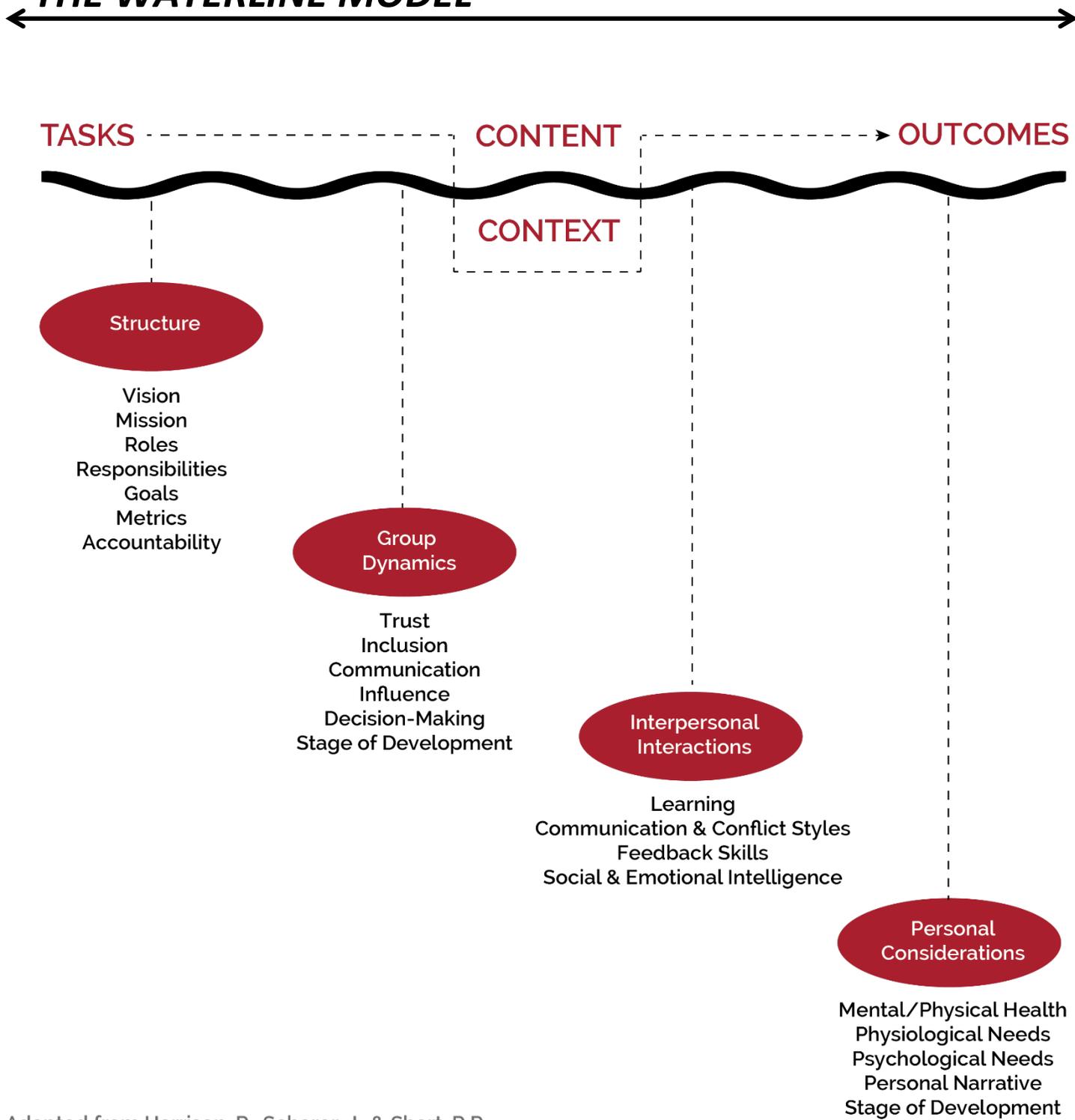


# THE WATERLINE MODEL



Adapted from Harrison, R., Scherer, J., & Short, R.R.

# THE PROCESS



## TONE-SETTING

Context setting includes identifying broad outcomes, reviewing the agenda, creating guidelines and clarifying roles and responsibilities. The goal of context setting is to answer immediate questions about the big picture and basic details, to build a framework, clarify boundaries, and build a positive rapport to gain group ownership of the process and outcomes.

## OPENING

When opening you must present the topic at hand for consideration in a clear, concise way. This may be done through a variety of strategies; free-roaming conversation, brainstorming, list making, surveying, once-arounds, etc. In a debrief situation this is where the facilitator would begin seeking group themes by listening to group members discuss “what” happened.

## NARROWING

Once a topic or theme has been introduced and considered by all, the facilitator is responsible for assisting the group in narrowing the subject matter. Techniques to assist with narrowing may include identifying limiting factors (time, resources, etc.), polling, free flow prioritizing, identification of duplicates, voting, or consensus. In a debrief situation this is when the facilitator would begin to pull participants through the experiential learning cycle.

## CLOSING

In order to effectively close a facilitator must take deliberate steps to “end” the facilitation session and create action to move forward. This includes ensuring that everyone has had the opportunity to express their opinions and be heard, affirming the group decisions and clarifying any questions, defining next steps, and identifying follow-up procedures. In a debrief situation this is when the facilitator would assist group member with “applying” the learning.



# SMART GOAL WORKSHEET



Today's Date:

Target Completion Date:

Start Date:

Date Goal Achieved:

**Goal:**

*Verify that your goal is SMART!*

**SPECIFIC:** *What exactly will you accomplish?*

**MEASURABLE:** *How will you know when you have reached this goal?*

**ACHIEVABLE:** *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

**RELEVANT:** *Why is this goal significant to your life?*

**TIMELY:** *When will you achieve this goal?*

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This goal is important because:

The benefits of achieving this goal will be:

Who will you ask to help you?

Potential Obstacles:

Potential Solutions:

**SPECIFIC ACTION STEPS:** *What steps need to be taken to reach your goal?*

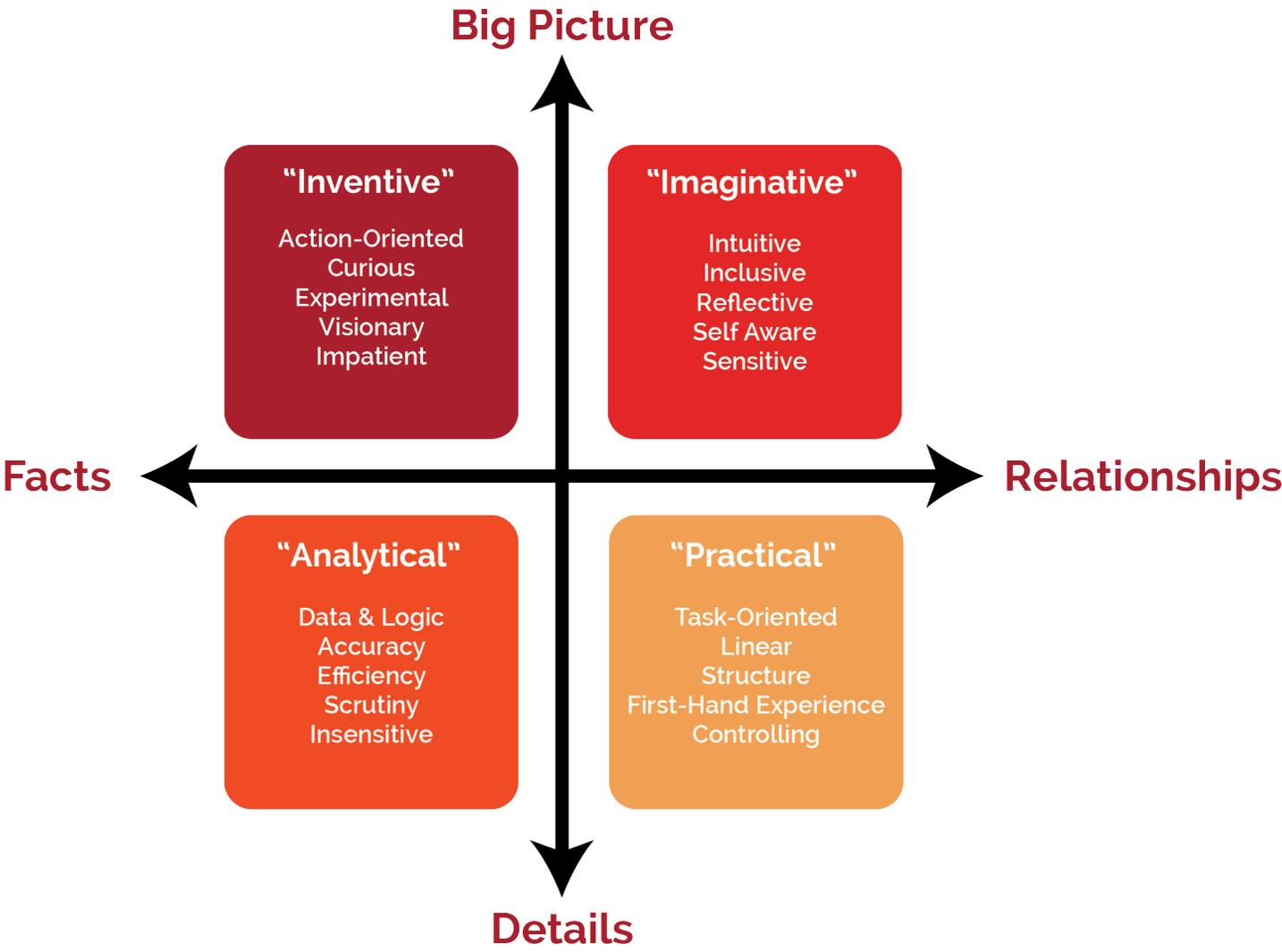
What?	Target Completion Date	Completion Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MIND STYLES**



Adapted from Mind Styles by Anthony Gregorc



THEIR COMFORT ZONE	THEIR FRUSTRATION ZONE	INSTRUCTIONAL STRATEGIES FOR LEADERSHIP
<b>Practical Learners</b>		
Learns through senses, direct experience, models, practice, ordering, patterning, logic, and facts. Wants direct practical payoff. Is task oriented and gives attention to detail. Likes time limits and deadlines; needs closure.	May get frustrated with tasks requiring divergent thinking, unexpected changes, too many choices, loose structure, conflicting data, or open-ended requirements.	Uses samples, visuals, charts, note taking guides, advance organizers, outlining, time lines, self-correcting activities, and situational how to's. Incorporate hands-on activities.
<b>Analytical Learners</b>		
Learns through the exploration of ideas using comparison-contrast and weighing pros and cons. Relies on facts and logic. Analyzes various angles and seeks evaluative feedback. Gives attention to larger picture.	May get frustrated with divergent strategies with no obvious relevance to task at hand. Doesn't like picky and unrelated details or expectations. Dislikes activities that deal with emotion.	Teach through lectures, brainteasers, readings, debates, and independent work. Provide time to think through "why" questions. Provide opportunities to analyze and discuss merits of different issues.
<b>Imaginative Learners</b>		
Learns through sixth sense, from people and surroundings. Is reflective and flexible in thinking. Highly imaginative, sensitive and attuned to emotions. Sees global picture.	May get frustrated by memorization and tasks, outlining, organizing, deadlines and pressures about time. Doesn't like detail-oriented tasks requiring precision and concentration.	Provide large group discussion and one-on-one peer sharing. Give time to explore and generate possibilities. Use color, images, visuals, role play. Stress personalized applications.
<b>Inventive Learners</b>		
Learns through intuitive leaps, experimentation, and creative endeavors. Seeks alternatives and takes risks. Visualizes the future and creates change. Is curious and invents unusual solutions.	May have difficulty meeting deadlines and following specific procedures. Frustrated with tasks requiring detailed note taking, choosing one answer, ordering and prioritizing, or requiring linear input.	Use open-ended questions and tasks and choices with room for independence and creativity. Stress application to real world, metaphors, inventions, explorations and problem solving.

# TOOLS FOR DIFFICULT CONVERSATIONS

A difficult conversation is any situation where the needs/wants, opinions or perceptions of the involved parties are diverse, with feelings and emotions running strong.

It's important to remember what may be causing this tension. Consider the following:

- Storming and Disillusioned Learners
- Structure and Process
- Unmet Learning Needs
- Psychological Needs
- Limiting Beliefs and Confirmation Bias



**TIMING**

**tone**

**TECHNIQUE**

**TRUTH**

## TIMING IS EVERYTHING.

- Choose an appropriate location, free of distractions, and conducive to privacy.
- Consider other priorities and events that may be occurring.
- Be mindful of your personal emotional state and needs.
- Be mindful of the emotional state and needs of others involved.

# TYPES OF FEEDBACK

## DESTRUCTIVE FEEDBACK

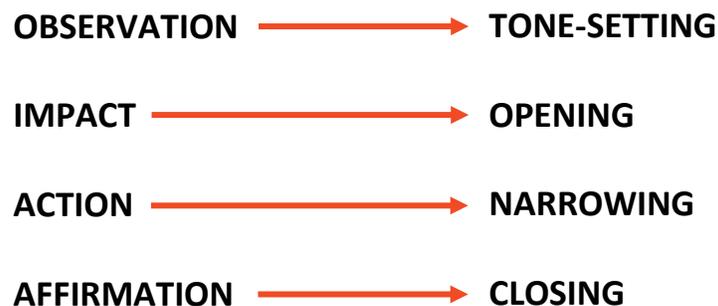
- Attempts to destroy “target”
- Lacks evidence, objectivity
- Personal attack, threats
- No clear option for improvement
- Anchored in being “right”
- Blow-ups, dominance
- Defensiveness, blaming
- Withholding, perpetrating
- Victimhood
- Unclear path forward
- Leaves people defeated, afraid
- Personal attacks = personal responses
- Damages trust
- Deteriorates culture

## CONSTRUCTIVE FEEDBACK

- Direct
- Specific
- Actionable
- Timely
- Anchored in positive regard

*Constructive feedback can be positive or developmental.*

The Constructive Feedback Formula follows the Process Model:



# FEEDBACK MESSAGES

*Constructive feedback is direct, specific, actionable, timely and anchored in positive regard.*

## FEEDBACK MESSAGES: Observation, Impact, Action & Affirmation

**OBSERVATION:** Constructive feedback begins with a clear observation of a behavior or action. Remember, you must separate the person from the behavior when making an observation. Get clear on what you saw or heard the person DO, not what you think they meant or what it means to you.

**IMPACT:** Constructive feedback requires a clear statement of impact. What specific impact did the behavior have on you, others, or the work you are trying to accomplish. Be sure to connect the impact directly to the observed action or behavior.

**ACTION:** Constructive feedback provides a clear pathway to improvement. After providing the observation and stating the impact, provide the feedback recipient with a clear action that can be taken to improve the situation. Actions are best stated in the positive; so rather than saying “don’t come in late” say “do arrive early”.

**AFFIRMATION:** Constructive feedback is anchored in positive regard; therefore, it is important to affirm the feedback recipient after the feedback has been delivered. Affirmations are simply statements ensuring the individual is aware of their worth and their value in their eyes, and often include offers of support and assistance in making the requested adjustments.

## Positive Feedback

Positive feedback is communication that recognizes another's strengths, achievements, or successes. Positive feedback is not just about making others feel good about their efforts and offsetting feedback that is focused on areas of improvement. Positive feedback is a way to encourage and motivate others towards desired behaviors and ensure they are aware of things they should continue doing. Positive feedback should be delivered in the observation, impact, action and affirmation model, which will make it more meaningful.

Giving and receiving positive and feedback is beneficial for everyone. While providing feedback may seem like a managerial function, individual contributors should also make it a priority to recognize the strengths of their colleagues. Using positive feedback helps individuals recognize and hone their skills, develop their areas of improvement, and create a general sense of positivity in the workplace.

# DELIVERING DEVELOPMENTAL FEEDBACK

## Build your feedback message ahead of time.

When a situation warrants feedback, it is worth taking the time to slow down and craft your feedback message. This includes clarifying the personal issues at play, separating the person from the behavior, and clearly identifying what you observed, the impact of what you observed, the alternative action you would like to see taken, and affirmations of the individual's worth and value.



## Build on what is working, focus on the positive.

It's easy to identify what we don't like or what's not working when preparing to provide feedback to another, however it's far more challenging to step back and identify what *is* working. Before approaching an individual to express a desired change, be clear on the behaviors that are working well, identify specific examples of the positive behaviors, and prepare to clearly state the reasons why. People are far more likely to accept your feedback when they feel that you do appreciate them. When you deliver your feedback message, be prepared to begin and end with relevant positive feedback for the recipient.

## Begin with questions.

Prior to delivering feedback, it can be helpful to ask the other person what was happening from their perspective when they demonstrated the action or behavior you are concerned about. When asking these questions, utilize active listening skills and be open to influence. It is not uncommon to find that your feedback is unnecessary, or should be adjusted, when we learn about the other person's perspective, first.

## Ask permission.

If you believe moving forward with feedback is still warranted, ask permission to deliver it, first. In the event the other person is unwilling to hear your feedback at that time, ask them when they would be willing to listen. If they are nervous or resistant, and unable to identify a time, offer a few options for them to choose from.

## Confirm understanding.

After you have delivered your feedback message, take time to confirm that the recipient understood the message. Ask them to paraphrase what they have heard in their own words, invite them to ask questions to clarify what has been said, and ensure they have the opportunity to express how they're feeling and ask for what they need.

## Follow up.

If the feedback recipient takes the action you have requested, take time to fully acknowledge and thank them for their efforts. If they continue with an undesired behavior, do not let too much time pass before reconnecting with them and make an additional request.

# RECEIVING FEEDBACK

## DO

- ✓ Share how you would appreciate receiving feedback.
- ✓ Seek feedback on a regular basis, especially after you have identified development goals. Exchanging information and perceptions is a process, not a single event.
- ✓ Let the person finish what he or she is saying.
- ✓ Practice active listening.
- ✓ Use neutral body language.
- ✓ Listen with intent to learn something new.
- ✓ Acknowledge that you have received the feedback, repeat and paraphrase.
- ✓ Ask clarifying questions and ask for specifics if not provided.
- ✓ Be open to influence, there are things to learn.
- ✓ Decide if you need time to process the feedback before you respond, allow for silence and moments of reflection during and after the conversation.
- ✓ Model receptive behavior by responding well to the feedback you receive.

## DON'T

- ✓ Become defensive or explain your behavior. (You can either spend your time mobilizing your defenses or you can spend your time listening. Defending your actions is counterproductive, where listening is extremely useful.)
- ✓ Interrupt the other person; let them complete their statements in full.
- ✓ Ask the person to defend his or her opinion (there is a difference between “defending” and “explaining”). Feedback is purely subjective perceptions of information. You can place your own value on it later.
- ✓ Take it personally. Understand that others have a right to their perceptions and needs and, as an assertive communicator, you have a right to yours as well. Feedback is simply another person’s subjective impression and you may choose to meet their need or not.
- ✓ Sulk, stonewall, storm off, or withdraw yourself from the person providing feedback. If necessary, request time to process the information, however you must REMEMBER that as the person requesting a “break” it becomes your responsibility to reinitiate the conversation when ready.
- ✓ Don't Ruminates On Feedback. Only cows need ruminates before they digest. Chewing over feedback again and again will not make it clearer or easier to understand, particularly if the feedback is less than glowing. Avoid the temptation to re-enact the conversation to a friend as this only makes you feel ten times worse. Do talk about it with someone else, but make sure you’re emotionally detached first.