



PARTNERS FOR YOUTH
EMPOWERMENT

Live Forum - August 15, 2019

FRUITFUL FEEDBACK

WELCOME

KATHY BUTT-ELLWAND

Dear 3rd Thursday Assemblers! Welcome back, or, if it's your first time WELCOME!

This is an exciting monthly online forum where people all over the world can gather to share ideas and good practice about different aspects of group facilitation.

Below you will find: A Check-in Question (please answer!); Goals and Agreements for today's session (please add anything you need/want to the agreements, and hit "like" to agree to uphold these agreements during the session); 3 discussion questions and 3 case studies (posted approximately every ten minutes; answer in any order). I will be facilitating this experience for 90 minutes. There will be a pdf transcript posted on the pyeglobal.org website, as well as the files of this facebook page, in a short while. These transcripts are so great we're thinking of making a book out of them!

Remember to keep refreshing the page to read the latest comments, and scroll down the page to read all threads. The threads will appear in order of most active, which can be confusing!

This month we are discussing Fruitful feedback - how can you give, receive, and use it in an empowering way.

Working with feedback is a key skill for a facilitator. As humans, our actions and words transmit to the world around us, and the responses we receive back give us information, we digest this, reflect on it, learn from it, maybe do something different as a result, which leads us to learning and growth. The Kolb experiential learning cycle is a great model of this principle which many educationalists use as a tool for active learning - which moves through a cycle from 1. Concrete experience > 2. Reflective Observation > 3. Abstract Conceptualisation



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>4. Active Experimentation and round again... (David A. Kolb, published his model of experiential learning theory in 1984 inspired by the work of Kurt Lewin, a gestalt psychologist in Berlin)

As facilitators, we can help our groups to learn from their own experiences by using this experiential learning cycle as a model for them to process, reflect and learn from the experiences they have. Feedback can inform the reflection stage. For our own learning as facilitator, we have a lot of feedback coming to us from all angles in this work with groups: from our own reflections and observations, from co-facilitators, different organisations and employers, from our groups. As facilitators, we often find ourselves working in the charity sector, with the need for monitoring and evaluation of public funding bringing questionnaires for every session in a programme, and more feedback! Feedback is information – it could come casually from a comment from your co-facilitator or a participant in a break, formally during a debrief, given using a set formula, written information in a questionnaire...or just a feeling about how things are going. That magic flow state is often feedback things are going great! Sometimes it feels like we are being bombarded with feedback, and sometimes that feedback can be hard to take, or feel unpleasant or even upsetting. At best it can empower, at worst it can feel like criticism and hurt. Sometimes it rings true and resonates for us; sometimes not. It can be a great gift to give feedback to another person, supporting them in their learning and evolution and empowerment. It is information that illuminates those parts of ourselves and our effect in the world only visible to others. The Johari window is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft and Harrington Ingham in 1955 is a useful model here, a grid with 4 quadrants: what is known to ourselves and others, what is known to ourselves and not to others (hidden) what is known to others and not ourselves (blind spot) and what is unknown to ourselves and others (zone of discovery)

Feedback can give information about our 'blind spot' and also our zone of discovery.

This brings us to today! We will be sharing ideas and experiences of how we can work with feedback as a tool for learning and empowerment.



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CHECK-IN

KATHY BUTT-ELLWAND

Check in: If the way you feel right now were TWO animals, what would you be? What would the creature be called?

Kathy Butt-Ellwand Today I would be cheetah and a mouse, because I am doing everything very fast....and I also feel quite small and squeaky and fluffy. I would be called a MEETAH!

Aida Gadallah Tiger and a deer chase each other , Because there are 2 opposite feelings 😊 fights inside me 😊 and the creature will be called khlta

Sunshine Turner I'm feeling like a whale and a snake. Heavy and slow without limbs. Call me Whake

Kitty Jackson Today I would be a hedgehog and a bat. Kind of snoozy and likes cosy, dark places to rest but super efficient and ready to rumble when I emerge

Soma Ragab Iam feeling to day Dinosaur animal named witness to history

Aida Gadallah Soma Ragab witness to history , i love it 😊

GOALS AND AGREEMENTS

KATHY BUTT-ELLWAND

Goals and Agreements for this session on 15th August 2019:

1) To explore your relationship with feedback



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-increasing our consciousness around our habits with feedback, helps us to use this important tool graciously and kindly to empower ourselves and others, making feedback fruitful

2) To share ideas about how to give and receive and work with feedback

- becoming empowered with strategies to work with feedback helps this process become joyful and helps us be effective and keep developing as a facilitator

3) To increase our options and choices as facilitators

-The more we deepen our skills and expand our toolkit, the more easeful our work becomes

In order to achieve these, here are some suggestions for COMMUNITY AGREEMENTS to make our time together flow really well. Be sure to add what you need or want AT ANY TIME DURING THE PROCESS. Let the group know or privately message the facilitator if you are concerned that an agreement is being broken.

1) No put downs of self or others. Keep a positive, lift-up vibe. If the facilitator finds your comments aggressive or inappropriate in any way you will receive a personal message.

2) Be willing to entertain simultaneous truths. Rather than proving a point, try to listen to understand, and be willing to agree to disagree. At the same time, if you have a strong belief be willing to stand up for it. This will make our conversations rich!

3) Show your presence, by LIKING and by responding to keep the flow. Ask questions, make comments, connect. The technical trick for this format is to REFRESH your browser fairly often. The questions move around depending on how many people are answering, so please scan the whole page for new questions now and then.

4) Maintain CONFIDENTIALITY by not sharing names or personal information about the participants in your groups, sharing from your own perspective, and asking permission before sharing someone else's story.

5) Answer any questions in the COMMENTS below the question to keep the conversation organized and readable. Only open NEW questions in new threads.

6) You can come and go as you please, take as long as you like to respond, and basically enjoy the text-format to make this work no



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matter whether you are just waking up, just going to bed, or on your lunch break (time zones unite!!) A pdf transcript of the conversation will be provided. Feel free to continue the conversation even after the 90 minute period has ended.

DISCUSSION QUESTION #1

KATHY BUTT-ELLWAND

Discussion Question #1: Please share a short story of a time when you made a positive change in response to feedback received.

Aida Gadallah when I was new in facilitation , i received a feedback that i'm very serious in my leading , i worked on that and added more smiles , then after that i received a feedback about having sharp face geustrs on some moments and i'm work on adding more fun and don't be sharp even in hard times

Kathy Butt-Ellwand The one that comes to mind is a bit of feedback I had when I was much younger, and I was co-facilitating with a friend had a more reserved personality than me, who took his time to think and listen before saying something, and I was very talkative and quick to jump into silences to facilitate the group. Another friend was observing us and told me I was dominating the facilitation. At the time I felt upset and shocked because I like to think I am very fair and really want to be inclusive and give space to others...however this had a big impact on me and I try to notice how much space I'm taking up, and in situations where I'm bursting to share something I try to wait a bit to let my co-facilitator have space first, often they cover what I wanted to say in a better way than I would have!

Hatem El Wakeel It was a feedback in my early days in facilitation , about how to interact with my co facilitator in a way which increase our impact on the group as a harmonic team .



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DISCUSSION QUESTION #2

KATHY BUTT-ELLWAND

Discussion Question #2: Please share any 'formulas' you know for giving feedback, like 'connect, disconnect, connect'. What is useful and what are the limitations or challenges of using this formula?

Sunshine Turner I can think of lots of different feedback 'formulas' ... connect-disconnect-connect (the feedback sandwich), Stop-Start-Continue', evaluation forms, using thumbs at various degree angles, giving a number from 1-10, gathering feedback from observing body language, engagement, behaviour..

Kathy Butt-Ellwand I love Stop, Start, Continue....do you have a favourite, and why?? Sunshine?

Kathy Butt-Ellwand A big charity I used to work for did appraisals on each person every year where we each chose 10 people to give us 'stop, start, continue' feedback. I like the format because it gives very useful information, and is a bit less judgemental than positive and negative things, so easier to take in and digest!

Aida Gadallah Sunshine Turner i love. stop -start- continue

Kathy Butt-Ellwand I was once facilitating a group of people in Spain, and I used Connect, Disconnect, Connect, and several people felt very resistant to sharing a 'disconnect', (or where they disengaged with the activity that one of their peers was leading). It was during a session where participants were practicing facilitating something and getting feedback from their peers. I think they were afraid of hurting people's feelings, I tried to encourage them to share a disconnect because often this gives so much information for learning to the facilitator. I sometimes use 'positive appreciation' where you only say positive things - advantage is it builds people up to know where



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they shine and helps build self esteem, but disadvantage is it can avoid sharing some useful information about how to tune something up that could help

Sunshine Turner Kathy Butt-Ellwand I've had similar experiences with the connect-disconnect-connect, one example was when facilitating a group of young artists. They almost flat out refused to give a disconnect. I tried and tried to explain the value and encourage them to reflect and work this muscle. I think that sometimes a group needs more affirmation, self esteem building, uplifting and encouraging and other times a group needs support to improve and grow when they are ready to take another step forward. I sense we have to feel out where the group are and what method of feedback will support the groups needs at that time.

Kathy Butt-Ellwand Sunshine Turner TOTALLY agree with you here.... timing is everything with feedback, and to be empowering need to think at where that person or group is at in their journey....what is useful for them to receive and hear, right now?

Aida Gadallah I use connect-disconnect- connect . My challenge that sometimes i have many disconnects more than the connects 😬 and as we use it much it became as a rule and once i said disconnects more than connected points they did not love that . So i started to focus on the very important disconnect one.

Sunshine Turner I like the frame we use to encourage the whole group to think of connects and disconnects for each person. I find this exercise really sharpens my lens and gives me so much insight into my own facilitation.

Kathy Butt-Ellwand I forgot the statistic, but people say we humans need several positive interactions or feedbacks to balance one negative one....Disconnects can be so useful in telling us something we don't know about our facilitation. How can we make 'disconnect' feedback empowering?



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Sunshine Turner I think its 5 positives to 1 negative for a 'healthy relationship'.

"Dr. Gottman and Robert Levenson began doing longitudinal studies of couples in the 1970s. The difference between happy and unhappy couples is the balance between positive and negative interactions during conflict. There is a very specific ratio that makes love last.

That “magic ratio” is 5 to 1. This means that for every negative interaction during conflict, a stable and happy marriage has five (or more) positive interactions."

Kathy Butt-Ellwand Awesome, thanks Sunshine Turner for the reference x

Kitty Jackson Sit next to, not across from

Kitty Jackson I also repeat the mantra - clarity is kindness, lack of clarity is not kind

Kathy Butt-Ellwand That really resonates with me Kitty...thank you. I think with this energy and intention it would be easier to receive uncomfortable feedback.

Hatem El Wakeel I use things I loved , things could help me to have more love for what you did . I train myself for noticing , observing and noting the shining points analyze them then formulate my language in a positive way .

DISCUSSION QUESTION #3

KATHY BUTT-ELLWAND



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Discussion Question #3: What is the most important thing you have learned about giving and receiving feedback?

Sunshine Turner Giving feedback teaches me so much about my own practice.

Receiving feedback is a gift!

Kathy Butt-Ellwand YES! I sometimes feel sad when I get 'bad' feedback though...not gonna lie...

Aida Gadallah Kathy Butt-Ellwand yes , and i feel how i did that what a failure i'm

Kitty Jackson Kathy Butt-Ellwand it's tough isn't it. But at the same time, I was told to think of it like someone telling you you've got spinach stuck in your teeth- it's a bit uncomfortable to hear by ultimately that person was really trying to help you out because they cared about you

Kathy Butt-Ellwand Aida Gadallah what can we do to help us see even the 'negative' feedback as a gift for learning? Do we have to listen and take to heart to all the feedback we receive? If the goal of feedback is to help us be more confident and learn and develop...

Sunshine Turner Kathy Butt-Ellwand I hear that. I think I feel more sad when I don't receive feedback and people decide instead to close off.

Kitty Jackson exactly! If it's coming with good intent feedback is a gift even if it is uncomfortable.

Kathy Butt-Ellwand Great point Kitty Jackson! I hate not realising I have Spinach in my teeth even more than I feel uncomfortable with negative feedback!!!



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Aida Gadallah Sure it's important to receive negative feedback because this what will move me forward , the feeling that some times i feel that i blame my self for making such a mistake 😊 so it is an inner talking with my self , not blaming the person who told me the feedback i'm seeking for such important feedbacks , i love doing everything perfect so i became tough with my self sometimes 😊

Aida Gadallah Giving : learned me to be very aware about my words effect , how to express honestly with kindness, to be focus and concrete
Receiving : is new eyes to see what your eyes don't see in yourself , your facilitation style and many other things as Steph Sunshine Turner said it's a gift

Kitty Jackson I've learned that it can feel really rough to both give or receive feedback, it's one of the hardest challenges, but it can lead to some of the biggest breakthroughs too.

Kitty Jackson I think it's ok for it to feel tough to receive feedback. Maybe you're not ready to hear it yet, but in the long run it might come back to you just when you need it most

Kathy Butt-Ellwand Asking before giving feedback, to make sure the recipient is in a good place/open to hearing it

Soma Ragab Giving: Be human in the full sense of the word Receiving: I have good intentions towards the other

CASE STUDY #1

KATHY BUTT-ELLWAND

Case Study #1: You are running a training session for adults, working with a co-facilitator you know well. Your co-facilitator gives you some negative personal feedback without asking permission while you are



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feeling tired and stressed during the break in your session. You feel triggered and tearful in response. What options do you have now in the moment, and afterwards to respond to your co-facilitator, and use this information in an empowering way?

Aida Gadallah I'll go to bathroom wash my face take a deep breath , tell my self that he/she sure has a good intention which may be he/she didn't express it nicely but now i need to focus on the goal (the training) i'll remind my self with my bright moments in my leading , my stregnthns and then look on what she/he said and take the points that i can work on the comming part of the training . Aftter the training i'll talk thank him/her for sharing feedbacks with then i told my feeling , needs that moment and ask him how do you think you can help me be more comfortable while receiving your feedback which is important to me to develop more?

CASE STUDY #2

KATHY BUTT-ELLWAND

Case Study #2: You are facilitating a planning meeting for a new online programme with a group of colleagues. One person is taking up a lot of airtime and cutting people off mid-sentence. You have noticed this is a habit of theirs, after working with them for some years. How can you give feedback in a way that empowers this person?

Sunshine Turner Acknowledge their strength and value their contributions to the group. Ask them if they are aware, if they notice what the impact their behaviour may be on others. I wonder why they are cutting people off mid sentence, have they not been heard? Are they over excited? Do they think what they have to say is more important? Perhaps I would have a sense of why if I've known them for some years and perhaps I could initiate a conversation with them to explore what this behaviour is about for them.



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Kathy Butt-Ellwand This approach is filled with compassion and empathy for the person you are giving the feedback to....maybe that intention would resonate with them even though what you are saying might be heard. I like that you are trying to put yourself in their shoes

CASE STUDY #3

KATHY BUTT-ELLWAND

Case Study #3: You are facilitating a workshop series for young people on body image in schools. The schools that have been selected are challenging environments to work in, with a lot of behavioural issues and you are going in and building relationships with the students each time. After each teaching session you receive feedback from every student and school teachers in a written questionnaire. Sometimes you find it uplifting, sometimes depressing to read these comments. What can you do to use this huge volume of feedback for learning?

END

KATHY BUTT-ELLWAND

Thank you all!

Our live facilitated discussion is over for this month....please feel free to keep adding comments