Building inclusive communities

giving and receiving feedback in the workplace

Is everyone okay with recording this workshop?

The DEI series at Carnegie Observatories

These kinds of events started (in their most recent incarnation) in July 2018, thanks to Johanna Teske and Dan Kelson, with the goal to **educate**, **inform**, and **build skills**

Solange Ramirez and Allison Strom have been co-organizers from Summer 2019

Presentations and interactive discussions have covered

- Sexual harassment
- Hiring practices
- Mentoring
- Allyship

- Microaggressions
- Bystander training
- Film discussions
- Higher education reform

Ways you can get involved

All of the materials from past events and other DEI efforts at Carnegie can be found on a **shared Google Drive** accessible using your carnegiescience.edu account

There is also a **Slack channel** #equity-inclusion on the carnegieworld.slack.com workspace, where people share resources and raise concerns related to these topics

As we adapt our workflow to our new circumstances, we need **new leadership** to plan events like this and coordinate with institutional leadership and committees

Questions? Concerns? Want to be added? Want to volunteer?
astrom@carnegiescience.edu

Update on Climate Survey

Institutional DEI efforts at Observatories and beyond

There have also been efforts designed to encourage and guide **institutional action**

In March 2019, two external consultants led a series of reflective workshops on the environment at the Observatories, resulting in a **detailed report**

This was followed by a department **action plan** announced in May 2019

More recently, an **institute-wide committee** was formed by President Eric Isaacs to address DEI at a larger scale, hopefully with more significant resources available

John Mulchaey and Gwen Rudie are the current Observatories representatives

We are accepting self-nominations from postdocs who will form a subcommittee

Institutional DEI efforts at Observatories and beyond

We are working on updating the Observatories Action Plan:

The plan was developed with **3 month deadlines**, **1 year deadlines**, and **5 year goals**

Many of the 1 year deadlines related to physical changes on our campus, which have been delayed due to Covid-19

An Observatories Committee has been formed to collect input from the wider community and consider new action items focused on **addressing racism on our campus** and **inequalities exacerbated by Covid-19**

Institutional DEI efforts at Observatories and beyond

Ways to give feedback to the Observatories Committee:

- Anonymous Google Form
- Focus group discussions
- One-on-one discussion with one or more committee members

Committee Members at Observatories

Natasha Metzler	Alicia Lanz	Gwen Rudie
Beverly Fink	Jeff Rich	John Mulchaey
Leon Aslan	Andrew Emerick	Dan Kelson

If a graduate student would like to join the committee, please let me know.

Topic for today:
How feedback models impact community

Goals for the workshop

1. Understand the role feedback plays in the workplace and how it can have both positive and negative impacts on the environment and culture

2. Identify different kinds of feedback and know their purpose

3. Recognize that an individual's experiences, identity, and personality affect the way they interpret behavior, ask for help, and engage in feedback discussions

4. During feedback conversations: set and communicate goals, take actions to ensure that feedback can be received well

What is feedback, anyway?

Feeding information back to the point of origin: you

"Feedback" was originally coined in the 1860s to describe the way outputs are returned to their point of origin in a mechanical system

After World War II, the term migrated to performance management and was used to talk about people for the first time

In the broadest sense, "feedback" can be used to describe any information you get about yourself, which is usually provided with a specific goal in mind

What are some examples of feedback in the workplace?

What is/was the goal of that feedback?

Good feedback is *good* for you

Research has shown that **feedback-seeking behavior** is linked to higher job satisfaction, greater creativity on the job, and lower turnover ([Crommelinck & Anseel, 2013](#))

Specifically **seeking out negative feedback** is associated with higher performance (e.g., Ashford & Tsui, 1991; Chen, Lam, & Zhong, 2007)

These studies demonstrate the power of fostering a **growth mindset** ([Dweck, 2006](#))

But biased feedback can **reinforce hostile environments** and discrimination against underrepresented groups

Unprofessional peer reviews harm careers

[Silbiger & Stubler (2019)](#) showed that receiving unprofessional peer reviews resulted in **lower self-confidence**, **damaged productivity**, and more **delays in career advancement** for scientists of color and gender minorities

Women of color and non-binary people of color reported the greatest negative impact
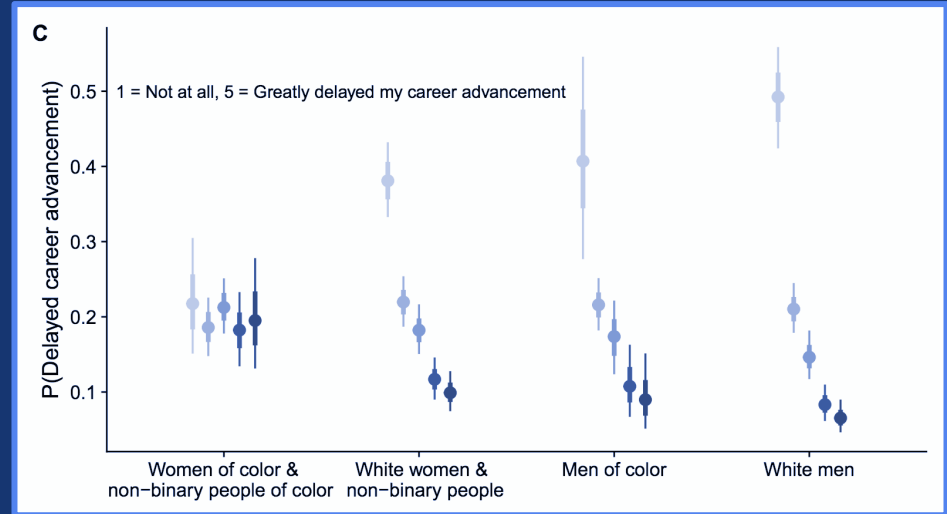
How can we make feedback work *for* us?

Different kinds of feedback have different purposes

Feedback generally falls into one of three categories:

- **Appreciation** - to see, acknowledge, connect, motivate, thank, encourage
- **Coaching** - to help receiver expand knowledge, sharpen skill, improve capability
- **Evaluation** - to rate or rank, align expectations, and inform future action

All three are important, but they are not interchangeable

What kind of feedback to you give most often?

What kind of feedback do you receive most often?

How often do people at Carnegie seek feedback?

As needed
4.3%

Daily
4.3%

Less frequently
17.4%

Weekly
39.1%

Monthly
34.8%
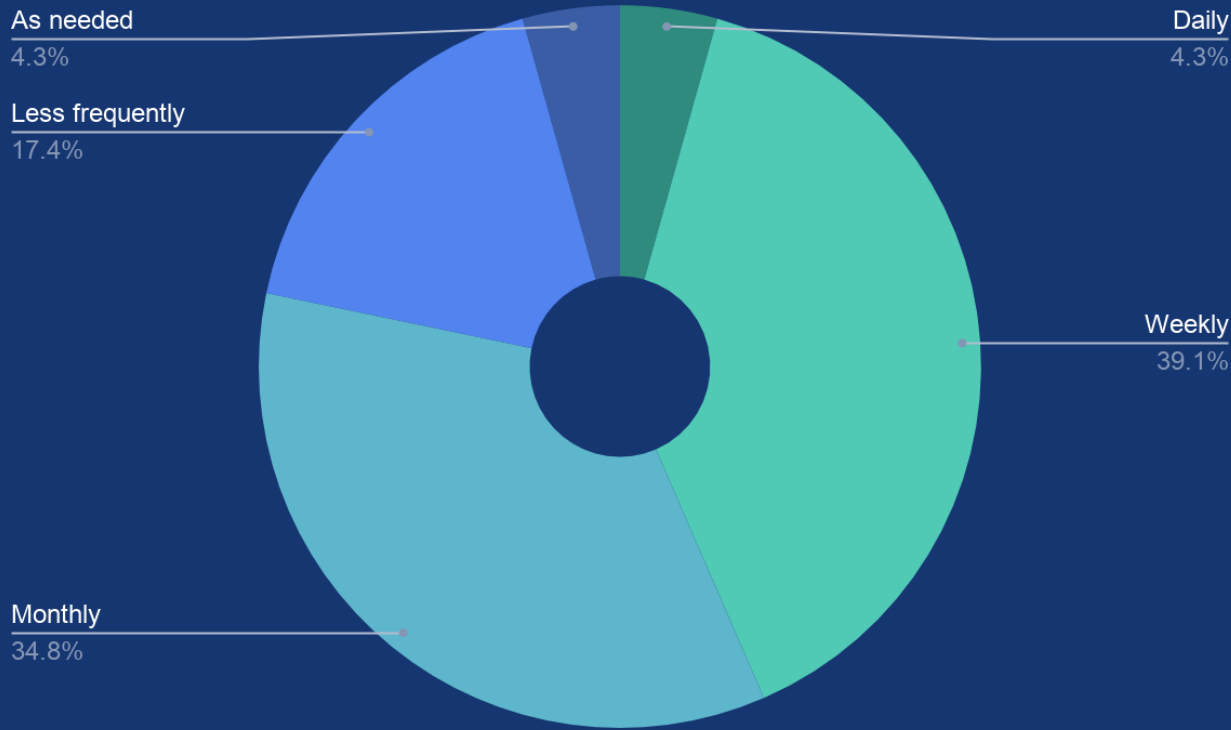
Feedback only matters if the receiver can hear it

Impact matters more than intent: when we talk at cross-purposes, the receiver is more likely to have a triggered reaction and shut down

- "They're wrong, so I'm not going to take their advice"
- "Who are they to complain about this?"
- "They said I'm not doing well. I screw everything up, so it's hopeless to try."

Evaluation is the "loudest" kind of feedback and often the most threatening, so separating it from appreciation and coaching can help avoid these triggers

Both giver and receiver need to work together to make sure **impact = intent**

Effective feedback requires getting on the same page

The person receiving feedback should be explicit about the kind of feedback they want and recognize whether what they're being offered aligns with that goal

The person giving feedback should also be clear about the kind of feedback they *think* they are giving and check to make sure it is being received that way

What are some ways we can make sure we're not talking at cross-purposes during feedback conversations?

Is it the responsibility of the giver or receiver to make sure this happens?

Aligning intent and impact requires both push *and* pull

The **giver** can

- Provide specific examples of what needs to be improved or modified
- Focus on the receiver's actions, not their character
- Be clear about expectations and revisit shared goals and objects

The **receiver** can

- Ask clarifying questions to understand what the giver means
- Separate the person giving the feedback from the feedback itself
- Remember that feedback is about improvement and foster a growth mindset

Where is the feedback coming from?

What data are we looking at?
Are we interpreting it the same?

Where is the feedback going?

What does this mean?
What happens now?

ORANGE: "just do it"

BLUE: "how does that make you feel?"

GOLD: "be prepared"

GREEN: "why?"

People respond differently to both stress and success

People respond differently to both stress and success

The True Colors Assessment is a self-awareness activity intended to help you appreciate individual differences

People respond differently to both stress and success

The True Colors Assessment is a self-awareness activity intended to help you appreciate individual differences

The way that you respond to stressful situations may be different from the way a colleague or supervisee responds to the same stressors

People respond differently to both stress and success

The True Colors Assessment is a self-awareness activity intended to help you appreciate individual differences

The way that you respond to stressful situations may be different from the way a colleague or supervisee responds to the same stressors

- My preferred style is **green**, and I am prone to experiencing choice paralysis and indecision when stressed, I also procrastinate more because stress triggers my perfectionism

People respond differently to both stress and success

The True Colors Assessment is a self-awareness activity intended to help you appreciate individual differences

The way that you respond to stressful situations may be different from the way a colleague or supervisee responds to the same stressors

- My preferred style is **green**, and I am prone to experiencing choice paralysis and indecision when stressed, I also procrastinate more because stress triggers my perfectionism
- Someone whose personal working style is **orange** might instead mentally "check out" and focus energy on other things where they know they can be more successful, or they may become uncharacteristically aggressive or rude

What looks like **poor performance** could actually be a **call for help**

Time to practice!
Giving and receiving feedback are skills that can be improved

What else is on your mind?

Intentional feedback is a cornerstone of community

Feedback can improve performance, increase job satisfaction, and strengthen relationships by increasing self-efficacy and aligning actions with goals

There are different kinds of feedback (appreciation, coaching, and feedback), and mixing them up can lead to negative outcomes

When giving or receiving feedback, make sure your needs and expectations are aligned with the other person's

Recognize that your experiences, identity, and preferences are unique to you, and be aware of how they are affecting how you give feedback and/or how you respond to it