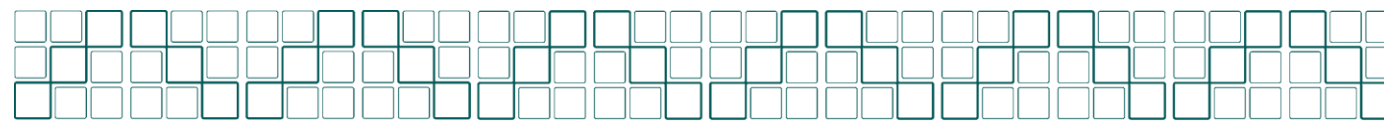

Becoming A Resilient Scientist: Developing Feedback Resilience (Part IV)

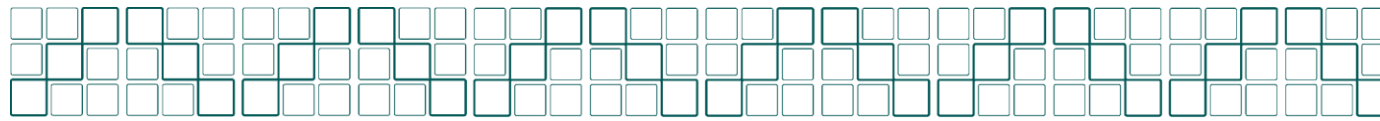
Sharon L. Milgram, Director NIH OITE
milgrams@nih.gov; www.training.nih.gov
On Twitter @SHARONMILGRAM // @NIH_OITE



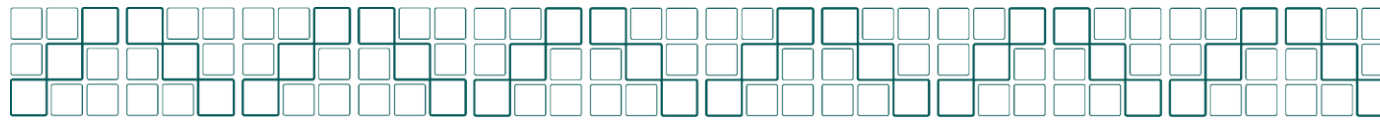


We Need Feedback To Know...

- where we stand
- what we are doing well
- what we are not doing so well
- how we can improve or make helpful change
- In summary –
 - we need feedback to grow and learn AND we need to give feedback to others so they can grow and learn.

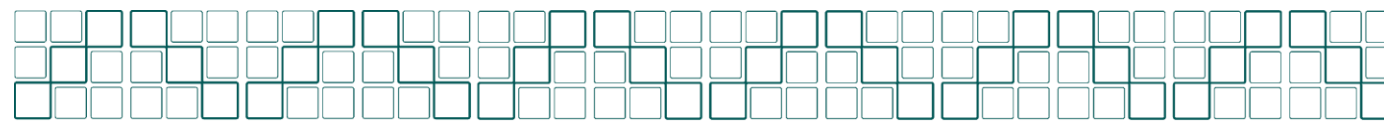


Then, Why Is This So Hard?



A Story





Then, Why Is This So Hard?

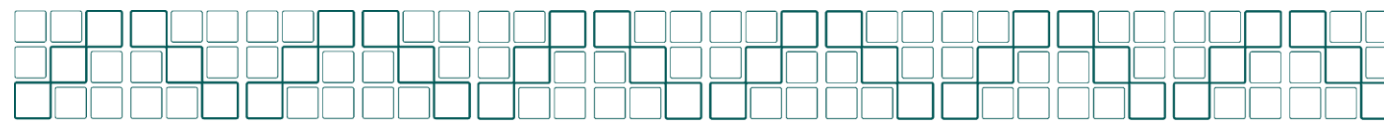
- It can be very difficult to hear critical feedback about something that is a part of our highly valued self....but that is the feedback we really need to grow and learn.
- A lot of feedback is delivered poorly
 - with too much anger
 - repeated too many times
 - and with a lot of inaccuracies

Therefore, we need tools talked about in the resilience, wellness and self-advocacy workshops so we can find ways to seek out, hear and respond to the feedback we receive.

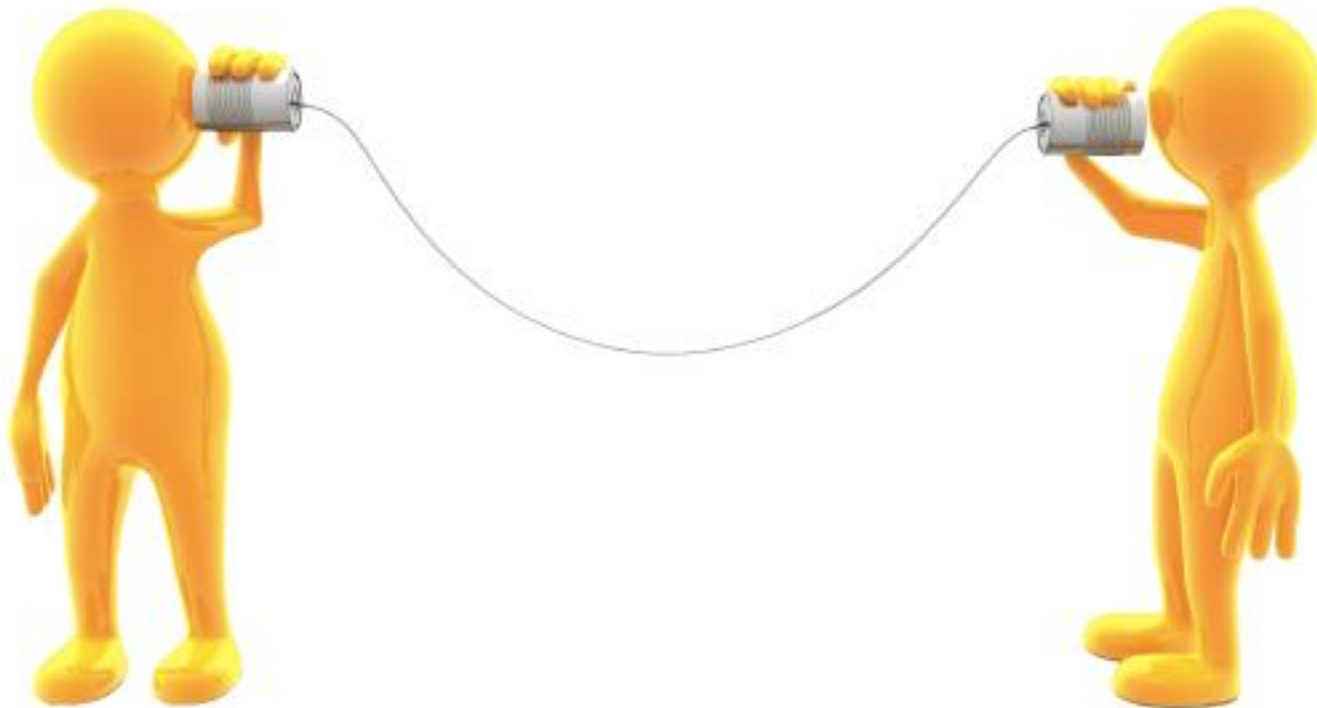


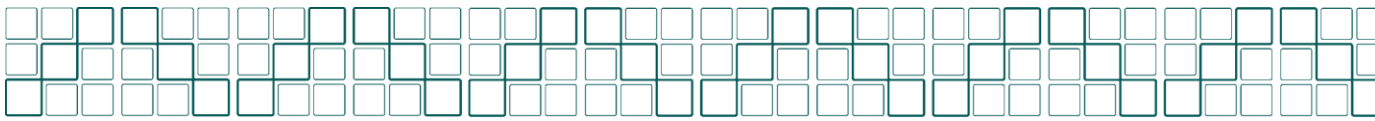
Tools For Becoming Feedback Resilient

- Resilience and wellness strategies
- An understanding of
 - your typical feedback response
 - communication styles and how they impact the dynamics of feedback sessions
 - feedback models/scaffolds



Work/Communication Styles

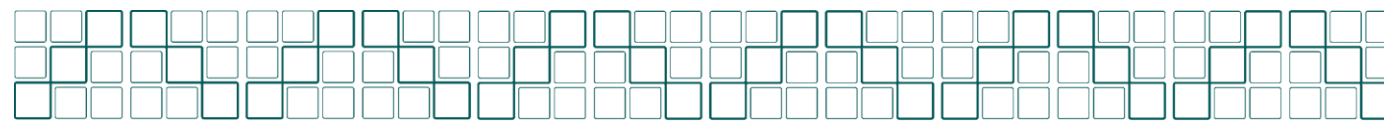




Four Dominant Styles

- Based on whether the most important need when interacting is task or relationship
- We can (and do) use multiple styles, but tend to have strong preferences for one (or two) of them
- There are no good or bad, better or worse styles
- To create the most productive relationships, it is necessary to:
 - Understand your own style
 - Flex to the style of those you work with

People Styles At Work and Beyond. R Bolton and Dorothy G Bolton;
American Management Association, 2009.

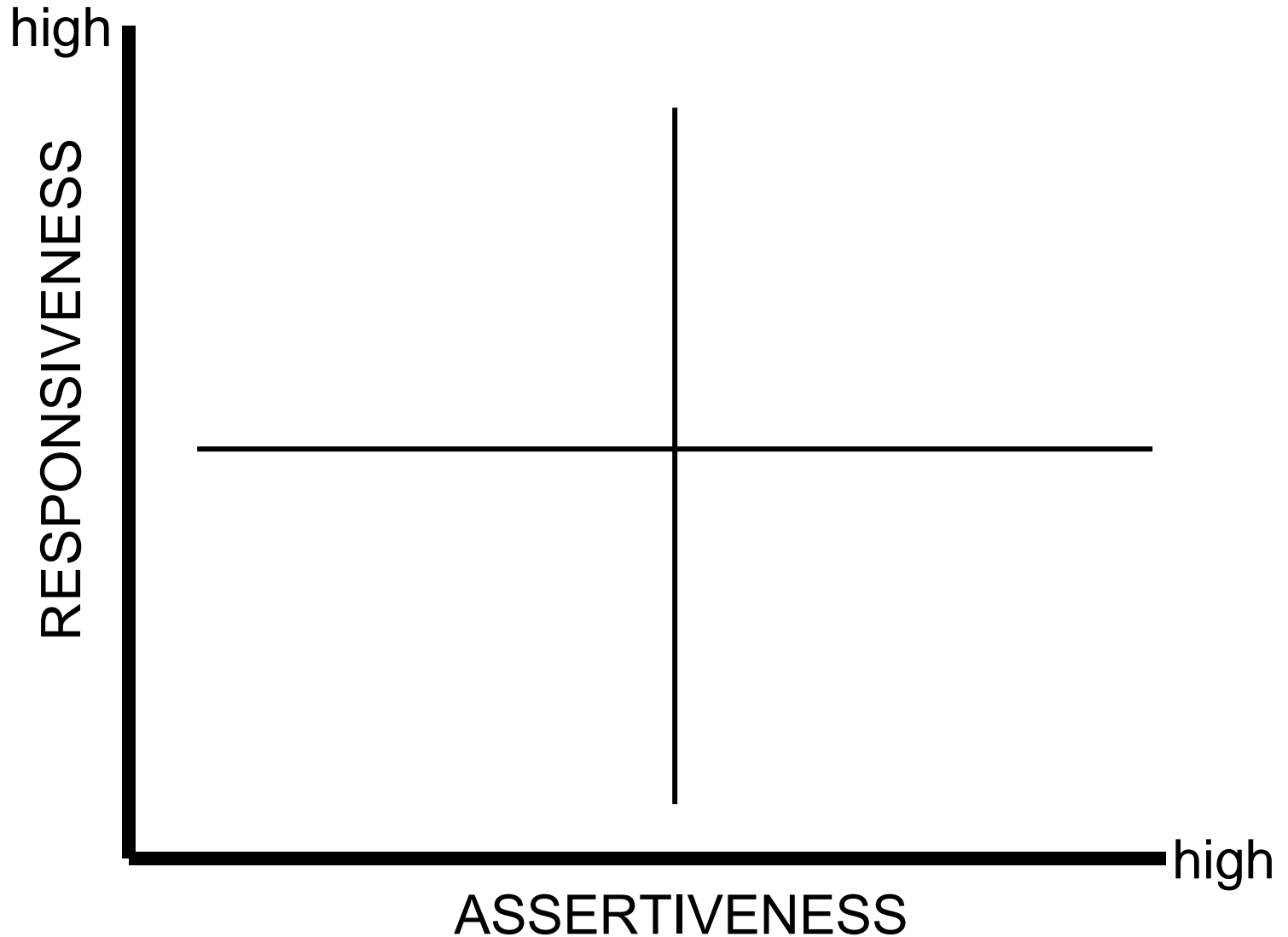


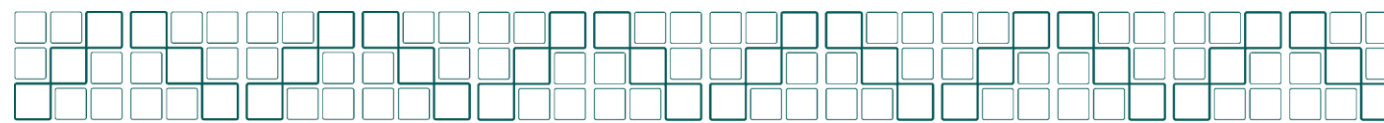
What We Mean By Task or Relationship

- Assertiveness (Task)
 - The degree to which you are **seen by others** as being forceful or directive in an effort to control outcomes and prevail
- Responsiveness (Relationship)
 - The degree to which you are **seen by others** as showing emotions and demonstrating awareness of the emotions of others



Communication Style Grid





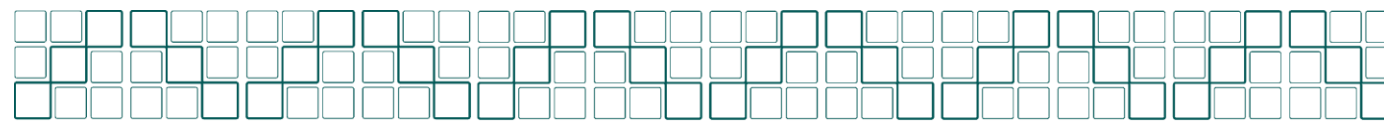
The Assertiveness Continuum

More Assertive People Typically

- use more gestures and body language
- speak and move more rapidly
- speak often, quickly, and loudly
- speak directly and forcefully
- make decisions quickly
- show anger more often and more quickly
- are more comfortable taking risks

Less Assertive People Typically

- use fewer gestures and body language
- speak and move more slowly
- speak less often, slower and softer
- speak indirectly with less force
- take longer to make decisions
- don't show their anger often or quickly
- are more cautious when considering risk



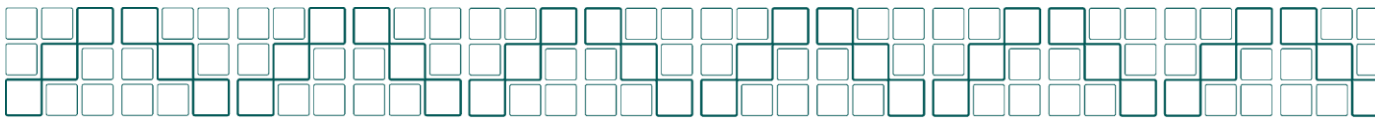
The Responsiveness Continuum

More Responsive People Typically

- share feelings freely
- use more facial expression and gestures in conversation
- use anecdotes and stories to make a point
- focus on people more than task
- dress more casually
- enjoy unstructured time
- enjoy small-talk

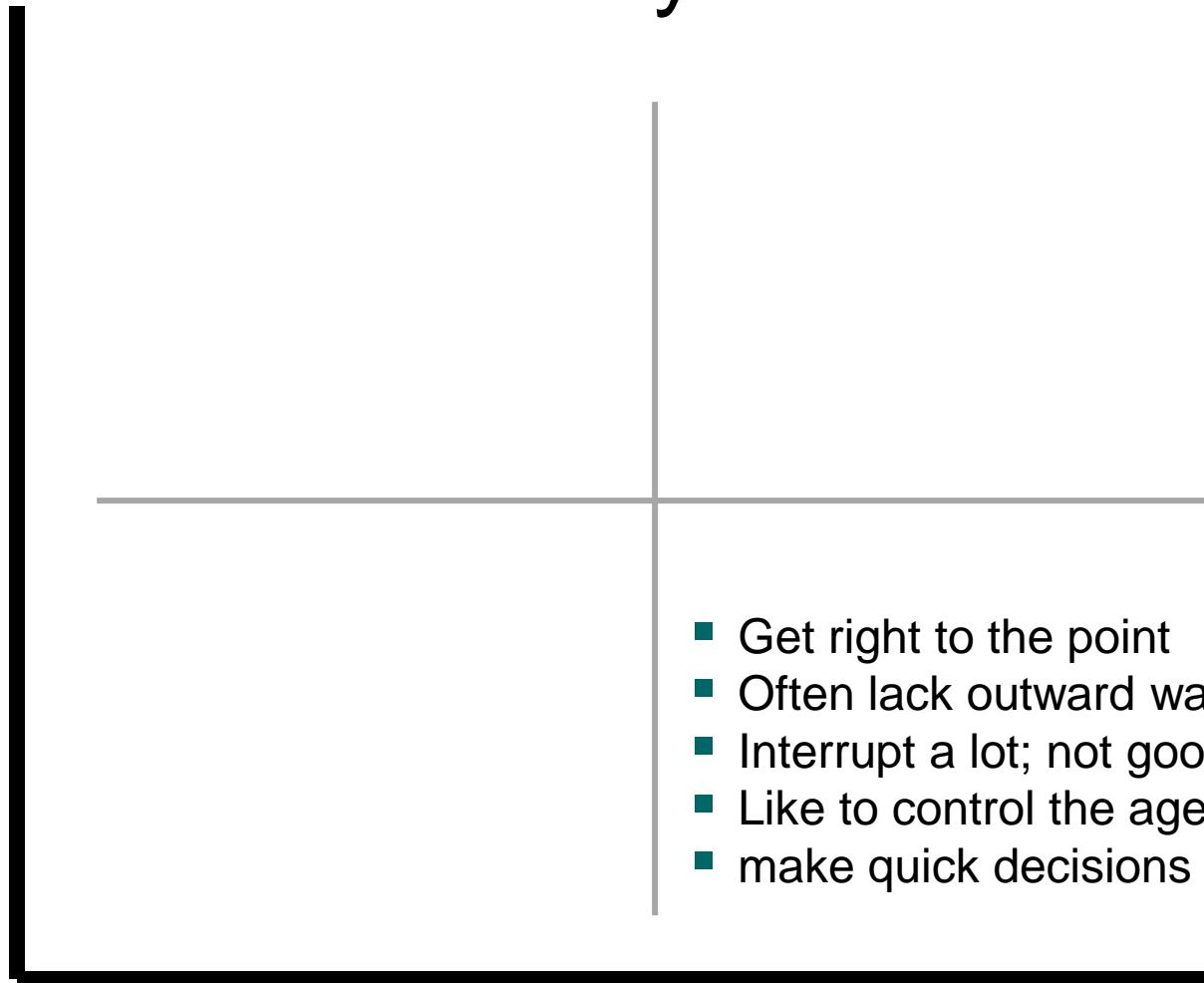
Less Responsive People Typically

- prefer not to disclose feelings
- use less facial expression and gesture in conversation
- prefer facts and logic over anecdotes
- focus on task over people
- dress more formally
- prefer to structure their time
- do not enjoy small-talk



Driver Style

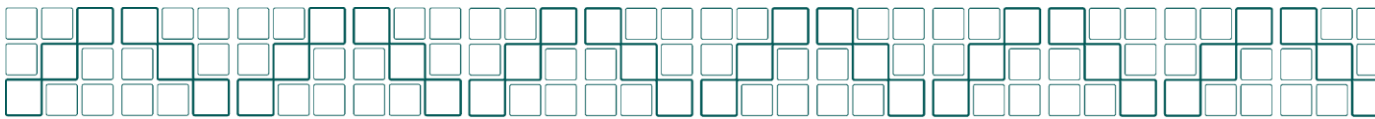
RESPONSIVENESS



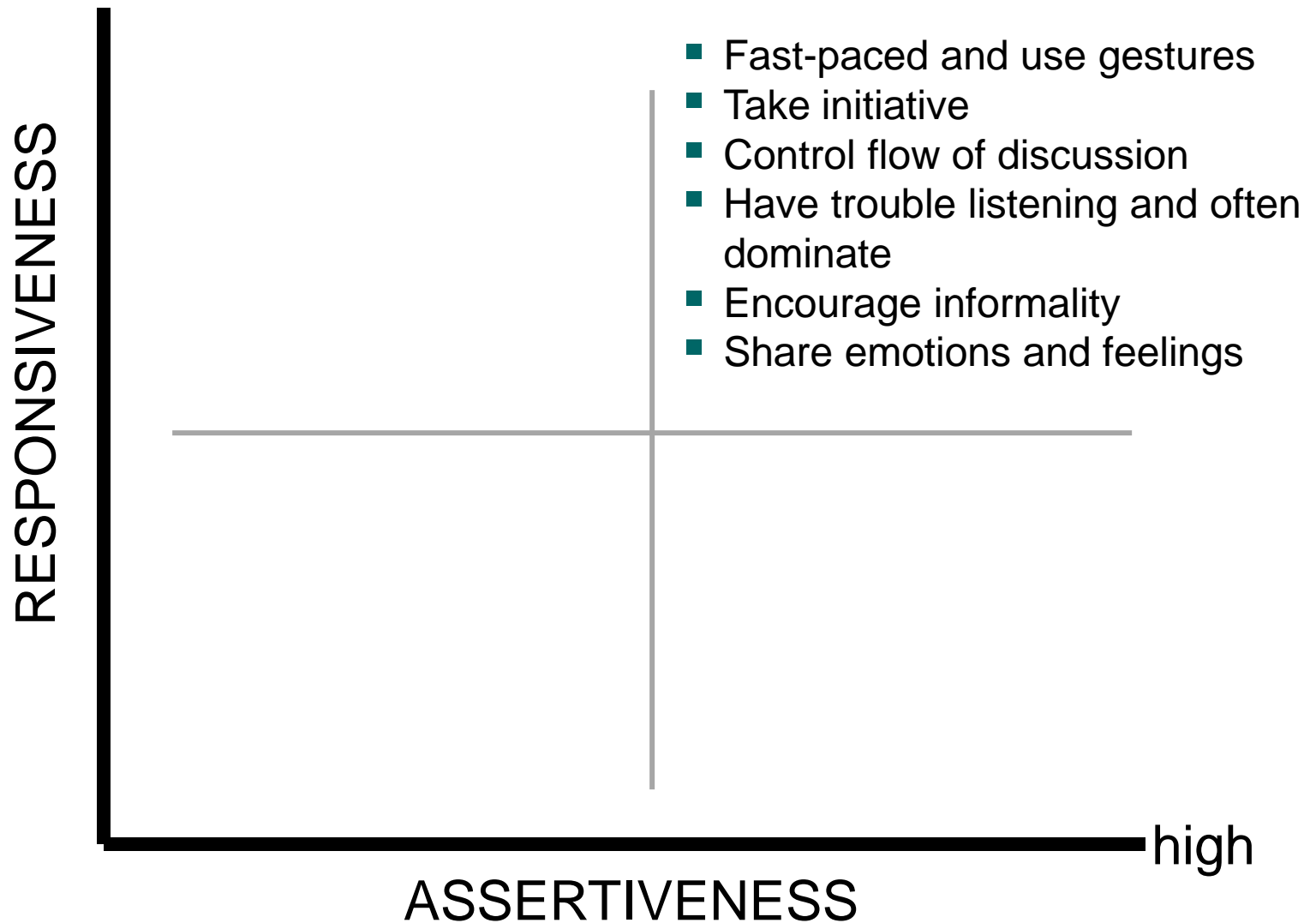
- Get right to the point
- Often lack outward warmth
- Interrupt a lot; not good listeners
- Like to control the agenda
- make quick decisions

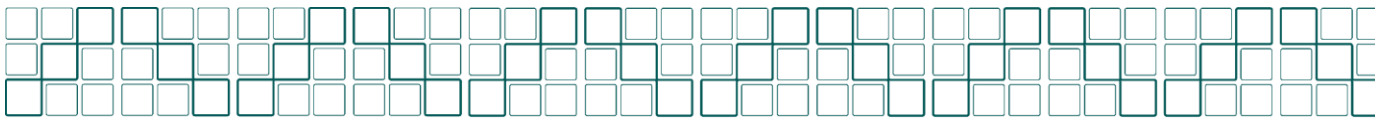
high

ASSERTIVENESS

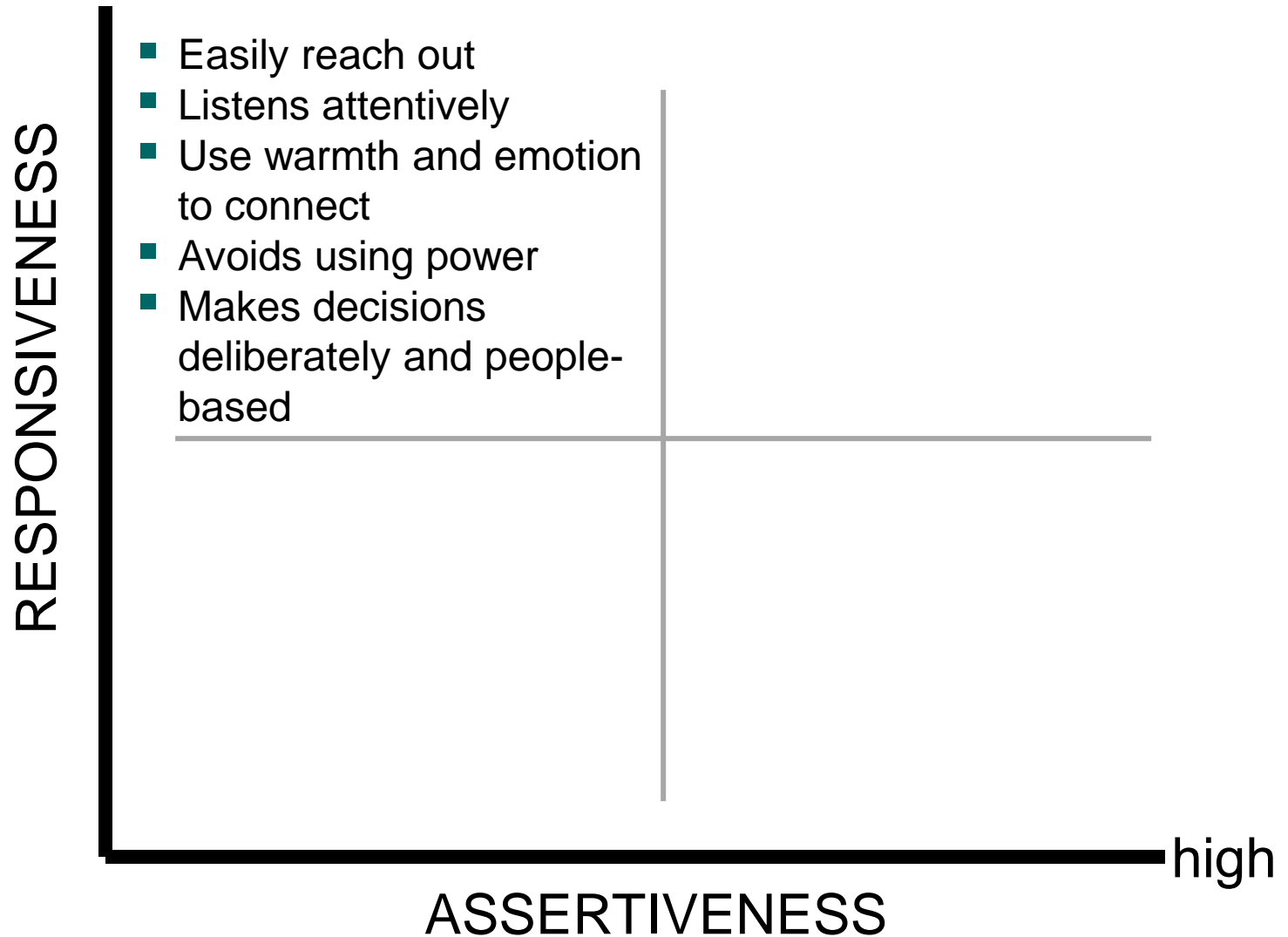


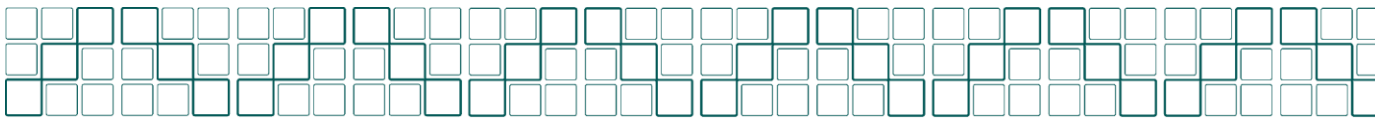
Expressive Style





Amiable Style





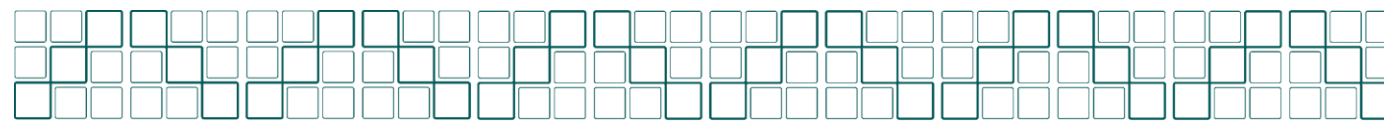
Analytical Style

RESPONSIVENESS

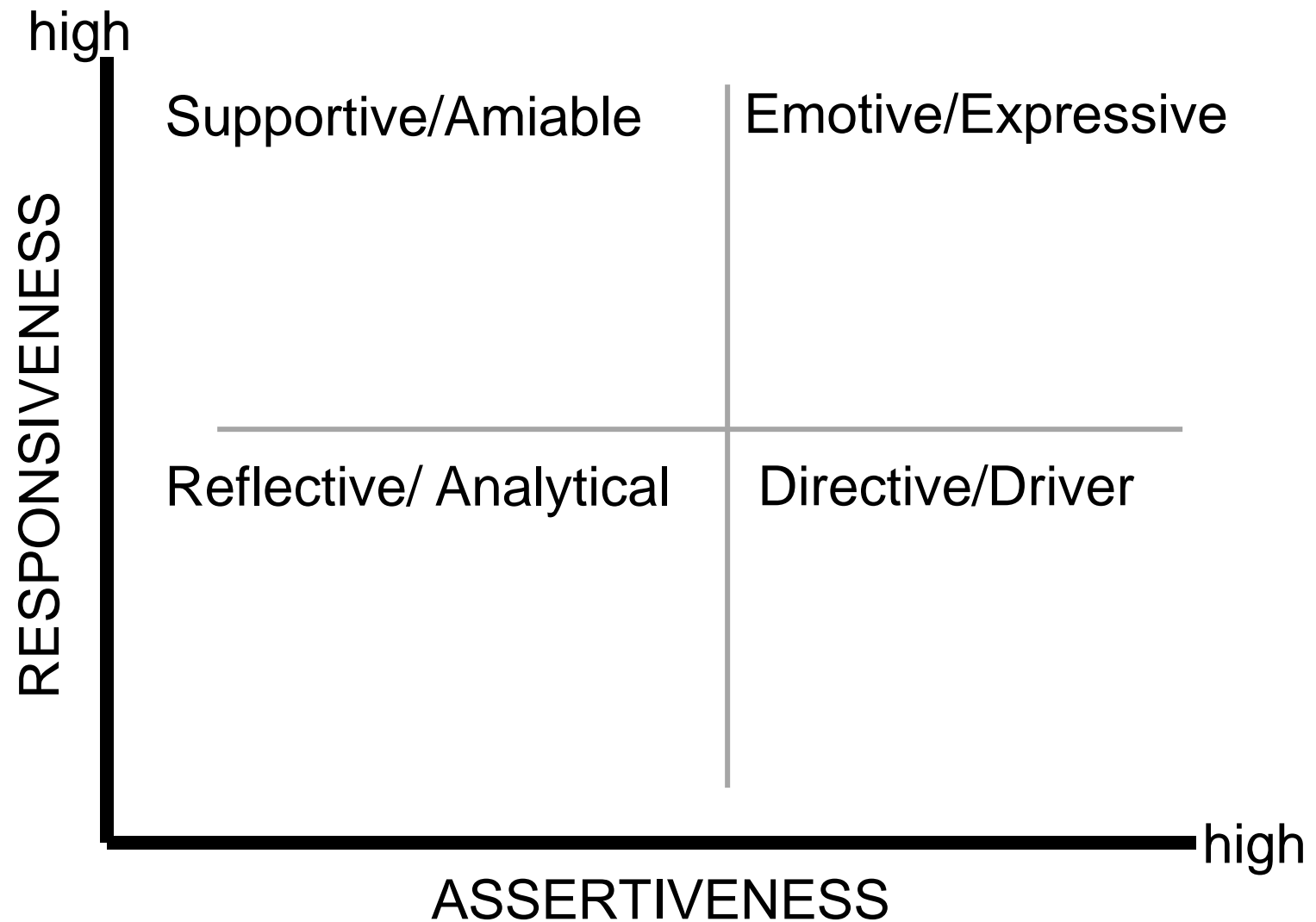
- Seems controlled and unemotional
- Likes order and time to prepare
- Often hold their opinions back
- Express measured opinions
- Often seem hard to get to know

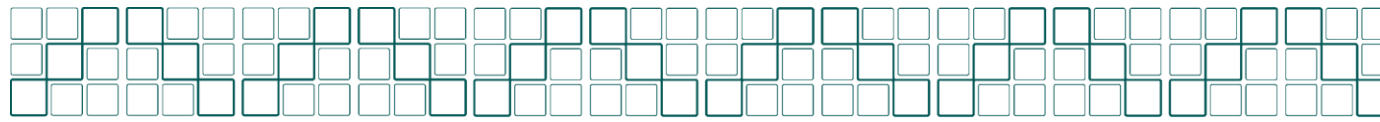
ASSERTIVENESS

high

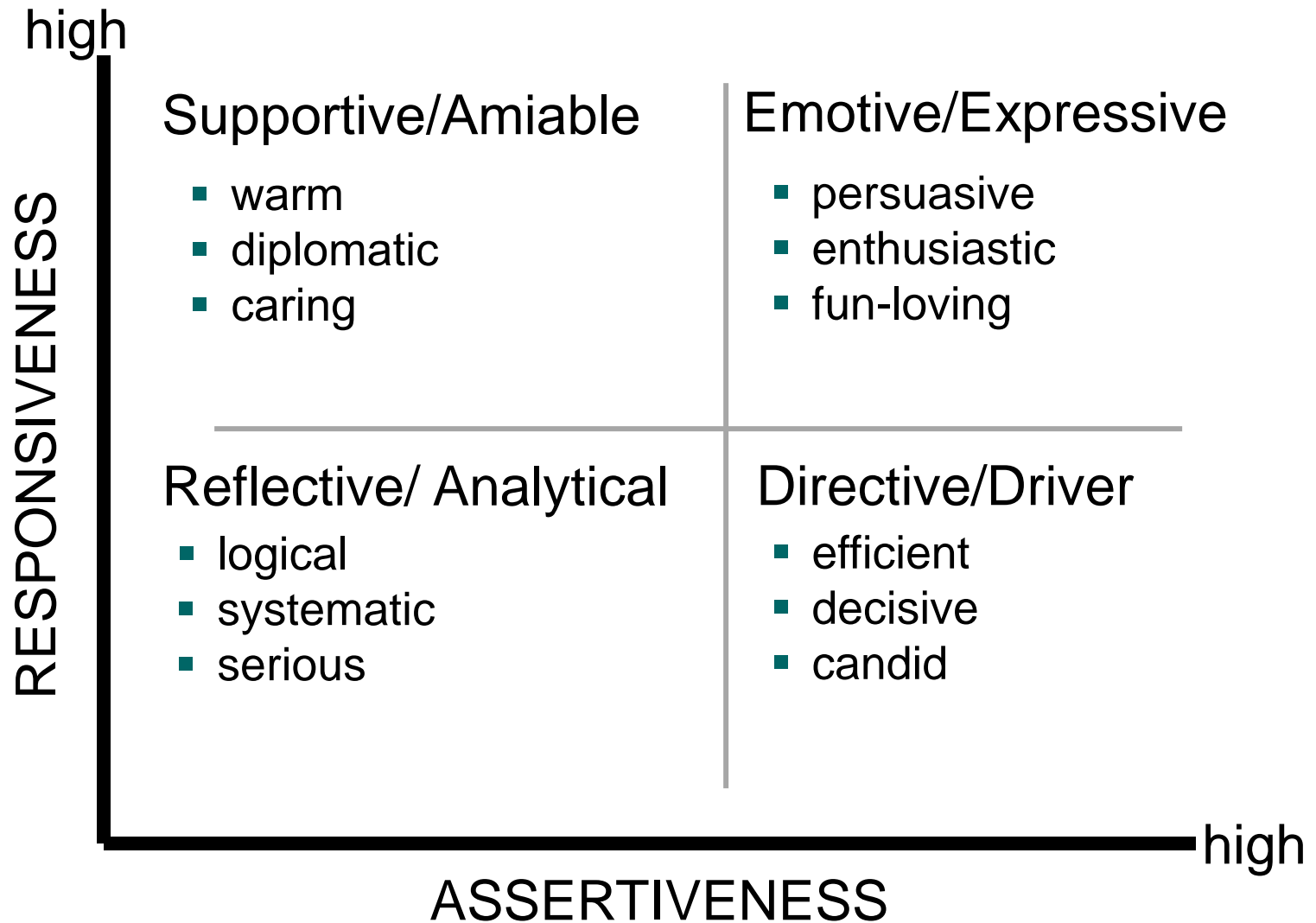


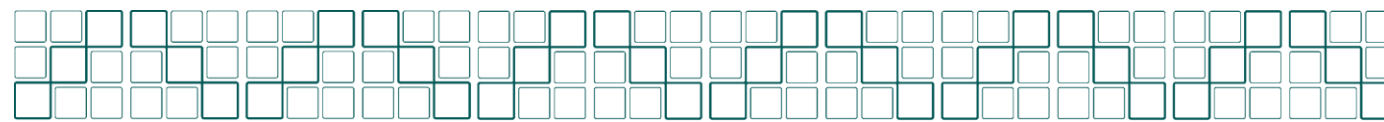
Potential Strengths of Each Style





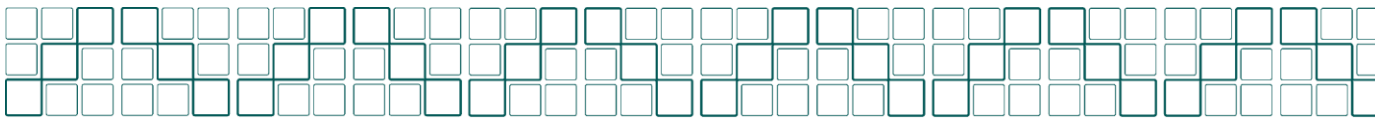
Potential Strengths of Each Style





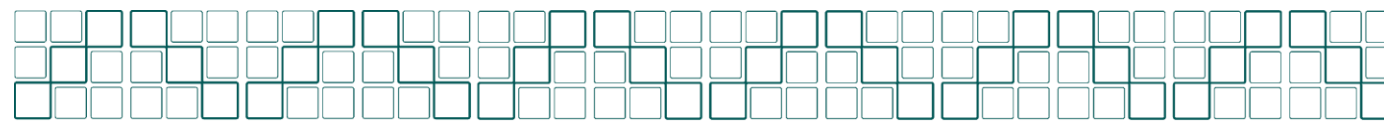
Strengths Over-used Can Become Liabilities

Directive/Driver	A pushy and abrasive person who makes rash decisions without seeking input, often alienating others
Emotive/Expressive	A poor listener who is impatient and impractical and who never honors commitments
Supportive/Amiable	A nice person who never takes a stand and avoids conflict at all costs
Reflective/Analytical	A stand-offish cold person who is not a team-player and takes perfection to an extreme



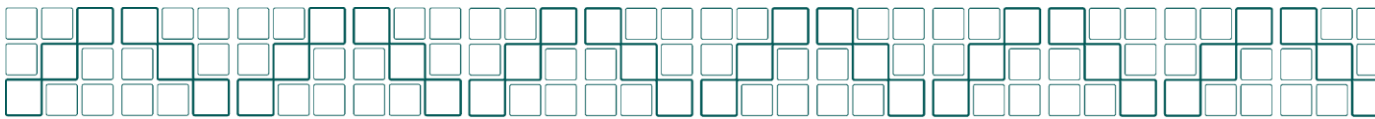
For You To Think About

- What is your dominant style(s)? What about your PIs?
 - What are the strengths of each style?
 - What are the potential liabilities of each style?
- How might you adjust to your PIs style? How might your PI adjust to your style?
- Can you imagine having a discussion about this with your PI?



To Become Feedback Savvy

- We need to develop self-awareness around...
 - our communication style and the style of the other party
 - our typical stress and feedback response
 - our cultural lenses and how we navigate hierarchical structures
 - our imposter fears and go-to cognitive distortions (especially catastrophizing, all-or-nothing thinking, and mind reading/fortune telling)
 - the feedback triggers that come up for us in the moment
- Four tools for developing the self-awareness we need to grow and make change
 - journaling
 - practicing mindfulness
 - talking with mentors, peers, friends and family
 - therapy and support groups



Styles And Feedback

high

RESPONSIVENESS

Amiable

- May not take initiative to give feedback
- May soften the feedback, in a helpful or unhelpful way
- Will focus on showing they care, during and afterward

Expressive

- May get easily off topic
- May repeat themselves
- May talk over you and fail to listen
- May ask you a lot of questions
- May go on for a long time

Analytical

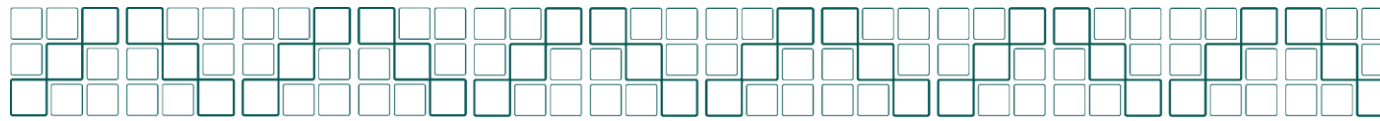
- May not take initiative to give feedback
- May need time to prepare in advance
- May need time to think during the discussion
- May not provide a lot of detail

Driver

- Can feel harsh and direct
- May drive the agenda
- May talk over you and fail to listen
- May end the meeting quickly

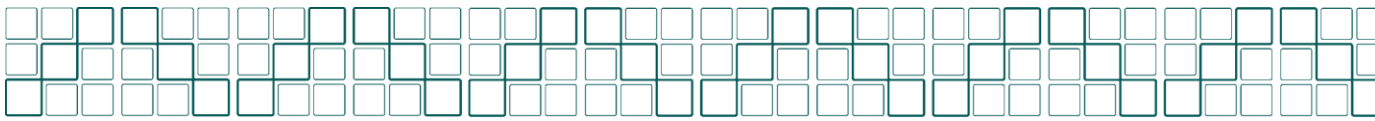
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ASSERTIVENESS



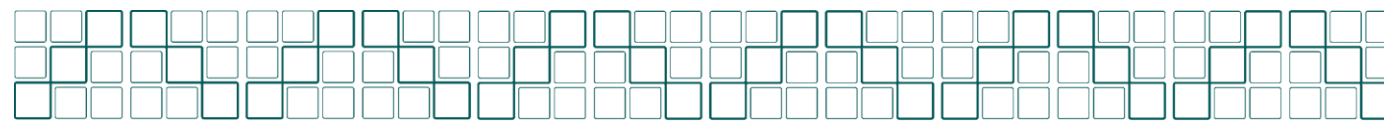
Three Types of Triggers

- Truth triggers: we question the accuracy of the feedback
- Relationship triggers: we question, or don't like/trust, the person providing the feedback
- Identity triggers: the feedback challenges an important part of our identity



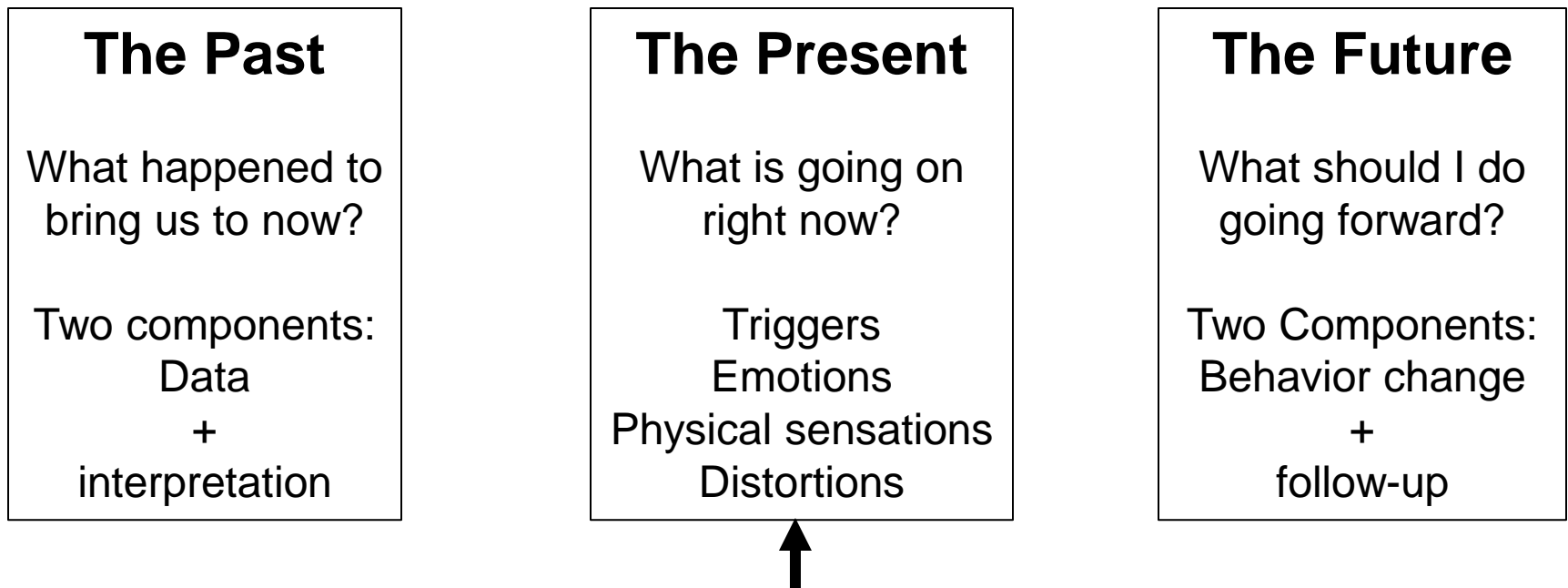
A Real Truth

- This is so much more complicated when the feedback is from someone whose opinion we deeply care about
 - Intimates, family and friend
 - Colleagues/peers at school/work
 - Program leadership
 - PI and other authority figures

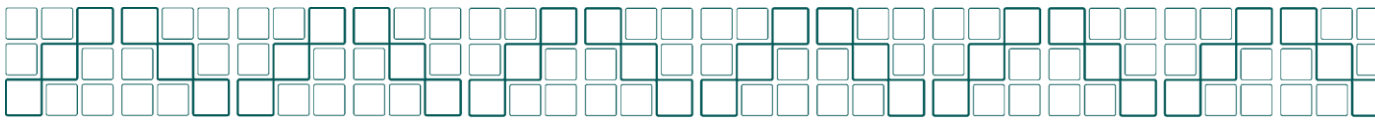


A Working Feedback Model

- Feedback Occurs In Three dimensions:

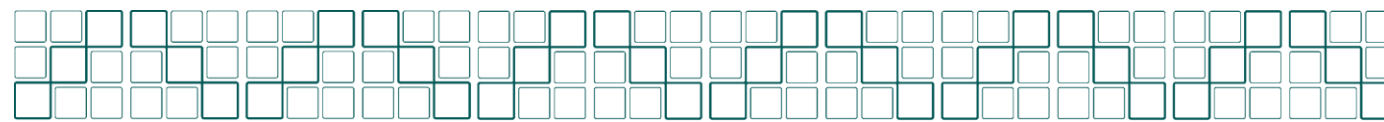


Focus here so you can learn about the past
and eventually get to discussing the future



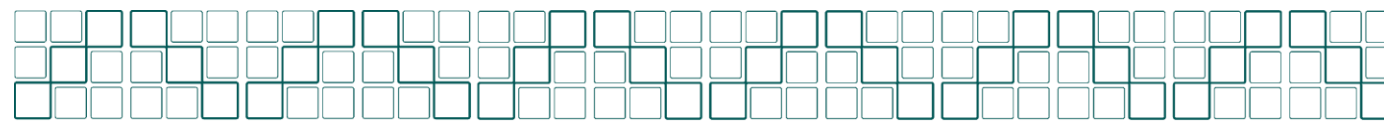
Your Goals

- Deal with the present moment (this takes practice!)
 - take slow deep breaths and relax tension in your body to stay calm
 - inoculate yourself by remembering the deliverer's communication style
 - calm your distortions and triggers by gently acknowledging them
 - hold off on responding if angry or upset; ask for time if you need it
 - Offer a thank you for the feedback
- Understand the past
 - Ask clarifying questions (if safe to do so)
 - Use active listening skills to show you heard the feedback
 - offer explanations if warranted
- Look to the future
 - offer and ask for suggestions for behavioral change
 - request a follow up meeting to assure appropriate action



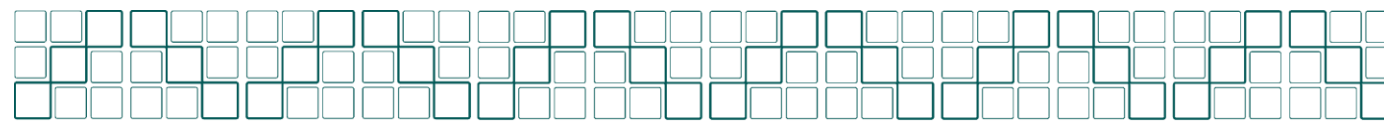
After A Difficult Feedback Interaction

- Seek support and guidance for talking through what happened, how you feel and what you might like to do
- Spend some time focusing on the feedback interaction and not on the feedback
 - Take a positive inquiry approach and start with what you handled well and what you are proud of
- Focus on the intent – to help you improve, and not only the impact – it didn't feel good
- Revisit the feedback when you are calm enough to focus on it
- Focus on the idea of perceptions rather than whether the feedback is right or wrong
 - ask yourself if there is something you can do to change the perception



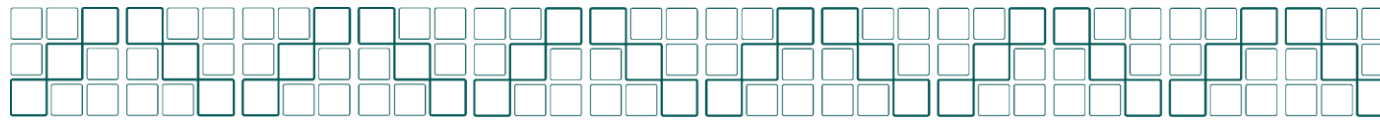
Tips For Receiving Feedback (I)

- Know your feedback and stress response and develop go-to strategies for staying calm in the moment
- Pay attention to physical signals and notice what is happening for you in the moment; pay attention to the other person as well
- Ask for time if you need it; if given time, prepare
- Do not get snagged by gross over-statements, generalizations and draconian pronouncements
 - Rebutting “always” and “never” is rarely your best option
 - Know that most draconian statements come from the other’s anger and their go-to cognitive distortions



Tips For Receiving Feedback (II)

- Learn to ask calm clarifying questions to more fully understand the events leading to the feedback and to be clear about behavioral changes that will address concerns.
- Learn to differentiate between your feelings, the distortions you are telling yourself and the actual feedback
- Accept that you can't control
 - How others see you
 - How others deliver feedback
- Appreciate that your goal is to disregard what is not helpful and focus on what is
- Find your growth mindset
 - Reach out for support



Remember

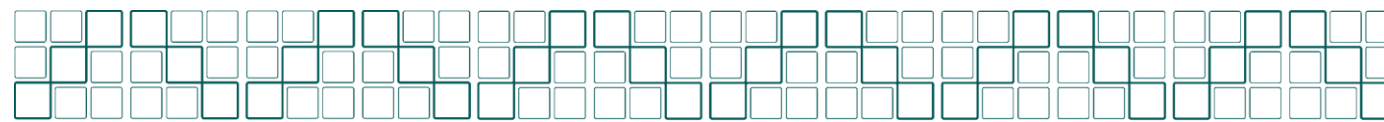
- You may need to ask for feedback to get feedback
 - Be clear and precise in your ‘ask’
 - Consider this strategy: What am I doing well? Where do I need to improve? Is there anything you want me to do that I am not currently doing?
- Best to request a meeting by email to give them time to prepare

I’ve been in your lab now for It would be helpful to me to get your input about This will help me have a successful rotation and contribute to the science here. Thanks; I can meet whenever is convenient for you.



And You Also Have to Give Feedback

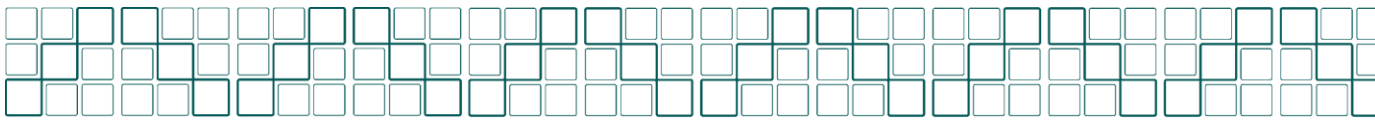
- With students that you mentor
- With peers and colleagues in your group and beyond
- With your PI and other leadership



Some Things To Keep In Mind

- Inoculate against feedback being something to fear by:
 - Looking for reasons to give positive feedback
 - Giving feedback often, especially at the outset
 - Keeping it timely
 - Asking your trainee for feedback so it is clear that it is used as a tool for growth

- And:
 - Not when you are angry or emotional
 - And only in private unless absolutely unavoidable

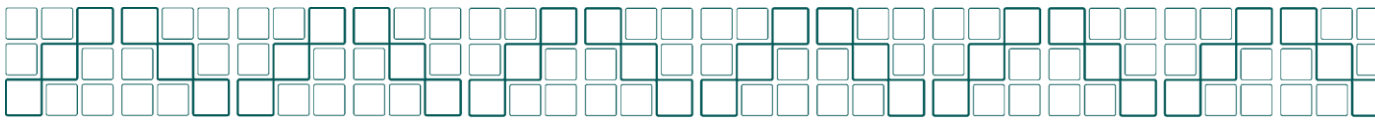


Choice of Words Matter

- YOU = Good News
- I = Bad News

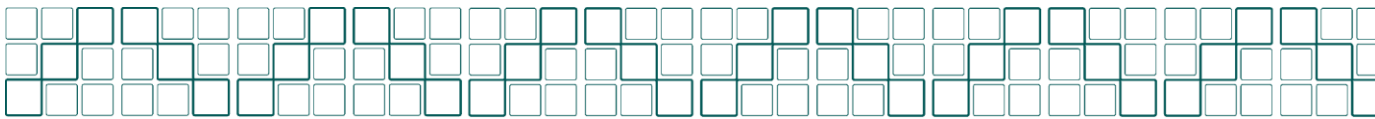
You gave a great talk at our group meeting today. **Your** slides were excellent, **you** did a great job explaining the MALDI-TOF experiments and **you** really handled the questions well. I can tell how hard you worked to prepare for this.

I have some concerns about your talk at group meeting that I would like to share. They relate to how your slides were prepared and to your delivery. While you did some things well, I hope talking through my concerns will help you prepare more effectively for your next group meeting. When would be a good time for us to talk?



Metacommunication Matters

- All the nonverbal cues that carry meaning that either enhance or disallow what we say in words.
 - Our tone of voice, body language, gestures, facial expression, etc.



More To Keep In Mind

- Three things to keep in mind
 - Focus on the behavior(s), not the person
 - Be specific and descriptive
 - Describe, don't judge

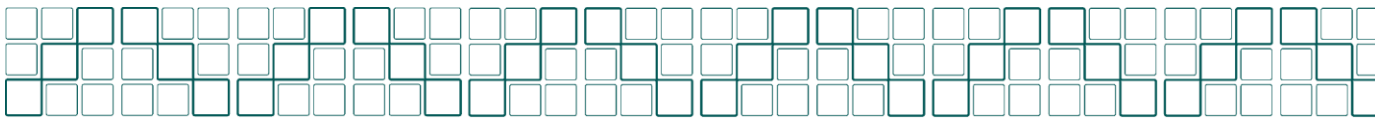
- SBI feedback
 - Situation
 - Behavior
 - Impact

- Think I statements
- Think giraffe, not jackal



A General Feedback Scaffold

State the constructive purpose	To help us work together better, I wanted to talk about I wanted to give you some feedback in the hopes that.... I feel we need to talk about....
Describe what you observed	“When you were.... , you Yesterday I observed you..... When XXXX asked you to ..., you said
Describe the impact on you, the group, the project, the individual	“I was I felt As a result.....
Give the individual a chance to respond	I would appreciate hearing your thoughts.... Anything I need to clarify?
Ask for and offer specific suggestions	My strategy for dealing with XXX, is YYY. Perhaps.... Have you considered... Would you like help finding... Do you have any thoughts about...
Summarize and express support	I think we agree.... I really appreciate your effort in



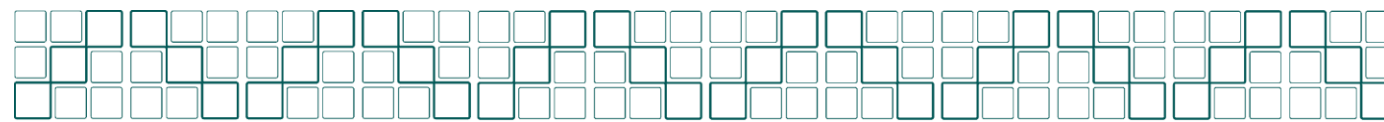
Constructive and Destructive Approaches

Constructive

- Calm and respectful language
- Appropriate body language (tuning-in)
- Acknowledging emotions
- Allowing others to speak
- Using paraphrasing to ensure you understand
- Asking helpful questions
- Delaying responses if you are angry or upset
- Normalizing relationships afterward

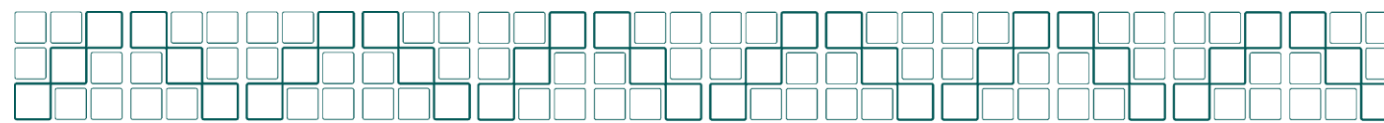
Destructive

- Yelling and threatening
- Using threatening or disengaged body language
- Talking over others
- Being sarcastic
- Demeaning others (or the process)
- Using verbal threats
- Dominating the airwaves
- Saying one thing and meaning another
- Avoiding the other party afterward



Some Thoughts On Feedback And Your PI

- Really depends on your PI and how open they are and how committed to mentoring you they are
 - supportive PI? Deal first with your own internal barriers
 - unsupportive PI, seeking support and guidance as you decide a way forward is key
 - program and university leadership can be good sources of support and guidance and can help you access other institutional resources
- The stakes are high and ignoring problems do not make them go away.



Catastrophic Thoughts Around Feedback and Your PI

- Things trainees have shared
 - ❑ S/he won't accept me into their lab (for someone rotating)
 - ❑ S/he will never write me a good letter
 - ❑ S/he will fire me today
 - ❑ I will get kicked out of graduate school
 - ❑ S/he will block my long-term success in science
- Question these thoughts
 - ❑ How accurate are they?
 - ❑ What do I know from past history that influences my strategy
 - ❑ What unique circumstances increase or decrease my vulnerability
 - ❑ Who can I go to for guidance, support and safety



Want To Talk More About the Material?

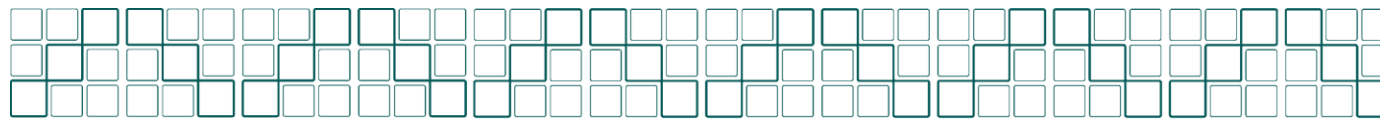
- Join us for a small group facilitated discussion next Wednesday
 - NOTE: in my opinion, the small groups are the most valuable part of what we offer.



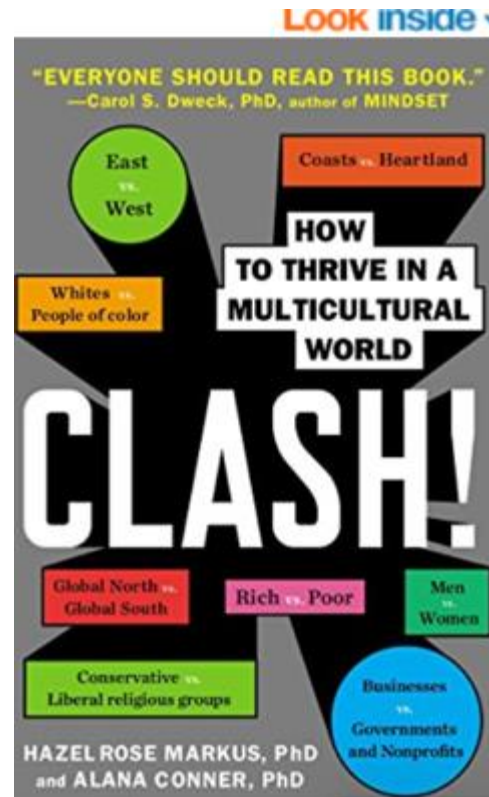
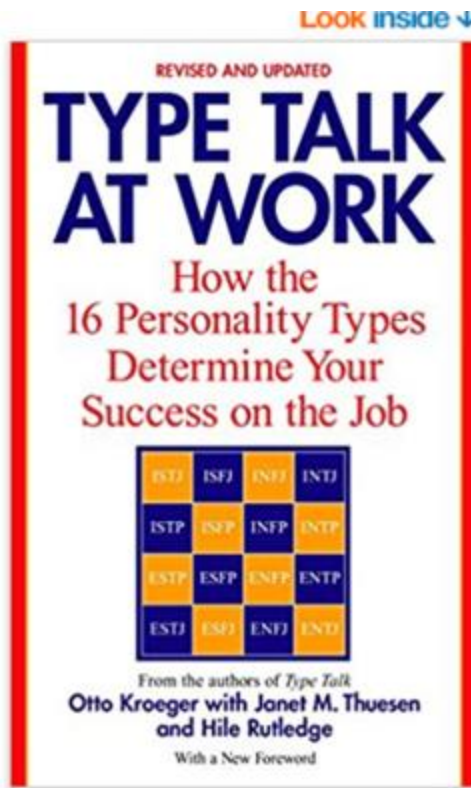
Journaling For Later

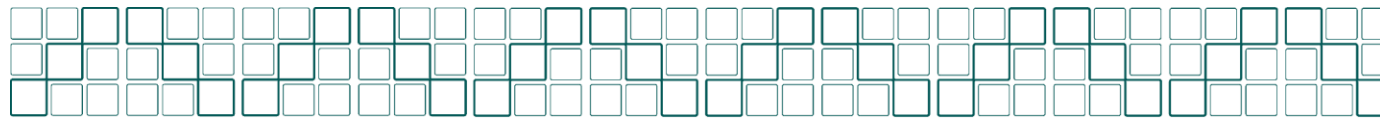
Think of a time when you received difficult feedback about something you really cared about. What happened for you. If you were able to stay calm, what strategies helped you in the moment and beyond? What is generally not as helpful to you and why do you think that is?

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?

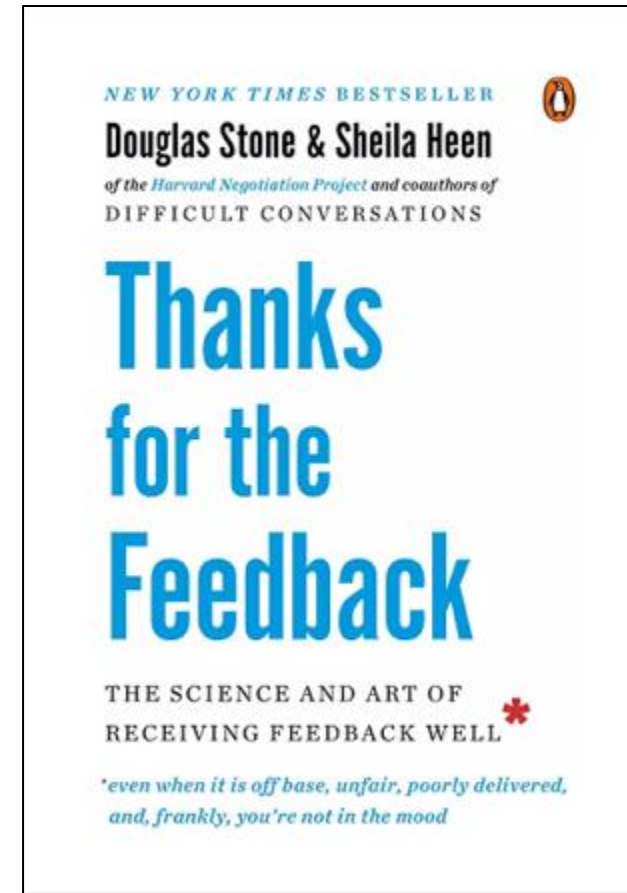
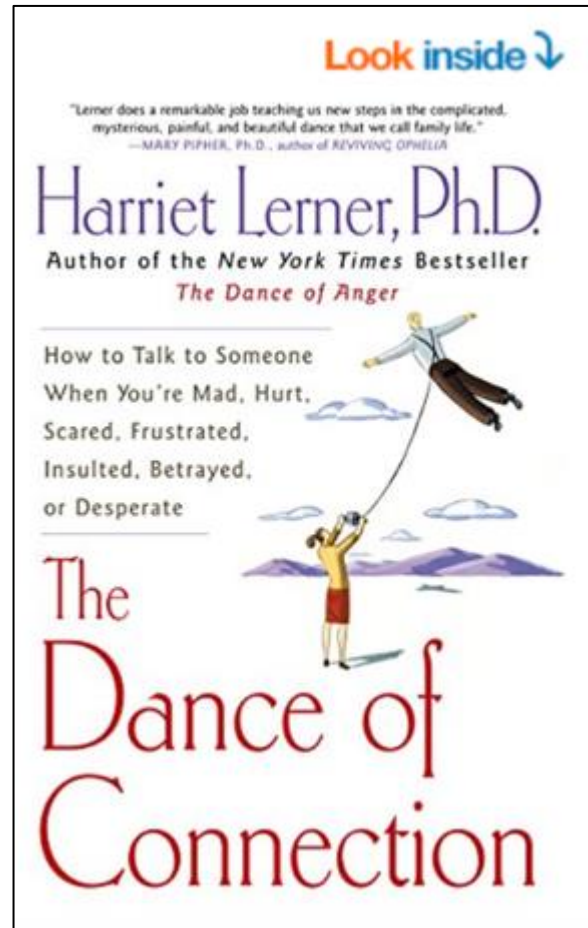
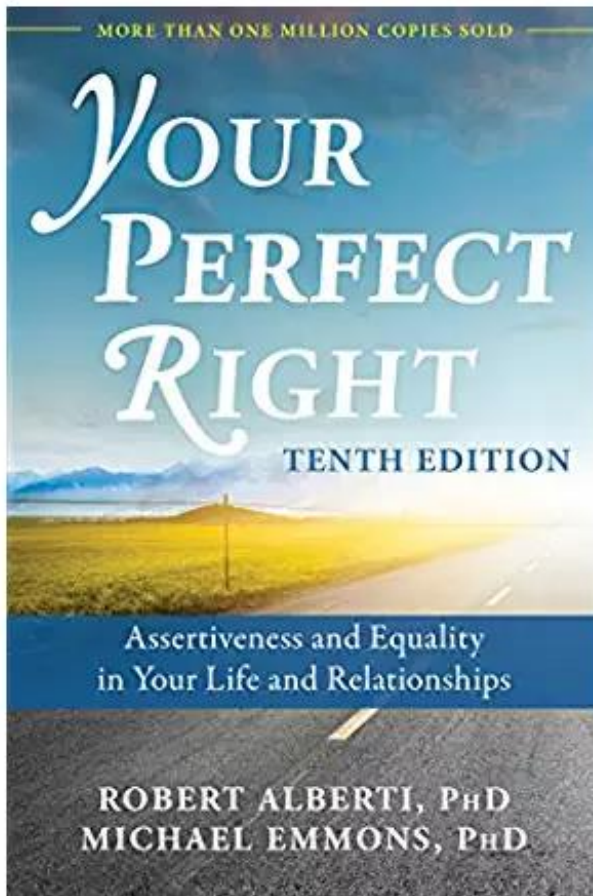


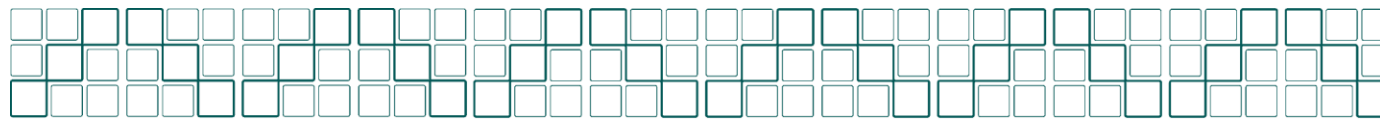
Helpful Readings – Personality and Work styles



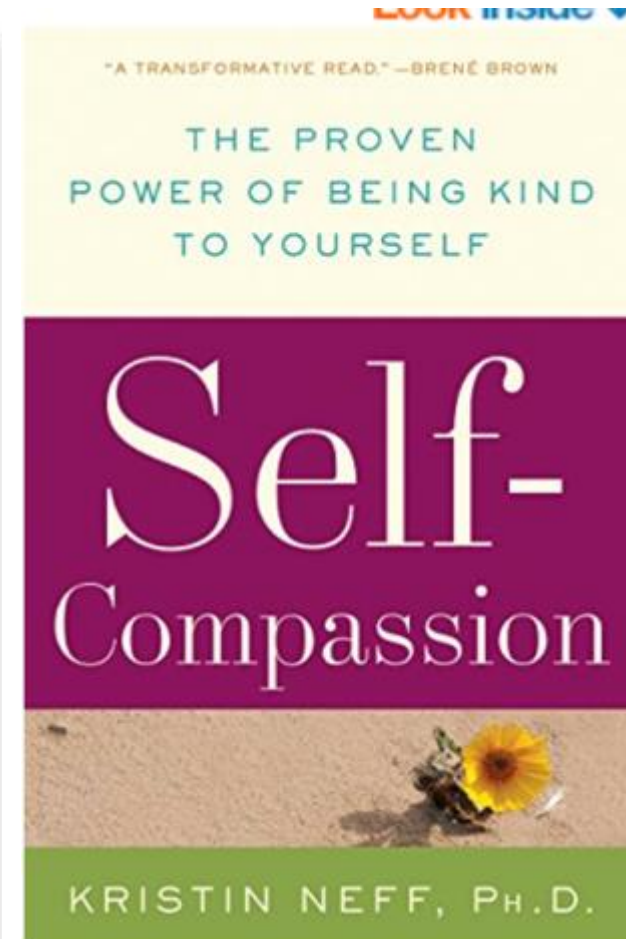
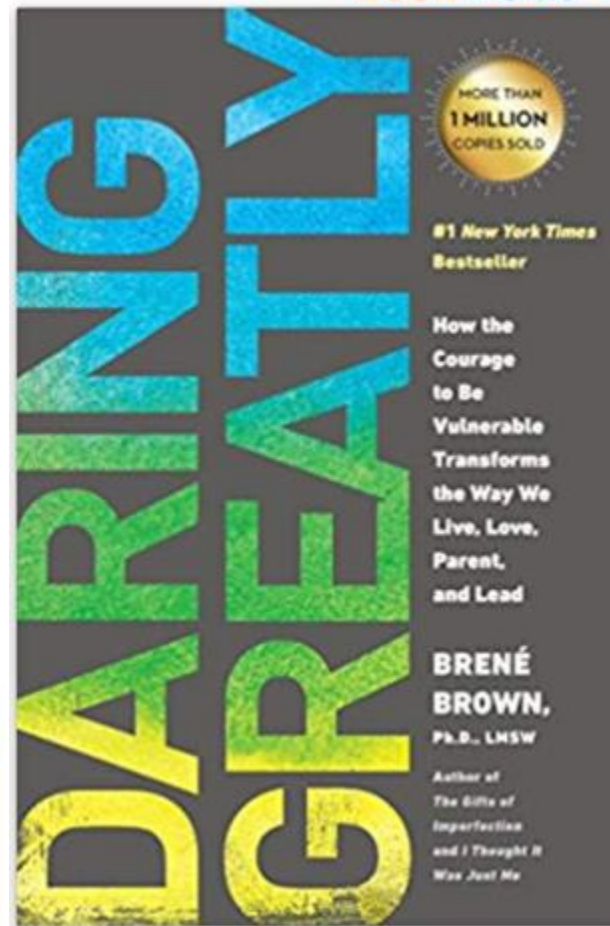
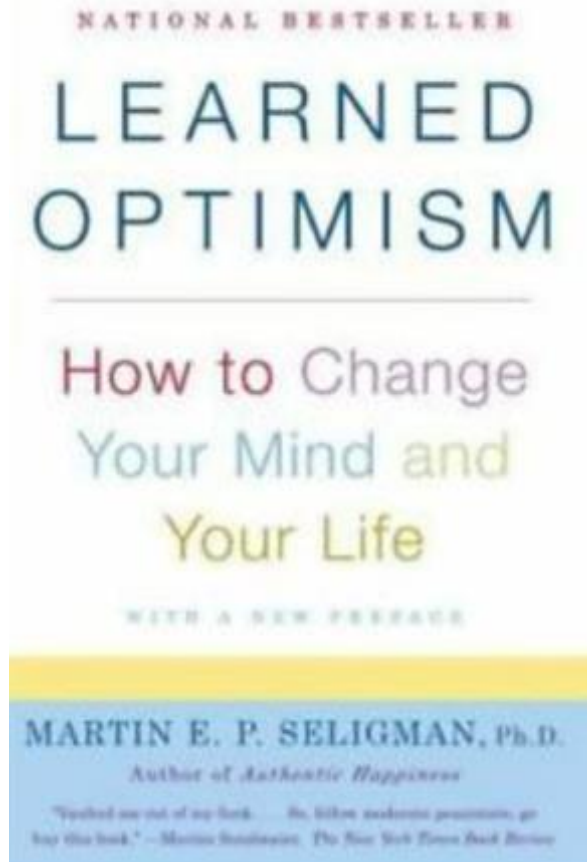


Helpful Resources – Assertiveness/Feedback





Self-Awareness/Self-Acceptance





Brené Brown

The power of vulnerability

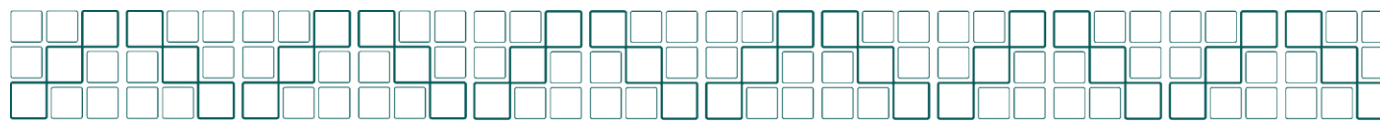
Brené Brown studies human connection — our ability to empathize, belong, love. In a poignant, funny talk, she shares a deep insight from her research, one that sent her on a personal quest to know herself as well as to understand humanity. A talk to share.



Susan Cain

The power of introverts

In a culture where being social and outgoing are prized above all else, it can be difficult, even shameful, to be an introvert. But, as Susan Cain argues in this passionate talk, introverts bring extraordinary talents and abilities to the world, and should be encouraged and celebrated.



Shawn Achor

The happy secret to better work

We believe we should work hard in order to be happy, but could we be thinking about things backwards? In this fast-moving and very funny talk, psychologist Shawn Achor argues that, actually, happiness inspires us to be more productive.

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Guy Winch

Why we all need to practice emotional first aid

We'll go to the doctor when we feel flu-ish or a nagging pain. So why don't we see a health professional when we feel emotional pain: guilt, loss, loneliness? Too many of us deal with common psychological-health issues on our own, says Guy Winch. But we don't have to. He makes a compelling case to practice emotional hygiene — taking care of our emotions, our minds, with the same diligence we take care of our bodies.



Dan Pink

The puzzle of motivation

Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don't: Traditional rewards aren't always as effective as we think. Listen for illuminating stories — and maybe, a way forward.



The Space Between Self-Esteem and Self Compassion: Kristin Neff at
TEDxCentennialParkWomen