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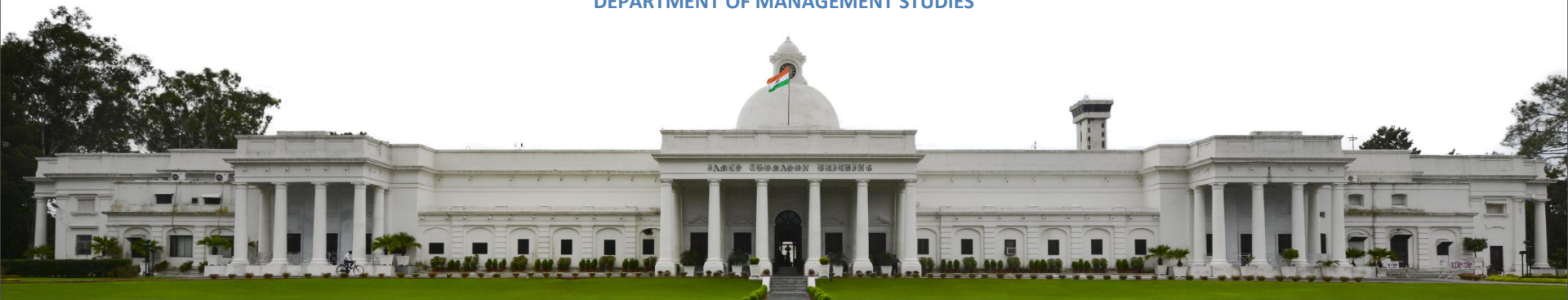
LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE – 56

SETTING GOALS AND PROVIDING CONSTRUCTIVE FEEDBACK

PROF. SANTOSH RANGNEKAR

DEPARTMENT OF MANAGEMENT STUDIES



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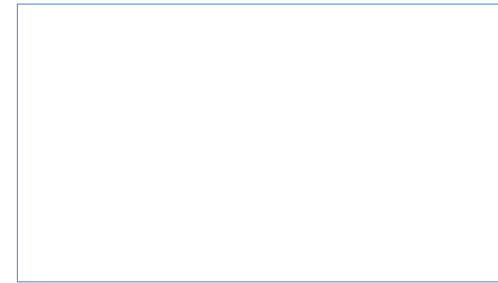
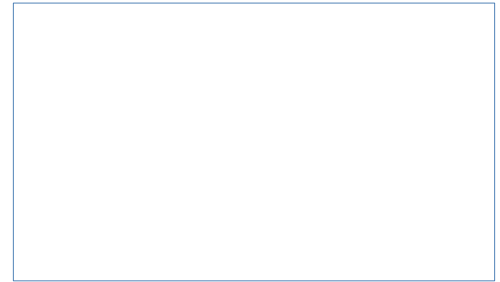


Image Source: <https://gloopa.co.uk/importance-of-giving-and-receiving-constructive-feedback-to-colleagues/>

“When a man does not know what
harbor he is making for, no wind is the right wind”
-Seneca

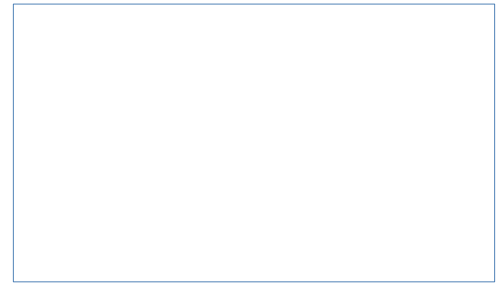


Setting Goals

- Setting goals and developing plans of action to attain them are important for individuals and for groups.
- The most important step in accomplishing a personal or group goal is stating it right in the first place.
- When team members all share the same goals and each member clearly understands his or her role in helping achieve the goals, performance is enhanced.
- Setting team goals should be an **inclusive process** (*Jones et. al., 2010*). The process should allow for open and honest exchange of ideas. Effective teams strive for consensus, consistency, and agreement on team goals.



Image Source: <https://www.derekthomas.biz/2021/01/18/why-goal-setting-isnt-enough/>



Goals Should Be Specific and Observable

- General goals do not work as well because they often do not provide enough information regarding which particular behaviors are to be changed or when a clear end state has been attained.
- The idea of having specific goals is closely related to that of having observable goals. It should be clear to everyone when a goal has or has not been reached.
- Specific, Observable goals are also time limited. Without time limits for accomplishing goals, there would be little urgency associated with them.
- Neither would there be a finite point at which it is clear whether a person or group has accomplished the goals.
For example, it is better to set a goal of improving the next quarter's sales figures than just improving sales.



Specific and Observable Goals – Case of Tata Nano

- The “One Lakh Car” that drive “One Billion Dreams”
- **Idea Generation** – *“I saw families riding around on scooters with kids standing up and the mother carrying a baby and sitting pillion and decided to do something about it. It started as a quest for an affordable transportation solution” –Ratan Tata*
- The goal for the Tata Nano was to sell the world's cheapest car (*without compromising on safety, quality and environment*) to the lower and middle-income segments in India.



Image Source: <https://www.news18.com/news/auto/industrialist-ratan-tata-is-still-proud-of-his-tata-nano-affordable-car-project-heres-why-2525073.html>

Goals Should Be Attainable but Challenging

- Some people seem to treat goals as a sort of loyalty oath they must pass, as if it would be a break with their ideals or reflect insufficient motivation if any but the loftiest goals were set. Yet to be useful, goals must be realistic
- The corollary to the preceding point is that goals should also be challenging. If goals merely needed to be attainable, then there would be nothing wrong with setting goals so easy that accomplishing them would be virtually guaranteed.
- Setting easy goals does not result in high levels of performance; higher levels of performance come about when goals stretch and inspire people toward doing more than they thought they could.
- Goals need to be challenging but attainable to get the best out of ourselves.



Attainable but Challenging Goals – Case of Tata Nano

The world's cheapest car

The Tata Nano is being marketed as the affordable car for millions of Indians

Tata Nano

Height: 1.6 m
Length: 3.1 m
Width: 1.5 m

Price:
US\$2,000
(basic model)

Cost saving:
Single windshield wiper;
no air conditioning, radio,
power steering

Rear-mounted engine: 2-cylinder petrol, 623 cc

Top speed:
105 kph

Capacity:
5 people

Maker:
Tata Motors

Safety:
All sheet-metal body, seat belts

Launch:
March 23

Tubeless tires
Rear-wheel drive

Small cars compared

Tata Nano
▶ To go on sale in April

Mini Cooper
▶ Two versions first introduced in 2002
▶ US\$19,200

Plus one of a kind...
Peel P50
• Manufactured in the early 60s
• Only 100 ever produced

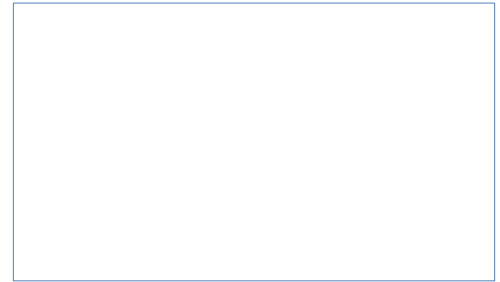
AFP 170309 Source: TataNano, MiniCooper, TopGear

- The goal to make the cheapest car in the world was attainable yet very challenging.
- The developers had to do lot of innovation while considering to keep the car have five people capacity
- R&D Team did many innovations for the car like two piston engine for cars, rear wheel drive with real placement of engine.
- Adding all the features at minimum possible cost was the real challenge.

Image Source: <https://app.emaze.com/@AFTILIWW#4>

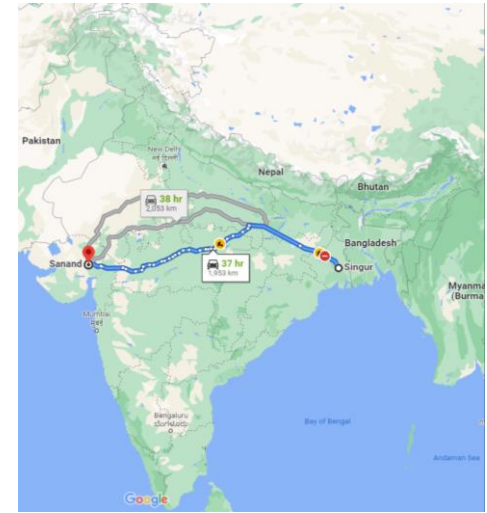
Goals Require Commitment

- There is nothing magical about having goals; having goals per se does not guarantee success.
- Unless supported by real human commitment, goal statements are mere words.
- Organizational goals are most likely to be achieved if there is commitment to them at both the top and the bottom of the organization.
- Top leadership needs to make clear that it is willing to put its money in goal.
- When top leadership sets goals, it should provide the resources workers need to achieve the goals and then should reward those who do. Subordinates often become committed to goals simply by seeing the sincere and enthusiastic commitment of top leadership to them.



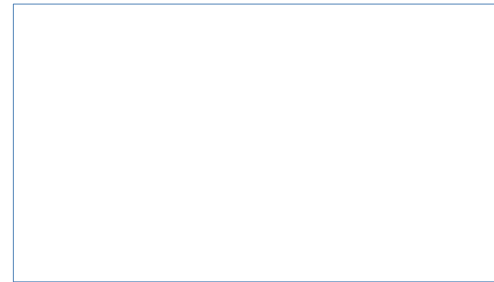
Commitment – Case of Tata Nano

- Tata Motors first setup plant in **Singur**, West Bengal. But, the project faced massive opposition from displaced farmers. The unwilling farmers were given political support by West Bengal's then opposition party TMC and various **environmental activists**.
- Just before the launch, they were compelled to close the plant. Ratan Tata blamed agitation by that time chief minister and supporters for the pullout decision
- But the group remained committed to attaining the goal and decided to shift the plant to **Sanand, Gujarat** after warm welcome from then CM of Gujarat Narendra Modi
- It took **14 months** to build a **new factory** in **Sanand**, Gujarat compared to **28 months** for **old** the **Singur** factory.



1952 KM journey from Singur to Sanand

Image Source: <https://www.google.com/maps>



Goals Require Feedback

- One of the most effective ways to improve any kind of performance is to provide feedback about how closely a person's behavior matches some criterion, and research shows that performance is much higher when goals are accompanied by feedback than when either goals or feedback are used alone.
- Goals that are specific, observable, and time limited are **conducive** to ongoing assessment and performance-based feedback, and leaders and followers should strive to provide and seek regular feedback.
- In case feedback regarding goals are **not taken care** of, it may have **devastating effects** on achievement of the goal, even may lead to complete failure, thus use of feedback constructively is required.



Feedback Ignorance – Case of Tata Nano

- **Fire issue in Tata Nano**

Although the company do increase safety parameters but it was not constructively used by the marketing team to correct the “**unsafe**” perception for Nano.

- **Ignorance of Marketing Feedback**

Another major issue which Tata Nano Marketing team failed to constructively utilized was making the image of Nano to be the “**Cheap**”.

India is young and aspirational country where owning a car is think of a luxury and no one wish to be looked upon as a person who can't afford a car but still want “**Cheap**” car. Instead such people found it better to buy other model's used cars



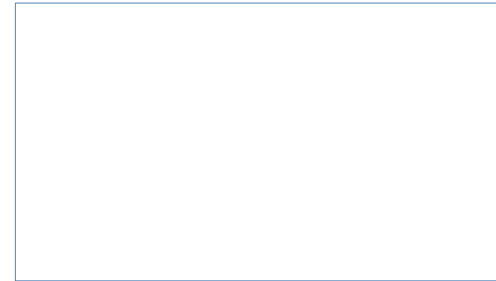
Image Source:

<https://www.motorbeam.com/unauthorized-fitments-caused-tata-nano-fire/>



Image Source :

<https://www.ndtv.com/cities/why-did-the-nano-catch-fire-413775>



Constructive Feedback

- **Feedback** is information about reactions to a product or a person's performance of a task which may be used as a basis for improvement.
- **Constructive feedback** is meant to help improve the performance of an individual or a team, and shouldn't be used to tear them down.
- Giving constructive feedback involves sharing information or perceptions with another about the nature, quality, or impact of that person's behavior.
- Getting helpful feedback is essential to a subordinate's performance and development. Without feedback, a subordinate will not be able to tell whether she's doing a good job or whether her abrasiveness is turning people off and hurting her chances for promotion.

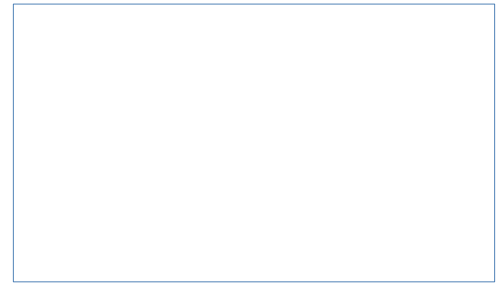


Image Source: <https://www.gograph.com/clipart/human-group-people-organization-puzzle-pieces-solution-gg57622521.html>

6 Elements of Constructive Feedback

1. Helpful

“I got better scores when I was going through this program than you just did.”

“This seems to be a difficult area for you. What can I do to help you master it better?”

2. Direct

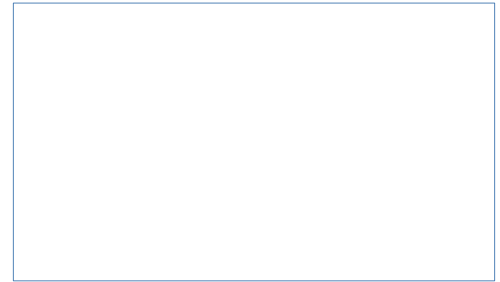
“It’s important that we all speak loud enough to be heard in meetings.”

“I had a difficult time hearing you in the meeting because you were speaking in such a soft voice.”

3. Specific

“Since you came to work for us, your work has been good.”

“I really like the initiative and resourcefulness you showed in solving our scheduling problem.”



6 Elements of Constructive Feedback

4. Descriptive

“I’m getting tired of your rudeness and disinterest when others are talking.”

“You weren’t looking at anyone else when they were talking, which gave the impression you were bored. Is that how you were feeling?”

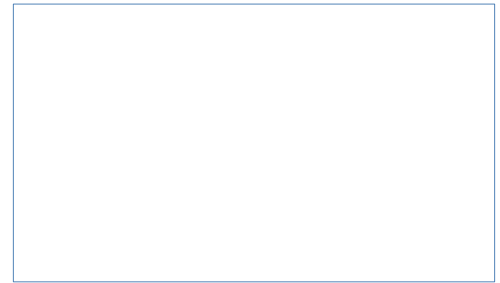
5. Timely

“ Mr. J, I think I need to tell you about an impression you made on me in the staff meeting **last month.**”

“Joe, do you have a minute? I was confused by something you said in the meeting **this morning.**”

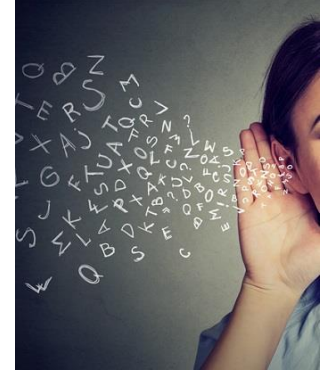
6. Flexible

Although feedback is best when it is timely, sometimes waiting is preferable instead of giving feedback at the earliest opportunity.



Role of Listening before giving feedback (Cont.)

- Systems view of communication emphasized that effectiveness depends on both transmitting and **receiving** information.
- Listening to others is very important before expressing one's feedback to others.
- People in leadership roles are only as good as the information they have, and much of their information comes from watching and listening to what goes on around them.



❖ Attend to the Sender's Nonverbal Behavior

- Much of the social meaning in messages is conveyed nonverbally, and when verbal and nonverbal signals conflict, people often tend to trust the nonverbal signals.

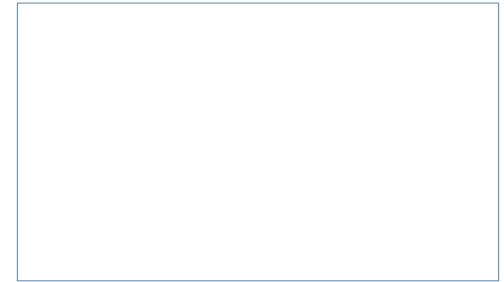


Image Source: <https://resumegenius.com/blog/resume-help/communication-skills>

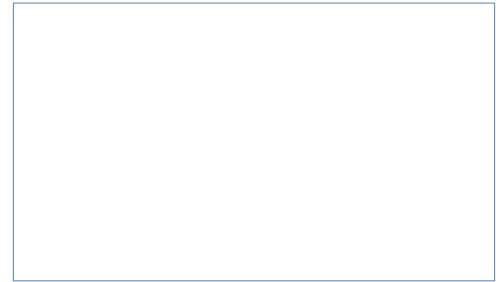
Role of Listening before giving feedback (Cont.)

❖ Demonstrate Nonverbally That You Are Listening

- Make sure your nonverbal behaviors show that you have turned your attention entirely to the speaker.
- Put aside, both mentally and physically, other work they may have been engaged in.

❖ Actively Interpret the Sender's Message

- The essence of active listening is trying to understand what the sender means
- We need to keep our minds open to the sender's ideas.
- Good listeners withhold judgment about the sender's ideas until they have heard the entire message. This way, they avoid sending the message that their minds are made up and avoid jumping to conclusions about what the sender is going to say



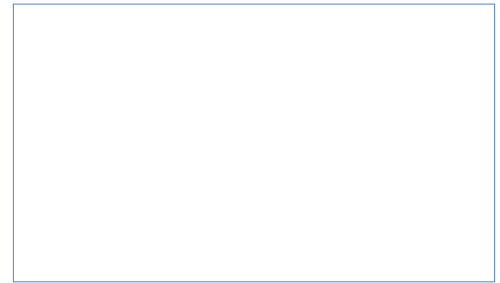
Role of Listening before giving feedback (Cont.)

❖ Use Paraphrasing words for ensuring Mutual Understanding

- I'm not sure I understand what you mean; is it . . . ?
- What I hear you saying is . . .
- From your point of view . . .
- You appear to be feeling . . .
- Correct me if I'm wrong, but . . .
- Do you mean . . . ?
- It seems you . . .
- As you see it . . .
- You think . . .
- I get the impression . . .

❖ Avoid Becoming Defensive

- Defensive behavior is most likely to occur when someone feels threatened. Although it may seem natural to become defensive when criticized, defensiveness lessens a person's ability to constructively use information.



Response for Feedback

- People do not know they are being listened to unless you make some type of response.
- This can be simple eye contact and nonverbal responsiveness such as smiles, nods, and eye contact.
- However, when you coach or counsel someone, you also must select carefully from a repertoire of verbal response alternatives which clarify the communication as well as strengthen the interpersonal relationship.
- There are four major types of Responses:
 - ❖ **Advising**
 - ❖ **Deflecting**
 - ❖ **Probing**
 - ❖ **Reflecting**



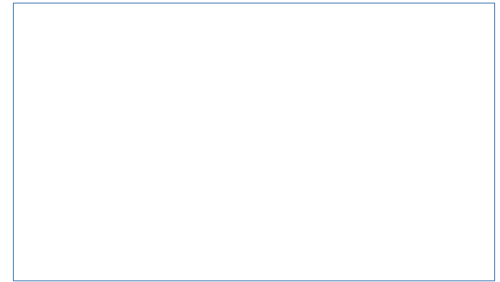
Response Types for Feedback

❖ Advising

- An advising response provides direction, evaluation, personal opinion, or instructions. Such a response imposes on the other person your point of view, and it allows you to control the topic of conversation

❖ Deflecting

- A deflecting response switches the focus from the communicator's problem to one you select. You deflect attention away from the original problem or the original statement.
- You essentially changes the subject. You may substitute your own experience for that of the other person (e.g., "Let me tell you something similar that happened to me") or introduce an entirely new topic (e.g., "That reminds me of the time that... ").

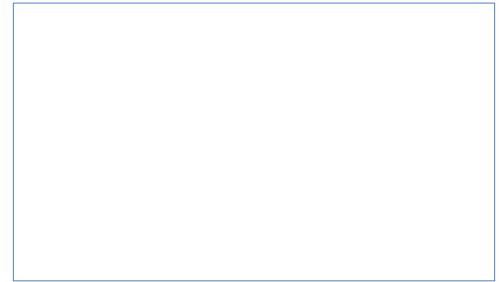


Response Types for Feedback (Cont.)

❖ Probing

- A probing response asks a question about what the other person just said or about the problem he or she has shared.
- The intent of a probe is to acquire additional information, to help the other person say more about the topic, to help you become more empathetic with more insight, or to help you develop more appropriate responses.

TYPE OF PROBE	EXPLANATION
Elaboration	Use when more information is needed. ("Can you tell me more about that?")
Clarification	Use when the message is unclear or ambiguous. ("What do you mean by that?")
Repetition	Use when topic drift occurs or statements are unclear. ("Once again, what do you think about this?")
Reflection	Use to encourage more in-depth pursuit of the same topic. ("So, you are saying that you are having difficulty?")



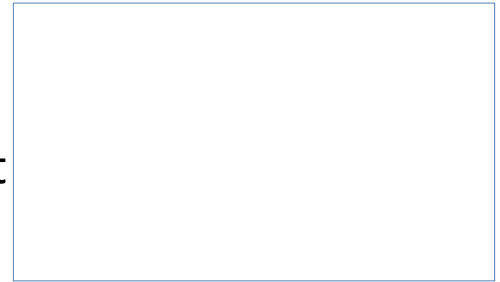
Response Types for Feedback (Cont.)

❖ Reflecting

- The primary purpose of the **reflecting response** is to mirror back to the communicator the message you heard and to communicate understanding and acceptance of the person.
- **Reflecting** the message in different words allows the speaker to feel listened to, understood, and free to explore the topic in more depth.

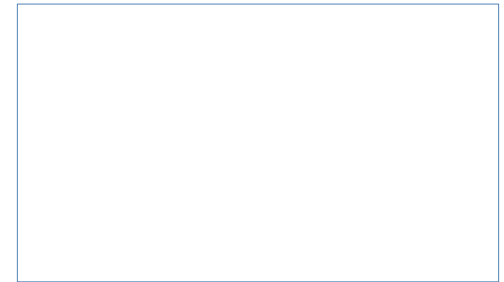
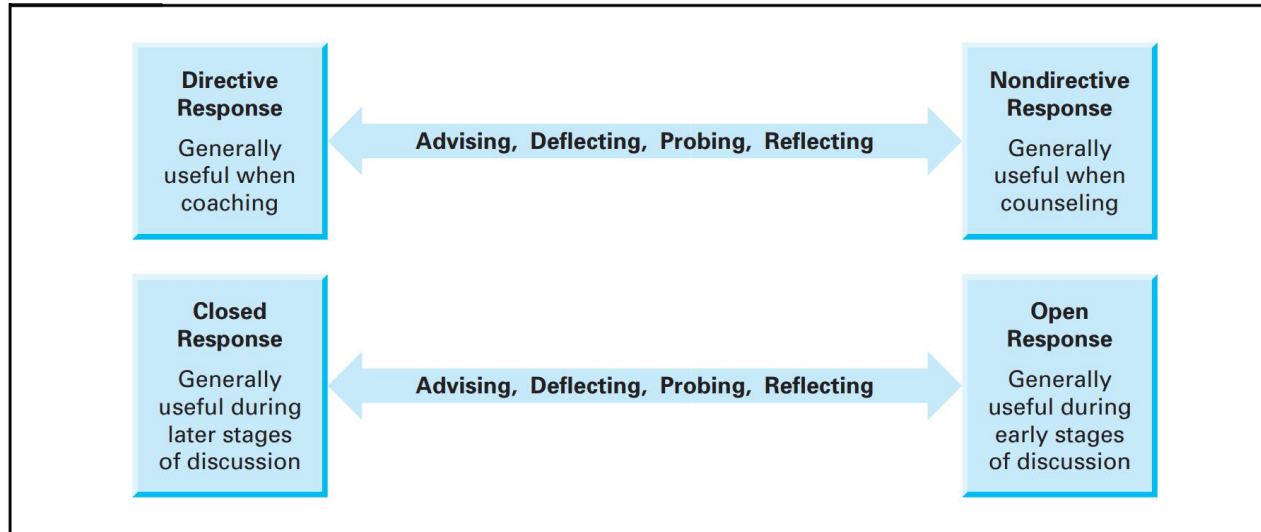
You should keep the following rules in mind when using reflective responses.

1. Avoid expressing agreement or disagreement with the statements
2. Avoid repeating the same response over and over
3. Avoid mimicking the communicator's words.
4. Respond to expressed feelings before responding content
5. Respond with empathy and acceptance



Response Types for Feedback (Cont.)

- ❖ **Which type of Response is good ?** Based on two continuums we may select which type of response we should use for feedback. – Directive to non directive response or closed to open response.



Research Paper



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Received November 2004
Accepted February 2005

The effects of goal setting and feedback on manufacturing productivity: a field experiment

Timothy C. Stansfield

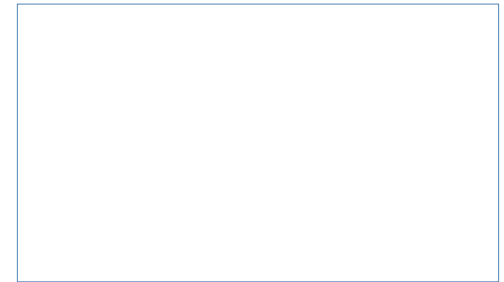
IET International Inc., Toledo, Ohio, USA, and

Clinton O. Longenecker

University of Toledo, Toledo, Ohio, USA

Purpose

To describe the conduct and outcomes of a field experiment in a US manufacturing facility using goal setting and feedback as productivity improvement tools.



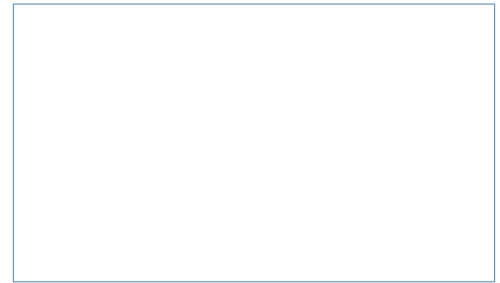
Research Paper

Design/methodology/approach

Initial studies were conducted to determine a baseline of performance. A two-month field experiment was utilized to test and measure productivity. It involved the implementation of changes to three manufacturing cells for a six-week period and the training of supervisors and staff. Researchers performed the collection of data, implementation of changes and training of workers.

Findings

Findings suggest that goal setting and timely feedback will lead to improved work performance, greater efficiency, and the establishment of more challenging goals. In addition, findings suggest that information systems which facilitate goal setting and feedback are more effective than traditional supervision systems at improving performance.



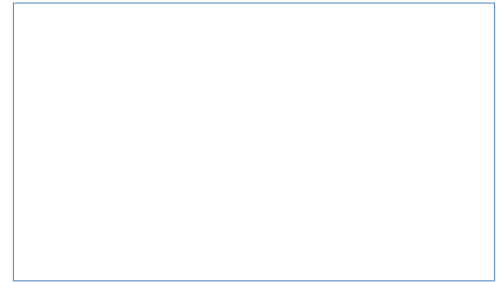
Research Paper

Research limitations/implications

Several limitations of this study should be noted. First, the time frame for the intervention was limited to two months. A longer data collection period could ensure the longevity of the conclusions of this analysis. Second, all subjects received verbal feedback followed by the addition of graphic feedback. Therefore, sequence effects cannot be ruled out. On an overall basis, though, the findings of this study can clearly be applied to a wide range of manufacturing organizations

Practical implications

The study is useful for all managers seeking a competitive advantage through improved productivity. It provides significant insight into ways to improve productivity through the use of goal setting and performance feedback implemented by information systems.



Research Paper

Originality/value – This paper fulfills a need for insight into methods for improving productivity, as well as offering practical aid to managers in the manufacturing industry.



Case Study : River Bank

- River Bank is a regional bank in the northeastern part of the United States. The human resource manager for River Bank asked consultants to conduct an intervention to improve the influence skills of mid-level corporate managers.
- The intervention included a feedback report about a manager's use of each type of influence tactic with subordinates and a training workshop to improve skills in using the influence tactics.
- To assess the benefits of the training workshop, the consultants compared the effects for managers who were in the workshop to the effects for a control group of managers who would not get any training until later in the year.



Image Source: <https://www.linkedin.com/company/riverbankonline>

Case Source: (Gary Yukl, 2020)



Case Study : River Bank

- Assignment of managers to the training group or the control group was random. A group of similar managers in another bank in the same region was used to compare the effects of the feedback and training workshop to the effects of only providing managers with a printed feedback report.
- Three or more subordinates of each manager were asked to fill out a questionnaire that measures how much their manager used each of several specific influence tactics in attempts to influence the subordinates over the past few months.
- All individuals who provided feedback would be anonymous, and feedback results for each influence tactic would only be seen by a focal manager as the mean score for data from all the manager's subordinates.

Case Source: (Gary Yukl, 2020)



Case Study : River Bank

- Most of the subordinates agreed to provide the requested feedback. The focal managers also filled out self-report measures on their use of the influence tactics with subordinates. The “premeasure” surveys were conducted shortly before any feedback or training was provided.
- The influence behavior of the managers from this premeasure was similar for the three groups of managers (training workshop, feedback only, control group).
- The survey on influence behavior was repeated three months after the date of the training workshop to determine if there was any change in the use of the influence tactics with subordinates.
- The feedback report explained each influence tactic and compared a manager’s self-perceived use of the tactic to the mean score for subordinate perception of how much the manager used the tactic.

Case Source: (Gary Yukl, 2020)



Case Study : River Bank

- The recipient was encouraged to pay special attention to any large discrepancies between self-ratings and ratings by subordinates, or between the subordinate ratings and norms based on results for all subordinates in the company who provided data. The feedback report also explained when each tactic is most likely to be effective for influencing subordinates, peers, and bosses.
- The training workshop was conducted by facilitators at the corporate headquarters for River Bank. The first part of the three-hour workshop was designed to ensure that the focal managers understood the different influence tactics and their feedback reports.
- The facilitators explained each section of the report and answered any questions about it.

Case Source: (Gary Yukl, 2020)



Case Study : River Bank

- The next part of the workshop was designed to help the managers understand how the influence tactics can be used in specific situations involving influence attempts with subordinates, peers, or bosses.
- The managers worked in small groups to develop an influence strategy for some realistic scenarios, then the groups presented their recommendations and gave examples of what a manager would say or do in each situation.
- For this premeasure there was no significant difference in rated effectiveness for the three groups of managers (workshop, feedback only, control group).
- Three months after the date of the training workshop the same bosses were surveyed again and asked to rate the recent performance for each subordinate manager.

Case Source: (Gary Yukl, 2020)

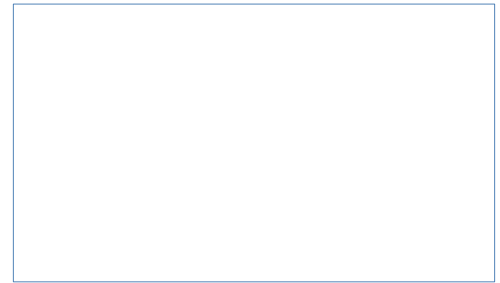


Case Study : River Bank

- There was a significant improvement in the effectiveness of the managers in the training workshop, and they also had a significant increase in their use of the most relevant influence tactics (reported by subordinates).

Questions

1. What do the findings suggest about the importance of providing a feedback and training workshop, even though it is much easier and less costly to only provide managers with feedback reports?
2. What other things could be done to improve the effectiveness of the feedback and training workshop?



Case Source: (Gary Yukl, 2020)

Book Recommendation

Feedback Skills for Leaders: Building Constructive Communication Skills Up and Down the Ladder

Authors: Patti Hathaway
Publisher: Crisp Pub Inc.;
(Feb, 2006)
Language: English
Paperback: 134 pages
ISBN-10: 1418864919
ISBN-13: 978-1418864910

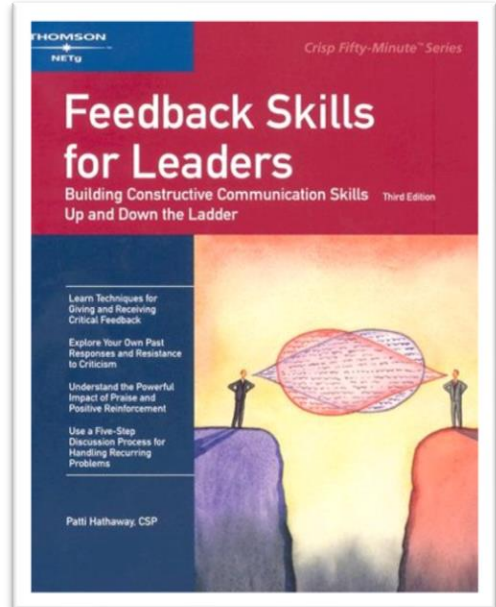


Image Source: <https://www.amazon.in/Feedback-Skills-Leaders-Constructive-Communication/dp/1418864919/>

Book Recommendation

This Book shows new and even experienced managers the benefits of developing this critical skill, both in giving and receiving feedback along with techniques for receiving and responding to critical feedback and will learn the positive impact of praise and positive messages.

This edition includes new information on how gender and generational differences can impact employees' expectations and how well feedback is received.

Leaders who learn how to provide effective feedback, create opportunities for employees to grow, and make positive contributions to their organizations.

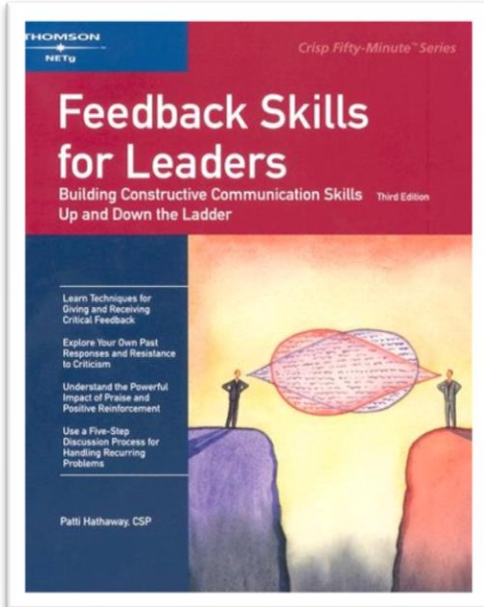
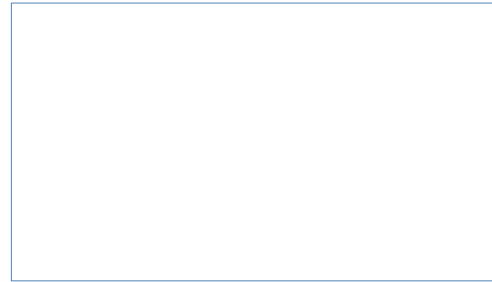


Image Source: <https://www.amazon.in/Feedback-Skills-Leaders-Constructive-Communication/dp/1418864919/>

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Thank You

