

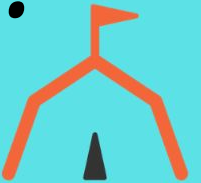
# FEEDBACK: IT'S A GIFT



**“DO THESE JEANS LOOK  
GOOD ON ME?”**

*...how do you respond?*

*...why?*



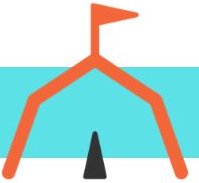
# FEEDBACK IS A TWO WAY STREET WITH A LOT OF POTHOLES

- Relationship history with the other party
- Time between feedback and its source
- Words we choose
- Tone we take
- Intentions behind feedback
- *Perceived* intentions behind feedback
- Facial expressions
- Body language



# WHY DO WE BELIEVE IN FEEDBACK SO MUCH?

- People fail in the absence of feedback
- Feedback is an investment in our relationships



# FEEDBACK YOU'LL RECEIVE HERE

- Code-based
- Professionalism
  - Timeliness
  - Attire
  - Communication skills
  - Demeanor
  - Presentation
  - & others to help you get job-ready



# GIVING GREAT GIFTS

*Wrapping gifts nice shows you  
care twice.*

## HOW TO GIVE EXCELLENT FEEDBACK



# MODEL IT



# GROUND RULES.

1. Assume humans are good and are doing their best.
2. Positive in public, constructive in private.
3. Lead with professionalism.
4. Don't stockpile.

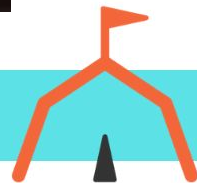




**"I SO APPRECIATE YOU BRINGING COOKIES. IT HELPS CREATE AN EXCUSE FOR US TO TAKE A BREAK AND HAS HELPED ME CHAT WITH NEW PEOPLE."**

*Positive feedback is pretty easy – let's get down to the big stuff.*





# THE SETUP:

- Identify the situation
- Examine your intentions
- Ask permission, make it safe
- Get specific and actionable
- Be honest



# THE SETUP: IDENTIFY THE SITUATION & EXAMINE YOUR INTENTIONS

- Something specific provoked a response
- Distill the situation to actions and reactions
- Review your behaviors
- Why are you giving feedback?
- Will this feedback help someone grow?
- What's the status of our relationship?

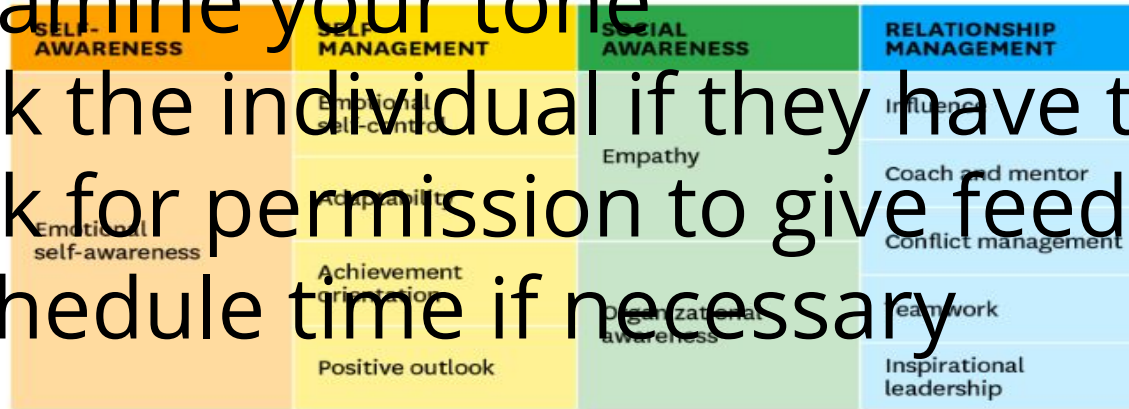


# THE SETUP:

## PERCEPTION VS. REALITY



- Perception *IS* reality
- Engage emotional intelligence
- Examine your tone
- Ask the individual if they have time
- Ask for permission to give feedback
- Schedule time if necessary



SOURCE MORE THAN SOUND, LLC, 2017

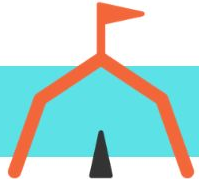
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# **THE DELIVERY:**

## **GET SPECIFIC AND ACTIONABLE**

- Focus on behaviors, not on character
- Use “I” based language
- Nothing clarifies like clarity
- Make it a single statement
- Stop talking.



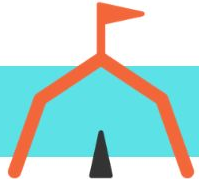
# Am I ready to give feedback?

- ☐ I have specific examples prepared.
- ☐ I can acknowledge what you do well.
- ☐ I am willing to accept that I may not fully understand the situation, and am ready and open to hear your perspective.
- ☐ I am open to owning my role in this situation.
- ☐ I am committed to finding the solution with you.



# THE DELIVERY: WAYS TO GET SPECIFIC

- Write out your examples ahead of time
- Get into evidence mode
- If you don't have examples, you're just complaining.





# THE DELIVERY: THE EQUATION

1. Describe the scene or situation with your examples. (max 3 sentences)
2. Using an “I” statement, state the impact of the behavior (1 sentence).
3. Close with a suggestion or affirmation (max 2 sentences)



## TRY IT!

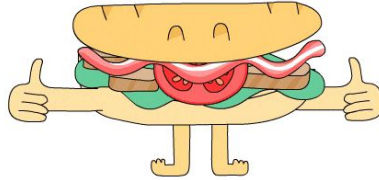
You just spent 2.5 hours working on and completing a pair programming lab with your partner, Adam. Adam drove the entire time. While conversation about coding was good, you felt like your input and ideas never made it to the program you handed in. When you and Adam discussed your solutions, he often responded with “I hear you, but *this* way is better.”

**WHAT CAN WE SAY TO ADAM?**



# THE DELIVERY: FEEDBACK SANDWICH?

- Positive -> Constructive -> Positive



## ALL TOGETHER NOW: CHALLENGE!

Your classmate Yasmine has been really talkative in class. She's always talking about code and things that are on topic, but it can be a bit much. Often, her questions make you feel like you are underprepared and that you haven't quite learned enough. Every time you've worked alone with her, you leave feeling bad. You often feel like she's being condescending toward you and others. She asked you "why would you think this was a good idea?" when you suggested a different solution to the lab and you overheard her telling another classmate she "can't deal with explaining vanilla JavaScript 101 right now."



# BE HONEST

- Your intentions (self-awareness)
- Your relationship with the other person (social awareness and relationship management)



# RECEIVING THOSE GIFTS

*\*Even if they're poorly wrapped.*

## HOW TO TURN FEEDBACK INTO GROWTH



# MODEL IT



# GROUND RULES.

1. Assume humans are good and are doing their best.
2. Take notes, review later.





# THE MULTI-STEP SYSTEM:

- Create a welcoming environment
- Take notes
- Say “thank you”
- Review and reflect later
- Make a plan



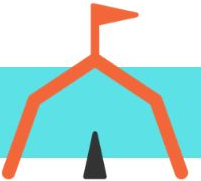
# CREATE A WELCOMING ENVIRONMENT, EVEN IF YOU'RE NERVOUS

1. What's the feedback you're most likely to receive?
2. What's the feedback that would make you feel the worst?
3. What evidence is there for that feedback?



# TAKE NOTES, SAY THANK YOU!

- Write down who & when
- Do not challenge, argue or confront
- Ask for clarification or a specific example
- Write down the evidence and the feeling of the person who gave it to you, whether or not you agree at the time
- Be sincere in your thanks – even if you have to circle back later

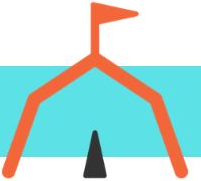


## TRY IT!

Your teammate just gave you some feedback about a pair programming lab that you had completed together. The lab was handed in on time and you even received an E on it. Your partner approaches you and says he has some feedback. He states:

“Hey, when we worked together on Lab 7, you totally took over and you didn’t put a single one of my suggestions into the project.”

## WHAT DO WE DO?



# REVIEW, REFLECT, PLAN

- Self-awareness: are you ready to read?
- Look for a trend
- Self-assessment: do you want this change?
- Are there “easy wins” in the evidence?
- Make small, SMART goals



# Am I ready to receive feedback?

- ☐ I want the opportunity to grow.
- ☐ I am ready to listen to the impact of my actions without defending my intent.
- ☐ I will seek to understand the other person.
- ☐ I will reflect on the examples provided to me, or ask for specific examples.
- ☐ I am ready to summarize my understanding.
- ☐ I know that feedback from one person does not necessarily reflect the opinions of the whole, nor does it diminish my overall self.



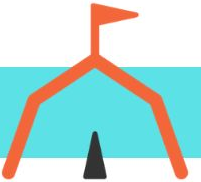
## CHALLENGE!

You have been given specific feedback about being unapproachable by one of your peers last week. Yesterday, your teaching assistant asked you why you were so unhappy during the breakout, and were told that you were scowling the whole time. Your program manager has asked you to participate in icebreakers repeatedly, even though you feel that you've been clear that you see them as a waste of time.



## CHALLENGE!

Your program manager asked to give you some feedback in your 1:1 and you agreed. She told you that she has noticed a trend that you're arriving closer and closer to 9am, specifically that in the last 2 weeks, you've arrived at 8:56am or later 8 times. Technically, you aren't doing anything wrong, but she pointed that it could be a start to the lack of professionalism. You haven't shared with your PM that your daycare situation has changed and that has altered your commute and that you can't pay for parking.





## CHALLENGE!

Your program manager asked to give you some feedback in your 1:1 and you agreed. She told you that she has noticed a trend that you're arriving closer and closer to 6:30pm, specifically that in the last 2 weeks, you've arrived at 6:26pm or later 8 times. Technically, you aren't doing anything wrong, but she pointed that it could be a start to the lack of professionalism. You haven't shared with your PM that your daycare situation has changed and that has altered your commute and that you can't pay for parking.



# **FEEDBACK OPPORTUNITY**



# ROLE PLAYING EXERCISE

PERSON A:

You have been working with a partner on a lab for about 6 hours. Your partner is friendly but the lab is bigger and more challenging than you are ready to take on. You agree to let your partner drive (write the code) for the first hour or so of your pair programming, until you hit a roadblock.

At the roadblock, your partner suggests a solution that you don't understand. You disagree with applying a solution you don't understand, and ask to go in a different direction. Your partner agrees to try your solution, but after another hour, you aren't making a ton of progress. The due time for the lab is in 60 minutes.

Frustrated by your lack of progress, you take a 20 minute walk. When you return, your partner has completed the lab without you. The deadline to hand in your completed lab is soon, and you'd rather hand something in than nothing.



# ROLE PLAYING EXERCISE

## PERSON B:

You have been working with a partner on a lab for about 6 hours. Your partner is friendly and the lab is something you're excited and ready to work on. Because you feel ready, you agree with your partner to drive (write the code) for the first hour or so of your pair programming, until you hit a roadblock.

At the roadblock, after some reflection, you see a simple solution that will get you closer to completing the lab. Your partner disagrees and tells you that your way makes "no sense," and asks to go in a different direction. You agree to try their solution, but after another hour, you aren't making a ton of progress. The due time for the lab is in 60 minutes.

Your partner leaves to take a 20 minute walk. Frustrated by the lack of collaboration and worried about the deadline, you rush to implement your first solution so you can hand in something that's working. The deadline to hand in your completed lab is soon, and you'd rather hand something in than nothing.



# ROLE PLAYING EXERCISE

Find a partner from the opposite group (Person A + Person B).  
Role play giving and receiving feedback with your partner.

## Remember:

- Assume humans are good and doing their best.
- Ask for permission to give feedback.
- Say thank you.
- Ask for/give clarification or specific examples.



