Thanks for the Feedback by Douglas Stone and Sheila Heen

Think you might want to read this book?
In *Thanks for the Feedback* Douglas Stone and Sheila Heen address an incredibly important, yet rarely written about, concept: how we receive feedback from those around us. The three types of feedback: appreciation, coaching, and evaluation are teased out and concepts such as "wrong spotting" help us to understand how our natural tendency to protect our ego/identity gets in the way of evaluative feedback. This is a great read for anyone who will ever receive feedback in the future…so EVERYBODY!

What would Socrates ask?
- What is the right point in the evaluation process for a self-evaluation to be introduced- the beginning, middle or towards the end?
- Before each conversation that includes feedback consider: Is this a situation that calls for appreciation, coaching or evaluation?
- What if all teachers/administrators had one coach and one evaluator?
- How do we create a school culture where giving and receiving coaching is the norm?
- What if everyone entered a coaching/evaluative conversation with the mindset that they are crafting a puzzle together and everyone is holding different pieces?
- How do we incorporate the question: "What's one thing you see me doing, or failing to do, that gets in my own way?" into our school culture?
- How well do we use our mentorship programs as avenues for coaching recent hires?
- How do we generate a culture of learning and growing that includes feedback as a part of that process?

Research
- Across the globe, 825 million work hours are spent each year preparing and engaging in annual reviews.
- "55% of respondents in one recent study said their performance review was unfair."
- 2007 BusinessWeek poll- 90% of managers surveyed believed their performance to be in the top 10%.
- One study puts "tone" as 38% of the information delivered in a conversation.

Concepts
- While learning (e.g., a hobby, new language, etc.) can be filled with feelings of satisfaction and growth, learning about ourselves is often a painful process.
- Our desire to learn/improve is often in conflict with our need to be loved and accepted.
- We must separate Appreciation, Coaching and Evaluation and be clear when we are giving which.

- Beware of cross-transactions- stick with either Appreciation, Coaching or Evaluation only!.
- It's worth asking these three questions before a feedback discussion:
    - What's the purpose of this feedback?
    - Is it the right purpose from my point of view?
    - Is it the right purpose from the other person's point of view?
- Situations are not tense- people are tense.
- Don't "switchtrack"- if it's about one aspect of a relationship/work keep it about that one aspect.
- We need to recognize that each one of us only sees part of the situation and that affects the evaluation. All parties are part of the blind spots… and the solutions.
- Feedback is sometimes threatening because it challenges the most difficult relationship we all have: the one with ourselves.
- You can give yourself a more robust identity by: 1- ditching simple labels about yourself and welcoming complexity and 2- having a growth mindset.
- Try to end the conversation with an Action Plan that is forward thinking.
- Recognize that processing feedback may take you on the J curve as it impacts your happiness over time (it may make you unhappier initially, and much happier long-term)
- Having one coach and one evaluator is an ideal situation.
- When unpacking feedback with a third party, don't just seek comfort, but also coaching

Quotes from the author
- "When we give feedback, we notice that the receiver isn't good at receiving it. When we receive feedback, we notice that the giver isn't good at giving it."
- "... the key variable in your growth is not your teacher or your supervisor. It's you."
- (Particularly for framing an evaluative conversation)- "I want to hear your perspective on this, and then I'll share my view, and we can figure out where and why our views are different."

Implement tomorrow?
- Separate any feedback you give from here on out into Appreciation, Coaching and Evaluation- and with the second two, be clear why you are giving that type of feedback.

Gateways to further learning
- [Give Your Team More Effective Positive Feedback](#)- Harvard Business Review
- [360 Degree Feedback: See the Good, the Bad and the Ugly](#)- The Balance Careers
- [10 Real Life Examples of Giving Effective Feedback](#)- OfficeVibe
- [5 Steps for Giving Productive Feedback](#)- Entrepreneur
- [The Myths of Performance Metrics](#)- Harvard Business Review

Referenced books with the potential to impact leading and learning in education

Author(s) Last Name	Title

Buckingham and Coffman	[First Break All the Rules](#)
Fisher, Ury and Patton	[Getting to Yes](#)

The applicability of this book to education is ….

Abstract ⟵————————————————⟶ ✕➤ Obvious