

This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London and the Centre for Online and Distance Education at the University of London. Find out more about [Collaborative Enhancement Projects on the QAA website](#).



Approaches to Inclusive Feedback Example Slide Pack

Learning Outcomes

- Explore the challenges and opportunities presented by feedback processes in a workplace context
- Discuss and evaluate best-practice approaches to giving and receiving inclusive feedback; audit your planned feedback for unconscious bias
- Apply your learning in a safe space by participating in an interactive feedback exercise with your group

Why is the feedback process important at work?

- Opportunity to learn about strengths (motivational feedback)
- Opportunity to learn about development areas (developmental feedback)
- Linked to morale and motivation
- Linked to continuous improvement

Feedback challenges

- People are typically reluctant to give developmental feedback
- People are often uncomfortable receiving feedback
- Risk of de-motivation and damage to performance
- Many organisations do not have a culture of regular, open feedback: people are out of practice!
- Today we are going to give you an opportunity to practice this essential skill

Later, you will use the 'Stop, Start, Continue' feedback model to give inclusive feedback to your team members and receive inclusive, 360 degree feedback back from them too.....

So now some preparation for this....

Introducing 360 Degree Feedback

- Multi-rater process
- Feedback from a range of people who interact with you at work
- Strengthens teamwork and accountability
- If delivered effectively, can reduce bias
- Not a perfect model: issues obtaining clarity if anonymous, poorly designed or if there is too much focus on weaknesses



The Stop, Start, Continue Model

- **Continue:** helpful/ beneficial activities and behaviours, which you value from your colleague (70%)
- **Start:** Behaviours and activities that you think your colleague would benefit from starting to do or which would be helpful to you if they were to do them (15%)
- **Stop:** Activities or behaviours your colleague could stop doing, which you would find helpful or which you think would benefit them to stop doing (15%)

Example Feedback Request

Dear A.N. Other,

I've been in this role and working with you for about six months now. I'm now feeling fairly confident and what I'm doing, but I'd very much like to get some feedback from you to help me continue to develop.

Could you please help my development by letting me know :

1. Three things that I'm currently doing which you value and think I should continue
2. Three things that I'm doing that you think are not helpful and that I should stop doing, and
3. Three things that you think I could start doing that would improve my performance?

Kind Regards,

T.M. Member

Take or download a copy of the feedback worksheet

TEAM MEMBER NAME:	1. First skill or attribute – list or describe behaviours	2. Second skill or attribute – list or describe behaviours	3. Third skill or attribute – list or describe behaviours	4. Fourth skill or attribute – list or describe behaviours	5. Fifth skill or attribute – list or describe behaviours
STOP: (10%) Things they are currently doing, which you think it would be beneficial for them to stop doing in a working life context					
START: (10%) Things they currently are not doing, that you think it would be beneficial for them to start doing in a working life context.					
CONTINUE : (80%) Things they are currently doing or have done during the project, which you value and/or think they will benefit from continuing to do during working life					
AUDIT NOTES					

Initial Feedback Planning Exercise

- Later in the session, you will be leading on feedback for one of your other team members (worksheet page 1) . You need to agree as a team now, who will lead the feedback session for each group member.
- You will also be providing at least one feedback point for each of your other team members on page 2 of the worksheet (the feedback sessions you are not leading on)
- Decide now, who will lead on feedback for each group member

Initial Feedback Planning Exercise Instructions

- Take 8 minutes now to:
 - Consider your feedback for the team member you are leading feedback on against each graduate attribute category
 - Consider at least one key feedback point for each of your other team members
- Use the STOP, START, CONTINUE model to frame your thinking for each attribute

A further feedback challenge: Unconscious Bias



[Unconscious Bias: Watch via YouTube](#)

A further feedback challenge: Unconscious Bias

‘Unconscious bias is defined as prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Unconscious bias can manifest in many ways, such as **how we judge and evaluate others**, or how we act toward members of different groups.’

<https://www.unconsciousbiasproject.org/> Dr Cat Adams, 2020

Unconscious Bias Quiz

What role can unconscious bias play in feedback conversations?



Tightrope Bias:

Narrowing of the range of "socially acceptable" behaviour based on social group membership (e.g., gender, age, race, socio-economic background, age, religion, sexuality, marital status).



Affinity Bias:

Affinity bias is an unconscious tendency of human beings to favour or feel more comfortable around people with similar interests, beliefs, and backgrounds.



Prove It Again Bias:

Requires members of a group that are stereotyped as less competent to repeatedly prove their competence.

What role can unconscious bias play in feedback conversations?



Confirmation Bias:

Means that we seek out and pay attention to data that confirms our belief and ignore or discount data that runs counter (this can include evidence that backs up our beliefs about a person).



Recency Bias:

The tendency to focus on the most recent time period instead of the total time period. We also call this the “What have you done for me lately?” bias.



Primacy Bias:

The tendency to emphasize information learned early on in a situation or relationship over information encountered later.

What role can unconscious bias play in feedback conversations?



The Horns and Halo Effect:

The tendency to allow one good or bad trait to overshadow others (i.e., letting a colleague's congenial sense of humour override their poor communication skills.)



Centrality Bias:

The tendency to rate colleagues in the middle of a rating scale.



Idiosyncratic Rater Bias:

The tendency to evaluate skills you yourself are not good at more highly in other people. Conversely, you may rate others lower for skills that you yourself are great at.

Audit questions to ask yourself when you prep your feedback:

- Am I basing my feedback on the way I expect my colleague to behave, based on their membership of a particular social group? Would I give the same feedback to (a man...a white colleague...someone in my own age group....someone more like me....someone less like me)
- Am I able to identify positive behaviours more easily for a particular group member because I get on with them better?
- Do I need more evidence from one colleague than I do for another colleague for the same skill or achievement? (e.g. because I believed one of them to be less capable to begin with).
- Am I selecting evidence that backs up what I already think about my colleague and ignoring evidence that contradicts my viewpoint?

Audit questions to ask yourself when you prep your feedback:

- Am I only focussing on things my colleague has done recently on the project and forgetting their whole journey?
- Am I only basing my evidence on how my colleague behaved at the start of the project?
- Does my colleague have a particular trait I personally consider less favourable, which I am allowing to overshadow their achievements? Does my colleague have a trait I favour, which is allowing me to overlook their development areas?
- Am I playing it safe by saying the same things about all of my colleagues?
- Am I noticing skills my colleagues have that I struggle with, more readily than I am noticing their efforts and achievements in areas I excel at myself?

What type of feedback style do you prefer when you are on the receiving end?

Direct Style	Indirect Style
"I was upset"	"I was a bit surprised"
"I don't like this idea"	"It's an interesting idea"
"This is nowhere close to done"	"We are almost there."
"I don't know how to do that"	"I'll try my best"

Some final ground rules

Ground Rules for Giving Feedback

- Neutral, unbiased
- Based on specific, observed behaviours
- Be constructive (it should be actionable)
- Feedback stays in the room
- Be respectful
- Don't attack character or personality traits
- Don't prescribe solutions (these are the choice of the receiver)
- Adult-Adult interaction
- Seek a response



Feedback Audit: Exercise Instructions

- Look at the feedback notes you made in on your feedback grid from the earlier exercise
- Can you detect any unconscious bias in anything you have planned to say?
- Are any of your comments too subjective or vague?
- Are you meeting the communication style preferences of your recipient?
- If so, what changes do you want to make?

Ground rules for receiving feedback

- Listen carefully
- Acknowledge and thank them
- Stay open-minded
- Ask clarifying questions (e.g. what would help?)
- Avoid the attack-defend spiral



Feedback Lenses a summary:

- Stop, Start Continue – the model
- Audit for unconscious bias
- Take account of your colleague's stylistic preferences
- It's a lot to think about but we will support you!

Questions



Break

Tutorial: Feeding back to your colleagues

- Interactive feedback exercise
- Confidentiality
- Respect
- Objectivity
- Be specific

Feedback Exercise Structure

- Team member 1 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- Team member 2 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- Team member 3 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- Team member 4 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- Team member 5 receives feedback from each colleague (5 mins); followed by Q&A (3mins)

- Alternative activity for smaller groups who have finished - start to consider the following
 - What were the key challenges in this exercise?
 - What learning can you take from it?

- (Exercise = Total time 40 mins)

Discussion

- What were the key challenges in this exercise?
- What learning can you take from it for your reflective report?



Questions

