.• Takes longer than needed to complete tasks• Performance suffers without frequent direction and oversight• Ignores obvious problems• Leaves work for the next shift



Example: Tardy Receptionist

- **Behavior:** I've noticed you've been over 10 minutes late 3 times in the last two weeks.
- **Impact:** When you're not here when we open, others have to greet visitors and answer the phone, which takes them away from the work they're supposed to be doing, and often they don't know how to direct people properly, which can lead to more confusion for everyone.
- **Inquiry:** What's going on? Is there anything I should know about this?



Your Turn

- Complete the worksheet
(5 minutes)
- Share with your partner.
(10 minutes each)



Constructive Feedback Worksheet

What are the specific behaviors that you believe have had a negative impact?

In your view, what has been the negative impact of the behaviors you have seen?

What additional research could you do to find out more about what is happening?

GO ON TO THE NEXT PAGE!

What is the positive future you would like to create with this person?

Write a script for how you will begin your feedback session with the employee

Next Steps

- Jointly investigate causes
 - e.g. Why reports haven't been submitted on time
- Jointly develop an action plan
 - Specific, Measurable, Time Bound
 - Check for level of commitment
- Offer Support
 - Demonstrate your commitment to their success
- Follow through
 - Track progress
 - Show appreciation for progress



Questions?



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Thank You

- More takes on feedback in upcoming courses: Performance Development, Resolving performance problems
- Program evaluation link and course page coming via email
- Check in with your partner about how it's going!

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