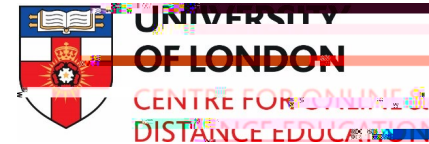


This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London and the Centre for Online and Distance Education at the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



# Approaches to Inclusive Feedback

## Example Slide Pack

# Learning Outcomes

- 6 Explore the challenges and opportunities presented by feedback processes in a workplace context
- 6 Discuss and evaluate best-practice approaches to giving and receiving inclusive feedback; audit your planned feedback for unconscious bias
- 6 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?

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

# Feedback challenges

- 6 People are typically reluctant to give developmental feedback
- 6 People are often uncomfortable receiving feedback
- 6 Risk of de-motivation and damage to performance
- 6 Many organisations do not have a culture of regular, open feedback: people are out of practice!
- 6 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

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

# The Stop, Start, Continue Model

- 6 Continue: helpful/ beneficial activities and behaviours, which you value from your colleague (70%)
- 6 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%)
- 6 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%)





# Initial Feedback Planning Exercise

- 6 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.
- 6 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)
- 6 Decide now, who will lead on feedback for each group member

# Initial Feedback Planning Exercise Instructions

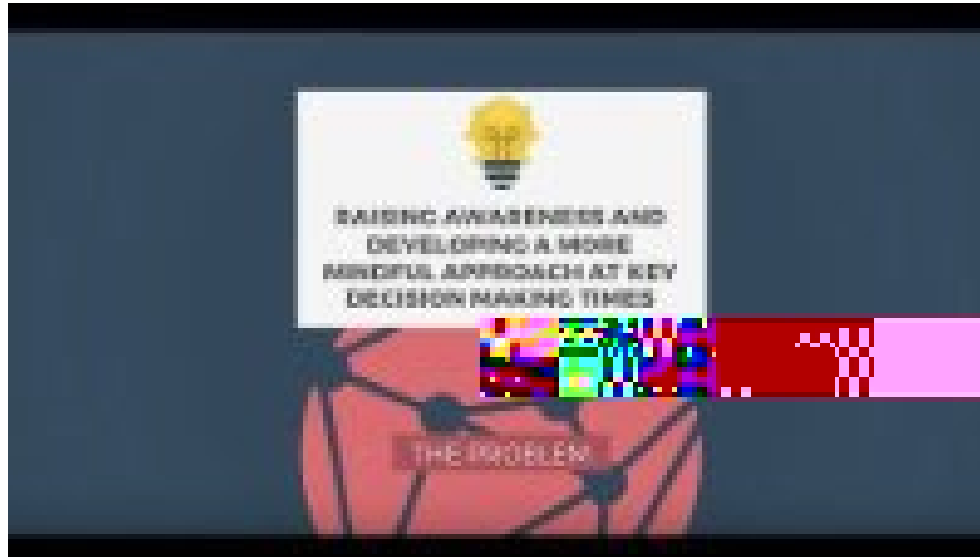
6 Take 8 minutes now to:

6 Consider your feedback for the team member you are leading feedback on against each graduate attribute category

6 Consider at least one key feedback point for each of your other team members

6 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,  
perl

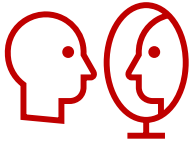
# Unconscious Bias Quiz

# 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?



What role can unconscious bias play in feedback conversations?



Audit questions to ask yourself when you prep

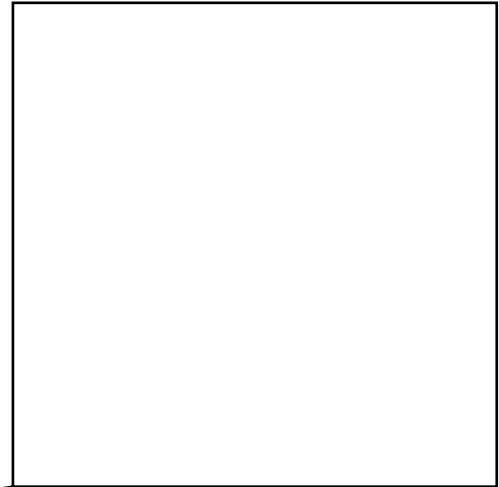
# What type of feedback style do you prefer when you are on the receiving end?

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”



# Ground Rules for Giving Feedback

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



# Feedback Audit: Exercise Instructions

- 6 Look at the feedback notes you made in on your feedback grid from the earlier exercise
- 6 Can you detect any unconscious bias in anything you have planned to say?
- 6 Are any of your comments too subjective or vague?
- 6

# Ground rules for receiving feedback

6 Listen carefully



## Feedback Lenses a summary:

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

# Questions

# Break

# Tutorial: Feeding back to your colleagues

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

# Feedback Exercise Structure

- 6 Team member 1 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- 6 Team member 2 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- 6 Team member 3 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- 6 Team member 4 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
- 6 Team member 5 receives feedback from each colleague (5 mins); followed by Q&A (3mins)
  
- 6 Alternative activity for smaller groups who have finished - start to consider the following
  - 6 What were the key challenges in this exercise?
  - 6 What learning can you take from it?
  
- 6 (Exercise = Total time 40 mins)

# Discussion

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



# Questions

