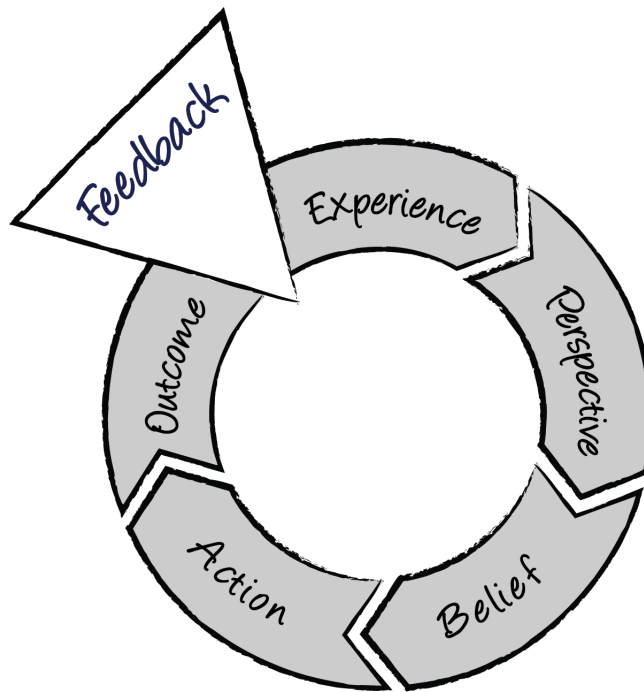# Audiobook Resources



**Figure 1 - Feedback Interruption Model. (page 14)**

Every interaction is an **EXPERIENCE** where information is absorbed through your senses(sight, sound, touch, smell and taste). Your brain can process only a small sliver of the enormous amount of available data and the various ways to interpret it.

As you experience a situation, you are simultaneously attempting to make it mean something. You form assumptions with the help of your past experiences and identify

or confirm what you see as the truth - this is what forms your **PERSPECTIVE**.

Once your perspective is formed, you may create a **BELIEF** to reinforce your way of thinking, which allows you to separate good from bad and right from wrong. Your beliefs, if too rigid, are what cause you to ignore alternative ways to experience a situation. Over time and with more experience, your beliefs drive the **ACTION** you take. You justify your action through those perspectives and beliefs - sometimes to your detriment.

After taking action there is an OUTCOME or a result that determines the effectiveness of what you've said or done. The more optimal the outcome, the more likely the behaviour is to be repeated and reinforced in the future. Sometimes, however, the outcome you perceive isn't the outcome others experience. This 'disconnect' or 'blindspot' provides an opportunity for feedback.

Without someone offering you feedback and causing an **INTERRUPTION** in your thought process, you may never know the impacts of your actions.

Through feedback, you can develop awareness of how you've affected others in ways that may not have been obvious to you. You can identify opportunities to adjust, correct or improve your behaviour in the future.

---

.

**Likes to Seek**
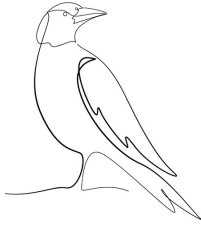
**THE MAGPIE**

Appreciates the need to both give and recieve feedback for the purpose of growth and development, deepening trust and expanding relationships. The magpie understands the importance of the collective and wants everyone to succeed.
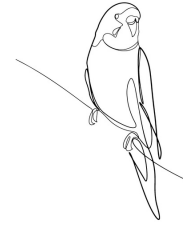
**THE BUDGIE**

Is aware of their own imperfections and is happy to take responsibility (often to much) for failures. Doesn't see value in stepping outside of their comfort zone to give feedback to others. Worries about how they'll respond and prefers to gently drop ambiguous hints in the hope the problem will solve itself.

**Likes to Give**

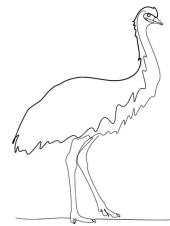**Doesn't Like to Give**

**THE KOOKABURRA**

Bordering on ignorant this person is quite happy to give feedback to others but doesn't see anything wrong with their own approach. Can become defensive and judgmental towards those who attempt to offer feedback. Wants the collective to succeed but doesn't see how they're part of the problem.

**THE EMU**

Rather oblivious to what's going on around them. Likes to maintain status quo and doesn't believe in fixing something that isn't broken. Justifies complacent behaviour and avoids rocking the boat. Is focused more on survival of self than success on the collective.

**Doesn't Like to Seek**

**Figure 2 - Relationship to feedback model. (page 28)**

Over the years, the authors have evolved an analogy to the attributes of different types of birds, as shown in the diagram above. If your approach to feedback was determined by two questions (do you like to give feedback and do you like to seek it?), which bird most represents your relationship to feedback?
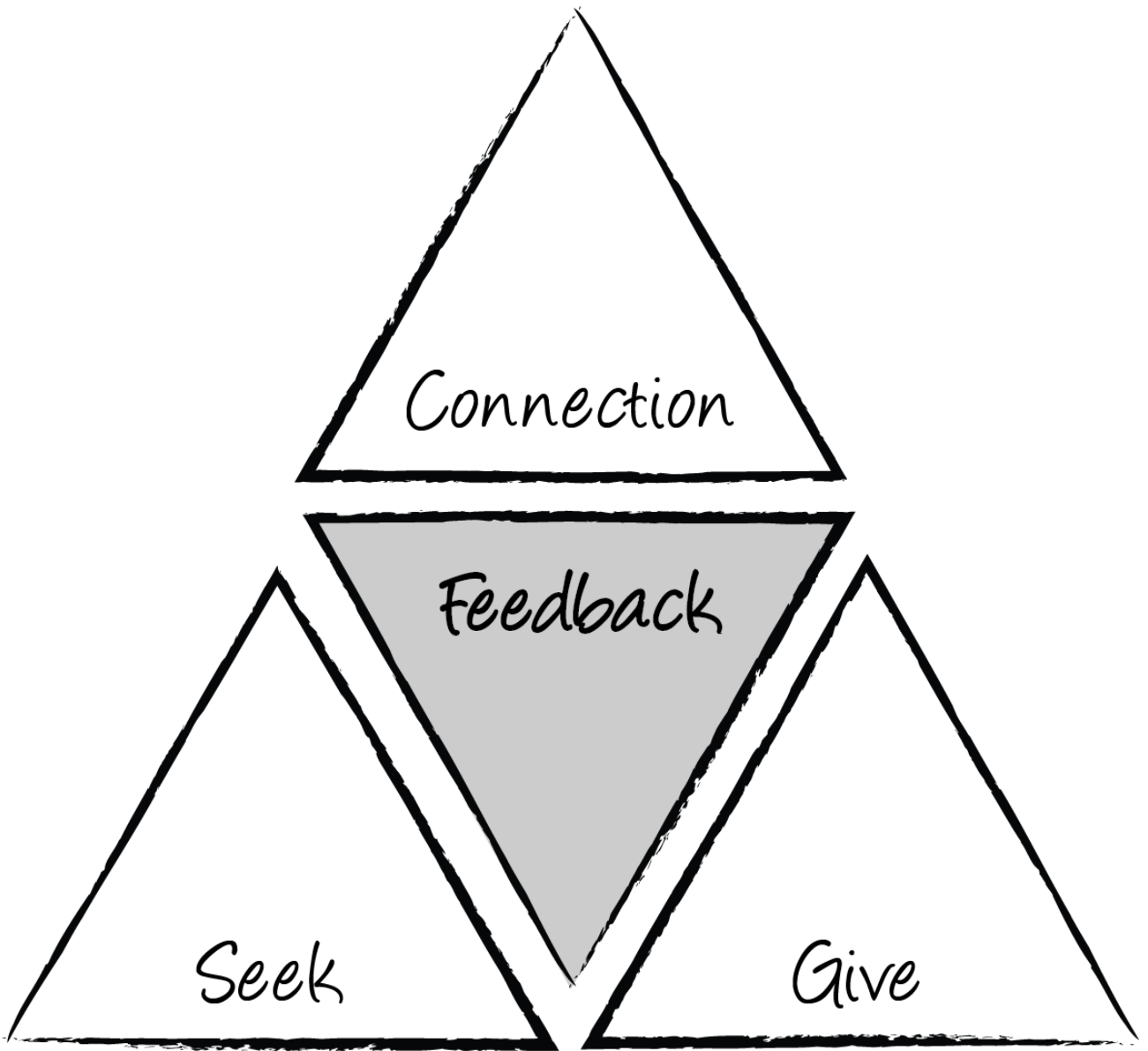
**Figure 3 - Feedback Model. (page 40)**

A feedback culture has three core components: connection; the ability to seek feedback; and the confidence to give feedback.
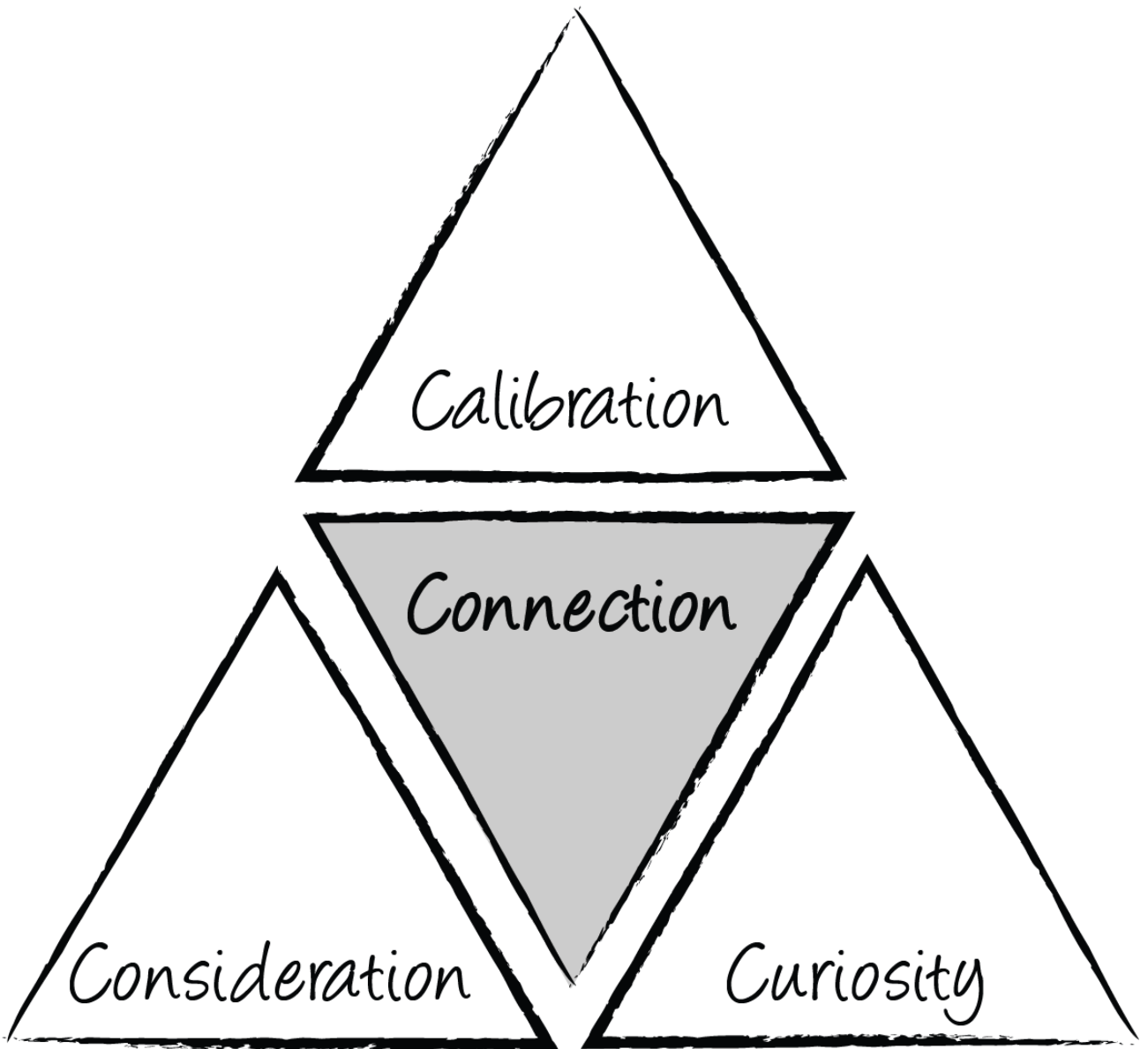
**Figure 4 - The Connection Model. (page 46)**

Connection for the purpose of seeking and giving feedback encompasses three principles: calibration; curiosity; and consideration. While other elements contribute to deep connection, these three are most relevant to leaders wanting to shift how they engage with feedback in the workplace.

# Universal

The generalisation we
hold around certain things.
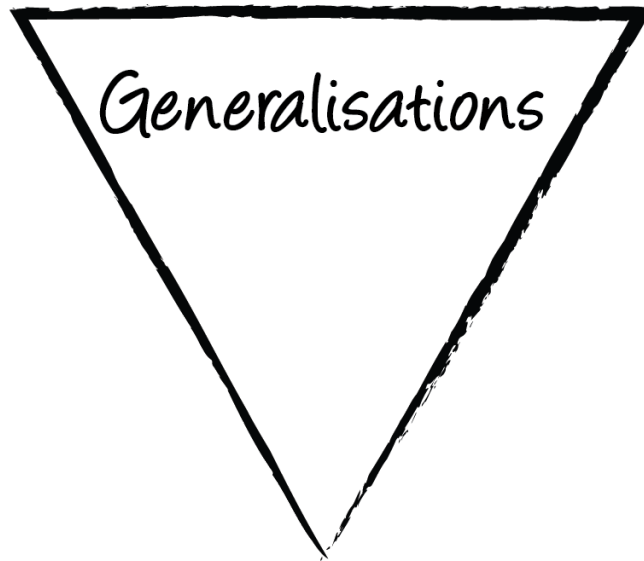
Generalisations

# Personal

Specific and relevant
to the individual.

**Figure 6 - Generalisation Model. (page 62)**

At a universal level, we all make assumptions or generalisations about a group of people who share things in common. At a personal level, we can validate or reject such assumptions either through specific questions or thinking about what the other person might have said or done previously.
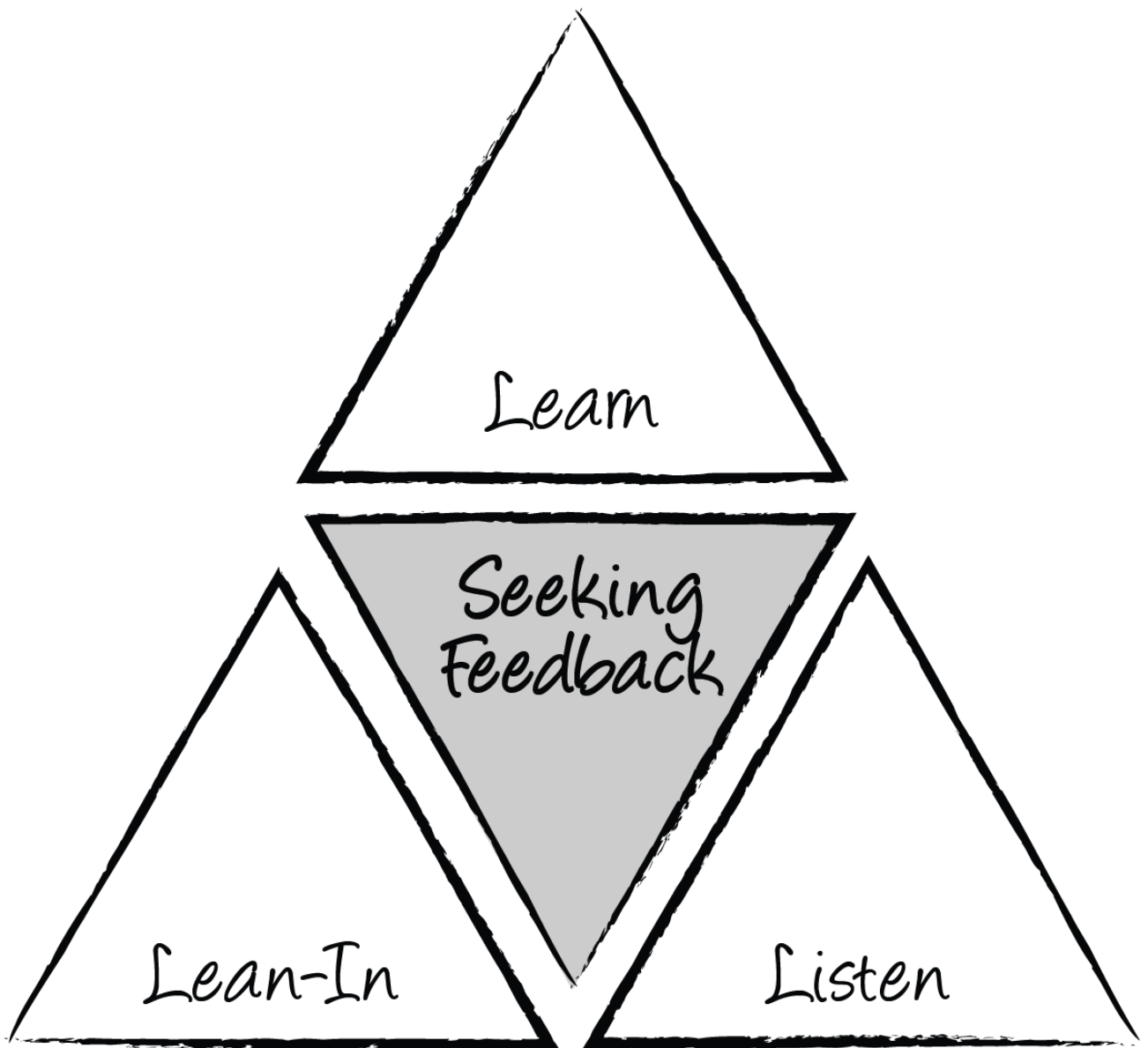
**Figure 7 - Seeking Feedback Model. (page 76)**

When you are proactive in your approach to seeking feedback and are clear on what you want, in what context and from whom, then you can set the right conditions to receive it in a way that is relevant and purposeful.

Seeking feedback is to learn ways to be more effective in how you think and behave in certain situations. It's admitting to yourself that you don't have all the answers and can learn from others.

The three principles of seeking feedback are: Learn, Listen and Lean in.
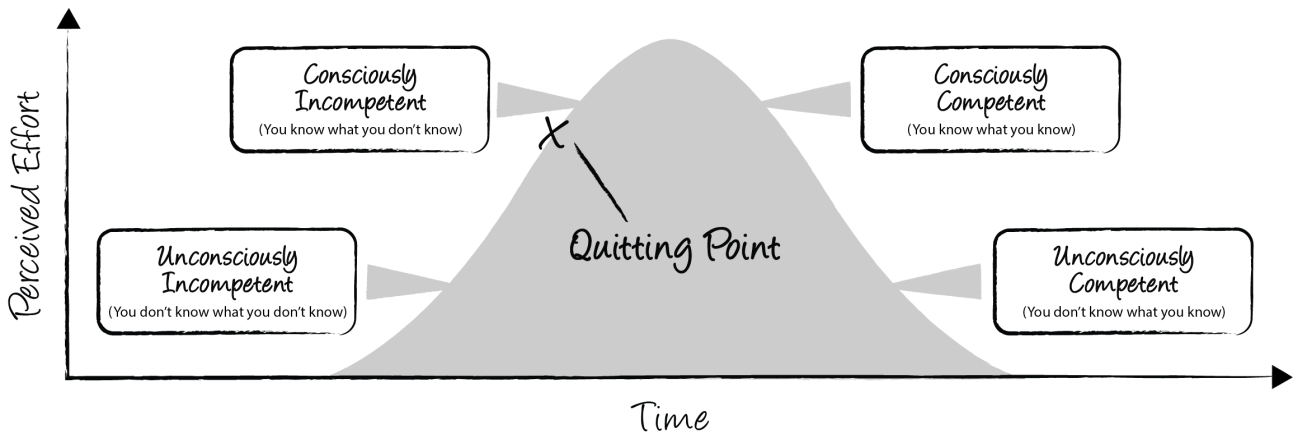
**Figure 8 - The four stages of learning model. (page 83)**

From the moment you are born, you are continuously learning. For many of us, it has no endpoint. How you learn involves four stages of learning and it is the same process you will apply when learning any new skill.

**Figure 9 - Giving feedback model. (page 125)**

The ability to give relevant, effective and well-considered feedback is a skill that every person should embrace and refine. Giving feedback is one way to challenge perspectives and encourage others to see different possibilities.

There are three principles to consider: Current, Contextual, and Clean.

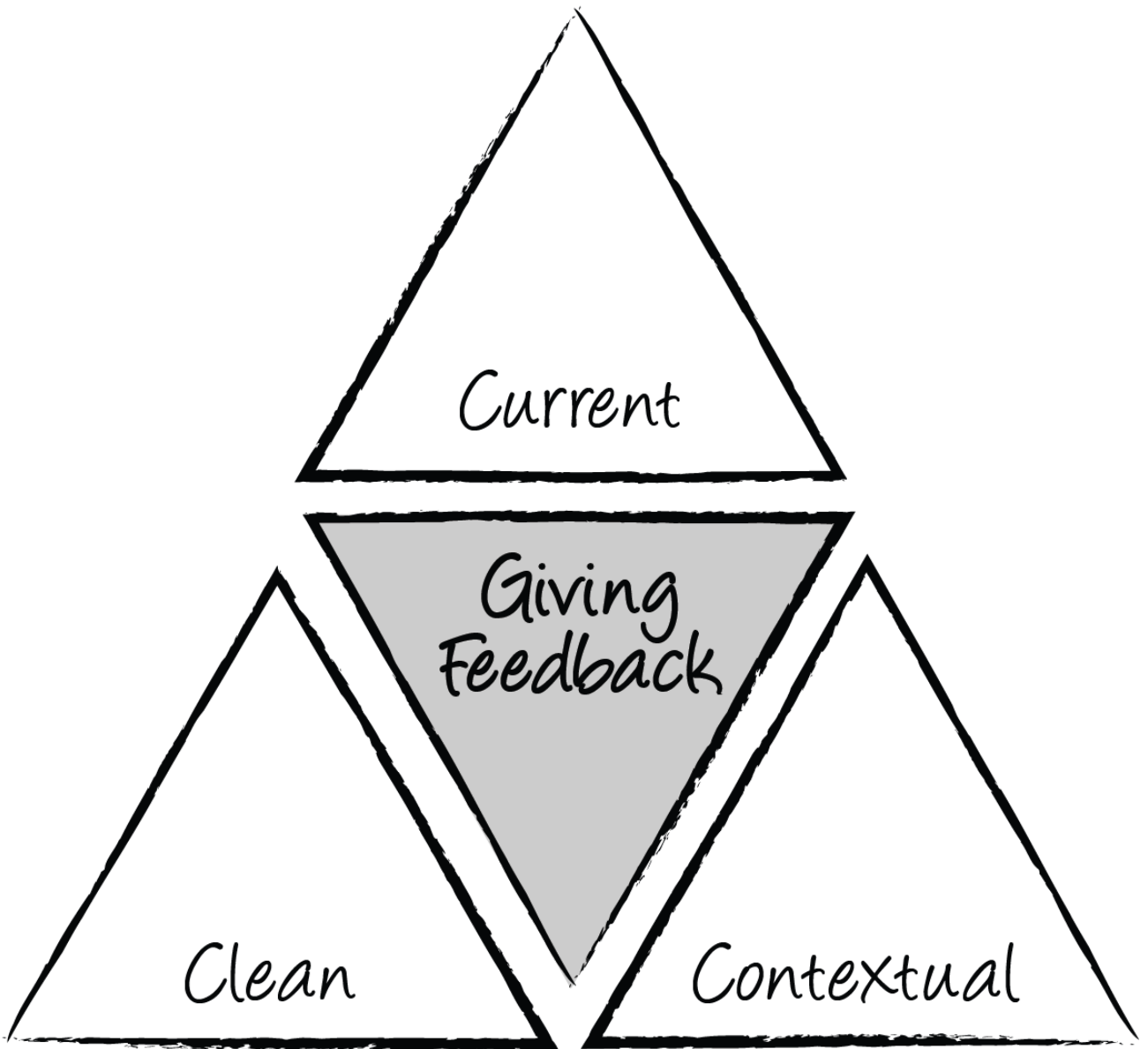| Not clean | Clean | Follow-up coaching questions |
| --- | --- | --- |
| **You're not being very nice to your colleagues.** | Yesterday I saw you having a conversation with Mary and while I couldn't hear what you were saying, I did see you wagging your finger back and forth about 10 centimetres from Mary's face. When you did this, Mary stepped back and folded her arms in front of her. | Did you want to talk about what happened?<br><br>What do you think was going on for Mary, when you were doing this?<br><br>What kind of conclusions do you think observers might come to after seeing this?<br><br>Was there a different approach you could have taken? |
| **You never do what you say you're going to do.** | Last Wednesday we had a conversation where I asked you to complete a task. You agreed that you could have it completed by Monday. It is now Thursday, and I still don't have the completed task. | What happened?<br><br>Did you know you wouldn't meet the timeframe when we first spoke about it?<br><br>What stopped you from reaching out to ask for help or letting me know it was going to be late?<br><br>What do you think I might have made this situation mean?<br><br>Are you okay with me coming to that conclusion?<br><br>When might I expect to receive the completed task?<br><br>What will you do if you can't meet the next deadline? |
| **The team has concerns about your behaviour.** | This morning in our team meeting, I asked the group a question: "What would you like to do this month as a social gathering?" When Ben raised the idea of going bowling, I noticed that you curled your top lip, rolled your eyes, shook your head, looked down and then leaned over and whispered something to Kate, who was sitting beside you. | Tell me, what was going on for you when Ben was speaking?<br><br>What impact do you think your response had on the rest of the team?<br><br>How do you think your response aligns with our organisational values?<br><br>What might have been a more resourceful way to respond? |
| **You get angry really easily.** | Just before you left work yesterday afternoon, I overheard you speaking with someone on the phone. The reason I started paying attention is because you raised your voice by about 10%. I heard you say, "Well that's just not bloody good enough. What are you going to do about it?" and then you slammed your fist on the arm of your chair. I noticed when | Is everything okay?<br><br>Do you need any support? Can I help<br><br>in some way?<br><br>What about the person on the other end of the phone; how do you think they're doing after your call? |

| | | |
|---|---|---|
| | you did this, four of your colleagues stopped what they were doing and started watching you too.<br><br>Then, this morning, I overheard you on another call. This time you lowered your voice, and I heard you say, "If you don't get this sorted I'm going to unleash". | What about your colleagues who overheard either of these conversations; how do you think they're feeling?<br><br>What do you think they're making your response mean?<br><br>Do you think you handled the situation in the most effective way? |
| **You forgot to send me the report; you're just not making it a priority.** | On Friday morning (around 10:00 am) I sent you an urgent email to generate a report that I need for a meeting I have today at 3:00 pm and your response at 11:00 am was, "No probs, I'll do it now". I still don't have the report and the meeting is in one hour. | When you respond with "I'll do it now", what does that actually mean?<br><br>What do you think I might have made that response mean?<br><br>Where are you at with the report now?<br><br>Do you need anything from me to get it done in the next half-hour?<br><br>Is there a different kind of response you might use in the future? |
| **You're not paying enough attention to the quality of your work.** | I received a report on Wednesday from our quality team with the data of all the monitoring they've completed over the past month. The report shows that of the 20 tasks they assessed of yours, only 5 passed. Ten had mistakes in the spelling and grammar and 5 were in breach of our compliance requirements.<br><br>In last month's report (which we discussed previously) you had only a 50% pass rate and the month prior to that, only 40%. | What does the data tell you?<br><br>What do you think is happening here?<br><br>What do you think needs to happen now?<br><br>How might you improve in these areas?<br><br>What's going to be different following this conversation?<br><br>What do you think the consequences of breaching compliance might be?<br><br>What support do you need to make this change stick? |
| **You don't value the input of others.** | In the meeting we've just come out of I noticed several times where you started speaking before others had finished what they were saying. One was when Sarah was talking about the system issue she was having, and you said, "Yes, that's fine and well but what about the other issue we've been having…"<br><br>The second time was when James was offering a solution to the delays we've been experiencing. He was sharing his ideas about shuffling the roster around and you said, "That's not going to work; what we need to do is…" | I'm curious about what's going on for you in these moments. What are you focusing on? What else<br><br>is going on?<br><br>How do you think the people talking feel about you speaking over them?<br><br>Have you noticed this is something you do in other situations?<br><br>Are you okay with that?<br><br>What are the alternatives to speaking over someone? |

| | | |
|---|---|---|
| | And the third time was when I was giving an update on the upcoming training and while I was mid-sentence you said, "I've sorted out | What needs to happen next? |
| **You're a terrible listener.** | Yesterday you came to me with a problem and asked for my input on the solution, which I gave to you. Today, you're asking me the same questions to the same problem again. | What happened to yesterday's conversation?<br><br>Is this the most resourceful way to use your time?<br><br>How do you think this affects the person giving you their time?<br><br>What do you think they might be making it mean?<br><br>What can you do in the future? |
| **You frequently upset people; you're too blunt.** | On Tuesday when you came into the office, I asked how your morning was going and you put your hand up as you walked past and said, "I'm not in the mood for a conversation today".<br><br>This morning I overheard Tina asking you for help on the new reconciliation process because she was getting an error message on her screen. Your response was, "Seriously Tina, read the manual; it's all there. It really isn't that hard."<br><br>When Tina left your desk her face was flushed and she had started crying. | What's going on?<br><br>Is everything okay in your life and with your work right now?<br><br>Do you think your response was fair?<br><br>How do you think Tina and I felt when you responded to us?<br><br>Is that how you want us to feel?<br><br>Thinking of our organisational values, how do you see yourself aligning to them in these moments?<br><br>What might be a different way to respond in these situations? |
| **You should be careful that others don't start to think you're a 'yes' man/woman.** | In last week's project meeting, Tom asked you to expand the scope of your project to include the blue team, to which you said, "Yes, we can do that" even though the scope was agreed over a month ago by everyone. In this week's project meeting Jodie asked you to take on three of her tasks because she didn't have time, to which you also said, "Yes, I'll help you with that" even though in our last one-on-one conversation you shared that you were at 100% capacity.<br><br>Then this morning Mary asked you to reschedule a meeting to a day that you don't actually work, and you said 'yes' | When you say 'yes' to all of these things, what then happens?<br><br>Where are you making unnecessary sacrifices?<br><br>How do you feel about saying 'no' to the things that you can't do (without it impacting you personally)?<br><br>What do you think might happen if you said 'no'?<br><br>How do you feel when someone says 'no' to you?<br><br>What other ways can you decline a request without using the word 'no'?<br><br>If you weren't sacrificing your own time, what might be the other<br><br>alternatives to helping them out? |
| | | What's happening for you when you send emails that consist of only 2–3 sentences and are statements rather |

| You should stop sending emails when you're in a hurry and distracted. | Would you mind taking a look at this email I received from you yesterday at 11:15 am? I am not exactly sure what you're wanting me to do with it; there are a number of ways I can interpret what you've written. I have another four just like this (show other emails) and with each one I've been unclear of their purpose. | than requests or observations rather than questions?<br><br>What are you expecting your receiver to do with these kinds of emails?<br><br>Do you think sending emails like this is helpful and an effective use of time?<br><br>What might be the alternative to sending these? |
|---|---|---|
| You're not doing the job you're paid to do; you're just stuffing around. | I'd like to share with you the stats that have come through for your performance over the last month. They align with each of your objectives (or KPIs) and form the requirements and expectations of your role. To the right of your results are the expected targets so you can see where you've exceeded, met and not met them over the month. As you can see there are four areas where you haven't met target. | What happened for you last month?<br><br>How does last month compare to the month before?<br><br>Are you noticing any patterns emerging?<br><br>What are you going to focus on for the month ahead?<br><br>What will be different to last month?<br><br>How might you track your performance throughout the month so you can further adjust your approach if you need to?<br><br>What are your longer-term plans within this role or with the organisation?<br><br>What does success look like for you?<br><br>What does success look like for our team and the broader business? |
| You don't seem to care about the role. | When I sent you the update for my team's performance on Monday your response was short and you simply said "Thanks". Then I started to worry that the report wasn't beneficial so wanted to check with you directly | Do you have any feedback on the report?<br><br>What about my team's performance?<br><br>Is there a better way to give you an update? |
| Every time I ask you what's happened with a missed deadline, there's always someone or something else to blame; you never take responsibility for your actions. | In yesterday's project briefing, when I asked you about the deadline that was missed, you said, "The technology team were delayed". Then this morning in the daily stand up you said you'd missed another deadline and added, "My analyst sent me the wrong information and now has to redo it". Then this afternoon you shared a third deadline that is going to be missed tomorrow because "the lead is off sick and no one else knows how to complete it". I am wondering how this might be impacting how others | What might need to happen to meet the deadlines in the future?<br><br>What has worked for you in the past to effectively manage tasks and due dates?<br><br>Is there a broader opportunity to develop your team further and reduce key person dependencies? |
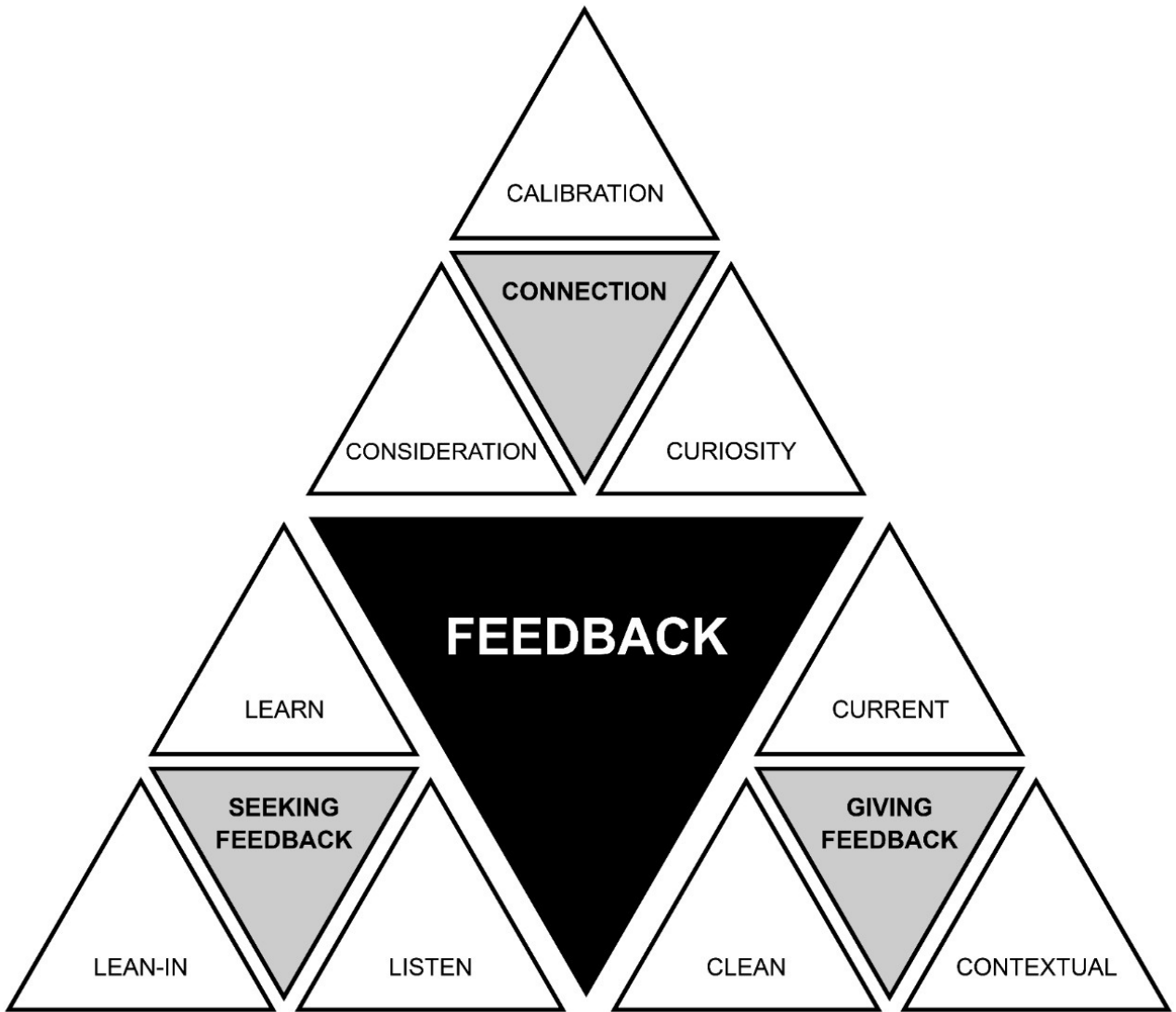
**Figure 10 - Feedback master model. (Page 184)**