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:practice

Coaching and Mentoring - The art of giving feedback

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Purpose of this guide

This guide has been developed to support workers in out of home care.

This guide is a companion to the Practice Guide - A model for coaching staff in Intensive Therapeutic Care: A guide for Therapeutic Specialists and Supervisors.

THIS PRACTICE GUIDE WILL:

- **Define feedback**
- **Explore the challenges of giving and receiving feedback**
- **Seek to understand the perspective of both the giver and receiver**
- **Provide guidance on how to approach feedback**

The art of giving feedback

We all know feedback is helpful. Staff consistently say they want it. Managers rely on it to improve staff performance. Organisations depend on the exchange of feedback to grow staff and leaders, improve engagement, and retain the best staff. So why do we resist it? Why is it so difficult to give and take? And how can we improve and get the most out of this valuable but painful thing called feedback?

Within out of home care Therapeutic Specialists and Supervisors will have a critical role in the support and development of staff and the quality of practice. Whether you find yourself giving or receiving feedback, you'll benefit most by reading this guide in its entirety, so you have a shared understanding of both sides of the feedback table.

What is feedback?

A House Manager sends a report to her Senior Manager and waits for a month without receiving any feedback. The House Manager wonders "What did I do wrong?"

A Team Leader was annoyed that a team member was late again and during the team meeting he made remarks about people using their iPhones as alarms to make sure they are on time, never directly addressing the issue with the team member.

A team member is given praise from her supervisor at her annual review. "You're doing a great job" she is told. "Keep up the good work". As the staff member leaves the supervisor's office, she wonders "What exactly am I doing well? I want to keep doing 'it' but what is it?"

Whenever we respond to another person we are giving that person feedback. We may be reacting to any number of things:

- The way a person looks
- His or her actions
- Something he or she said
- Or a combination of factors

SIMILARLY, OUR FEEDBACK MAY TAKE MANY FORMS. WE MAY:

- **state our reactions verbally**
- **give feedback through what we say or in writing**
- **react non-verbally letting our body language and facial expressions do the talking for us**

Though there are many forms of feedback, not all feedback is useful. Consider the three examples above. In the first example, the Senior Manager responded with silence. This is very common. How many times have you heard a manager say “You won’t hear from me unless there is a problem”.

Silence wasn’t a problem for the Team Leader in the second example. The Team Leader may have vented some emotion by making fun of the staff member. The Team Leader’s sarcasm has only created distrust and probably hostility, which will make it even more difficult to discuss the actual problem.

The supervisor in the third example certainly offered praise. Certainly, a more pleasant experience than the first two. The staff member is undoubtedly happy that her supervisor likes the work she is doing but unless she asks for more specific feedback about what behaviours/performance she should continue, the praise is of little long-term value.

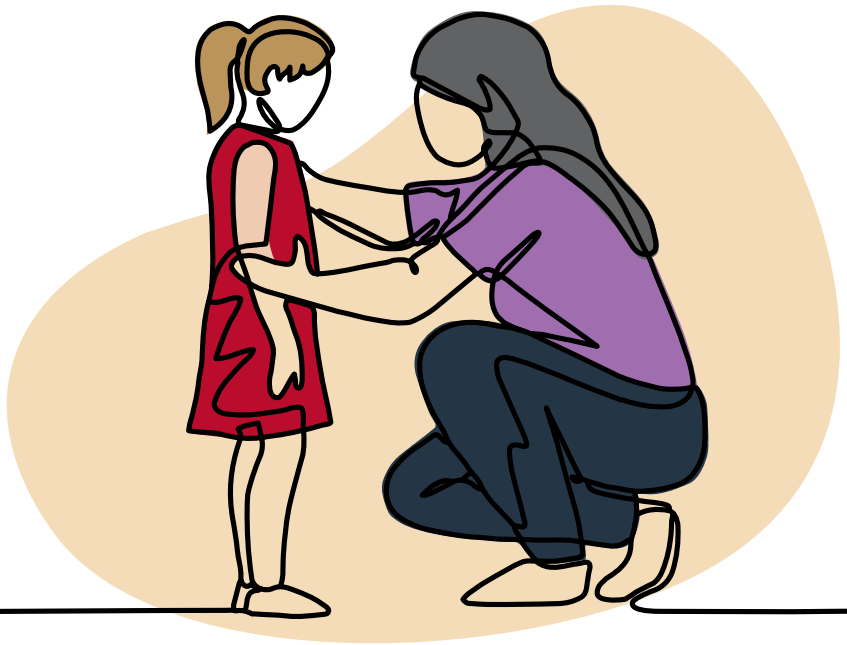
Take a moment

Think of an example of your own that you have been involved in or observed. Describe the situation:

Do you think this situation was handled well? How might it have been handled better?

We have found that the following definition by Zenger and Folkman, (2017) to be one of the most helpful:

> ***Feedback is an interaction between two people. Where one person has information, they feel would be helpful to the other person. The giver is motivated by the belief that the message will be understood, accepted and implemented and will ultimately bring about positive change.***



The four types of feedback

Negative feedback:
or corrective comments about past behaviour. These are things that didn't go well.

Positive feedback:
or affirming comments about past behaviour. These are things that went well and need to be repeated.

Negative feedforward:
or corrective comments about future behaviour. These are things that don't need to be repeated next time.

Positive feedforward:
or affirming comments about future behaviour. These are things that would improve performance in the future.

The distinction that is largely missing for most people is the focus on the future or feedforward.

Why feedback is important

As a rule, it seems that staff value feedback more when it is given by someone they respect as a role model. Appropriate feedback contributes significantly in developing your staffs' competence and confidence at all stages of their professional careers; it helps them think about the gap between actual and desired performance, and identify ways to narrow the gap and improve. For social welfare professionals, in particular, it promotes reflective and experiential learning, which involves 'training on the job', and reflecting on experiences, incidents and feelings. More importantly, feedback aims to develop performance to a higher level by dealing with underperformance in a constructive way.

If we do not give feedback, this will come with a cost. The staff member can assume that everything is fine and will continue practicing in the same way. This leads into a false assessment of their own skills and abilities, and builds up a false perception.

The biggest mistake in giving feedback

What's more important: Being able to give feedback or being able to receive it?

GOOGLE SEARCH TERM	AVERAGE MONTHLY SEARCH
How to give feedback	**1600**
How to receive feedback	**210**

The answer is clear…or is it?

World-renowned behavioural scientist, Jack Zenger, and globally recognised expert in psychometrics, Joe Folkman, point out in their article "Feedback: The Leadership Conundrum" that, while traditionally nearly all the development focus is on the feedback giver, the receiver is in complete control of the outcome.

A common misconception is that the feedback giver is in a position of power. That the giver's ability to present feedback is the most significant factor in the success of a feedback interaction. This is likely because the giver is often a manager, who is typically viewed as being in a position of control. However, the onus actually falls more heavily on the receiver's ability to understand, accept, and act on the feedback.

Zenger and Folkman (2017) suggest,

> ***The provider of feedback can say all the right words at the right time. However, the success of the interaction is ultimately in the hands of the receiver…the fact remains that what goes on emotionally and intellectually with the receiver is what really counts.***

So is giving feedback important? Of course!

Both the giver and receiver contribute to the feedback interaction. But at the end of the day, the most underrated and ignored feedback skill is receiving it.

As shown in the Google Search stats above, from a development standpoint, people are 7.6 times more likely to work on giving feedback than on receiving it. It's time to even that out. It's time to stop ignoring the other end of the feedback conversation.

That's why in this guide we're going to start with what is perhaps the most important element of feedback—receiving it.

Why Receiving Feedback Isn't Easy

Before you can work on being more receptive to feedback, it is important to first understand why you might resist feedback. Getting feedback can be uncomfortable, awkward, and even painful, even though it's usually given with the intent to be helpful, can improve our ability to get along with others, and advance our careers. Why is this? In this section, we'll examine three major reasons we resist feedback.

Your Ego

Ego has developed a bad reputation. But the truth is everyone has an ego, big or small. Having an ego doesn't mean you have a big head. Simply defined, an ego is a person's sense of self-esteem or self-importance.

Consider these statistics from executive coach and author, Marshall Goldsmith (2015):

70% of us believe we're in the top 10% of our peer group.

82% of us believe we're in the top 20%.

98.5% of us believe we're in the top half.

Do you see the problem with these numbers?

The fact is that we can't all be in the top 50 percent — it's basic math.

Feedback can threaten our self-perception, our ego. As Goldsmith states in his interview with Talent Quarterly, "It is very hard to face the reality of our own existence." He goes on to include "the reality of our performance."

Rather than examine our shortcomings, it is easier to blame the feedback giver. It is easier for us to be angry instead of depressed. We avoid feedback because it inflicts pain on our ego.

> ***If we seek positive feedback only to boost our ego, then we miss the opportunity to receive valuable, corrective feedback that can help us grow.***

Your Brain

What happens in our brains when we receive criticism?

It's hard for us to feel like we're wrong, and it's even harder for us to hear that from others. As it turns out, there's a psychological basis for both of these elements.

Let's dig deeper and examine the neuroscience behind why feedback makes us feel threatened. When we encounter something new, our brain seeks to minimise danger and maximise reward. If the new information or situation is perceived as dangerous, the brain goes into threat response mode, also known as "fight or flight." This is our body's primitive, automatic, stress response that prepares us to fight or flee from attack, harm, or threat to our survival.

Leading research on the social nature of the brain by David Rock (2008) has found that social situations can also trigger the threat response. Specifically, our perception of five qualities (status, certainty, autonomy, relatedness, and fairness) can activate either a threat or reward response. This is known as the SCARF Model of leadership.

By understanding and supporting staff to become more self-aware and understanding of their reactions, we can proactively prevent, control, and support a shift of the threat response to a reward response. Next, let's examine each of the qualities that can elicit a threat response – status, certainty, autonomy, relatedness and fairness.

Status

What is it?

Status is our perceived importance relative to others. In social interactions, our brain works to assess whether our status is being threatened or rewarded, or rather enhanced or diminished. Biologically, our brains are programmed to care about status because it impacts our survival.

How does it impact our reaction to feedback?

When we receive praise or view feedback as a reward, our perception of status increases. However, when receiving negative or corrective feedback, our perception of status feels threatened. This is why performance reviews, 360 feedback, and feedback conversations can provoke a threat response. In fact, even the phrase, “Can I give you some feedback?” can elicit a threat response, even though the receiver doesn’t know if the feedback is positive or negative.

How can we use it to our advantage?

Support staff to transition their mind set to feedback as a positive opportunity, an opportunity to improve. Support staff to believe your intentions are to help. Shifting to a learning attitude, where we believe our status will be improved, can trigger a reward response, instead of a threat.

Certainty

What is it?

Certainty is our ability to predict the future. Our brains crave familiarity. With it, brains conserve energy by going into autopilot. When we experience ambiguity or confusion, it creates tension in our minds. Too much uncertainty distracts us and can lead us to panic or make bad decisions.

How does it impact our reaction to feedback?

Feedback is an interaction, a communication. And just like any communication, feedback isn’t always clear. When we don’t understand why we’re receiving the feedback, what the feedback means, or what impact the feedback could have on our future, this elicits a threat response.

How can we use it to our advantage?

If feedback threatens the staff member’s sense of certainty, support them to seek clarity. Seek understanding. The better you understand the feedback given to you, the easier it is for you to move to a place of certainty and use the feedback for good.

Autonomy

What is it?

Autonomy is the level of control we feel over our lives. We want options. We want the freedom to make decisions. When we perceive our autonomy is reduced, it releases a threat response in our brain.

How does it impact our reaction to feedback?

When we receive feedback on how to do our work, such as processes or guidelines to follow, our autonomy feels attacked, like we have less control and less freedom.

How can we use it to our advantage?

If feedback has the impact of threating a staff member's sense of autonomy, support them to understand the "why" behind the "how." Processes and guidelines usually have purpose, such as increasing quality or efficiency of work. Reframe feedback that threatens autonomy and focus on how it will impact success. In addition, focus on the opportunity for autonomy within the guidelines or processes. Where do staff have options? Where do staff have more autonomy?

Relatedness

What is it?

Relatedness is our sense of safety with others. In every interaction, our brain tries to identify the other party as a friend or foe. Can this person be trusted? Does she understand me? Will he show me compassion? Feeling trust and empathy from others depends on whether or not we perceive them to be part of the same social group. When we don't feel an element of "sameness," our brain produces a threat response.

How does it impact our reaction to feedback?

When our safety or sense of trust is threatened, we are less receptive to feedback. We question the intent of the feedback giver. This can especially be true of feedback from people outside of our social group. If you perceive your feedback giver as an "other," it's easier to feel threatened by the feedback. If hierarchies or teams have clear divisions that communicate "otherness," relatedness is more likely to be at risk.

How can we use it to our advantage?

When engaging in a feedback interaction, support the staff member to remind themselves of your social connection. What evidence from past interactions point toward a trusting and empathetic relationship? When you have a strong social connection, the brain releases oxytocin, which disarms the threat response. If the relationship is new, remind staff and yourself that building trust and goodwill takes time and repeated social interactions.

Fairness

What is it?

Fairness is the sense of being respected and treated equally, especially compared to other people. When our brain perceives something to be unfair, it creates a threat response leading to hostility and diminishing trust.

How does it impact our reaction to feedback?

If we believe the feedback we're given is biased or the feedback giver's expectations are unfair, our brain activates a threat response and makes us less receptive to feedback.

How can we use it to our advantage?

Remind staff that this feedback interaction is about them, not others. Support them to block destructive thoughts comparing themselves to others. Consider that other people who exhibit the same behaviour are likely receiving the same feedback. Most importantly, ensure that they understand and have clarity around the expectations for their performance.

Your Brain

When you hear the words, "Can I give you some feedback?" where does your mind go? Do you expect receiving feedback to be a positive experience? Or do you anticipate the interaction will be negative? Despite the fact that feedback can be positive or negative (and that even negative feedback can have positive ends), our minds typically expect that receiving feedback will be a negative experience.

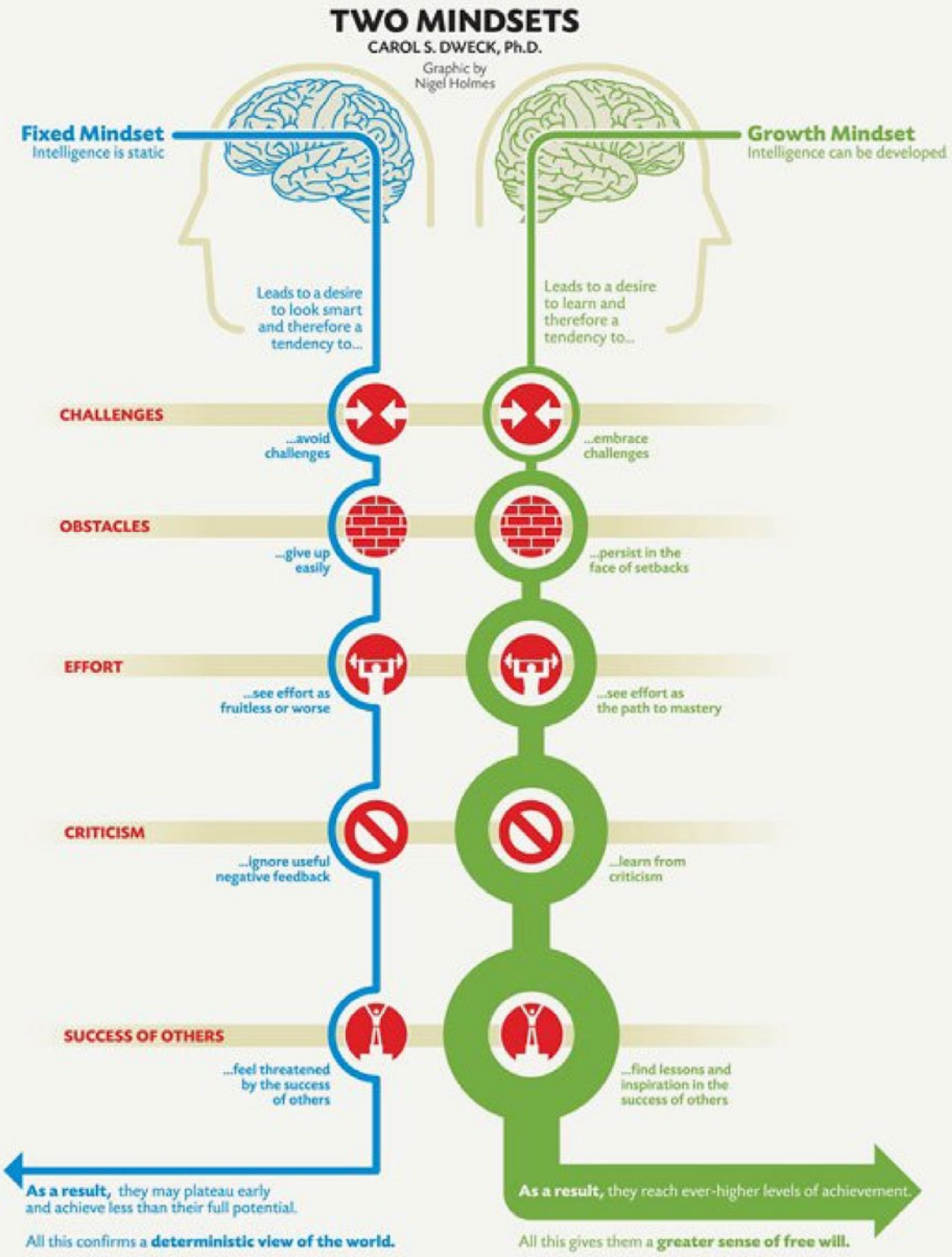
So when we hear those words, "Can I give you some feedback?" we tend to operate from a position of fear.

In "Feedback: The Leadership Conundrum," Zenger and Folkman (2015) studied which factors can increase a person's willingness to receive corrective feedback.

> ***They found that reducing individual fear has nearly three times more the impact than improving the skills of the feedback giver.***

While some of us have, a hard time hearing negative feedback, there are those who thrive on it. This group has what's known as a growth mindset. They focus on their ability to change and grow—as opposed to those with a fixed mindset—and are able to see feedback as an opportunity for improvement as represented in Diagram 1 -Two Mindsets.

Diagram 1: Two Mindsets (Dweck, 2012)



Supporting staff to receive feedback well

Now that you understand the reasons why staff might be resistant to feedback, let's get down to the nitty-gritty tactics of receiving feedback well.

SUPPORT STAFF TO	HELP STAFF AVOID
Acknowledge feedback is painful but valuable	Closing themselves off from negative or corrective feedback
Recognise no one is perfect	Only seeking feedback to boost their ego
View both positive and corrective feedback as a gift	Turning the feedback giver into a villain
Understand that giving feedback is difficult too	Allowing ego, threat responses, fear, or personality prevent you from hearing feedback
Understand, recognise, and overcome their triggered reactions or threat responses to feedback	Trying to prove who is right and who is wrong
Remain calm and manage your emotions	Overreacting or become upset
Practice active listening with good eye contact and open body language	Becoming defensive or argumentative
Summarise what they heard	Passively listening without responding to the feedback giver
Ask clarifying questions to seek understanding	Disengaging from the feedback conversation
Actively engage in feedback conversations with confidence and curiosity	Silently disagreeing or pretending to agree
Spend time thinking about the feedback	Refusing to take feedback
Evaluate the feedback slowly: Does it seem true? Is it something you already knew? Does the feedback giver have the expertise or credibility to make the observation? Have others said something similar?	Failing to take responsibility for next steps
Focus on what they can pull from the feedback to make a positive difference in their life and work	Believe they are a victim of feedback, unable to control the outcome
Decide if they are going to take the feedback. If not, explain why.	Ignoring it and do nothing
Actively make attempts to incorporate the feedback and improve	
Be deliberate and mindful, looking for opportunities to stop doing undesired behaviours or start doing desired behaviours	
Set goals for improvement	
Practice receiving feedback	

Why giving feedback is not easy

With 1,600 people Googling “how to give feedback” each month, it’s clear: Many struggle with giving feedback. In the last section, we examined why the feedback receiver can feel threatened by feedback. But why should the feedback giver feel uncomfortable? Why can giving feedback be just as painful as receiving it? In this section, we’ll examine why giving feedback is difficult and often avoided.

Your Brain

In every interaction, our brain works to assess whether our sense of status is being threatened or rewarded. We’re programed to care about our status.

When we give positive feedback and please the person receiving the feedback our sense of status is rewarded. Alternately, when we give corrective or negative feedback, we risk displeasing the staff member. In short, most of us want to be liked, and being disliked is a blow to our ego.

Your Fear

In any feedback interaction, the feedback giver walks in with a degree of uncertainty. How will the receiver react? Will my feedback improve or worsen the behaviour or situation? Will my feedback be taken the wrong way? Will it motivate or demotivate the receiver?

Giving feedback requires courage to overcome these fears.

Your Personality

Marcia Ruben (2009) discusses the relationship between personality and feedback in her article, "5 Reasons It's So Hard to Give Tough Performance Feedback." Using the Myers-Briggs personality assessment, Ruben points out that how we process information (thinking or feeling) plays a role in how we give feedback.

Thinking Style

If you exhibit the thinking style, you make decisions based on logic and analysis. You consider the problem first, while the people come in second. This process is rational and impartial. Feedback givers who prefer the thinking style are typically good at identifying flaws, while being oblivious to emotional cues. The result?
The thinking feedback giver can leave the receiver feeling hurt without realising it.

Feeling Style

If you exhibit the feeling style, you consider people first, deprioritising the problem. You are more likely to provide positive feedback and appreciation and avoid giving a critique or corrective feedback. The result? The feeling feedback giver can over-empathise with the receiver or give them a false sense of accomplishment.

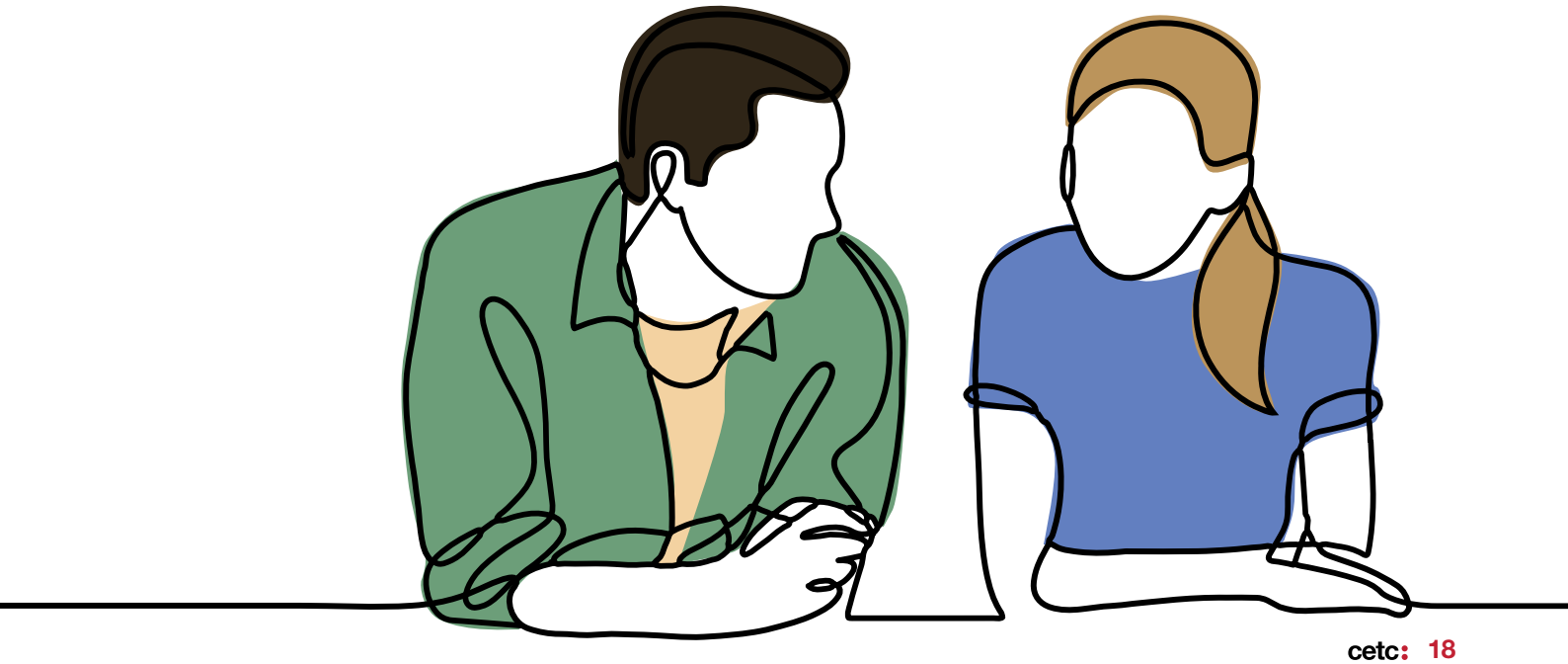
Your Lack of Know-How

Giving feedback is a skill, and an important one at that. However, it's a skill that is rarely developed. We don't know how to give feedback. We forget to give positive feedback. We avoid giving negative feedback. And it's not one-size-fits-all. What works changes from receiver to receiver and situation to situation.

The Receiver's Ego

Perhaps our biggest source of fear, and the main reason giving feedback is difficult, is that we don't want to hurt the receiver's feelings. In giving feedback, we know we can potentially make the receiver feel threatened by triggering the fight-or-flight response.

In a feedback interaction, the giver's every word and action is interpreted, magnified, and scrutinised for meaning the giver may have never intended.



With understanding, you can attempt to minimise the receiver's threat response and maximise the reward response. Let's examine how the feedback giver can minimise the threat of each quality of the SCARF Model.

Status

To minimise threatening status, communicate that you value and believe in the receiver. Make it clear that your intent is to help the feedback receiver grow. Model the expectation that feedback is a reward, that growing and learning are highly valued. Most importantly, acknowledge successes. Receiving praise, mastering a new skill, receiving a promotion, and other successes increase perception of status and elicit a reward response.

Certainty

To reduce uncertainty, provide clarity. Why are you giving the feedback? What are your expectations? What does the feedback mean? Communicate clearly. Give the feedback receiver the opportunity to ask clarifying questions. Be transparent. Help the receiver find a path by breaking complex tasks into small steps that are more consumable.

Autonomy

To reduce threat to a receiver's autonomy, ask questions to help the receiver self-evaluate and identify habits to build. Attempt to let them come to conclusions on their own. Give the receiver options and the freedom to choose. When giving feedback on how to do work, such as processes or guidelines, explain why. Focus on and point out the areas in which the receiver has greater autonomy.

Relatedness

Before giving corrective feedback to someone, build a relationship of trust. This takes time and repeated social interactions. Seek to develop a sense of "sameness," a sense that you are part of the same group.

Fairness

First, be certain that the feedback you're giving is fair. Check your biases. Are you playing favourites? To reduce a threat response, share information in a timely manner. Transparency can also provide a sense of fairness.

ONE FINAL NOTE:

Let go of what you can't control. You can only do so much. In the end, the receiver is responsible for their reaction.

Helpful tips for giving feedback

Giving feedback isn't easy, but here are a few tips that can help you out!

FOCUS ON	
Acknowledging giving feedback is painful but essential	Being specific: define behaviours to improve or change
Understanding that receiving feedback is difficult too	Making your expectations for performance clear
Recognising no one is perfect	Sticking to facts
Viewing both positive and corrective feedback as a gift	Being tough but fair
Understanding threat responses to feedback and how you can minimise threat	Describing outcomes: What was the result of the behaviour, positive and negative?
Building trust and create a safe environment for feedback	Focussing on the future: What does this look like moving forward?
Preparing for feedback: Write key talking points and prepare questions to ask	Helping set goals for improvement
Giving feedback with the intent to help the receiver grow and improve	Helping make a roadmap: A path of small, concrete actions
Being immediate and timely	Providing or finding information that can help the receiver improve
Remaining calm and managing your emotions	Asking what you can do to help
Practicing actively listening with good eye contact and open body language	Finding balance among the types of feedback you give: appreciation, coaching, and evaluation
Asking questions: Help the receiver self-evaluate to make connections about performance and identify new habits to build	Practicing giving feedback
Encouraging self-reflection	Encouraging or schedule regular feedback conversations
Self-reflecting after the feedback session is completed	Encouraging dialogue about progress
Being willing to receive feedback	Always trying to end on a positive note

AVOID	
Giving only positive or negative feedback	Assuming what works for you will work for others
Turning the feedback receiver into a villain	Inundating the receiver with your point of view and stories
Allowing ego, fear, or personality prevent you from giving feedback	Focussing on the past
Trying to prove who is right and who is wrong	Stockpiling negative feedback
Overreacting or becoming upset	Venting
Becoming argumentative	Emailing negative or corrective feedback
Talking too much	Having expectations that the receiver cannot meet
Being insincere in giving positive feedback	Discouraging employees to come to you with problems
Only focussing on mistakes	Putting staff in an environment where they can't get help from others
Giving feedback to just provide information	

Steps for giving feedback

Step One: Planning

Try asking these questions when planning your feedback:

Knowing that you want to give someone feedback is just the beginning of the process. Try asking yourself these questions to get your feedback planning on track.

- Can I accurately describe the behaviour or performance I want to redirect or reinforce and its effect on others in the team or service?
- Do I have detailed examples of the acts and its effects that I can use to support my descriptions?
- Can I identify and describe the kind of results that I hope my redirection of reinforcement will produce?
- Does the person receiving the feedback understand my expectations for his or her performance?
- Is the person really responsible for the act in question?
- Is the person open to hearing feedback from me?
- Have I put off giving the feedback for a long time?
- Have I given myself enough time to prepare for the feedback session?

Feedback Plan

Identify and describe the specific actions you want to reinforce and redirect and their effects on others:

List detailed examples of these actions to use as support for question 1:

Steps for giving feedback

Feedback Plan

Identify and describe the results that you hope that your reinforcement or redirection will produce:

Do you think the person receiving the feedback understand my expectations for his or her performance?	**Yes** ☐	**No** ☐
Do you think that the person is really responsible for the act in question?	**Yes** ☐	**No** ☐
Do you think the other person open to hearing feedback from me?	**Yes** ☐	**No** ☐
Have you put off giving the feedback for a long time?	**Yes** ☐	**No** ☐
Have you given yourself enough time to prepare for the feedback session?	**Yes** ☐	**No** ☐

Step Two: Choose An Appropriate Time And Place

Try to give your feedback in a place where you will not be interrupted or distracted by other people or concerns. Plan ahead and make an appointment with your feedback recipient – try to choose a time when neither of you will be too tired or stressed.

Step Three: Beginning The Feedback Session

Try to make the person feel comfortable. Ensure that you keep your own emotions in check. Your demeanour sets the tone for the session. Remain calm and keep your voice even throughout the session.

Steps for giving feedback

Step Four: Presenting Your Feedback

Once you have established a positive tone for the feedback session. Remember that your aim is to specify as much detailed, useful information as possible to help the recipient find it as productive as possible.

Basic Steps for Giving Reinforcement

1. Describe the behaviour or performance you want to reinforce.
2. Explain the impact that the act had on the team or service.
3. Help your feedback recipient take credit for his or her success.
4. Thank your feedback recipient for their contribution towards meeting the goals of the team and service, encourage similar future actions.

Basic Steps for Giving Redirection

1. Describe the behaviour or performance you want to redirect.
2. Listen to the reaction of your feedback recipient. Your feedback recipient may immediately see there is a problem and accept responsibility for it.
3. Clarify your expectations for your feedback recipient's behaviour or performance or explain the negative effect that those actions are having on the team and/or service.
4. Help your feedback recipient acknowledge that a problem exists and accept responsibility.
5. Develop a plan that will help your feedback recipient change the behaviour or performance.
6. Thank your feedback recipient and participation.

Step Five: Documenting Your Feedback

Ensure that you record the four W's:

- What happened?
- Where and when did it occur?
- Who was involved?
- What was the impact?

Create a feedback culture in your house and/or service

Creating a culture that supports feedback can increase the effectiveness of your feedback givers and receivers. Here are four keys to creating a feedback culture:

1. Provide Training to Givers and Receivers

Both giving and receiving feedback are skills. What's more, they're skills that are rarely developed. To support feedback in your service, provide training and resources to your staff. Appendix 1 offers easy tools for reflection about the giving and receiving of feedback.

For all staff:

- Show them videos or let them observe responses to feedback
- Train them on asking questions, seeking examples, and clarifying meaning and intent
- Help them understand their resistance to feedback

2. Set the Tone from the Top

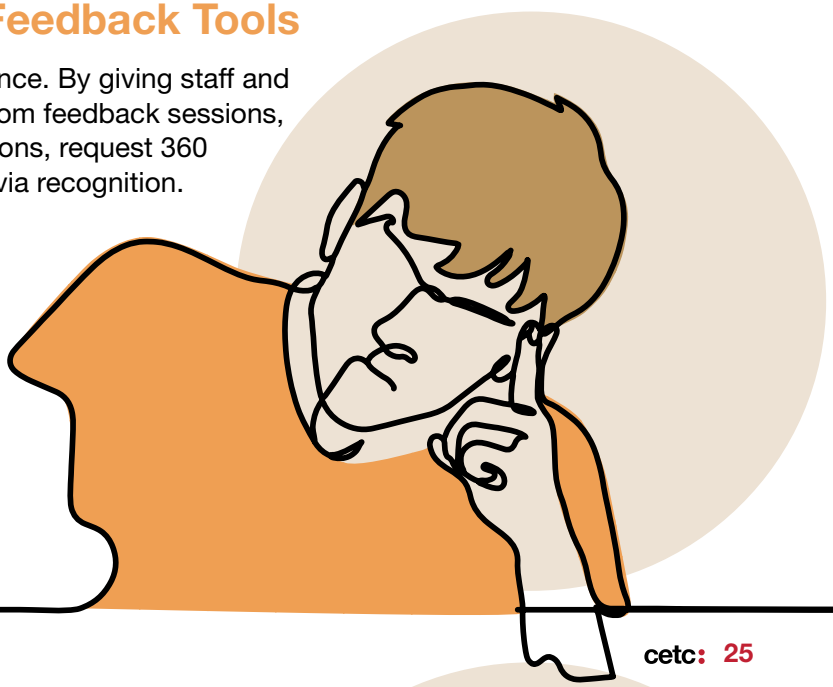
Like any element that you want to make part of your organisational culture, it starts at the top. Receiving and giving feedback well must be modelled. The Therapeutic Specialists and leaders must hone these skills and set the example. They must ask for feedback (up and down the hierarchy and sideways) and visibly show that they receive feedback well. And they must do it, and do it again and again.

3. Communicate Expectations Around Feedback

If giving and receiving feedback well is a quality leadership seeks, it must be made clear. Communicate, and communicate often. Set expectations around what feedback looks like in your service: Who gives it? Who receives it? How often does it occur? How do we do it? What is the goal of feedback? Make feedback part of your processes and traditions, from onboarding and appraisals to everyday conversations.

4. Provide the Team with Feedback Tools

The right tools can make all the difference. By giving staff and leaders an easy way to record notes from feedback sessions, conduct two-way feedback conversations, request 360 feedback, and give positive feedback via recognition.



Useful links and resources

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Rock, D. (2008) SCARF: a brain-based model for collaborating with and influencing others http://web.archive.org/web/20100705024057/http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf

Overview of the SCARF Model https://conference.iste.org/uploads/ISTE2016/HANDOUTS/KEY_100525149/understandingtheSCARFmodel.pdf

Video with David Rock - SCARF Model: Influencing Others with Dr David Rock
https://youtu.be/isiSOeMVJQk

SCARF Model Animation Video https://youtu.be/qMejNf0dL2g

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Appendix 1

How Well Do I Give Feedback?

This self-assessment will help you measure your current skills in giving feedback. For each statement, mark “rarely”, “sometimes” or “often” to indicate how consistently you engage in the described behaviours in your workplace.

	RARELY	SOMETIMES	OFTEN
1. I pick an appropriate time and place to give feedback.			
2. I keep my emotions in check, remaining calm and keeping my voice even.			
3. I provide specific, detailed information about the staff members behaviour or performance.			
4. I explain the impact the staff member’s behaviour is having on the team and /or service.			
5. I really listen to the responses of those receiving my feedback.			
6. I clarify my expectations if there is any confusion about the behaviour or performance in question.			
7. I remember to thank and encourage the receivers of my feedback.			
8. I provide input as needed in developing an action plan for meeting behavioural or performance goals.			
9. I focus on the steps of the feedback process to keep the dialogue on track.			
10. I try to understand feedback from the other person’s point of view and preferred communication style.			

Of course, giving feedback is only half of the story. Take a moment and assess your skills at receiving feedback.

How Well Do I Recieve Feedback?

This self-assessment will help you measure your current skills in receiving feedback. For each statement, mark “rarely”, “sometimes” or “often” to indicate how consistently you engage in the described behaviours in your workplace.

	RARELY	SOMETIMES	OFTEN
1. I truly listen to what feedback providers are saying.			
2. I keep feedback in perspective and do not overreact.			
3. I try to learn from all feedback even if it is poorly given.			
4. I am willing to admit to and learn from questions about my performance or behaviour at work.			
5. Rather than avoiding feedback, I attempt to turn every feedback session into a useful encounter.			
6. I accept redirection and reinforcement rather than denying them.			
7. I accept responsibility for my role in achieving individual, team and service goals.			
8. I accept responsibility for researching solutions for behavioural and performance problems that threaten goals.			
9. I accept responsibility for keeping my emotions in check during feedback sessions.			
10. I am committed to listening and learning in all feedback sessions.			

How Did You Score?

How did you score on the two self-assessments? If you answered most of the questions with “often” your skills for giving useful feedback and receiving feedback are well developed.

If you answered a number of questions with “sometimes” or “rarely” your feedback skills could probably use further development.

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