

Building a Developmental Relationship through Listening and Mutual Feedback

Career Advising and Mentoring Conference
ADVANCE PROGRAM

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What's Your Experience?

- How many of you have had a mentor, role model, or someone who has helped you with your career?
- What did they do that helped you?

Purpose of Session

- To give you some new ways to think about listening and providing feedback with the aim of helping you to be a better coach/mentor
- What we'll do – some slides, experiential exercise, video, experiential exercise

Why Invest in Developmental Relationships?

- Recruit, develop, and retain talent
- Create a collegial and exceptional research and learning environment
- Grow your students, doctoral students, post-docs
- Build a legacy and foster next generation
- Nurture and help your own kids

Two Key Components of Developmental Relationships

- Listening
- Giving and receiving feedback

Why Listen?



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When You Don't Listen

- People feel
 - unimportant
 - frustrated
 - disrespected
 - ignored and shut down
 - their ideas are not significant
 - their competency is being challenged

What Does Poor Listening Look Like?

- You're talking with someone and you feel they are preoccupied. What you have to say doesn't really matter.
- Someone isn't really in a conversation with you. They're just broadcasting. They talk 90% of the time and expect you to listen.
- People talking at a meeting are talking past each other, not engaging in each other's statements and issues. There's no real exchange of ideas.

To Listen Well You Need a CLU

- **Listen with Curiosity**
 - Have a sense of wonder
 - ASK: What does this person think?
- **Listen to Learn**
 - Open yourself to another point of view
 - ASK: What makes this person think that way?
- **Listen to Understand**
 - What do I understand or not understand about the way this person thinks?

Be Curious by

- Being attentive and present
 - Undistracted, focused
 - Open to what the other person has to say
 - Don't be closed off, focused only on your own point or own point of view
- Taking in more than their words
 - What is their tone, body language, emotion?
 - Do their non-verbal cues match their words?
 - What's not being said?

Learn by

- **Talking and then listening**
 - Advocate your ideas
 - Make sure your reasoning is clear
 - Inquire (How do you see it differently?)
- **Listening and then talking**
 - State what you heard
 - State inferences
 - ASK: Am I off?
How do you see it differently?

Understand by

- Choosing your lens
 - How are you taking in this information? What is your frame or purpose?
 - What is your theory about their motivations, reasons for saying what they are?
 - What kind of filter are you using?
- Using your lens or filter strategically rather than allowing it to close you off
- Ensure you understand
 - Clarify what is being said
 - As a listener you should have no mysteries

Listening Exercise

- Pair up with someone in the room
- One person is junior faculty member and other is senior faculty member
- Junior faculty member reads scenario and engages in role play (handout)
- Senior faculty member tries to employ good listening skills
- Discuss for 5 min.

Listening Exercise Debrief

- Senior Person:
 - What did you learn about the junior person?
 - How?
- Junior Person:
 - How did this experience feel?
 - What worked for you?
 - What didn't work for you?

Unhelpful and Helpful Feedback

- What feedback have you gotten that was
 - Unhelpful?
 - Helpful?

Importance of Giving and Receiving Feedback



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Why Do We Give Feedback?

- Modify someone's behavior
- Change an outcome
- Encourage and motivate existing behavior

Why is Feedback Resisted?

(From Experiences in Management and Organizational Behavior)

- Hard to admit imperfections
- Afraid of learning others' opinions of us
- Might require change
- See aspects of ourselves we don't like
- Do not trust feedback giver
- Can imply we have failed
- As a result, can invoke defenses

How to Give Helpful Feedback

- Lower their defenses
- Provide feedback where the recipient wants help
- Give actionable feedback
- Provide feedback in relation to clear goals/objectives and accountabilities
- Give the right kind of feedback for the right situation and the person

Prior to Giving Feedback Recipient Needs to

- Understand and accept objective or goals
 - Goals or objectives can be their own or set by manager or organization
- Be motivated to alter specific behavior, attitude, outcome
 - By “natural” consequences or imposed consequences of continuing current approach
- Be receptive to feedback

How to Increase Receptivity

- Develop a Growth Mindset yourself (vs. a Fixed Mindset; See MindSet by Carol Dweck)
- Ask recipient to assess their own performance or strengths and weaknesses
- Have them review data and assess
- Ask recipient to reflect on his or her goals
- Ask them what they want help with
- Be open to feedback yourself

Effective Feedback Needs To

- Focus on things recipient can change
- Provide objective data or description about behavior, effects and consequences
- Relate to recipient's goals, expectations and perceptions
- **BE ACTIONABLE**
 - Something recipient can do something about
 - Descriptive and factual, concrete and specific
 - Relevant and useful

Compare and Contrast Feedback

- Describes problematic and desired behavior
- Is specific, rather than general (E.g. talked 80% of the time vs. dominated meeting)
- Avoids moral judgment (e.g. “good”, “bad”)
- Is purposeful
- Addresses how to achieve organizational or group goals
- Usually relates past behavior to some change in future behavior/performance

Exercise #2: Giving Feedback

- Watch the short DVD module (6 min)
- Pair up – one person is the junior professor, the other person is the senior professor
- Using your improved listening and feedback skills (for both parties!), re-enact the scene and improve on it. (5 min)

Improve Your Mentoring with Feedforward

(by Marshall Goldsmith)

- Focuses on behavior, not the person
- Focuses on the FUTURE, not the past
- Focuses on ideas for positive future performance
- Can be given by anyone
- Is solicited ONLY by the feedback recipient

How to Do Feedforward

ASK: Could you tell me two ways I could _____ (ex. Be a better mentor; help you with your publications, etc.)

OR

ASK: What are two ways I could _____

See

http://www.marshallgoldsmithlibrary.com/cim/articles_display.php?aid=110

For a more detailed description of Goldsmith's Feedforward