



Feedback Mastery

*Reducing Defensiveness
in Conversation*



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Opportunities and Goals

- Understand & recognize the role emotions & assumptions play in tough feedback conversations
 - Understand & practice a feedback model to reduce defensiveness
 - Examine ways to become a better receiver of feedback

Difficult Conversations

2-ingredients:

1. Emotions



2. Stories

Why did she broadcast an email disagreeing with our approach?

Who does she think she is...
JERK!

Jill didn't show up for the committee meeting AGAIN today!

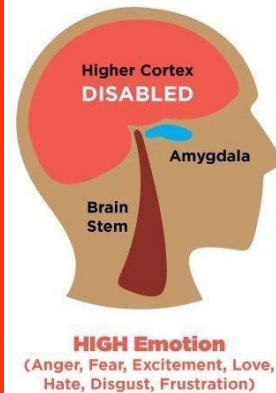


EMOTIONS

During an Amygdala Hijack we notice immediate changes:

Emotions: Amygdala Hijack

- Emotions Overwhelm your thinking and actions
- Unable to read others' emotions
- Can't find right words
- Unable to focus thinking or actions
- Physiological response: heart races, blood pressure increases, sweating, gut hurts, clenched jaw... etc



Preventing Amygdala Hijack

In the throes of amygdala hijack, we can't choose how we want to react because the old protective mechanism in the nervous system does it for us — even before we glimpse that there could be a choice. It is ridiculous.

Practicing Mindfulness in Conflict

Practicing mindfulness in the middle of a conflict demands a willingness to stay present, to feel intensely, to override our negative thoughts, and to engage our breath to maintain presence with the body. Like any skill, it takes practice.

There are different approaches to working with a provoked nervous system and intense emotions, but they all have some elements in common. Most of these are based on the book *Everything is Workable: A Zen Approach to Conflict* by Diane Musho Hamilton.

Set up Feedback Conversations for Success

We see the impact or the person's behavior. We want to dig deeper to get at the root cause or feelings and intentions of the person's actions.

The Situation-Behavior-Impact™ Feedback Tool

Developed by the Center for Creative Leadership, the SBI™ feedback tool outlines a simple structure that you can use to deliver effective on-the-spot feedback.

Situation:

Anchor this situation in time and place. Describe the situation where the observed behavior occurred. The more specific you can be about the where and when, the better.

Behavior:

Help the individual understand exactly the behavior you're talking about. Think of playing back a videotape only using words to describe what you saw and heard. Avoid interpretations and judgments here, such as, "You weren't listening to me." Instead, simply describe the person's behavior: "When I was talking, you pushed your chair away from the table and gazed out the window."

Impact:

Share with the individual the impact of the behavior on you and/or on others who were present. Impact is what you or others experienced; you're now making that internal experience known to the individual. Impact statements are about the speaker, not the other person. When you give an SBI, the impact statement is about yourself.

Most often, a description of the impact will start with, "I felt ... "or, "I was" or, "It appeared to me others were ... ". If you find yourself saying, "You were ... ", you're probably on the wrong track. An impact statement is not an interpretation of why the individual showed that behavior, and it is especially important not to label the behavior in a psychological way or to make a judgment about the person.

Intent:

Ask about the person's original intentions. This enables you to draw attention to the gap between intent vs. impact.

- Example: "What were you hoping to accomplish with that?" or "What was going on for you?"

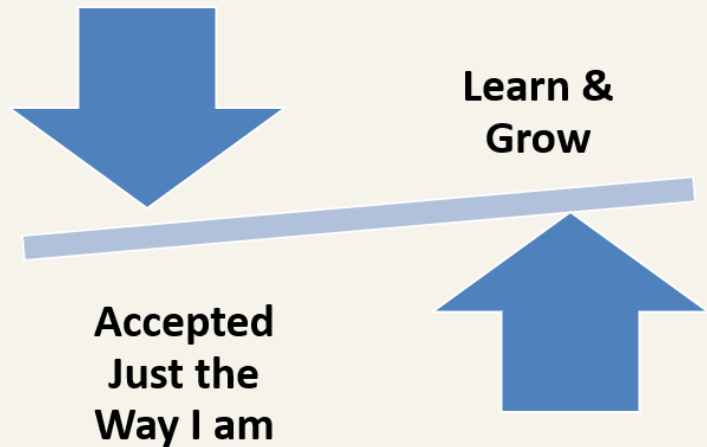
A conversation that clarifies intent vs. impact builds trust and understanding. Simple solutions usually follow. Inquiring about intent is also where good coaching starts.



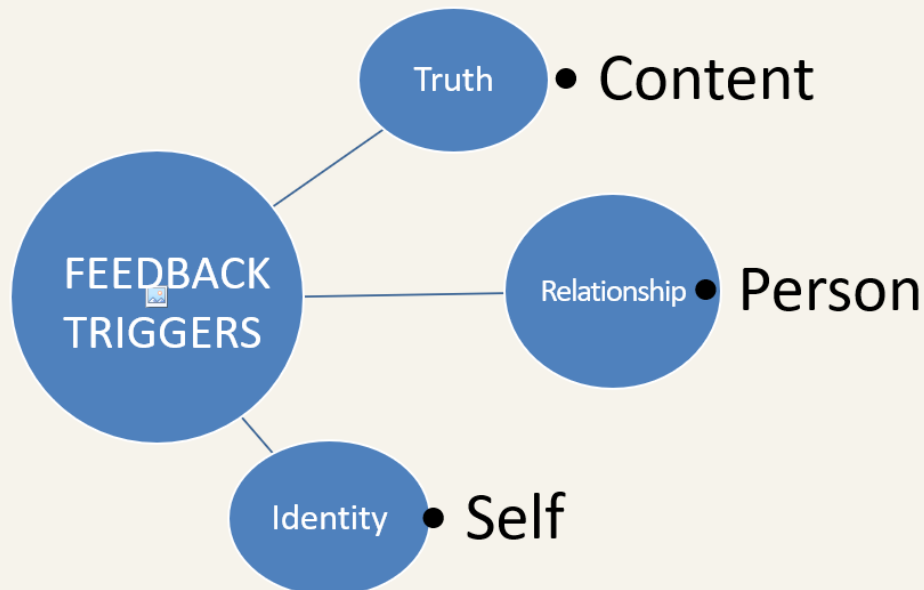
Why is Receiving Feedback Hard?

Tensions between Two Core Human Needs

Adapted from HBR Find the Coaching in Criticism; Sheila Heen and Douglas Stone



FEEDBACK TRIGGERS





HOW TO LOOK AT FEEDBACK DIFFERENTLY



KNOW YOUR
TENDENCIES



DISENTANGLE
THE "WHAT"
FROM THE
"WHO"



LEAN
TOWARDS
COACHING
INTENT
INSTEAD OF
EVALUATIVE
INTENT



UNPACK THE
FEEDBACK;
SET ASIDE
JUDGEMENT



ASK FOR
FEEDBACK;
JUST ONE
THING...



EXPERIMENT

Notes