

Great Feedback or...

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...Great, Feedback

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The Secret to Succeeding with and Through Others

Go beyond being competent, be brilliant in setting expectations and subsequently providing spectacular appropriate developmental feedback. It is absent, opaque, or generalized in our work lives but addictive when done well.



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Agenda

- Setting the stage
- A changing generational perspective
- The why of feedback
- Types of feedback
- The process of giving and receiving feedback
- Going forward



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Showing Appreciation Activity

- Form triads
- If possible, do so with individuals you have spent some time getting to know while you have been here
- Assign a giver, a receiver and an observer to engage in the following



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Showing Appreciation Activity

- Turn to the person you've met here and give them open, honest, and positive feedback about some aspect of who they are and/or why you admire them for it.



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Showing Appreciation Activity Debrief

- Observers:
- Please share examples of what was said.
- Were the statements conclusions, behaviors, or both?
- Were the emotions expressed or implied?
- What non verbals, if any did the listener engage in?



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Showing Appreciation Activity Debrief

- Givers:
- What was your initial reaction to engaging in this task? And why?



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Showing Appreciation Activity Debrief

- Listeners:
- How did you feel during and as an outcome of this activity?



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Setting the Stage

- Feedback is a gift
- We are wired to react to negatives
- Friend or foe?
- Our reactions are unique to who we are (MBTI)
- We need to know our blind spots
- Feedback implies there were stated expectations
- Implicit verses Explicit generations



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Feedback

Boomers

- Annual ritual
- Management by exception
- Competitive environment

Generation X

- Event related and timely
- High on facts, less on the superlatives

Millennials

- Frequent and proportionally appropriate
- Bias toward dialogue



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The Why of Feedback

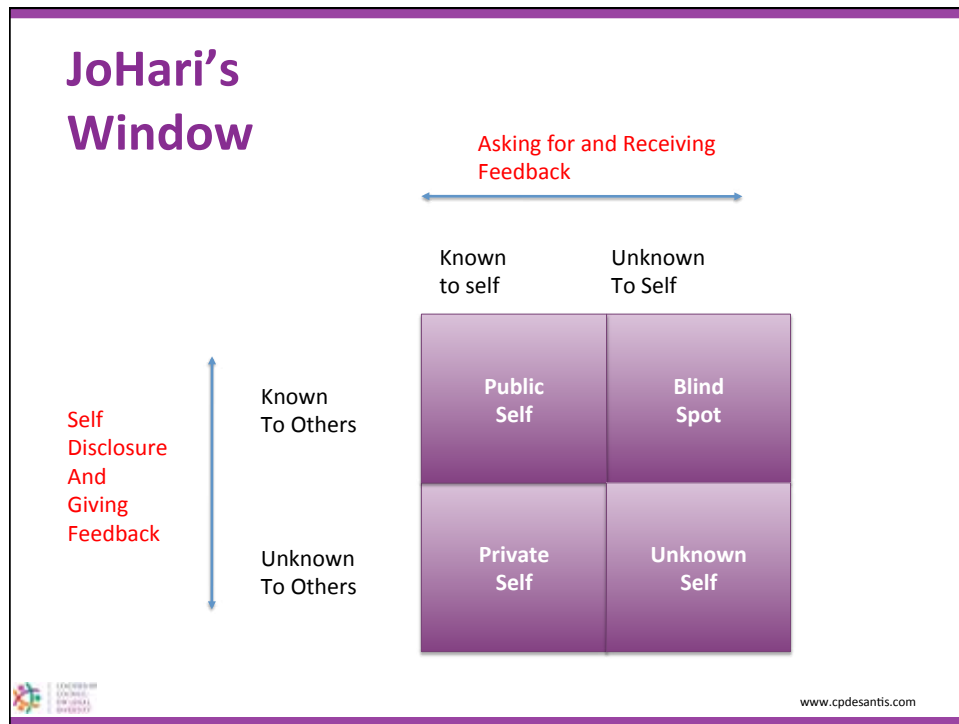
The Four Stage Developmental Model:

1. Unconscious Incompetent
2. Conscious Incompetent
3. Conscious Competent
4. Unconscious Competent



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Expectations and Understanding Why

- **They understand your Why** (I love what I do because...)
- **They know and understand your Why for them** (My goal/job/desire is to make you a better lawyer)
- **You know and appreciate their Why** (who do they hope to be/do)
- **They know and appreciate the group's Why** (the vision and purpose of your team/specialty/firm)
- **They explore the How** (your responsibilities to each other)
- **They understand the What** (your expectations of others)

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Types of Feedback

- Coaching (here's a better way to do it)
- Appreciative (thanks)
- Evaluation (here's where we stand)



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Possible Coaching Situations

- Improving Performance
- Problem Solving



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Process for Coaching to Improve Performance

- Do your homework
- Introduce the issue
- Ask for input
- Agree on the situation
- Discuss root causes for performance
- Develop a specific plan
- Agree on a follow-up



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Receiving Effective Feedback

- Best practices?



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Receiving Effective Feedback

- Listen quietly and clarify
- Resist getting defensive or argumentative
- Understand their perspective
- Know it is one person's opinion/perspective
- Summarize situation and discuss alternative behaviors as appropriate
- Remain calm
- Thank them
- Finally, determine if this is an action item



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Managing Your Reactions

- Notice your emotions
- Use pauses and allow time to reflect
- Challenge as appropriate
- Stay focused on the topic
- Summarize periodically
- Have the other person review next steps/ commitments



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Taking It In

How to React:

- First seek to understand
- Accept we have blind spots
- Separate the relationship from the feedback
- Fit feedback to actual size
- Move from feedback to creating a plan



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Query

- What's more effective, feedback that is rewarding or feedback that is punishing?
Why?



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Appreciative Feedback

- Suggestions?



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Appreciative Feedback

- 4 to 1 rule
- Do not sandwich or bury your positives
- Don't sand bag or close with required improvements
- Consider the temperament of the giver and receiver and its impact on frequency (MBTI)
- Reinforce positives makes improvement based feedback easier
- Public or private feedback, depends on the individual and the lesson
- Employ eye contact, your Duchenne smile, and say thank you



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Dealing with Heated Objections

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The Feedback Challenge Activity and Process

- Return to your Triads
- Each member of the triad is to share one skill each of you would like to develop in the coming year
- Think in terms of your gifts and align the skill with a gift for maximum leverage



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The Feedback Challenge Process

- Refine the skill into a concise, clear and tangible statement of your desire to improve in this area
- Create a list of all the people at your firm/company with whom you have worked that has required you to engage in the chosen skill
- Send them an email indicating you would like specific feedback and invite them to answer the following



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The Feedback Challenge Process

Relative to this skill:

- What do I need to start doing?
- What do I need to stop doing?
- What would you have done differently?
- What did I miss?
- What do I need to continue doing?



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The Feedback Challenge Process

- Collect the feedback
- Synthesize it and look for patterns
- Send a thank you and a statement of what you will be attempting to do differently going forward
- Ask them to hold you to it
- A year later repeat with another skill development request



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Giving Effective Feedback

- Best Practices?



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Giving Effective Feedback

- Timely
- Balanced across performance
- Accurate, specific, and relevant
- Tied to performance issues
- Use “I” statements
- Ask for their perspective, don’t interrupt
- Stay focused on one issue at a time
- Keep personality and motive out of it, discuss observable behaviors
- Do not get defensive
- Discuss the importance attached to the feedback



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Significant Conversations

- **Name the issue clearly and succinctly**
Find the core issue if there are several.
- **Give a brief, specific example that illustrates the issue**
- **Describe your emotions related to the issue**
Find the right feeling word (e.g. frustrated, worried, concerned, angry).
- **Clarify what is at stake**
If nothing is done, what happens?
What is at stake for the individual, for you, for others, for the organization?
- **Identify your contribution to the problem**
What have you done (or not done) to cause or influence the behavior with which you are unhappy (e.g., not bringing this up sooner)?
- **Indicate your wish to resolve the issue**
- **Invite a response**
Focus on understanding the other person’s point of view.
- **Throughout be calm, matter-of-fact, to the point. Write and rehearse the 60-second introduction prior to meeting with the individual. Keep in mind the purpose of the conversation is to resolve the issue effectively and to maintain or improve the relationship.**

Susan Scott, “Fierce Conversations”



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Common Mistakes

What should you NOT do when delivering feedback?



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Common Mistakes

- Giving feedback when upset or emotional
- Blaming
- Interpreting or making assumptions about motives
- Getting into their head
- Being too gentle or not direct
- Labeling without explaining what you mean



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Additional Tips

- NEVER send negative feedback by email.
- Instead of asking how you did, ask: "Going forward, what can I do better?"
- Or, "What are others saying to you about my work product?"
- Try using "let me share my perspective" rather than saying "let me give you some feedback."
- Share with others your mistakes.



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The Path Forward

- Know that the purpose of feedback is to help to grow
- Know that it is easier to give and receive when we trust each other
- We should be looking for patterns, blind spots, and gifts
- This is about maximizing productivity through commitment, not compliance
- We are all at some point in life an unconscious incompetent, so be willing to enlighten and be enlightened



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Thanks for Listening

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