

**LESSON NUMBER:** 3-C

**TASK:** Effective Feedback

**CONDITION:** Classroom environment

**STANDARD:**

1. Define feedback.
2. Explain the Johari Window Model.
3. Describe the reasons for giving feedback.
4. Describe guidelines for giving feedback.
5. Describe the guidelines for receiving feedback.

**TYPE OF INSTRUCTION:** Conference

**TIME OF INSTRUCTION:** 1 Hour

**MEDIA:** Viewgraph #3-C-1 through #3-C-9, Student Handouts #3-C-1 and #3-C-2

**LEAD IN:** The instruction presented in this lesson continues to add to your communication skills needed to be an effective leader. Learning how to receive and give effective feedback is a tool that will be very useful to you as an effective leader. Individuals who can establish a good rapport with soldiers and other leaders will be more effective.

## **PART I. EFFECTIVE FEEDBACK**

### **SHOW VIEWGRAPH #3-C-1**

<p style="text-align: center;"><b>EFFECTIVE FEEDBACK</b></p> <p style="text-align: center;"><b>Verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you.</b></p>
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1. **Effective Feedback.** Effective Feedback is defined as a verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you (giving feedback). It may also be a reaction by others as to how your behavior is affecting or influencing them (receiving feedback).

2. Each of us brings to this class, or any situation, several things about ourselves--how we look, what we know, what we know about ourselves. Our ideas about ourselves include our competencies, our preferences, our anxieties, our strengths and our weaknesses. We bring another set of observations as well--what others observe about

us. Some of their observations are in our consciousness as well, but are different or hidden to us. We also begin to make observations of other people, bringing interpretations of what we see and perceive about them. We begin to form early pictures of what the other people are like, as we learn more about them and reveal more about ourselves, the perceptions of them and of us change.

3. The process of giving and receiving feedback can be illustrated through a model called the Johari Window. The model can be looked upon as a communication window through which you give and receive information about yourself and others. Your window will shift with the exchange of feedback.

**SHOW VIEWGRAPH #3-C-2**

**JOHARI WINDOW MODEL**

<p><b>ARENA</b></p> <p>(A)</p> <p>Things I know Things you know</p>	<p><b>BLIND SPOT</b></p> <p>(B)</p> <p>Things I do not know about myself. You know</p>
<p><b>FACADE</b></p> <p>(C)</p> <p>You do not know. I know</p>	<p><b>UNKNOWN</b></p> <p>(D)</p> <p>Things you do not know and things I do not know</p>

**NOTE:** Inform students that a copy of the Johari Window is located in Student Handouts #3-C-1 and #3-C-2. As you explain the Johari Window, have students complete the blocks in student the handout.

4. The window represents the grid featured by comparing two sets of knowledge about oneself, one’s own, and others , thus one dimension is known and not known to myself. The other is known and not known to others. The following form of the window is an adaptation of the model.

5. **Status of the Dividing Lines.** Looking at the four panes in terms of columns and rows, the two columns represent the self and the rows represent the group. Column

one contains “things that I know about myself; column two contains “things that I do not know about myself.” Row one contains “things that the group knows about me;” row two contains “things that the group does not know about me.”

6. The contents of each pane represent the following:

a. **Arena.** This pane contains things I know about myself and others know. A window with a large arena is an “Ideal Window” in a group situation or in any other relationship that is significant to a person. The arena is the area of public give-and-take, where your self-knowledge is matched by others knowledge of you. It is the area in which mutual interpersonal interchange occurs.

b. **Blind Spot.** This pane contains things I do not know about myself but the group knows. A person with a large blind spot may either be a poor listener or may respond to feedback in such a way that group members are reluctant to continue to give feedback. This is the area for potential growth for you as you receive feedback from others. Some of it will trigger “ah-ha” experiences as you realize something about yourself of which you had not previously been aware.

c. **Facade.** This pane contains things I know about myself, but the group does not know. A person with a large facade pane is characterized as the “interviewer” and may evoke reactions of irritation, distrust, and withholding. As a relationship develops, your actions will disclose much about yourself, thus reducing the size of the facade. Additionally, you can intentionally give information about yourself to increase the size of the arena for interpersonal work.

d. **Unknown.** This pane contains things that neither the group nor I know about myself. A person with a large unknown pane may be the silent member or the “observer” in the group who neither gives nor asks for feedback. When interpersonal interaction is positive, enabling feedback and self-disclosure, it is possible for insights occur to you even in this area.

7. Information from your interactions may cause you to get in touch with something that has seemed elusive but all of a sudden makes sense. Everyone has the right to “pull the window shade” on any of the boxes whenever he/she feels “that’s enough for now.” However, the Basic Human Interaction Laboratory is designed to allow you to practice giving an receiving feedback and to risk more self-disclosure. The skills you gain at these processes in the lab setting will increase your flexibility and insightfulness in your relationship back home.

**NOTE:** Draw charts on chalkboard by moving inside lines of previous diagram to new places for both of these new diagrams. Remember, your window will shift with the exchange of feedback. Use below drawing as example.

**SHOW VIEWGRAPH #3-C-3**

		Known to Self	Feedback	Unknown to Self
<b>EXPOSURE</b>	Known to Others	ARENA		BLINDSPOT
	Unknown to Others	FACADE		UNKNOWN

8. For feedback to be effective it must contain certain characteristics. These characteristics are:

- a. It is specific rather than general.
- b. It concerns what is said or done or how a behavior is performed, not why.
- c. It is focused on behavior rather than on the person.
- d. It takes into account the needs of the receiver of feedback. (To improve the person).
- e. It is directed toward behavior which the receiver can do something about.
- f. It is solicited rather than imposed. (Ask for the feedback).
- g. It involves the sharing of information rather than giving advice.
- h. It is well timed.
- i. It involves the amount of information the receiver can use.
- j. It is checked to ensure clear communication.

**SHOW VIEWGRAPH #3-C-4**

**REASONS FOR GIVING AND  
RECEIVING FEEDBACK**

- **Personal growth**
- **Find out about self**
- **Gain Insight**
- **Open environment**

9. There are various reasons for giving and receiving feedback. Some of the more common ones are:

- a. **Achieve personal growth.** Increases our awareness of ourselves and consequences of our behavior.
- b. **Provider finds out about self.** Specific behavior and know how it makes you feel.
- c. **Receiver gains insight.** Helps the person realize or figure out about others behavior and how it affects others.
- d. **Create an open environment for effective operational and interpersonal communications.** Open environment for a healthy atmosphere.

10. When giving feedback, there are specific guidelines that should be adhered to or followed. These guidelines are:

- a. Is the feedback being given specific rather than general?
- b. Is the feedback being given focused on behavior rather than on the person? (It is important that we refer to what a person does rather than what we think or imagine he/she is).
- c. Does the feedback take into account the needs if the receiver to the feedback?
- d. Is the feedback directed toward behavior which the receiver can do something about?
- e. Is the feedback solicited rather than imposed?
- f. Is the feedback sharing of information rather than giving advice?
- g. Is the feedback well-timed?

h. Does the feedback involve the amount of information the receiver can use rather than the amount we would like to give?

i. Does the feedback concern what is said or done or how a behavior is performed, not why?

j. Is the feedback checked to ensure clear communication?

k. Is the feedback evaluative rather than judgment?

### SHOW VIEWGRAPH #3-C-5

HOW TO GIVE FEEDBACK	
•	<b>When the other person has indicated willingness to receive it.</b>
•	<b>Use terms that describe the other's behavior with the least amount of interpretation and that accurately describes the behavior.</b>
•	<b>Be timely.</b>

11. How to give feedback is as important as receiving feedback. Many individuals receive the feedback as personal and if it is not properly given it can very easily lead to more misunderstandings or difficulties. You may give feedback either as a direct response on the effect of another on you or of your observation of the effect of that other's behavior on someone (or something) else. Three simple rules will help your feedback be more effective and useful (though they are much simpler to state than to practice). They are:

a. Give feedback when the other person has indicated willingness to receive it from you.

(1) You may sometimes need to check first, then give the feedback, e.g., "I'd like to tell you how I felt about what you did. Okay?"

(2) Sometimes the earlier agreements (either explicit or implicit) in your relationship give general permission for feedback.

(3) Simply being a participant in a Home Base Group constitutes a preliminary agreement to be open to feedback.

(4) There will be times when your feelings are so strong or the consequences so important to you that you will give feedback even if unasked (or even if you think the other person does not want to hear it).

(5) A general rule, seek to be sure the other person is more or less ready to get your feedback before you give it.

b. Give feedback in terms that describe the other's behavior with the least amount of interpretation you can manage, and describe as accurately as you can the effects of the behavior.

(1) An example may be: "I noticed early in the meeting you and Harry were having something of an argument, but when you raised the pitch and tempo of your voice he stopped arguing the point. Then later he kept pointing out possible weaknesses in the proposal you offered for our future work. Do you think there is a connection?"

**NOTE:** "No wonder Harry tried to torpedo your idea. You asked for it when you shouted him down at the beginning of the meeting."

(2) Not only does the latter expression raise more defensive feelings in the person to whom it is directed, it invites being defused by nit-picking about the interpretations (did Harry really torpedo? Was he really shouted down?).

(3) More descriptive feedback is less likely to be affected by your own biases, more likely to be heard rather than resisted defensively, and more readily assimilated as data for personal understanding and planning.

c. Be timely in giving feedback. There are two considerations involved:

(1) First, the sooner the feedback is given, the fresher is the experience and its data both for you and for the person receiving the feedback. That freshness will make it easier to use the feedback.

(2) Second, the setting should cause as little distraction as possible from dealing with the feedback.

12. Very strong anger or anxiety will reduce someone's ability to hear you clearly, and a little delay in feedback while the feelings "cool" may be helpful. Similarly, telling someone about his/her performance on a task is usually best done in some privacy or at least within the "team" directly involved.

**SHOW VIEWGRAPH #3-C-6**

#### HOW TO RECEIVE FEEDBACK

- **Be nondefensive**
- **Ask for more information**
- **Say that you do not want feedback**

13. The art of receiving feedback is as implicit and as important as the art of giving it. Again, there are certain general rules that you should use. They are:

a. The chief “secret” is to be nondefensive.

(1) Don’t become defensive. Treat the feedback as information you can use to understand yourself and the situation and/or to improve your skill and performance.

(2) Do not fall into the traps of treating the feedback as either absolute truth or a report of God’s perception of you.

(3) The question is not “is it right or wrong, but “what can I learn from it?”

b. Ask for more information. In order to use the feedback, you may need to ask for more information, particularly more description of the behavior on which the other person based an interpretation of your feelings and/or motives. Be careful when you do so, however, because it is very easy to use such questions as “nit-picking” to avoid the point of the feedback.

c. Sometimes you may need to say you do not want feedback. An example might be: “I am so upset now that I just cannot deal with what you are trying to tell me; please save it for later.” When you do that, be prepared to take the initiative later (when you feel it is appropriate for the other) and ask for the feedback to be repeated.

14. Feedback, whether it is positive or negative, will arouse feelings in you. Usually the pleasant feelings that go with positive feedback are not a great block to communication, though it is possible to become so engaged with being “appropriately modest” that you miss the real point. Negative feedback often raises the anxiety level, however, it can block your hearing the information accurately. Thus, when you are receiving negative feedback, stay in touch with your anxiety level. As it rises, try to keep it in “brackets” while you take in the feedback, you can deal with it further (and more accurately) when you have all the data from the feedback. Also, there will be times when you will not be able to contain anxiety and must ask for a deferral of further feedback (at least in those cases where it is more important to you to learn from the feedback than to “look good” to the other person).

15. There are some general guidelines that should be followed when asking for feedback. They are:

- a. Establish a receptive atmosphere. Individuals are more receptive to providing feedback if the atmosphere is relaxed or in an informal environment.
- b. State why you want feedback. People tend to want to know why something is being asked for. Explaining why you want the feedback and what you intend to do with it will make receptive.
- c. Be sure you understand the feedback. Check what you have heard through parroting, paraphrasing, or asking for clarification.
- d. Don't become emotional or defensive. Maintain an objective attitude about the feedback even though it may be about you.
- e. Share your reactions to the feedback, if practical. Sharing of feedback ensures the continued exchange of information and feedback.

**SHOW VIEWGRAPH #3-C-7**

<p style="text-align: center;"><b>WHAT TO DO WITH FEEDBACK</b></p> <ul style="list-style-type: none"><li>• <b>Use it</b></li><li>• <b>Think about it</b></li><li>• <b>Forget it</b></li></ul>
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16. What to do with feedback.

- a. **Use it.** If possible use the feedback as long as it doesn't cause cognitive dissonance.
- b. **Think about it.** Is the feedback revealing something about yourself that you were not aware of? Is this the image you desire of yourself?
- c. **Forget it.** If the feedback is on something that can not be changed don't worry about it.

**CLOSING:** During this lesson you learned the importance of effective feedback. Included were the characteristics of effective feedback, reasons for giving and receiving feedback, and some guidelines for giving and receiving feedback. Throughout your duties as a leader, you will be more effective in communicating with soldiers and other

unit leaders. Remember, feedback involves sharing of information rather than giving advice. Do you have any questions? Summarize the objectives.

**STUDENT HANDOUT #3-C-1  
JOHARI WINDOW MODEL**

<p style="text-align: center;">ARENA</p> <p style="text-align: center;">(A)</p> <p style="text-align: center;">Things I know Things you know</p>	<p style="text-align: center;">BLIND SPOT</p> <p style="text-align: center;">(B)</p> <p style="text-align: center;">Things I do not know about myself. You know</p>
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**STUDENT HANDOUT #3-C-2  
JOHARI WINDOW MODEL**

EXPOSURE

Known  
to  
Others

Unknown  
to  
Others

Known to Self

Feedback

Unknown to Self

ARENA	BLINDSPOT
FACADE	UNKNOWN



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# EFFECTIVE FEEDBACK

**VERBAL OR NONVERBAL COMMUNICATION TO A PERSON OR GROUP PROVIDING INFORMATION AS TO HOW THEIR BEHAVIOR IS AFFECTING OR INFLUENCING YOU.**



## JOHARI WINDOW MODEL

<p><b>ARENA</b></p> <p><b>(A)</b></p> <p>Things I know Things you know</p>	<p><b>BLINDSPOT</b></p> <p><b>(B)</b></p> <p>Things I do not know about myself. You know</p>
<p><b>FACADE</b></p> <p><b>(C)</b></p> <p>You do not know I know</p>	<p><b>UNKNOWN</b></p> <p><b>(D)</b></p> <p>Things you do not know and things I do not know</p>



**KNOWN  
BY OTHERS**

<b>ARENA</b>	<b>BLIND SPOT</b>
<b>FACADE</b>	<b>U N K N O W N</b>

**UNKNOWN  
BY OTHERS**





# REASONS FOR GIVING AND RECEIVING FEEDBACK

- PERSONAL GROWTH
- FIND OUT ABOUT SELF
- GAIN INSIGHT
- OPEN ENVIRONMENT



# HOW TO GIVE FEEDBACK

- **WHEN THE OTHER PERSON HAS INDICATED WILLINGNESS TO RECEIVE IT**
- **USE TERMS THAT DESCRIBE THE OTHER'S BEHAVIOR WITH THE LEAST AMOUNT OF INTERPRETATION AND THAT ACCURATELY DESCRIBES THE BEHAVIOR**
- **BE TIMELY**



# HOW TO RECEIVE FEEDBACK

- **BE NONDEFENSIVE**
- **ASK FOR MORE INFORMATION**
- **SAY THAT YOU DO NOT WANT FEEDBACK**



# WHAT TO DO WITH FEEDBACK

- **USE IT**
- **THINK ABOUT IT**
- **FORGET IT**