

# Facilitation Skills Session 5



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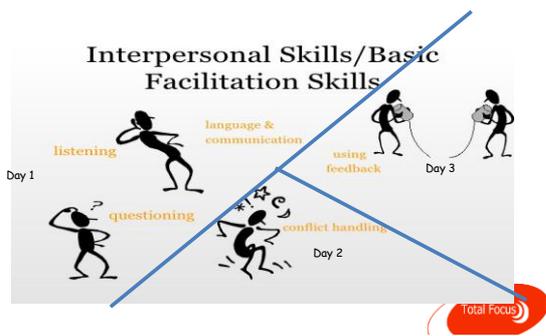
## Learning objectives

Giving constructive feedback to groups / individual members of the group including:

- What is feedback?
- Why is feedback important?
- Types of feedback
- Giving and receiving feedback
- Johari Window as a feedback tool
- AAR & Feedforward
- Opening, running & closing a facilitation session



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## What is feedback

It the process of giving information to others, to help them Learn more about themselves and the effect their behaviours have /may be having on others

It is a dialogue between people which reflects back how another person sees somebody or someone else's behaviour or performance



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## Feedback on a daily basis

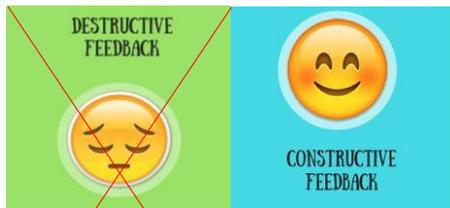
The speedometer in a car

- How fast you are going
- How fast you want to go



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**DESTRUCTIVE FEEDBACK**  
 Not used in facilitation / the workplace as it targets and undermines the individual  
 Can include flattery, saying what the person wants to hear  
 Non-specific criticism, insults

**CONSTRUCTIVE FEEDBACK**  
 Used in facilitation / the workplace as a constructive tool to assist people  
 Includes praise and corrective feedback  
 Without corrective feedback there is no change in behaviours



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Constructive feedback is both supportive and corrective



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## Constructive feedback

All feedback both positive and corrective is constructive feedback. This is done to

1. Increase awareness
2. Provide opportunities for change
3. Provide opportunities for learning

Often we enjoy giving positive feedback and can be less happy giving **corrective** feedback ...



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## Lack of Corrective Feedback

Lack of corrective feedback can result in:

- No change in behaviour
- Can cause a blow-up in the future
- The person is not properly equipped to deal with situations
- Conflict with ethical issues in your facilitation groups / workplace



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## Working with Corrective Feedback

### Start with

May I give you some feedback? May I share something with you?

### Always ask

When you give feedback - **talk about specific behaviour**, as *vague or complicated feedback increases anxiety.*



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## Working with Corrective Feedback

**Here's what happens** Describe the impact. Remember to use yourself - I find you - not you are - **use I statements**

How can you do this differently - for negative feedback, ask the person themselves to suggest the change. For positive feedback - well done etc

**As soon as possible.** Give feedback ASAP for maximum benefit while bearing in mind what is appropriate here, in front of these people and am I the correct person to give it?

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## I Statements

**Here's what happens** Describe the impact. Remember to use yourself - I find you - not you are - **use I statements**



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## I Statements

Rather than saying 'you are always messing about and causing hassle'

Use an I statement

I do not like the way you you talk about XXX when they are not working. I want you to stop.



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## I Statements

Other ways of phrasing 'I statements' include:

- I think
- I need
- I would like
- In my opinion



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## Johari Window - a feedback tool

### Johari Window

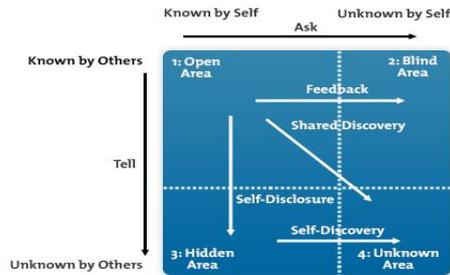
	Known to self	Not known to self
Known to others	Known to self + Known to others <b>OPEN</b>	Not known to self + Known to others <b>BLIND SPOT</b>
Not known to others	Known to self + Not known to others <b>HIDDEN</b>	Not known to self + Not known to others <b>UNKNOWN</b>

<https://www.youtube.com/watch?v=PVGgeiEol7o>

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## Johari Window - a feedback tool

Receiving constructive feedback enlarges the open area and reduces the blind area. (the giver may also learn here)

Possible to enlarge the open area and reduce the hidden area through self disclosure. Sharing information, feelings, thoughts established an environment of trust and security

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## After action review

### AAR

- What did you set out to do?
- What went well?
- What did not go so well?
- What will you do differently next time?



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## Cornerstones of good feedback (feedforward?)

Cornerstones of good feedback: CORBS model	
<b>Clear</b>	Be clear that you are about to provide feedback. Being vague and flattery will increase anxiety in the receiver and will confuse your message.
<b>Owned</b>	Use "I" statements to own the feedback. Feedback is your own perception and not an "ultimate truth." It says as much about you as it does about the receiver.
<b>Regular</b>	Give feedback as soon after the event as possible. Feedback given regularly is more likely to be useful than grievances that are saved up and delivered as one large package.
<b>Balanced</b>	Balance negative and positive feedback over time.
<b>Specific</b>	Generalized feedback is not productive. Focus feedback on particular interactions or behaviours that you have witnessed.

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## Flexing your feedback muscle ! Feedforward

### Feedforward

The purpose of feedback is not to dwell on the past - it is to plan for improvement in the future.

Marshall Goldsmith finds a basic problem with all types of feedback - since it focuses on the past which has already occurred and as such feedback can only be limited and static, in terms of any actions taken on them. Marshall suggests a process of *feedforward* - where the recipient picks on one behaviour that he/she would like to change, one which would make a significant change in their lives. He then asks others in the group to provide two suggestions for the future that might help them achieve a positive change in the selected behaviour. This process is repeated till all the members of the group are covered.

Goldsmith, M., 2003. Try feedforward instead of feedback. *Journal for Quality and Participation*, pp.38-40.

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## What happens to you or others when you receive feedback (esp. corrective)

Whether you are giving or receiving feedback it is useful to bear in mind the following model when it comes to people who receive feedback.

Denial

Anger & questioning / withdrawal

Testing & finding meaning

Acceptance (hopefully)

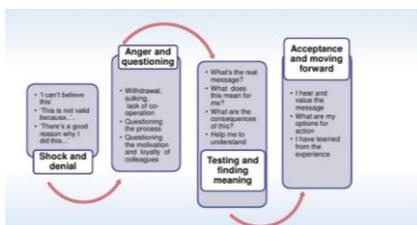
Why does this happen?



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## The feedback rollercoaster



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## Opening a facilitation session



From your observations during your training how is this done?

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## Psychological Safety is crucial

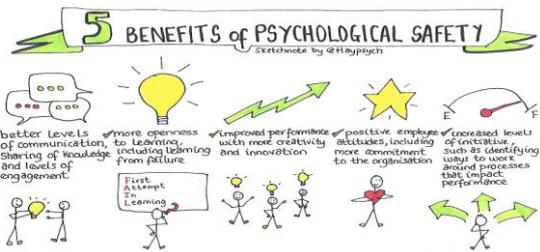
In conceptualizing (theorising) psychological safety as an individual's perceptions as to whether he or she is comfortable to show and employ his(her)self without fear of negative consequences to self-image, status, or career, he argued that people are more likely to feel psychologically safe when they have trusting and supportive interpersonal relationships with work colleagues.

Kahn, W.A., 1990. Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4), pp. 692-724.



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SOURCE: Neuman, A., Donohue, S., & Eric, M. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, 27(3), 621-636.

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## Chatham House Rules

What are they?



**The Chatham House Rule**  
When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation (relationship) of the speaker(s), nor that of any other participant, may be revealed.

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## What happens during the session



How do we ensure in as far as possible the plan sessions is achieved

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## Closing the facilitated session



During the planning of the session you need to keep some time to close / finish the session

The closing or ending of a facilitation session which **enables people to move on**

Your task as a facilitator is to help people to finish off the business of the session - and to begin to make themselves ready for what they are going to do next.

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## Closing / finishing a facilitation session

It is important not to be too pushy or prescriptive about enabling action or setting goals.

The last thing we want at this stage is to leave people with the feeling that they have been railroaded into something.

However, they do need to be invited to think about any implications for themselves and their lives. It may be that there is no particular action for people to take - that simply talking about something is Enough for the moment.

Also, it might be that our aim was simply to ask people to entertain some idea or possible course of action **not** to act on it.

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## Closing / finishing a facilitation session

For us as facilitators there is also the need to round things off, and to make sure we are not rushed into hasty promises about what further we can offer i.e. making promises we cannot keep.

A similar thing applies to managing the end of the session. As facilitators we need to hold on to our task of helping groups to take responsibility for their own work and to develop the ability of their members to help each other and to act together.

The danger at this stage is that the wrong sort of intervention on our part can leave people feeling they have, rightly or wrongly, been managed - rather than them managing themselves.



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## Closing / finishing a facilitation session

Some things worth doing are:

- Reminding people of the time left when there is about ten / five minutes to go...
- Making sure that any contributions or questions you ask don't open up any huge questions for immediate discussion...
- Thanking people for participating in the group/session...
- Summarising what you have promised to do and how the participants will receive this information



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## Closing / finishing a facilitation session

Participant should leave:

- Wanting to come back
- Feeling good / better about themselves
- Reflecting not ruminating on an issue
- Making new choices and if they wish new plans

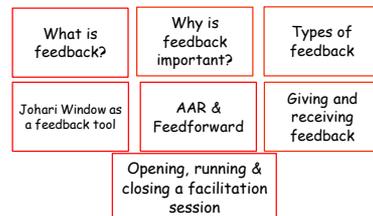
Plus???



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## What did I learn?



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## Trainer's details

Trainer: Maeve Finch of Total Focus

Address: Suite 2179, 26 Upper  
Pembroke Street, Dublin 2

Email: [support@totalfocus.ie](mailto:support@totalfocus.ie)

Website: [www.totalfocus.ie](http://www.totalfocus.ie)



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