



HIGH-IMPACT FEEDBACK AND LISTENING

LEARNING FORMAT: CLASSROOM (ONSITE ONLY) & VIRTUAL

When sharing feedback is part of an organization's culture, it is an effective business tool that reaches across all levels.

In this course, individual performers learn how to effectively deliver both positive and developmental feedback. They also learn how to be receptive to feedback and to listen to accurately understand the speaker's intended message. In the workplace, these skills help them to optimize and sustain their own and their coworkers' performance.

DO YOU FACE ANY OF THESE ISSUES?

- > Do people in your organization get enough feedback about their job performance?
- > How good are people at giving and receiving both positive and developmental feedback?
- > Do people listen effectively to accurately understand the speaker's intended message?
- > Do business results suffer because people don't get the feedback they need to perform to their potential?

PERFORMANCE OBJECTIVES

Helps individual performers:

- > Support colleagues' job performance, growth, and development.
- > Build authentic, trusting relationships with colleagues.
- > More wisely choose opportunities to give and seek feedback.
- > Handle, reduce, or eliminate defensiveness or negative emotions that can occur in a feedback discussion.
- > Help create a culture of teamwork and performance.

PRIMARY COMPETENCIES DEVELOPED

- > Communication
- > Coaching

SECONDARY COMPETENCY DEVELOPED

- > Continuous Learning

COURSE OVERVIEW

- > **Introduction:** Learners take part in a "fact or myth" activity to gain key information about giving and receiving feedback. The facilitator introduces the two types of feedback: positive and developmental.
- > **Giving Feedback—Key Principles and STAR:** Learners watch a video spoof called "Top Colleague" (a fictitious reality game show) that demonstrates poorly delivered feedback and subsequent poor receptivity to feedback. Learners discuss why the feedback in the video went wrong. The facilitator defines effective feedback skills and leads a discussion on the importance of meeting people's personal and practical needs. Learners adjust the video judges' feedback to encourage greater receptivity from the video contestants.
- > **Building Your Listening and Feedback Receptivity Skills:** Learners discuss the importance of being aware of Feedback Deflection Traps, Receptivity Techniques, and barriers to listening in order to accurately understand a message. Learners identify a Receptivity Technique that would help the video contestants demonstrate better listening skills.
- > **The Feedback Discussion Model:** Learners watch a video depicting a colleague in need of developmental feedback. The facilitator introduces the Feedback Discussion Model. Learners then watch a video that shows an employee effectively delivering developmental feedback to the peer depicted in the earlier video.
- > **Skill Practice—Giving and Receiving Feedback:** The facilitator introduces the Feedback Planner. In groups of three, learners participate in three rounds of skill practice for delivering developmental feedback.
- > **Applying Your Skills:** In pairs, learners describe real-life opportunities they have for delivering either positive or developmental feedback back at work and plan their approach for those discussions.

VIDEO SEGMENT SUMMARIES

- > **Top Colleague:** A mock reality game show setting is used to humorously depict how ineffective, poorly delivered feedback can have a negative effect on those who receive it. The video also is used to discuss the STAR approach and the Key Principles.
- > **A Star Is Not Born:** This is part one of a two-part video. In this segment Jayne, a newer team member, wants to make a positive impression during an interdepartmental meeting and interjects comments that show she is uninformed about a major project.
- > **Positive Model:** Part two of the video is the positive model. Martin, Jayne's colleague in part one, provides her with developmental feedback regarding her meeting behavior.

COURSE DETAILS

- > **Target audience:** All employees through to emerging/frontline leaders.
- > **State-Fundable:** Yes (onsite only).
- > **Course Length:** 4 hours (onsite), 3 hours (virtual).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** Communicating with Impact or Communicating for Leadership Success.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** None.

OTHER COURSES TO CONSIDER

- > Communicating with Impact
- > Coaching for Improvement
- > Coaching for Success
- > Working as a High-Performing Team