



THANKS FOR THE FEEDBACK

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I. Feedback—Our Relationship with the World and the World’s Relationship with Us

- A. Feedback is all the information available to us about ourselves.
- B. It is how we learn about ourselves and the impact we have on other people.
- C. Feedback is formal or informal, spoken or unspoken.
- D. People all over the world struggle with feedback conversations.
- E. Struggling with feedback conversations is a problem because they don’t just drive individual learning they drive organizational learning, influence employee engagement and enable or disable cross-functional collaboration.
- F. Feedback conversations enable leaders to get the best out of their people and enable people to get the best out of their leaders.

II. Identifying Feedback Challenges

- A. Organizations invest a lot in coaching people on how to give feedback more effectively. In spite of this coaching, it doesn’t solve the problem of helping people have better feedback conversations.



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- B. Heen is suggesting that it is the receiver—in the feedback conversation—that is in charge rather than the giver. Instead of solely focusing on helping givers give better feedback, it is strategic to help receivers develop the skill of receiving feedback.
- C. To drive our own learning, we, as receivers, need to learn from feedback that may be off base and poorly delivered.
- D. Feedback sits at the junction between two human needs: (1) the need to learn and grow; and (2) the need to feel accepted, respected or loved for the way we are now.
- E. Feedback can be exhilarating or among the most painful life experiences. If we better understand the pain, we can get to the learning faster.

III. Types of “Feedback”

- A. Appreciation—motivates receivers. Appreciation as a form of feedback says, “I see you. I get you. You matter.”
- B. Coaching—helps people get better at something and grow skills, knowledge, efficiency or effectiveness. Coaching is the engine for learning and includes: mentoring and either the giving of advice, suggestions or corrections.
- C. Evaluation—rates and ranks people against a set of criteria or against peers. It tells you how you are doing, where you stand and what to expect.



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IV. How “Types of Feedback” Work Together

A. As you become more senior in any organization—typically you get fewer and fewer people giving you candid coaching. They don’t want to risk their relationship with you.

B. Every organization needs all three kinds of feedback in order to thrive.

C. Typically, appreciation in organizations drop out. Of those who quit or left their jobs, almost half site that being underappreciated was why they left.

D. Evaluation and coaching get tangled up together. And because evaluation is the most “emotionally loud”, you don’t hear the coaching.

V. Why do we REJECT feedback?

A. Coaching is rejected when people believe the feedback is wrong, confusing or unclear.

B. Feedback is not accepted when the giver is not respected, liked or trusted.

C. Coaching points may not align with who the receiver is as a person. It may not connect with the person’s values, so the point is dismissed.

VI. Feedback Wrong Spotting

A. People are incredibly good at finding something wrong with feedback, so they can safely set it aside and move on with life.



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B. Keep in mind that getting better at receiving feedback doesn't obligate you to accept feedback.

C. The problem is that we will always find something wrong with the feedback. And feedback may be 90% wrong but that last 10% might be just what we need to learn and grow.

VII. Three Triggered Reactions

A. Truth triggers assess the content of the feedback. These triggers cause people to ask, "Is the feedback true, accurate, good advice or just plain wrong?"

B. Relationship triggers respond to who is giving the feedback. Often people have a bigger reaction to whom is giving the feedback rather than what is being shared.

C. Identity triggers is the story we tell about who we are and about our wiring. Some people are more sensitive and get upset with feedback. They become overwhelmed and supersize the feedback. Others are on the insensitive side of the scale, and take feedback less personally.

VIII. Skills to Receiving Feedback

A. Stop and first see what the giver means—Wait before immediately assessing whether or not feedback is right or wrong. Take time to understand what the giver means by asking questions. Feedback often arrives with frustratingly vague labels.

B. See yourself clearly—All people have blind spots. The impact we have on other people is invisible to us.



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- C. Enlist a friend to help—Feedback mirrors help the receiver determine or accept the truthfulness and accuracy of feedback.
 - a. Supportive mirror—This mirror puts critical or negative feedback within the context of our larger and greater value. It tempers the feedback with sensitive positivity. Safe friends and family members are often who we go to during tough interpersonal encounters with other people.
 - b. Honest mirror—This mirror reflects honest, hard truth and isn't looking for the feedback to be tempered with kindness or positivity. It's looking for the facts. Holding up an honest mirror is asking a friend, "Is there anything that I should pay attention to and start thinking about with this feedback?" "Is there anything right about the feedback?"

IX. The Best Way to Change the Feedback Culture in Your Organization

- A. Leaders start getting feedback that is relevant and productive.
- B. Leaders become a role model to reflect what receiving good feedback looks like to their team or organization.
- C. When you become a better receiver—you automatically become a better giver—and the quality of all feedback conversations go up.

X. The "One Thing" Questions

- A. In seeking feedback, it's not helpful to ask a broad question such as "What feedback do you have for me?" The question is too general and the person being asked the question doesn't know how to answer it.



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B. To grow in receiving feedback, ask a person who matters to you these two types of focused questions

1) What is one thing you particularly appreciate?

2) What's one thing you see me doing—or failing to do—that you think I should change?