



LUND  
UNIVERSITY

# Feedback 2024-12-09

PARTICLE AND NUCLEAR PHYSICS, RAGNHILD MÖLLER



A close-up photograph of a deer's face, focusing on its large, upright ears and dark eyes. The deer's fur is a mix of brown and tan. The background is blurred, showing hints of a natural outdoor setting.

LISTEN WITH EMPATHY

Collaborative communication

A photograph of three giraffes against a bright blue sky with scattered white clouds. A small, crescent moon is visible in the sky between the giraffes. The giraffes are shown from the chest up, with their long necks and heads. The giraffe on the left is looking towards the center. The giraffe in the middle has its mouth open as if speaking. The giraffe on the right is looking towards the center. The overall scene is bright and clear.

**SPEAK WITH HONESTY**

Collaborative communication



Feedback

FEEDBACK

# Components of a feedback system

Sender (of a message)

Recipient (of a message)

Intention (from sender to recipient)

Effect (effect on sender and recipient)



# Sender – to consider

- Timing of the conversation
- Be specific
- Avoid words as "must"
- Use "I" form
- Describe neutrally what you saw/heard/observed
- Open questions



# Recipient – to consider

- Anticipate a positive intention
- Listen
- Avoid defensive language
- Ask for clarification
- Tell what you heard/understood
- Say "Thank you!"



What's **the best** that can happen when giving and receiving feedback?

Intention: **encourage and support (to enrich life)**

Effect: **mutual learning (needs met)**



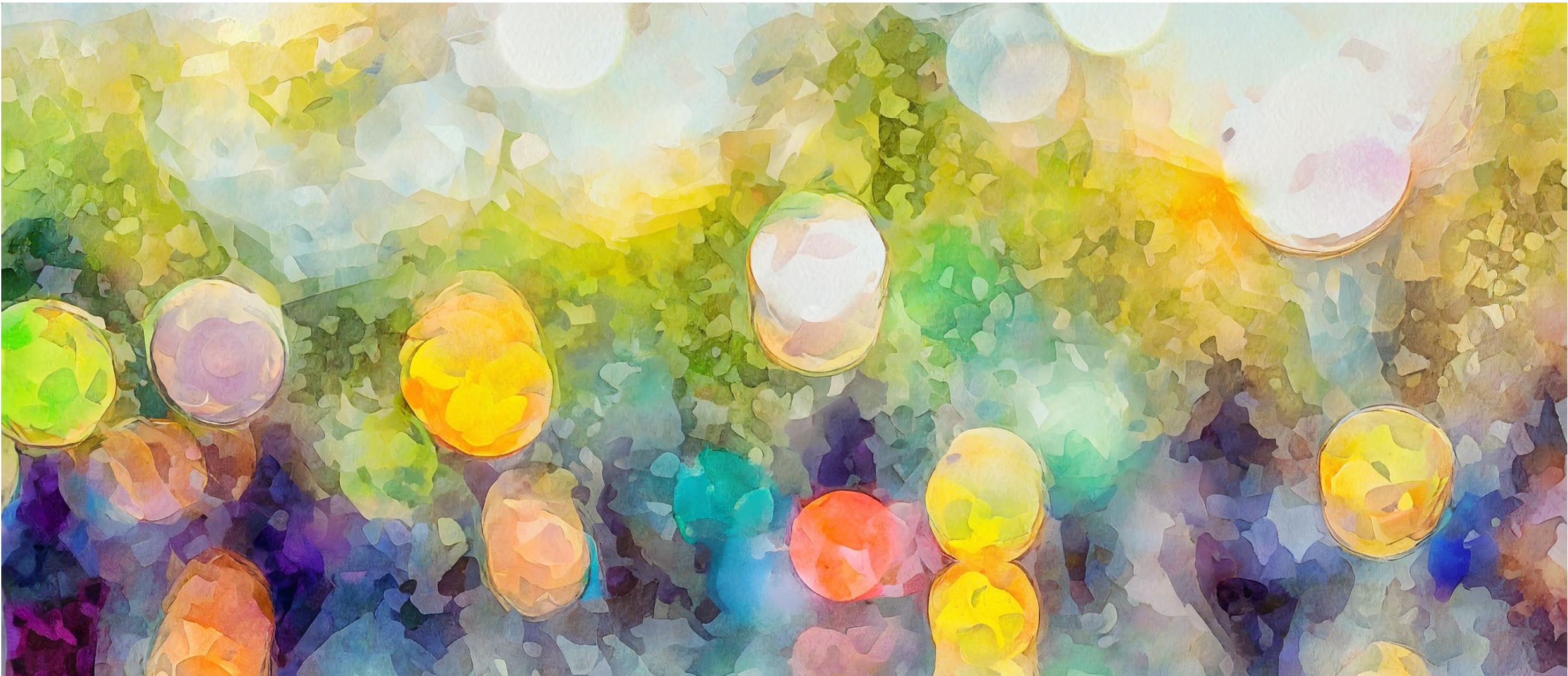


What's **the worst** that can happen when giving and receiving feedback?

Intention: **to punish**

Effect: **pain (unmet needs)**





# EXERCISE

# Practice two and two

## Sender

- Give positive feedback as instructed

## Recipient

- Listen and receive
- Say "Thank you!"

# Give feedback

1. When you say/do ....
2. I feel ... (positive feeling)
3. Because I need/value/appreciate ... (need)

# Receive feedback

Thank you!





SKILLS

# To grow in competence (... and fall back ...)

1. Unconsciously incompetent
2. Consciously incompetent
3. Consciously competent
4. Unconsciously competent



# Being present with someone else's experience

## 1. Unconsciously incompetent

Usually responding to others with sympathy, advice, criticism or shifting the focus to myself



# Being present with someone else's experience

## **2. Consciously incompetent**

Easily lost in the story; may sometimes guess requirements. Incipient intention to give others space, presence and focus.





# Being present with someone else's experience

## **3. Consciously competent**

Can be present with others without trying to lead them. Can reflect the other's experience without agreeing or adding opinions or judgements.



# Being present with someone else's experience

## **4. Unconsciously competent**

Focused in a natural way and stimulated by being with someone else's experience. Curious to learn and grow in knowledge.



# Feedback Staircase

Cool, this is what I'm going to do about it

**CHANGE**

I see what you are talking about

**UNDERSTAND**

**REMAIN**

I know, but I did it because...

**EXPLAIN**

You wouldn't understand

**DEFEND**

Problem? What problem?

**DENY**



**Time for discussions!**

# Questions - PhD

1. How often do you receive feedback?
2. How often do you ask for feedback?
3. What kind of feedback has been useful?
4. What kind of feedback would you like to receive?



# Questions - Supervisor

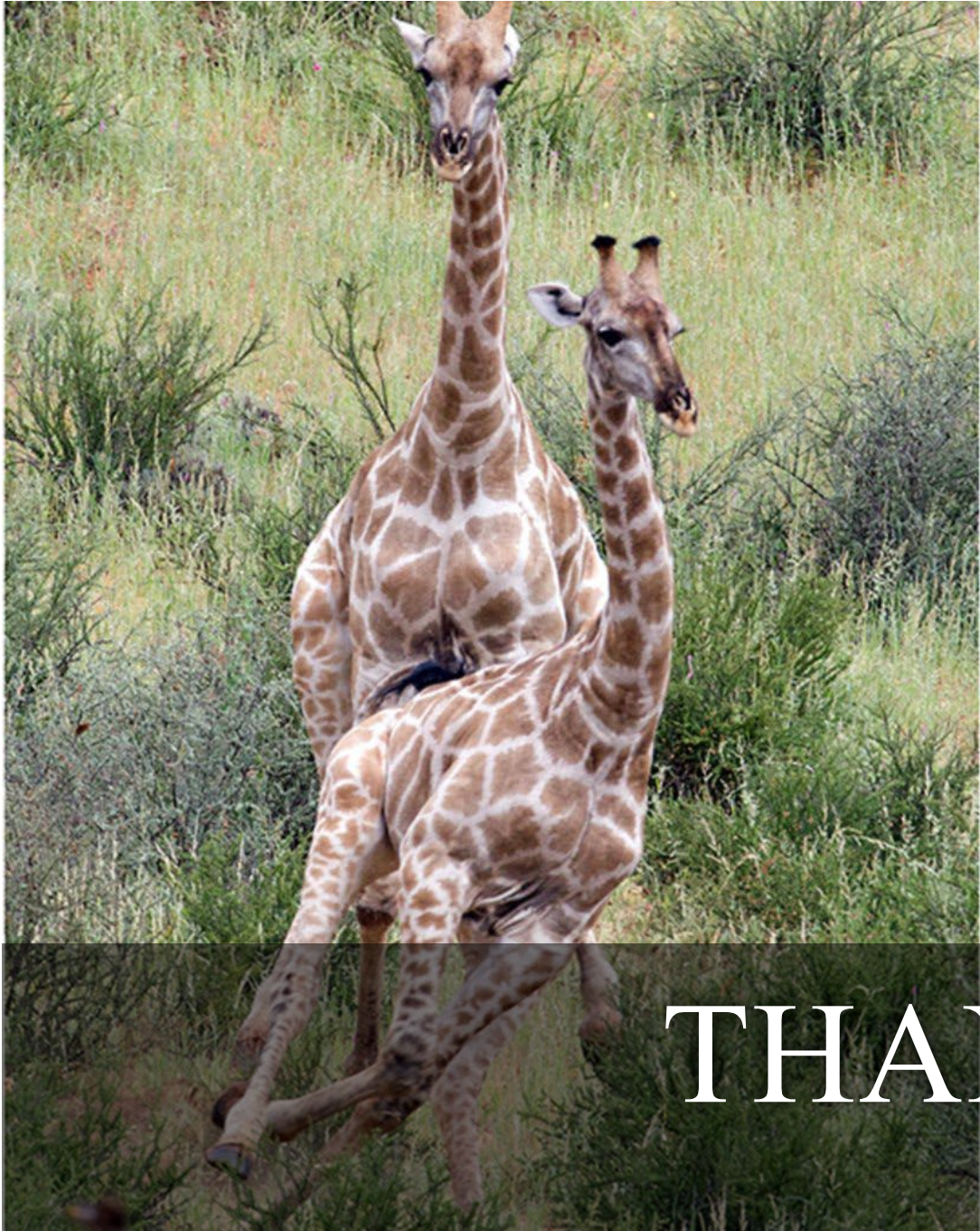
1. How often do you give feedback?
2. How often are you asked to give feedback?
3. What kind of feedback is easy to give?
4. What kind of feedback is difficult to give?
5. Do you get a response to your feedback?



# Feedback – A 'critical friend'

1. Just listening
2. Questioning
3. Reflecting back
4. Suggesting other possibilities
5. Encouraging
6. Focussing
7. Maintaining the process





THANK YOU!