Workbook V: Developing Feedback Resilience

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This workbook is intended to accompany Becoming A Resilient Scientist Series V: Developing Feedback Resilience

It is most effective when it is used after attending/watching the workshop lecture. The exercises in this workbook are to help you process and solidify what you’ve learned in the lecture and to provide you with additional resources. Although it is encouraged that you complete the exercises, it is not required.
We need feedback to **grow and learn**
AND we need to **give feedback** to others
so they can grow and learn.

Reflect on a time when you received useful feedback, but you **didn’t react well**. What happened?

Reflect on a time when you were providing a useful feedback, but **the other person didn’t react well**. What happened? What did you tell yourself?
To become feedback savvy, we need to develop **self-awareness**. One way to do that is to identify our dominant work **communication style** and the style of the other party.

Visit the website below and complete this communication style self-assessment: https://www.thevantagepoint.ca/sites/default/files/High%20Performing%20Teams%20-%20Self%20Assessment%20Handout.pdf

Write down your scores for each style:

*Driver:* _______________________

*Expressive:* ___________________

*Amiable:* ______________________

*Analytical:* ____________________

What is your **dominant** style(s)? ______________________}

(continued on next page)
What are some strengths and liabilities of your dominant communication style(s)?

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NOTE: Reflect on your scores of each style. You should notice that you are not just one style but have components of multiple styles. Be cognizant of labeling yourself or someone based on these scores. We are all multifaceted and complex.
Now you know your communication style(s). Let’s reflect a bit.

Start by thinking about you:
Think about your dominant style(s). What about your PI (or another important person in your life)’s dominant style? When does your dominant style(s) **work well** for you? When does it **not work so well**?

Now think about your PI (or another important person in your life):
How might you **adjust** to the style of your PI? What would you ask of them to **adjust more to your preferred style**? Can you imagine having a discussion about this with them?
Different types of feedback have **different triggers**: 

- **Truth triggers**: We question the accuracy of the feedback\(^1\)

- **Relationship triggers**: We question, or don’t like/trust, the person providing the feedback\(^1\)

- **Identity triggers**: We question the feedback because of our identity, the identity of the giver, or a combination of both\(^1\)

- **Attributional ambiguity**: We are uncertain whether the feedback we received is based on group membership or actual performance\(^2\)

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\(^1\) Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and frankly, you’re not in the mood)*. Penguin.

Refer back to page one where you wrote about a time you didn’t react so well to feedback. What did the feedback trigger and why?

Then, ask yourself:
  - Was this about me or “ME” or a bit of both?
  - What was the status of “the bridge”?
  - What part of this feedback might be driven by identity issues and potential bias?
  - What is some feedback that I just prefer not to hear?
  - What is the truth in the feedback?
Feedback occurs in **three dimensions**:

**THE PAST**
- **What happened** to bring us to now?
- Two components:
  - **Data**
  - + **Interpretation**

**THE PRESENT**
- **What is going on right now?**
- **Triggers**:
  - **Emotions**
  - **Physical sensations**
  - **Distortions**

**THE FUTURE**
- **What should I do moving forward?**
- Two components:
  - **Behavior change**
  - + **Follow-up**

Focus here so you can **learn from the past** and eventually get to **discussing it in the future**.
Is there something you **need feedback on**?

*Practice your ask below:*

Be clear and precise in your “ask.” Consider this strategy: What am I **doing well**? Where do I **need to improve**? Is there anything you want me to do that I am **not currently doing**?
Is there something you need to **provide** feedback on?

*Practice your feedback below.*

Keep these in mind:

- Focus on the **behavior(s)**, not the person
- Be **specific and descriptive**
- **Describe**, don’t judge
- SBI feedback – **Situation, Behavior, Impact**
- Think "**I**"-**statements**
- Think **giraffe**, not jackal
Think of a time when you received difficult feedback about something you really cared about. What happened for you? If you were able to stay calm, what strategies helped you in the moment and beyond? What is generally not as helpful to you, and why do you think that is?

Think of a time when you had to give someone you cared about difficult feedback. What strategies did you use so that you could stay calm as you talked with your friend/colleague/collaborator/PI? What went well; what did not go well, and why do you think that is?
Feel free to share this information with your PI/supervisor, lab mates, colleagues, peers, etc. and ask them to complete and share as well!
HELPFUL RESOURCES


Stone, D., & Heen, S. (2015). Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and frankly, you’re not in the mood). Penguin.