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?
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?

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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
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 __________


For a more detailed description of Goldsmith’s Feedforward