Workplace Communication
*Giving and Receiving Feedback*

Presented by:
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Human Resource Services

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**Workshop Objectives**

1) Describe stages of team development
2) Assess your own communication style
3) Demonstrate feedback strategies (DASR)
4) Acknowledge “wrongology”
Remembering Teams

Stages of Group Development
Bruce Tuckman - 1965, 1977

1. Forming
   - Team members meet
   - Learn about the tasks they will need to perform
   - Try to see how they fit in with each other and understand what is expected of them

2. Storming
   - Characterized by conflict and polarization
   - Team members may challenge each other
   - Members question what they are doing and how it is being done
Norming

• Members begin to understand and accept each other
• The group begins to focus more effectively on the project tasks and objectives

Storming

• Team members are comfortable with each other
• Group norms have been accepted
• Interpersonal and structural issues have been settled and support task performance
• Team synergy is high during this stage which results in high performance
Stages of Group Development

Bruce Tuckman - 1965, 1977

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

- The project nears completion
- The team has become very close
- Many members feel a sense of loss
- For this reason, this stage is also known as the Mourning stage

Remembering Teams

Task Force or Work Force

- Linear
- Stage driven
- Sunset date
- Measurable outcomes

- Non-linear
- Work unit driven
- Ongoing
- Measurable outcomes
## Characteristics of Successful Teams

<table>
<thead>
<tr>
<th>Clear Expectations</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Communication</td>
</tr>
<tr>
<td>Commitment</td>
<td>Creative Innovation</td>
</tr>
<tr>
<td>Competence</td>
<td>Consequences</td>
</tr>
<tr>
<td>Charter</td>
<td>Coordination</td>
</tr>
<tr>
<td>Control</td>
<td>Cultural Change</td>
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</tbody>
</table>

## Barriers to Successful Teams

<table>
<thead>
<tr>
<th>Poor Planning</th>
<th>In Name Only . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Leadership</td>
<td>Ineffective Meetings</td>
</tr>
<tr>
<td>Poor Training</td>
<td>Lack of Empowerment</td>
</tr>
<tr>
<td>Poor Attitude</td>
<td>Lack of Commitment</td>
</tr>
<tr>
<td>Poor Rapport</td>
<td>No Strategic Connection</td>
</tr>
<tr>
<td>Poor Recognition</td>
<td>Cultural Change</td>
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</tbody>
</table>
Communication Style

All About You

- Go to Socrative.com
- Log in as Student
- Room = M9ARPDNF
- Name = WSU ID
### Assessment Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–20</td>
<td>You are a confident individual who knows how to stick up for yourself in any demanding conversation. Keep up the good work!</td>
</tr>
<tr>
<td>21–26</td>
<td>You are your own person most of the time, but you still allow yourself to be manipulated under more stressful circumstances.</td>
</tr>
<tr>
<td>27–35</td>
<td>You speak your mind about half the time, but frequently think of what you could have said after the conversation is over.</td>
</tr>
<tr>
<td>36–44</td>
<td>You don't stand up for yourself enough. People know that if they push you long enough and hard enough, you'll cave in and do what they want. You need to use the power of persistence.</td>
</tr>
<tr>
<td>45–50</td>
<td>People see you as a pushover and take full advantage of you only because you let them. You can change that perception if you make it your goal to become an assertive communicator.</td>
</tr>
</tbody>
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*What if . . .*
Assessment Interpretation

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Assertiveness Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>Your assertiveness skills are excellent</td>
</tr>
<tr>
<td>21–26</td>
<td>Your assertiveness skills are good</td>
</tr>
<tr>
<td>27–35</td>
<td>Your assertiveness skills are fair</td>
</tr>
<tr>
<td>36–44</td>
<td>Your assertiveness skills need more practice</td>
</tr>
<tr>
<td>45–50</td>
<td>You need to learn basic assertiveness skills</td>
</tr>
</tbody>
</table>

Communication Styles

Passive Communication:

- A need to be liked
- Denial of one’s own rights
- Seeking approval of others
- Hinting for needs or wants
- Defensive postures
- Soft-spoken, hesitant, cautious
- Impact on team?
Communication Styles

Aggressive Communication:

• Being feared is more important than being liked
• Little concern for other’s rights or feelings
• Threatening stance, gestures, tones
• Aggressive people have learned that it works
  • Impact on team?

Communication Styles

Assertive Communication:

• Caring about other people’s feelings, but not being responsible for them
• Understanding you must take care of your own needs while trusting others with theirs
• Asking and stating directly but respectfully
• Guiding others to your desired outcome
  • Impact on team?
Why be Assertive?

- To solve problems
- To strengthen workplace relationships
- To increase team productivity
- To balance power

INTERMISSION
Criticism

1. the act of passing judgment as to the merits of anything.

2. the act of passing severe judgment; censure; faultfinding.

3. the act or art of analyzing and evaluating or judging the quality of a literary or artistic work, musical performance, art exhibit, dramatic production, etc.
1. a reaction or response to a particular process or activity: *He got very little feedback from his speech.*

2. evaluative information derived from such a reaction or response: *to study the feedback from an audience survey.*
Feedback Rewards*

- Essential workplace communication
- Increases self-awareness
- Encourages appropriate changes
- Promotes honesty, truth and openness
- Fosters better working relationships

* Applicable only when feedback is given properly

Feedback Barriers

- Praise vs. correction
- Unclear expectations
- “Wrong” frame of mind
- Personal feelings
- Feeling vs. fact
Feedback Situations

You decide to tell your director that the division of work seems to favor one colleague over the others.

What are the potential rewards?

What are the potential barriers/risks?

Feedback Types

Constructive

Destructive
Constructive Feedback

• Enables the receiver to agree to standards and improvements with the giver

• Reinforces positive performance and behavior

• Enables the receiver to understand where performance can be improved

Effective Feedback

Effective Feedback: Appropriate, Accepted, Acted Upon
Preparing Feedback

1. Set realistic goals
   The most important step. Ask yourself, “What am I trying to achieve by giving this feedback?” Establish what outcome you would like for yourself and for the recipient.

2. Establish the facts
   Do your homework! Part of the feedback process is to review a person’s actions or behavior. You must be able to support this with factual information. You also need to understand what the standards should be.

3. Get the timing right
   Positive feedback should be given as soon as possible. Where feedback is negative, you need to decide exactly when and where to give it so that it has the most impact.

Giving Feedback

4. Be specific
   Keep to the facts – don’t focus on personalities. At this step, you are physically giving the feedback. How you do it can make the difference between a poor or favorable outcome.
DASR Technique

Giving and Receiving Feedback
- Patti Hathaway (1998)

- Describe
- Acknowledge
- Specify
- Reaffirm

Your colleague spills coffee in the break room but does not bother to clean it up. This is not the first time. You decide to address the issue once and for all.

- How not to “Describe”
- How not to “Acknowledge”
- How not to “Specify”
- How not to “Reaffirm”
When you arrive at the Conference Room to set up for the monthly meeting you discover another group is using the room. Your meeting needs to be postponed. Later, you learn that the room coordinator had never received a request for your monthly meeting. You decide to address the issue with your employee responsible for making the reservation.

- Describe
- Acknowledge
  - Specify
- Reaffirm

Your colleague was 30 minutes late coming back from lunch. A client scheduled to meet with him/her during this time arrived as planned. The client was very upset by the delay and you spent most of the 30 minutes trying to control the situation. Other clients waiting for their own appointments observed the interaction. You decide to address the issue with your colleague.

- Describe
- Acknowledge
  - Specify
- Reaffirm
Aspects impacting your ability to receive feedback include:

- Your assumptions about the giver
- Your emotional response to feedback
- Your perception of the necessity to feedback
- How well you believe the feedback is given
Feedback is only useful when:

• *It is relevant and can be substantiated*
• *The receiver can actually do something with the statements*

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**Measuring Up**

**Receiving Feedback**

**Proactive** : **Reactive**

• Decide upon the desired outcome*
• Determine your own ability to receive*
• Assess the person giving the feedback
• Be specific about the feedback you need
• Discuss and clarify issues
Receiving Feedback

Accept or Reject?

Verify what really happened

Determine when it happened

Find out why the action was correct or incorrect

Valid Feedback

• Essential feedback you know is true
• Often difficult to accept
Receiving Feedback

Accept or Reject?

Unjustified Feedback

• Given when you have not lived up to someone else’s expectations
• Identify the expectations before accepting or rejecting

Vague Feedback

• Confusing or misleading
• Unhelpful (whether accepted or rejected)
• Seek understanding
Feedback is only useful when:

- It is relevant and can be substantiated
- The receiver can actually do something with the statements
If you wish to have your attendance documented in your training history, please notify Human Resource Services within 24 hours of today’s date:

hrstraining@wsu.edu