



Inclusive Research
Teams Training
for the life sciences workforce

Developing Your
Feedback Strategy and
Style


We teach scientists
evidence-based strategies and frameworks
to inclusively mentor, train & manage

Naledi Saul, MPM
Director

Rachel Care, PhD
Interim Program Director

Office of Career & Professional Development

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Feedback.....

1. What is it?
2. Why is it so hard?
3. What's the framework?
4 speed rounds!

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1. Feedback: what is it? Information!

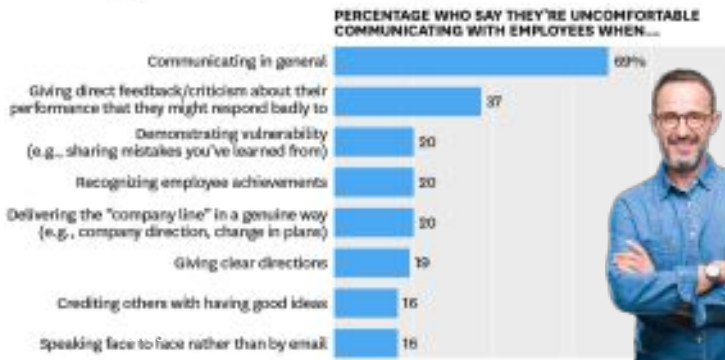


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2. Feedback: why is it so hard?

Two-Thirds of Managers Are Uncomfortable Communicating with Employees
 by Lisa Telleman

When Managers Are Uncomfortable Giving Feedback



SOURCE: INTERACT SURVEY OF 500 MANAGERS CONDUCTED BY HIRING POLL.

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2. Feedback: why is it so hard?



"145 study participants received a range of bad-news scenarios, and with each scenario, they were given two potential deliveries. For each received message, they ranked how clear, considerate, direct, efficient, honest, specific and reasonable they perceived it to be. They also ranked which of those characteristics they valued most.

Participants, for the most part, valued clarity and directness over other characteristics."

Ian Manning, Nicole Amare. *Bad news first: How optimal directness depends on what is negated.* 2017; DOI: [10.1109/IPCC.2017.8013959](https://doi.org/10.1109/IPCC.2017.8013959)



What works?

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2. Feedback: why is it so hard?



EMOTIONAL LABOR

"...dealing with bad news is a difficult emotional task for managers for a variety of reasons (Harris & Sutton, 1986)."

"For example, it can be emotionally distressing for those who deliver the bad news."

(Folger & Skarlicki, 2001). (Bies, 2012)

FEAR OF RETALIATION

"Those who deliver bad news may become a target of anger and retaliation by the recipient of the news."

(Tripp & Bies, 2009). (Bies, 2012)

CONSEQUENCES

"Blame is a key managerial concern (Bell & Tetlock, 1989; Bies, 1987b). Being blamed for bad news can prove costly, as it may seriously erode one's organizational legitimacy (Salancik & Meindl, 1984)

(Bies, 2012)



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Feedback: what works?

4 Rounds

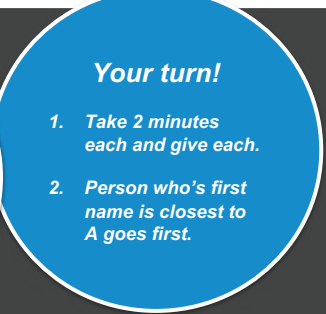
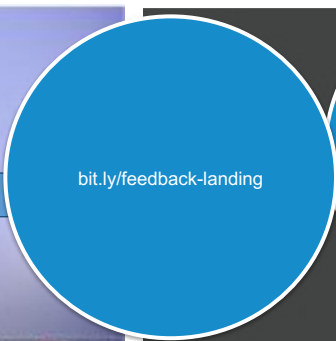
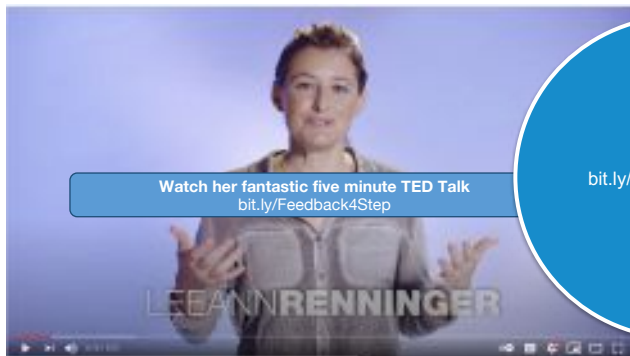


- ❖ Round 1: Feedback – Renniger’s 4 step framework
- ❖ Round 2: Feedback – giving kudos/appreciative feedback
- ❖ Round 3: Feedback – giving corrective/coaching feedback?
- ❖ Round 4: Feedback – when the right feedback lands wrong.

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Round 1: There are four steps to feedback: LeeAnn Renniger



- ❖ Let the other person know that feedback is about to be given and create a moment of buy in
- ❖ Give a data point that specifically names the situation/achievement/problem, including what you saw, heard or experienced
- ❖ No "Blur Words": cut out any words that aren't objective; **no adjectives without evidence**
- ❖ Acknowledge the impact or significance
- ❖ Name exactly how that specific data point affects you/your team/ the organization/your goal
- ❖ Wrap up your feedback message with a question/statement that encourages dialogue

Micro-Yes	1	❖ Hey – do you have a minute?
Datapoint	2	❖ We need the full hour when we meet, and for the last 3 9am meetings, time you've shown up late.
Impact	3	❖ This means we might not get to what we need to, and I've needed to to delay starting my next meeting with our PI, who I sometime meet right after we do.
End on a Question	4	❖ We need to find a fix for this. Is something preventing you from attending meetings on time?

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Feedback: what works?

4 Rounds



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Round 2: kudos/appreciation



Your turn!

1. *Take 2 minutes each and give each.*
2. *Person who's first name is closest to Z goes first.*

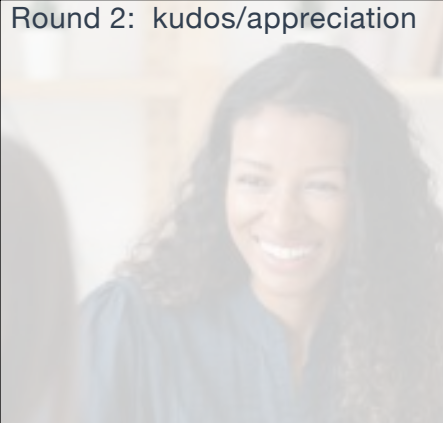
❖ Let the other person know that feedback is about to be given and create a moment of buy in	Micro-Yes	1	❖ May I give you some feedback?
❖ Give a data point that specifically names the situation/achievement/problem, including what you saw, heard or experienced	Datapoint	2	❖ Your PCR is great. It shows a very strong band, which you can see looks quite similar to the band in the same PCR that I performed yesterday.
❖ No "Blur Words": cut out any words that aren't objective; no adjectives without evidence			
❖ Acknowledge the impact or significance	Impact	3	❖ So that means the efficiency of your PCR is pretty good.
❖ Name exactly how that data point affected you/the work the lab/your goal			❖ Now that you've got some mastery in this, we can move on to out X.
❖ Name exactly how that specific data point affects you/your team/ the organization/your goal	End on a Question	4	❖ But how well did my approach to training work for you? What did you do to prevent contamination?

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(Assess how they think it's going/their thinking?)

- Alix is an undergraduate student from Stanford, who aspires to pursue her PhD in the sciences. Postdoc Bo is responsible for training her in PCR.
- Bo talked her through the experiment, and yesterday they showed Alix how to do it.
- Alix has just completed the experiment, and her results are pretty good – her bands are visible and pretty strong.
- How can Bo recognize Alix's progress and signal their approval? With kudos feedback!

Round 2: kudos/appreciation



Red light. Green light

"Why give kudos feedback regularly?"

You're developing discernment

- Alix is an undergraduate student from Stanford, who aspires to pursue her PhD in the sciences. Postdoc Bo is responsible for training her in PCR.
- Bo talked her through the experiment, and yesterday they showed Alix how to do it.
- Alix has just completed the experiment, and her results are pretty good – her bands are visible and pretty strong.
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❖ Acknowledge the impact or significance ❖ Name exactly how that data point affected you/the work the lab/your goal	Impact	3	❖ So that means the efficiency of your PCR is pretty good. ❖ Now that you've got some mastery in this, we can move on to out X.
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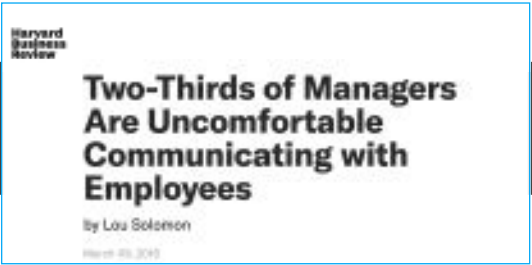

© 2021 All rights reserved. Inclusive Research Manager Training. Naledi.Sau@gmail.com, LClement.edu@gmail.com, Karen.Nicole.Leung@gmail.com, jlewis.ccsf@gmail.com (Assess how they think it's going/their thinking?)

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Feedback: what works?

4 Rounds

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Round 3: giving corrective/coaching feedback



Your turn!

1. *Take 3 minutes each and give each.*
2. *Person who's first name is closest to A goes first.*

❖ Let the other person know that feedback is about to be given and create a moment of buy in	Micro-Yes	1	❖ Can I give you some corrective feedback? I need you to do something differently.
❖ Give a data point that specifically names the situation/achievement/problem, including what you saw, heard or experienced	Datapoint	2	❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
❖ No "Blur Words": cut out any words that aren't objective; no adjectives without evidence			
❖ Acknowledge the impact or significance	Impact	3	❖ Now, the good news is that you got a band at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
❖ Name exactly how that data point affected you/the work the lab/your goal			
❖ Name exactly how that specific data point affects you/your team/ the organization/your goal	End on a Question	4	❖ What (do you think) happened? What could you do differently?

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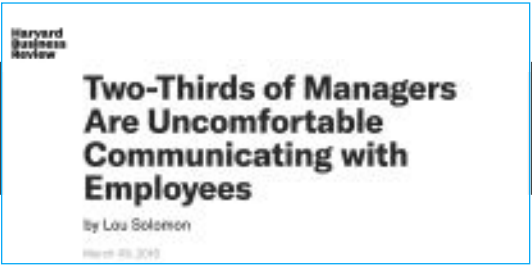
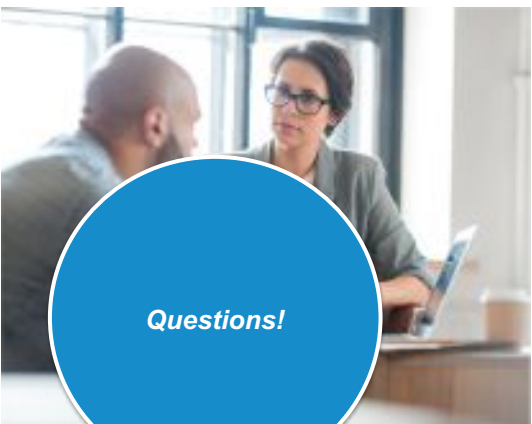
- Alix is an undergraduate student from Stanford, who aspires to pursue her PhD in the sciences. Postdoc Bo is responsible for training her in PCR.
- They talked Alix through the experiment, and yesterday they showed her how to do it.
- Alix has just completed the experiment, and her results are not great— her bands are somewhat visible, although it could be stronger, Bo's not sure it's worth the time to address it.
- There are so many things to get to – maybe they should just move on because she'll pick it up as she goes along.

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Feedback: what works?

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Feedback: what works?

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Round 4: when the right feedback lands wrong

- ❖ Let the other person know that feedback is about to be given and create a moment of buy in
- ❖ Give a data point that specifically names the situation/achievement/problem, including what you saw, heard or experienced
- ❖ No "Blur Words": cut out any words that aren't objective; **no adjectives without evidence**
- ❖ Acknowledge the impact or significance
- ❖ Name exactly how that data point affected you/the work the lab/your goal
- ❖ Name exactly how that specific data point affects you/your team/ the organization/your goal

Micro-Yes	1	❖ Can I give you some corrective feedback? I need you to do something differently.
Datapoint	2	❖ Your PCR shows a very weak hand compared to the hand in the same PCR that I performed yesterday.
Impact	3	❖ Now, the good news is that you got a hand at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
End on a Question	4	❖ What (do you think) happened? What could you do differently?

What do I SAY

Human Beings are Dynamic Elements

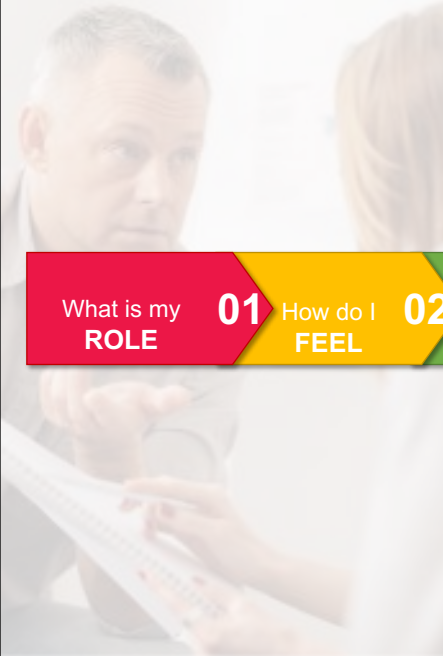
- Acknowledgement
- Silence
- Tears
- Blaming Others
- Blaming You
- Refusal to Take Responsibility
- Anger
- Sullenness
- Profuse Apology
- Self Flagellation
- Bewilderment

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(Assess how they think it's going/their thinking)

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Round 4: when the right feedback lands wrong



01 What is my **ROLE**

02 How do I **FEEL**

03 What is my **REASON**

04 Am I **GROUNDED**

05 What do I **SAY**

Micro-Yes	1	❖ Can I give you some corrective feedback? I need you to do something differently.
Datapoint	2	❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
Impact	3	❖ Now, the good news is that you got a band at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
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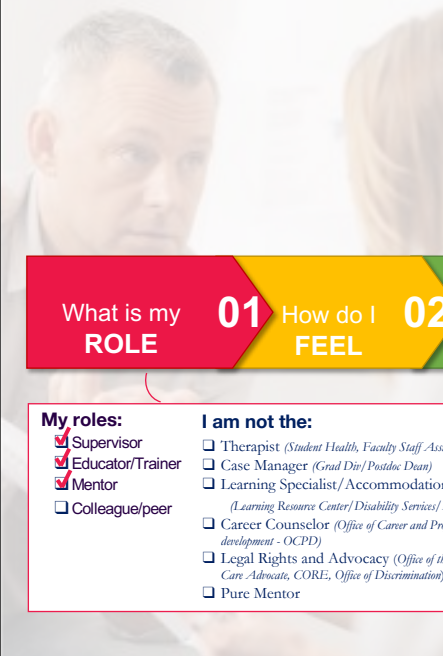
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Round 4: when the right feedback lands wrong



01 What is my **ROLE**

02 How do I **FEEL**

03 What is my **REASON**

04 Am I **GROUNDED**

05 What do I **SAY**

My roles:

- Supervisor
- Educator/Trainer
- Mentor
- Colleague/peer

I am not the:

- Therapist (*Student Health, Faculty Staff Assistance Prg*)
- Case Manager (*Grad Dir/Postdoc Dean*)
- Learning Specialist/ Accommodation Officer (*Learning Resource Center/ Disability Services/ IIR*)
- Career Counselor (*Office of Career and Professional development - OCPD*)
- Legal Rights and Advocacy (*Office of the Ombuds, Care Advocate, CORE, Office of Discrimination*)
- Pure Mentor

Micro-Yes	1	❖ Can I give you some corrective feedback? I need you to do something differently.
Datapoint	2	❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
Impact	3	❖ Now, the good news is that you got a band at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
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Round 4: when the right feedback lands wrong

Not at all comfortable					Extremely comfortable				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/> How comfortable am I about giving feedback generally?									6
<input type="checkbox"/> How comfortable am I with giving <u>this</u> feedback?									1
<i>Less than 10? Self Care, Community Support & Possible Off Ramp</i>									

How full is my cup?

20

15

10

5

Human Beings are Dynamic Elements

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01
What is my **ROLE**

02
How do I **FEEL**

03
What is my **REASON**

04
Am I **GROUNDED**

05
What do I **SAY**

- ❖ Can I give you some corrective feedback? I need you to do something differently.
- ❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
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Round 4: when the right feedback lands wrong

01
What is my **ROLE**

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Am I **GROUNDED**

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What do I **SAY**

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01
What is my **ROLE**

02
How do I **FEEL**

03
What is my **REASON**

04
Am I **GROUNDED**

05
What do I **SAY**

Why am I doing this?

- I'm doing this because it's my role/responsibility
- I'm doing this to help the person feel appreciated/improve/succeed here
- I am doing this because if give them feedback about this now, I will avoid issues and be able to protect my time later
- I am doing this to normalize giving feedback

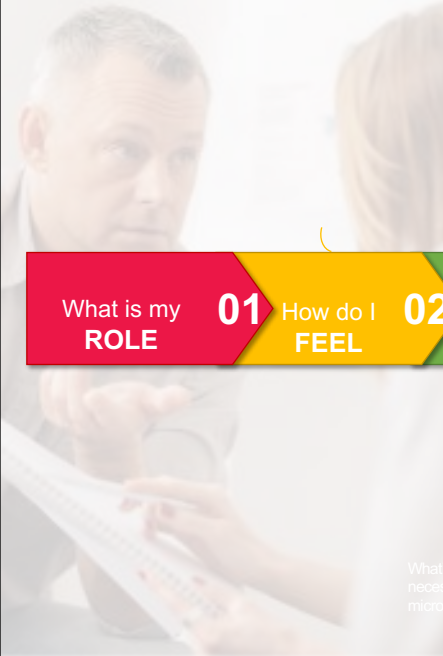
What's stopping me from doing this?

- ❖ Can I give you some corrective feedback? I need you to do something differently.
- ❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
- ❖ Now, the good news is that you got a band at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
- ❖ What (do you think) happened? What could you do differently?

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Round 4: when the right feedback lands wrong



What are my core values?

Clear

 +
 Civil

01 What is my
ROLE

02 How do I
FEEL

03 What is my
REASON

04 Am I
GROUNDED

05 What do I
SAY

- ❖ Can I give you some corrective feedback? I need you to do something differently.
- ❖ Your PCR shows a very weak band compared to the band in the same PCR that I performed yesterday.
- ❖ Now, the good news is that you got a band at all. But we need to improve the efficiency of your PCR before we move onto other experiments.
- ❖ What (do you think) happened? What could you do differently?

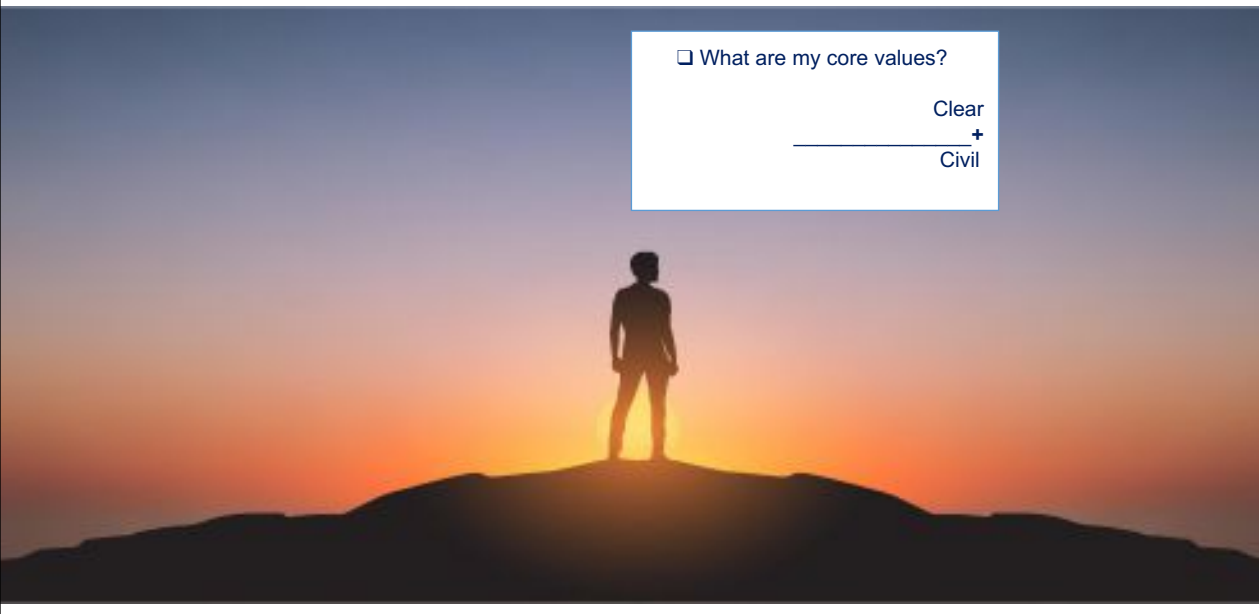
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Values are tied to your *Professional Identity*: How do you want to show up, professionally?



What are my core values?

Clear

 +
 Civil

Human Beings are Dynamic Elements

- Acknowledgement
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Values are tied to your **Professional Identity**: How do you want to show up, professionally?

What are 1-2 core values or qualities for you?

- Accountable
- Adaptable
- Adventurous
- Agile
- Ambitious
- Assertive
- Authentic
- Balanced
- Bold
- Brave
- Calm
- Creative
- Civil
- Composed

- **Compassionate**
- **Common Sense**
- **Cooperative**
- **Courageous**
- **Curious**
- **Decisive**
- **Diplomatic**
- **Disciplined**
- **Engaged**
- **Equanimous**
- **Ethical**
- **Empathetic**
- **Evidence-Based**

- Fair
- Faith-Minded
- Family-Oriented
- Fearless
- Friendly
- Growth-Minded
- Healthy
- Honest
- Hopeful
- Humble
- Humorous
- Inclusive
- Innovative
- Joyful
- Just

What are my core values?
 Empathetic + Clear
 Civil

- **Kind**
- **Logical**
- **Open Minded**
- **Optimistic**
- **Patient**
- **Patient-Centered**
- **Patriotic**
- **Perseverance**
- **Perfectionist**
- **Playful**
- **Positive**
- **Proactive**

- Pragmatic
- Rational
- Reason
- Recognition
- Reliable
- Reflective
- Resourceful
- Resilient

- **Respectful**
- **Responsible**
- **Restrained**
- **Savvy**
- **Self-confident**
- **Self control**
- **Serene**
- **Service-Minded**
- **Stewardship**
- **Team-Oriented**
- **Tenacious**
- **Tolerance**
- **Thoughtful**
- **Thorough**
- **Transparent**
- **Trustworthy**
- **Unflappable**

How you function with integrity

Your Turn

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Your Professional Identity: What are your values? How do you want to show up, professionally?

What are my core values?
Empathetic + Clear
 Civil

How you function with integrity

How you
communicate

How you
make decisions

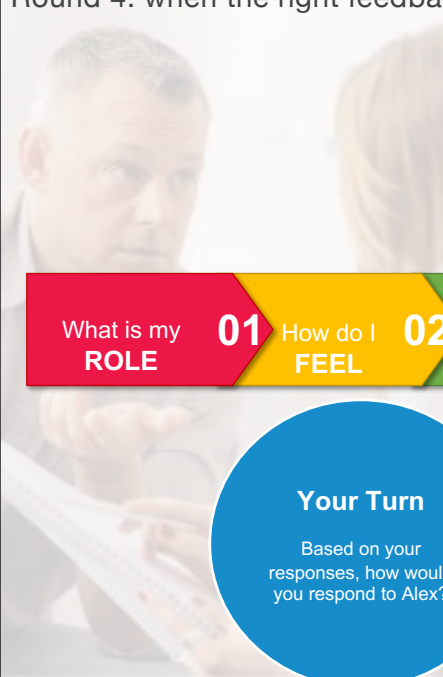
How you
organize yourself and your work

How you
handle conflict and change

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Round 4: when the right feedback lands wrong



What are my core values?

Empathetic
+
Clear
Civil

01 What is my **ROLE**

02 How do I **FEEL**

03 What is my **REASON**

04 Am I **GROUNDED**

05 What do I **SAY**

Your Turn

Based on your responses, how would you respond to Alex?

Micro-Yes	1	✦ N/A
Datapoint	2	✦ I can see you're having a strong reactions to this. I know how frustrating it can be to not get a tricky protocol right.
Impact	3	✦ But you seem to be taking it personally. And it's not personal. It's just data, to help you improve as I know you can.
End on a Question	4	✦ Is there something that would help in the way I'm giving you feedback, because I'm willing to consider it.

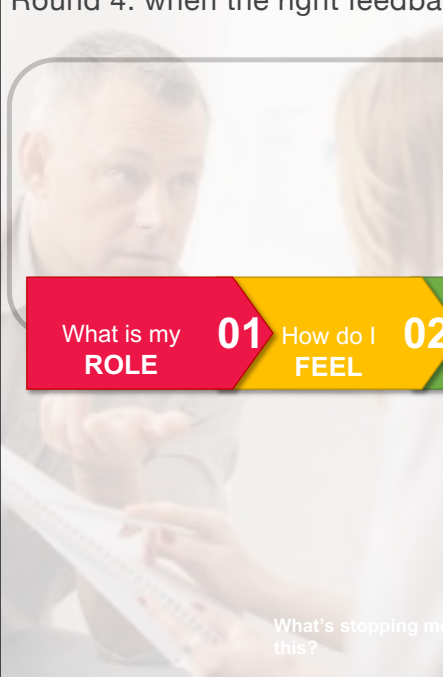
Human Beings are Dynamic Elements

- Acknowledgement
- Silence
- Tears
- Blaming Others
- Blaming You
- Refusal to Take Responsibility
- Anger
- Sullenness
- Profuse Apology
- Self Flagellation
- Bewilderment

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Round 4: when the right feedback lands wrong



Repeat the Circuit

01 What is my **ROLE**

02 How do I **FEEL**

03 What is my **REASON**

04 Am I **GROUNDED**

05 What do I **SAY**

What's stopping me from this?

Micro-Yes	1	✦ N/A
Datapoint	2	✦ I can see you're having a strong reactions to this. I know how frustrating it can be to not get a tricky protocol right.
Impact	3	✦ But you seem to be taking it personally. And it's not personal. It's just data, to help you improve as I know you can.
End on a Question	4	✦ Is there something that would help in the way I'm giving you feedback, because I'm willing to consider it.

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Round 4: when the right feedback lands wrong

Repeat the Circuit

What's stopping me from this?

What is my ROLE	01	How do I FEEL	02	What is my REASON	03	Am I GROUND	04	What do I SAY	05
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Micro-Yes	1	✦ N/A
Datapoint	2	✦ I can see you're having a strong reactions to this. I know how frustrating it can be to not get a tricky protocol right.
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Round 4: Feedback is literally a feedback loop. Be patient and be curious

Repeat the Circuit

Not at all comfortable					Extremely comfortable				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/> How comfortable am I about giving feedback generally?					6				
<input type="checkbox"/> How comfortable am I with giving <u>this</u> feedback?					0				
<i>Less than 10? Self Care, Community Support & Possible Off Ramp</i>					6				

How full is my cup?

What is my ROLE	01	How do I FEEL	02	What is my REASON	03	Am I GROUND	04	What do I SAY	05
------------------------	-----------	----------------------	-----------	--------------------------	-----------	--------------------	-----------	----------------------	-----------

Off-Ramping Language

- ✦ Okay. I'd like to take some time to think about what you've said/this situation a little more.
- ✦ Could we reconnect on Thursday?
- ✦ Look. Why don't be both take a little more time to think about this situation and what might help.
- ✦ Could we reconnect on Thursday?
- ✦ I can see that this is hard for you to hear.
- ✦ Why don't we take a breather, and reconnect to talk more about this on Thursday.
- ✦ Whatever is going on, I am sure we can figure it out.

Human Beings are Dynamic Elements

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Round 4: Feedback is literally a feedback loop. Be patient and be curious

Repeat the Circuit

Your turn!

What's your off-ramping language? Use your own approach, with your values in mind.

Person with the first name closest to Z goes first.


What is my **01** **ROLE**

How do I **02** **FEEL**

What is my **03** **REASON**

Am I **04** **GROUNDED**

What do I **05** **SAY**



Off-Ramping Language

- ❖ Okay. I'd like to take some time to think about what you've said/this situation a little more.
- ❖ Could we reconnect on Thursday?
- ❖ I can see that this is hard for you to hear.
- ❖ Why don't we take a breather, and reconnect to talk more about this on Thursday.
- ❖ Whatever is going on, I am sure we can figure it out.

- ❖ Look. Why don't be both take a little more time to think about this situation and what might help.
- ❖ Could we reconnect on Thursday?


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Finally: Find your circle of support!



D. Community Support
"Who's on your board?"

E. Vision, Mission, & Goals
Big picture overall strategy

F. Policies, Processes, Frameworks & Analytics
On the ground tactics

G. Personal & Organizational Values

A. Self Awareness

B. Training/Skill Development

C. Self Care Strategies

When engaging in complex situations.....

First Response

I need you to breathe through that, and use your circle of support to get to your:

Best Response

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Round 4: Feedback is literally a feedback loop. Be patient and be curious

Repeat the Circuit

Not at all comfortable					Extremely comfortable				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/> How comfortable am I about giving feedback generally?									6
<input type="checkbox"/> How comfortable am I with giving <u>this</u> feedback?									0
<i>Less than 10? Self Care, Community Support & Possible Off Ramp</i>									6

What are my core values?

Empathetic

Clear

+

Civil

01 What is my **ROLE**

I am the:

- Mentor
- Trainer/Educator/Supervisor

I am not the:

- Therapist (*Student Health, Faculty Staff Assistance Prg*)
- Case Manager (*Grad Dir/Postdoc Dean*)
- Learning Specialist/ Accommodation Officer (*Learning Resource Center/ Disability Services/HR*)
- Career Counselor (*Office of Career and Professional development - OCPD*)
- Legal Rights and Advocacy (*Office of the Ombuds, Care Advocate, CORE, Office of Discrimination*)
- Primary Mentor

02 How do I **FEEL**

03 What is my **REASON**

Why am I doing this?

- I'm doing this because it's my role/responsibility
- I'm doing this to help the person feel appreciated/improve/succeed here
- I am doing this because if give them feedback about this now, I will avoid issues and be able to protect my time later
- I am doing this to normalize giving

What's stopping me from doing this?

04 Am I **GROUNDED**

Micro-Yes	1	❖ N/A
Datapoint	2	❖ I can see you're having a strong reactions to this. ❖ So, I want you to know my goal is not to micromanage you; it's to set you up for success.
Impact	3	❖ I want to assure you that there is flexibility here. The best way I can explain it is that we interpret timeliness as respecting people's time.
End on a Question	4	❖ I know people have different work rhythms - is there something about the meeting time that's an issue for you?

05 What do I **SAY**


Human Beings are Dynamic Elements

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The Fantastic Four for Researchers


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Academic Careers

All Careers

Experiential Learning

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Inclusive Research Teams Training
for the life sciences workforce

Developing Your Feedback Strategy and Style

We teach scientists evidence-based strategies and frameworks to inclusively mentor, train & manage

Naledi Saul, MPM
Director

Rachel Care, PhD
Interim Program Director

Office of Career & Professional Development

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