

New Speaker ([00:00:00](#)):

Great. Thank you Olivia for getting us started today, and welcome to everybody. It's so great to see you checking in the chat. I see folks from coast to coast. And it looks like just about every type of weather, people are checking in with from sunny and warm to six inches of snow in Alaska. Thank you for taking a little bit of time to be with us today, and for sharing where you're located, and what you're seeing at your window today. On behalf of NACHC as Olivia said, welcome we're excited to be concluding our four part series today with you. As you can see and for those who have been with us for the four sessions, you'll hear this as you have across the last three.

([00:00:45](#)):

We have a very busy chat, and a lot of people in the room. So, that chat will scroll quickly. If it becomes a distraction, you can close your chat window for now. Once we get into some content, it actually slows down and has some really meaningful conversation that takes place. I encourage you to use that chat to talk amongst your participants. And if there's questions that come up in there that we can't get to, I will log those for our speaker to reply to. And we'll post that afterwards for you. While we won't be using breakout groups, you will be engaged throughout the session using that workbook. If you don't have the workbook on hand, just keep a piece of paper and a pen with you, so that you can jot down some notes when we get into those self-reflection and those activities.

([00:01:29](#)):

You're going to see on your screen as we get started both in NACHC mission and our pillars. These are our guiding principles that NACHC focuses on, that directs our training and our work. Those are there for you just as a reference on. There are some links for more information for you if you want to explore that any further. I have the honor today of introducing you to our faculty member. Today, we have Caroline Martinez of CEEK. And Caroline is also one of our CEEK partners in our coaching services as well. Caroline is a certified coach, and has experience working with organizations both big and small, anywhere from nonprofits to global corporations.

([00:02:10](#)):

And she's done work with our health centers as well for through coaching programs me earlier programs when we first started with CEEK a couple years ago. She specializes in helping clients overcome obstacles to achieve success. Caroline, I'm not going to take any more of your time. I'd like to turn it over to you to go ahead and get started.

New Speaker ([00:02:29](#)):

Thank you Cindy. I really appreciate that. Welcome everyone. I see the participant count continue to go up. Just for my own distractions, I'm not going to be looking at the chats. I'll rely on Cindy to take those notes for me, so that I can respond to your questions later, but let's get started. Today as Cindy mentioned, we're going to talk a little bit about giving and receiving feedback. Our learning objectives for today are to enhance your self-awareness in how well you give and receive feedback. And then we're going to look a little bit about at a feedback model that can give you some information about how to do timely specific and actionable feedback.

([00:03:08](#)):

And then we're also going to learn the distinction between fixed and a growth mindset. And we'll do some fun exercises there as well, and how that relates to feedback. And in your workbook, you have some slides for that, but we're going to work on an action plan for how to improve, how to give, and how to receive feedback. Okay? All right. Really high level, the agenda is we did a little bit of a welcome

and overview We're going to talk about why feedback is important. We're going to talk about giving feedback. We're going to look at praise, and the impact of praise and then the impact of receiving feedback. Receiving it for yourself, not only giving it, but receiving it.

[\(00:03:50\)](#):

And then we're going to summarize that in close. Okay. For those of you who were on the session last week, we did a little bit of a focus on how to focus and get ready for things, and how to be mindful. Just relating back to that, let's do a little bit of a centering exercise. It's just two minutes. Just sit quietly and follow the instructions, and I think you'll really enjoy this particular session.

New Speaker [\(00:04:22\)](#):

Take a moment to get yourself into a comfortable sitting position. Close your eyes and start breathing deeply in through your nose and out through your mouth. Allow your breathing to expand your diaphragm to its fullest. Take a moment to focus on just your breathing. Try not to worry about any distractions or sounds you might hear. If you find your mind wondering, don't worry about it Just acknowledge the distraction, and bring your attention back to your breathing.

New Speaker [\(00:05:17\)](#):

How did that feel? Hopefully, that felt good and any things that you may have come in with this morning, maybe you were busy or maybe you were in meetings, hopefully that centered you a little bit and made you feel a bit peaceful, and ready to receive some new information this afternoon about giving and receiving feedback. It's always a good thing to get yourself prepared for the next meeting, and not rush from one thing to the next, right? A little bit of centering to say I'm ready to do the next thing, and move your brain to the next topic. Okay, so we're going to talk a little bit about giving feedback.

[\(00:05:53\)](#):

In your workbooks, there's a reflection sheet or if you don't have your workbook like Cindy said, grab a piece of paper and just jot down from a reflection standpoint, what's one thing you did this past week that makes you feel proud? What's one thing you did this past week that you could have done better? And when was the last time you gave someone feedback? And maybe that was a really long time ago, or maybe it was today or yesterday. Whether that was last month, last year, last quarter, whenever it was, just jot that down as to why you might have done that. So, two minutes for your reflection. About another 30 seconds or so.

[\(00:08:25\)](#):

Okay. Why is feedback important? Let's talk about that. There's been a lot of research done on the importance of feedback, and I wanted to share some statistics with you today. There was a study done by a company called Officevibe. They put together this infographics on info information based on the study that Global Force Workforce MOT Tracker together with Gallup did. I know that's a mouthful, and here are some of the results. I wanted to show you some that I thought might be interesting. There are others too. In the resources at the end of the presentation as well as in your workbook, you could see some of these references, but here are some that I thought was important.

[\(00:09:11\)](#):

There are roughly 14.9%, there is I should say 14.9% lower turnover rates in companies that implement regular employee feedback. Okay. Only four out of 10 workers are actively, or four out of 10 workers are actively disengaged when they have little to no feedback. Forty-three percent of highly engaged

employees receive feedback at least once a week as compared to only 18% of employees with low engagement, though I found that quite interesting. Sixty-five percent of employees said they wanted more feedback, 98% of employees fail to be engaged. That means only 2% are engaged when managers give little or no feedback at all. And then 69% of employees said they would work harder if they felt their efforts were recognized.

[\(00:10:07\)](#):

As you can see, feedback is essential to performance improvement. It's a tool for continued learning and improving. And feedback creates a space to challenge the status quo and should be more innovative, which is so important to the work that you do. Feedback is how we increase our self-awareness, and both about the incredible things we are doing and those things we need to work on. Let's do another reflection point, and I'm going to give you another few moments to think about this, but let's take two minutes to address the following two questions. What makes giving feedback difficult for you, and what's one area you would want to improve when giving feedback?

[\(00:10:47\)](#):

Let's take two minutes to address these two questions. In your workbook or on a piece of paper, go ahead and take two minutes to write these down. About 30 more seconds or so. Okay. Hopefully, you were able to jot some things down. Let's take a look at the do's and don'ts of giving feedback. Maybe in the chat, or if you want to jot them down for yourself, what do you think are the do's? And we'll cover the Don'ts after this one. What are the do's when you give feedback? Maybe you think about what you've done in the past, or how well you've given feedback in the past, what are some things that worked for you? Okay, and then we'll go into specifics. As you're thinking about these, I'll start sharing some. Okay.

[\(00:13:30\)](#):

This may seem a really weird one, ask permission. But if a person's not ready to receive feedback, maybe it's not the right time. Maybe they're busy with something, maybe their head space is not quite there. Asking permission, "Hey, is now the right time? I'd like to give you some feedback," especially if you're managing a team or if you're managing a person. And specifically for negative feedback that requires improvement. Asking permission is now a good time for me to share some feedback with you would be really good. Be specific and timely.

[\(00:14:02\)](#):

I remember a situation where a manager that I was working with said, "You know Johnny," that was obviously not his name, "but Johnny did X, Y, Z last year. And I just can't find the head spaced enough to give that feedback." Well a year's too long. It needs to be timely, and it needs to be specific. As you see it happening, it's better to go ahead and address it right away, and be very specific about what happened when and how that impacted things, right? Be specific and timely. It's got to be the right environment, just as the same way that you would ask for permission. It can't be just in the middle of the hallway as you're running and, "Hey, by the way, I want to give you this information," especially if it's negative or it could be perceived as negative.

[\(00:14:43\)](#):

You need to have the right environment. Make sure that you're in the right head space to give that feedback and the person who's receiving that feedback is also in the right space. So, create that right environment. Office suggestions, right? Rather than just saying, "Hey, this went wrong." Say, "If you did it X Y Z way, maybe you would go better if you're leading a team," right? If you're managing people, make sure you offer suggestions for how things could improve. Okay? And then engage that person with

the intent to improve them, right? It's not just criticism for the sake of criticism. The lens for you needs to be, "I'm giving you feedback because I want to coach you or improve how things work in the future."

[\(00:15:28\)](#):

And then engage in an open dialogue. Make sure that it's not just talking at the person, but they actually have time to respond, and it becomes a conversation. And it goes without saying be kind and respectful, right? We're all human beings, no one is a machine. When you give feedback about something that happened, be kind and respectful that the person had the right intent of doing the right thing. Limit feedback to areas they can change. And what I mean by that is if there's something that happened and they can't possibly are not in control of that, and giving feedback about that just wouldn't matter because they can't change anything.

[\(00:16:06\)](#):

But perhaps if it's a behavior or the way that they could've improved to say something in a different way or maybe prepared better, that's important, right? And then use I statements, "I observed when you did x, Y, Z," right? You're not speaking for anybody else. You're not speaking for a team, you're not speaking for the organization. You're speaking about what you observed. And then again that open dialogue, give space for a response. It's really critical that we allow that. All right. On the flip side of that, what would be the don'ts? Why don't you think about that for a second? And obviously, it's the contrary of what we just covered, but I'll give some specifics here as well.

[\(00:16:46\)](#):

All right, let's go through those. Don't make it personal, right? Personal vendetta, "Oh, I don't like that person. I'm just going to tell them and I don't really like them anyway." So, it's just really counterproductive and it doesn't help the person improve whatever the situation was that they're trying to improve on. Okay. Addressing multiple issues in one discussion can become very confusing, especially if you don't make it specific, right? If you say, "And this thing happened and that thing happened," and you pile it on, it becomes very difficult for the person receiving that feedback to understand exactly what they need to do. Make sure you address one issue at a time, okay?

[\(00:17:28\)](#):

Don't only give feedback when there's a problem, right? You see it all the time. With restaurant feedback, excuse me, or feedback in grocery stores, "Oh, that checkout person was really ugly," and the person maybe has been fantastic to you the previous 10 times. So, give feedback or feedback is due, especially when it's good, right? People like receiving that information that, "Hey, you did an awesome job." Don't wait to give feedback only when the person does something wrong. Delayed a feedback, we talked about that earlier. Don't wait a year in my example. Make it prompt, so that the person can act on it and can actually do something about it to improve. Same thing with making it personal, don't make it an attack, right? That's counterproductive.

[\(00:18:16\)](#):

Explaining the why, why you're giving that feedback is really critical. Because if the person doesn't understand why you're providing that feedback, they may not have the context as to why you're saying what you're saying. And then generalizations like always, never makes it feel like they always do that, but they never do that. But generally, it's one time or maybe it happened twice, but try to be really specific about what happened, and try to avoid using always and never. And then don't speak for others, and this is use I statements. This is about what you observe. It goes without saying that threatening behavior, or sarcasm has no place in feedback.

[\(00:18:55\)](#):

It'll come across very insincere and threats of course are not the way to go. Don't wait for a formal review. I've had people that I've talked to who are tallying things up, right? "Oh, this time and then this happened. I'm just keeping a list and when we do the formal review, I'm going to cover all of it." Then you potentially could be discussing something from 10 months ago if your annual review is every 12 months, and then the person didn't have a chance to improve on what they actually did. Make it timely and do it right after whatever it was that happened that you feedback about. Okay? It's critical that you make that timely. If a person reacts badly to the information that you give them, don't let their emotions hijack your emotions.

[\(00:19:45\)](#):

Staying calm as a manager providing feedback is really critical to maintaining that level playing field, okay, but acknowledge their emotion. And perhaps you say something like, "Maybe now is not the right time to discuss this. Let's talk when you're calmer. When would be a good time to review this?" Be considerate of their feelings, but yet firm to reiterate your point, because you provided this feedback for a particular reason with an explicit why, right? And then you could ask them if there's anything they need from you, or if they need any help in the process to move forward. Okay. I would like to talk specifically about a model that you can use. We call it the SBI-R mode, sorry and it looks this.

[\(00:20:36\)](#):

Okay, the SBI feedback model was developed by the Center for Creative Leadership, and is a really powerful model for providing feedback. We're going to go through it specifically, and now's a good time if you didn't pull out your handbooks, or piece of paper. Now's a good time to take that out because we're going to go through this, and actually each of you can do a live example for what you may be working on, or somebody you might need to give feedback to. Okay? What's different about this particular model than the SBI model is we added the R. Remember I said earlier in the do's is it's good to give a recommendation for what they could do to improve, so that they actually have an actionable something that they can take away. Okay.

[\(00:21:17\)](#):

Let's go through each specifically. F stands for situation, and we're going to cover that in just a moment. B stands for behavior, I stands for impact, and R stands for a recommendation. Okay, let's take a look at each of these. Let's talk about the situation. You're going to give feedback to somebody, and you need to think about how you're going to say that. And of course, you have all those do's and don'ts at your fingertips, and now it's the right time and you're preparing for this conversation. This situation would be something like during yesterday morning's product safety meeting, when you gave your presentation, so it's specific to an occasion, okay or something could be something during our program management meeting on Monday afternoon, right?

[\(00:22:09\)](#):

It's specific to a date and time and you could say Monday or last week, but it's specific to whatever happened in that situation, that you're providing feedback about. Okay. Now, it's your turn. Grab your workbook and I'm going to give you two minutes to reflect on a situation that you need to give someone feedback for. Okay. Think about the person that you'd like to give feedback to, and I'd like for you to write down the situation. Okay, and we're going to do two minutes on this slide. Another half. Okay, okay. Hopefully, you were able to write down, or think about and write down a particular situation that you'd like to provide feedback for. Let's look at the next element. The next element being the behavior element.

[\(00:24:54\)](#):

Okay. Building on the situation. The first one was during yesterday morning's product safety meeting, when you gave your presentation was the situation. The behavior for that one was you were uncertain about two of the slides you were covering, and the data on prevalence of adverse events was unclear. The behavior is what you observed what they did. A second example could be during our program management meeting on Monday afternoon, you ensured that everyone had information and schedules in advance. You updated the status of all the work streams. You clearly conveyed the impact of the delayed milestones and on the bigger picture.

[\(00:25:37\)](#):

The behavior that you observed, and you can tell already that probably the first one is going to be one where I'm giving feedback about what could have been done better. And then the second one is where I'm giving positive feedback about something that somebody did really well. I'd like for you to think through now that you have your situation written down already, the next we're going to take two more minutes. And I'd like for you to write down the specific behavior regarding the situation that you observed. Okay. Go ahead and take two minutes to do this. Another 30 seconds or so. Now as you've reflected on the behavior for that situation, let's look at the third component which is impact.

[\(00:28:17\)](#):

You have written down the situation that you'd like to give feedback for, the behavior that you observed. And now, we're going to look at the impact that that behavior had, or the situation had. For the first one, during yesterday morning's product safety meeting when you gave your presentation, you were uncertain about two of the sites and your data on prevalence of adverse events is unclear. Some senior leaders left the impression that we have a major problem, while others understood that the data was consistent expectations. Obviously, there's a conflict in what was received there, right? That was the impact of what happened during that meeting and how it was presented.

[\(00:28:53\)](#):

For the second example, during our project management meeting, program management meeting on Monday afternoon, you ensured everyone had the information, you prepared the status, you conveyed clearly the impact of the delayed milestones on the bigger picture. And with well-informed teams, we were able to quickly focus on problem areas. You enabled participants to effectively collaborate on necessary mitigation strategies, while building accountability. Obviously, that's a good example of what that had. Okay, so we're looking at the impact of the behavior in that situation, or the impact of what happened during that meeting on the situation. Again, what we're going to do is I want you to go back to your workbook, and you've already written down the situation.

[\(00:29:37\)](#):

You've already written down the behavior. Now, we're going to look at what the impact of that was. I am going to give you another two minutes. And thinking of that same person, take two minutes to detail the impact of what happened. Another 30 seconds or so. Okay, let's move on to the last component. From a recommendation perspective which is our last one, we have the situation, we have the behavior, we have the impact. And now, what would you recommend as feedback to your staff person? Perhaps it's going forward, please schedule a walkthrough of the slides of me prior to a meeting with senior leadership, and have your calculations reviewed by peers for that first example. For that second example, the recommendation is, is there anything you can do to help others to prepare for meetings like you have? Perhaps gather an integrated project plan template, put up a milestone tracking. In other words, help teach others the way you did it. To negative example, and then what's the recommendation for doing things better in the future. And then a positive example and giving somebody a recommendation for how they could help others. Okay. So, that's the full model. Hopefully, you were

able to jot down for your example what you would do. Let's take a little bit thinking of the same person, what you would do for this person as far as a recommendation.

[\(00:32:58\)](#):

You have the situation, the behavior, the impact, and then the recommendation. Think a little bit, we're going to take another two minutes, maybe a minute and a half or so about what you would recommend that they would do with that information, or with your recommendation. About 30 seconds or so. Okay, all right. Here's the full picture. Hopefully in the example that you have thought about for the person, you'd like to give feedback to, you have this filled out. This is a great tool to use, rather than just off the cuff say, "Oh yeah, I need to say that to somebody," grabbing him in the hallway, and then off the cuff without really forethought thinking about what you need to say.

[\(00:35:03\)](#):

This helps you be very specific, and identify exactly what kind of feedback you would like to provide. This will be a full way of looking at the situation behavior impact and recommendation for that feedback that you'd like to provide. Okay. Just in a few a minute maybe or so, did you find this model helpful, or did you find it useful for what you'd like to do? And then what might you do different next time when you give feedback? Let me give you a few moments to think about that. Okay. And certainly anytime you can go back to that model, you have it in your workbook, but think about how you have given feedback in the past, and how you can give feedback in a more constructive way using this model might be great.

[\(00:36:20\)](#):

Okay. Let's talk about praise. How effective is the praise you give? Rather than just feedback with regard to what could be improved, how do you praise people? Let's talk a little bit about some statistics here. Okay. And I'm going to talk about two different things and the impact of praise. We're going to talk about person praise, and we're going to talk about process praise. And let me explain what that means. Person praise is, "Hey, you're really good at this," or, "excellent, you must have natural talent," something like that, right? And process praise is more like, "Hey, it seems you put a lot of effort into this. You must be using some really great strategies," that kind of thing.

[\(00:37:02\)](#):

There was this study conducted of 111, not sure why the number 111, but 111 undergraduates completed this puzzle task. And in the first two puzzles, they were told this person prays, "Hey, you did a great job. You must be really good." And another group was told, "Hey, you put a lot of effort into this. You must be really good at these strategies." Then they were given a third puzzle. And in the third puzzle, they were told, "Hey, you didn't do as well as the last one." Okay. The participants after that completed a questionnaire assessing their intrinsic motivation, their perceived competence, contingent self-worth, and performance attributes.

[\(00:37:47\)](#):

Intrinsic motivation is something that drives you internally, something that makes you happy that motivates you just from yourself. Perceived competence is how well you perceive how competent you are. And then contingent self-worth is if you base your value on what others think about you, and then how you attribute your performance. What we've found if you look at those two graphs is that in the first graph, and these are graphs based on the questionnaire that were completed, but there's a control group in each. And then it talks about person praise and process praise. And you can see in both of them for intrinsic motivation, as well as perceived competence, the person praise was much lower.

[\(00:38:30\)](#):

And then the process praise is much higher. When you provide process praise, it tends to be received much better than when you're talking about person praise, because it's generally the process, not the person. I'm going to dig a little deeper here. I'm going to load this slide. Okay. Person praise, what we said earlier is, "You're so smart, you're so talented, you're so gifted, you're brilliant," right? Whereas, oops sorry, the process praise is more about the focus on what the person is doing. It asks the question it impacts their self-efficacy, right? Whereas a person praise impacts their self-esteem, and it makes a judgment about whether they're good, or not good as people, right?

[\(00:39:20\)](#):

We want to talk about process praise. All right, let's do a little exercise and talk about how you are at providing praise. And from a reflection standpoint, how do you provide praise? Is it focused or process focused? And then the second question is review the feedback that you wrote down in the previous activity, that SBI-R activity, and do you need to make any changes to ensure that it's process focused and not person focused, right? Was it the process that they did badly or well, or are you talking a personal level like person praise, right? And then what's one action, or step you will take to give better feedback? Let's take two minutes to write those down on your workbook. Okay, 30 more seconds. All right. Hopefully, you've had a chance to review these three questions. Certainly afterwards, you can go back and look at this a little bit more. Let's keep going. Let's talk about receiving feedback. We've talked a lot about providing feedback, or giving feedback. Let's talk a little bit about how you receive feedback. Okay, there's another slide in your workbook. When was the last time you received feedback, and what type of feedback are you getting from others, and/or how well or poorly are you receiving feedback from others? Let's take a few moments, just two minutes or so to reflect on that. About 30 more seconds or so. Okay, all right. Hopefully, you'll able to write some of these down. We're going to talk a little bit about how we respond. We're going to review a fixed, versus a growth mindset. Okay. How are you receiving feedback? Do you have a fixed mindset, or a growth mindset? I'm going to talk a little bit about both of those, and remember the study back on intrinsic motivation. While those individuals who hear praise like, "You're so great, you must have natural talent," tend to generate a fixed mindset. This belief that your intelligence is fixed, so you weren't good enough at those puzzles that you might believe you'll never be good at puzzles, right?

[\(00:45:20\)](#):

Those who receive process praise about their approach or strategies used in solving puzzles had that intrinsic motivation go up and resulted in having more of a growth mindset around puzzles they believe they can get better at them. Okay. A growth mindset means that you believe your intelligence and talents can be developed over time. A fixed mindset means that you believe intelligence is fixed. And then if you're not good at something, you might believe you're never good at it. Okay. There was this cardboard test that was done by this group in 2006 called Dweck. And students were given a box and they were told that it had a test inside that measured an important ability at that school.

[\(00:46:02\)](#):

Research is confirmed from this test that the students actually responded like this. Students were asked, "Do you think this test measures how smart you are, or do you think this test measures how smart you will be in 10 years?" You can find that on page 27 of the handouts that I provided earlier. A fixed mindset students, remember those that think they can't grow said, "Yes, I think this determines how smart I am." The growth mindset said no particularly to future prediction, right? In a fixed mindset and not only do people and test judge you, but they can judge you, right? Remember back to that intrinsic motivation, right? What really stimulates you from the inside.

[\(00:46:51\)](#):

You have here on this screen for each, what does failure mean, right? A fixed mindset says, "I'm not a failure," or says, "I'm a failure, I'm not good enough." Where's a growth mindset said, "I failed, but I'm going to work harder at it," or when trying something new, a fixed mindset might say, "I will appear silly or dumb, and I don't even want to try." Whereas a growth opportunity may say, "Hey, there's opportunity for me to grow, develop, learn. Okay, so that's the difference between a fixed mindset and a growth mindset. Okay. I'm going to give you a personal example here for just a moment.

[\(00:47:34\)](#):

A personal topic I guess that illuminates that fixed versus growth mindset, not to dig deep to see what example I could use from personal experience, but I've been a runner all my life. I ran in high school, ran in college, but never really super long distances. I did some sprinting, but general middle distance, right? I have a friend of mine invited me to join this marathon training group, and I was thinking to myself, "Heck, never run far distances, maybe no more than three miles. I think that's all I can handle." They were like, "No, you can do it, you can learn, you can grow." And I was like, "I don't know, I don't know," right? I was very much in this fixed mindset for what I could achieve running wise.

[\(00:48:14\)](#):

While joining this training group, they teach you training techniques for nutrition, training techniques for overcoming a mind barrier for how far you can go. You get stuck at certain mileage points where you say, "I just can't go any further," but you actually can. They teach you breathing techniques. They teach you not to get injured, or how to prevent injuries with the way you run, or how you do your running. And I found out that I could actually do a whole lot better. I actually moved in that incense from a fixed mindset to a growth mindset, which was really cool. So, that's one example of how our mindset really can impact how well we do.

[\(00:48:54\)](#):

And the same thing with feedback, right? Our mindset really greatly impacts not just how we receive the feedback, but also how we approach work or life. For instance, for me for running, in general. Is there an area in your life personal, professional, where you have a fixed mindset and you need to adopt that growth mindset like I needed to do? In the notes section, you may just want to jot that down for yourself, or think about an example where you gave feedback or you received feedback, but maybe you gave feedback or received feedback, and you felt defensive. This might be a sign that you had a fixed mindset, rather than a growth mindset. How can I improve to do that better?

[\(00:49:34\)](#):

People with a fixed mindset believe their abilities are established and can change. People with a growth mindset know that they can learn and grow, right? Mindsets become self-fulfilling prophecies. You've probably heard that a lot. If you think you can, you can. If you think you can't, you probably won't, so vice versa. Mindsets are learned and can be changed, and how we praise or critique someone plays a significant role in affecting your mindset. Okay. Hopefully that helps with the definition of fixed, versus a growth mindset. What I'd like to do is play some videos for you that highlight that particular idea of fixed versus growth mindset.

[\(00:50:30\)](#):

And there are six instances here. I'm going to try to pause in between each one, but I'd like for you to write down for each six of these that... I'm getting ready to play, jot down whether you think that particular the growth mindset or a fixed mindset. Okay, and then I'll try to pause it like I said. If not, we'll talk about it afterwards. Okay, here we go. Oops, that's not what I wanted to do.

New Speaker ([00:51:09](#)):

I've missed more than 9000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life, and that is why I succeed.

New Speaker ([00:51:36](#)):

Okay. Before we move on to the next one, what do you think, fixed or growth? I see a lot of hearts. All right, write that one down. That was a good example. Let's go with the next one.

New Speaker ([00:51:54](#)):

You're the one who told me I could do anything if I just put my mind to it.

New Speaker ([00:51:58](#)):

Well, now that you're a little bit older, I can tell you that's a crock. No matter how good you are at something, there's always about a million people better than you.

New Speaker ([00:52:06](#)):

Gotcha. Can't win, don't try.

New Speaker ([00:52:08](#)):

If something's hard to do, then it's not worth doing. Trying is the first step towards failure. Kids, you tried your best and you failed miserably. The lesson is never try.

New Speaker ([00:52:24](#)):

No...

New Speaker ([00:52:24](#)):

Okay. I see a lot of laughing emojis. It's probably pretty obvious to you that that was a fixed mindset, but it's definitely a great example, right? You see the difference between Michael Jordan, and then you see the difference to Simpsons and what's fixed versus growth. Okay, let's do the next one.

New Speaker ([00:52:42](#)):

I wish they would come and visit and see the hardware that we're doing here, and I think that would change their mind.

New Speaker ([00:52:49](#)):

They inspired you to do this, didn't they?

New Speaker ([00:52:52](#)):

Yes.

New Speaker ([00:52:54](#)):

And to see them casting stones in your direction.

New Speaker ([00:53:01](#)):

Difficult.

New Speaker ([00:53:03](#)):

Did you expect them to cheer you on?

New Speaker ([00:53:07](#)):

Still hoping they would.

New Speaker ([00:53:09](#)):

Did you think I need to pack this in?

New Speaker ([00:53:12](#)):

Never.

New Speaker ([00:53:14](#)):

Why not?

New Speaker ([00:53:17](#)):

I never give up. I mean I'd have to be dead or completely incapacitated.

New Speaker ([00:53:21](#)):

Normal, so...

New Speaker ([00:53:22](#)):

Okay, that was Elon Musk. Great example. I actually think I saw a tear. He seemed genuinely hurt by some feedback that he received. But I think if you wrote down growth, that was definitely a growth mindset, right? He said, "I never gave up. I continue to improve. I continue to try to improve." So, that was a great example. Let's play another one. Oh. Sorry, I don't have to... okay, I made a mistake here and... Sorry, try to figure out how to get past.

New Speaker ([00:54:00](#)):

I missed more than 9000 shots in my career...

New Speaker ([00:54:09](#)):

Let's see if I can advance it to the next one. Here you go.

New Speaker ([00:54:17](#)):

You say you've skipped every day when repeating the ninth grade.

New Speaker ([00:54:21](#)):

Oh yeah, I skip school all the time. School is irrelevant for me besides... as soon as I get my GED, I can start my life because I'm already an adult. I've been an adult since I was little. I've had to do everything for myself.

New Speaker ([00:54:39](#)):

I haven't done anything for you at all?

New Speaker ([00:54:41](#)):

No, you don't do anything.

New Speaker ([00:54:43](#)):

What...

New Speaker ([00:54:43](#)):

Nanny and papa do stuff for me. They have bought me everything. You didn't even buy me a car.

New Speaker ([00:54:49](#)):

Okay.

New Speaker ([00:54:50](#)):

So, not your...

New Speaker ([00:54:52](#)):

Okay, that was an interesting one as well, right? Now, I don't know why it keeps resetting. My apologies. There's one more that I'd love to show you. Let me see if I can figure this out.

New Speaker ([00:55:11](#)):

I missed more than 9000 shots in my career.

New Speaker ([00:55:17](#)):

All right, bouncing to the last one, this one. Actually, there's two more. Instead of stopping it, I might just let it play and that way you can see both, and I don't have these interruptions. My apologies for that.

New Speaker ([00:55:30](#)):

That's your best practice. Can we agree on that? It seemed like you wanted to hang out with your friends more than practice, and that's fine if that's what you want to do. Just tell me because you can do that anytime. Maybe we can skip your next game, hmm? Because choosing to waste your time, that's one thing, but wasting my time and your coaches' time, that's selfish. You don't care about other people. You don't care about hard work. You don't care about teamwork. That's why you're always on the bench every time it matters.

New Speaker ([00:56:22](#)):

Oh...

New Speaker ([00:56:24](#)):

And then the last example.

New Speaker ([00:56:26](#)):

Oh-ho!

New Speaker ([00:56:26](#)):

Oh. Okay. Yeah. I don't know you'll probably be about as good as I was. That's kind of the way it works, you know and I was below average. Whoa, so you'll probably ultimately ranked somewhere around there. Really, you'll excel at a lot of things, just not this. I don't want you out here shooting this ball around all day and night. All right?

New Speaker ([00:56:50](#)):

All right.

New Speaker ([00:56:50](#)):

Okay? All right, go ahead. Hey. Don't ever let somebody tell you you can't do something. Not even me. All right?

New Speaker ([00:57:35](#)):

All right.

New Speaker ([00:57:39](#)):

You got a dream, you got to protect it. People can't do something themselves. They want to tell you can't do it.

New Speaker ([00:57:51](#)):

I'll pause it there. Those are some great examples, especially for us parents, right? Will Smith really recovered in the end. He started initially with this fixed mindset, "Oh, I was always mediocre. You're going to be mediocre. So, you'll probably follow away my footsteps," and then you can tell the boys just like, "Let down. Oh, I guess I never amount to be a great basketball player," or whatever that he was looking at. And then Will Smith sees then as like, "Oh, that's really a problem. I need to tell him he can be anything he wants to be and don't let anybody ever tell you no." I think those are really powerful examples of fixed versus growth mindsets. Hopefully, you took those notes back for you.

([00:58:31](#)):

Okay, so let's do another reflection. When receiving feedback, is there an area, given these examples and what we talked about in previous slides, where you might need to adopt a growth mindset, right? That's question number one. And then what's one thing you will do to become more comfortable with receiving that feedback? I'm going to give you two minutes to reflect on that. Thirty more seconds or so. All right. Hopefully, the videos really put it in action I think the reflection for how to give and receive feedback and what's that growth mindset, versus that fixed mindset. Let's talk a little bit about soliciting feedback. Okay. Soliciting feedback, one way to move into this growth mindset that we've discussed is to become a feedback seeker.

([01:02:21](#)):

And it's always great to say, "Please tell me how I did with that," because it helps you grow, right? Become a learner someone, who's hungry for challenging yourself to do better. There's a wheel here that I'm showing on the screen, that shows how you can do that. Let's go through the specifics. The four areas are ask, listen, clarify, and do. Let's go look at them one at a time. Seeking feedback and remember that you want to make sure that you're looking at receiving feedback not to argue with someone, but to really truly understand what you could improve on. It's to be a learner. When you seek feedback, ask yourself what the purpose is for why you want that feedback, right?

[\(01:03:15\)](#):

Ask in real time. Don't wait two weeks or three weeks or a year, right? Say, "How did I do on that? Could I have improved? What did you think? Did I do well? Did I use the right process? Did I have my data correct?" Whatever it may be, you remember process versus person. Ask very specific questions like I just illustrated, and perhaps ask a variety of people, right? Maybe not all peers, but maybe ask people who are your supervisor, and people who maybe report to you. Again, a different perspective from the various people that may have been part of that presentation or sat in that meeting, or sat in that training, or whatever it may be and ask for feedback directly. "Hey, I'd love to hear from you. How do you think I did?" And ask often with the idea that you want to improve. Okay. The second one is when you receive the feedback listen without judgment. We've all been in a situation where someone's given you information, and you're really not ready to hear it, or you're listening with the intent or respond. You have a response on your tongue ready to go when someone's telling you something. Try not to do that. Listen for the sake of really tuning in, and listening for what you can improve. Take a deep breath, do some of that centering and really try to listen to understand what they're trying to tell you, because maybe their perspective is an interesting one that you could employ, right?

[\(01:04:38\)](#):

Practice that active listening. Listen for facts, listen for accuracy, and control your emotions, right? Sometimes, we get really defensive when someone gives us feedback. But if we're soliciting feedback and acting or asking for that feedback, try to really listen without judging and without that hurt, whatever because the person's trying to give you good feedback. And it's hard for them to give you good feedback if you're going to be emotional potentially about it, right? And always assume, especially if you're seeking that feedback, positive intent. The person's trying to give you what you need, so that you can improve. And like I said earlier already, don't forget that giving honest feedback isn't easy for the person that provides that feedback.

[\(01:05:23\)](#):

Really, try to receive and take in that feedback calmly, with an understanding that you're seeking to improve yourself. Okay. Then when you respond to that feedback, clarify. If something is not clear, ask with an inquisitive mind. "Really tell me about when I did that," or, "Did I miss X, Y, Z?" Ask for specifics, right? And then you may want to restate your understanding. Something like, "Okay, when you say I did X, Y, Z or I missed blah, blah, blah, I should consider this, that or the other," right? Really try to paraphrase what the person is saying to make sure that you understood what the information was that they were trying to give you, and ask if there was anything else that they needed to provide to you.

[\(01:06:09\)](#):

Clarify if there's any additional information that you need. Clarify of course if they're busy, and they don't have time. Maybe you can stop by and talk with them later or call them later or whatever, but clarify if you have the time to do that for both of you, seek those specifics. And then identify perhaps with a person employing that SBI-R model, where there's opportunities for improvement. What would be their recommendation for what you could do better, or what you could use in a positive example or

for others. Okay. And then the last one is acting on that feedback. Thank the person who provided you that feedback. Remember that it's hard sometimes to really provide honest feedback.

[\(01:06:50\)](#):

Specifically if it's maybe somebody who's above you and you're providing feedback, it may be difficult. Thank the person for giving you that feedback. Assess the feedback calmly, really think about what the person said to you, and then seek guidance. Perhaps from other folks as well saying, "Hey, I received feedback without naming names, and this is some improvement areas that I received. Do you see the same thing? How do you think I could do better with this," right? Follow up with the person who gave you that feedback and say, "Hey, by the way, the last time when you gave me that feedback, I did blah, blah, blah. I made this tweak. What do you think Will this work better, or will this work for expanding X, Y, Z?"

[\(01:07:28\)](#):

Whatever the feedback may be, but follow up with that person right after you thank them to say what improvements you made. And then engage in ongoing feedback, right? Remember that mindset of a learner. Learn, learn to constantly improve. Never give up as Elon Musk said, and then give feedback on the feedback, right? You could say something like, "I really appreciate you saying that to me. It really helped me. It helped grow." Give that feedback to the person that provided that to you. Excuse me. If each of you leaves here today becoming feedback seekers, you can greatly impact those around you, excuse me, who can then in turn also become feedback seekers.

[\(01:08:12\)](#):

This ripple effect of everyone becoming a feedback seeker and adopting a growth mindset will greatly impact the culture of the organization. We're going to do one more reflection. I'd like for you to think through, excuse me, I'm so sorry, what you will do differently in the future to seek out feedback and how you might better clarify feedback that you are receiving. Okay, let's take three minutes to think. About 30 seconds or so. Okay. Hopefully, all of you have had a chance to reflect on what you might do differently next time, and how you might better clarify feedback you're receiving. As a summary, I'd like to give you 10 top takeaways if you will.

[\(01:12:00\)](#):

Remember that feedback is a gift. It's not personal, right? And if the person is making it personal, remember process over person, potentially ask for clarification. Give feedback, but also receive it, and try to follow that SBI-R model. It's very powerful because it really helps you think through the situation and how you provide that feedback in a very constructive way, so that people know exactly what the recommendation is, and how they can go about it. Feedback can and should be a time saver, right? If it helps you improve and do things better in the future, or if it helps your staff do things better in the future, it's a coaching scenario for you potentially, for your staff.

[\(01:12:40\)](#):

They can help them do things better, faster, more efficiently potentially in the future. It does act as engagement also, right? More feedback is higher employee engagement. And you remember when we initially started, we talked about the more engaged employees are, the happier they are, especially with receiving feedback and engagement with their management. Be aware. Remember those do's and dots, and that slide is in your workbook. Use that as well when you take a look at that, and then give better feedback by using that SBI-R feedback model. When giving feedback, remember it's the process not the person. When you look at those do's and don'ts, really keep that in mind and adopt that growth mindset.

[\(01:13:24\)](#):

Be like Elon Musk, right? He's like, "I'll never give up. I'm going to continue to try to improve things, even when things get difficult." Be a feedback seeker, right? Adopt that mindset of I can grow from this, I can get better at this, and I can improve myself. And then create that culture where feedback is simply a part of how you do. Now remember, practice, practice, practice, practice makes perfect. It's hard sometimes to break habits for how you've always done things. Using a new tool or a technique sometimes is difficult. Maybe the first few times when you try to give feedback or you're receiving feedback, refer back to your slides and say, "How can I get this better using this model?"

[\(01:14:03\)](#):

Oh, I remember I took a webinar on this and there were some tools in there, and I filled out some worksheets." Refer back to it because, just because fail maybe the first time doing it because you forgot, doesn't mean you can't employ it the next time, right? It takes practice to adopt a new skill set to make sure you do that. And then at the end of your workbook, I provided you some resources and there's links in here as well for everything that I've covered. Feel free to take a look at those, play the videos and all of that. I have loved being with you today. My name is Caroline Martinez. I know it says Jennifer Hughes here, but please feel free to put any questions or whatever in the chat or send them to Cindy, and I'll be glad to answer those at a later date. Cindy back to you.

New Speaker [\(01:14:55\)](#):

Caroline, thank you so much for your time and energy today. As you can see on the screen, it looks like everybody loved our conversations and the work that you've done. I want to thank everybody in the room as well for spending time with us. We know that you're busy taking care of your communities. And taking 90 minutes to invest in yourself, I hope that you found value, and that you can take some of these skills back with you and share with your teams. On your screen are some additional resources, the link to these recordings. This last recording will be up in about a week's time, and then some additional resources where you can get additional help. If you want to dig in deeper, we have our coaching services for one-on-one support.

[\(01:15:37\)](#):

We have a new leadership subscription service that'll take place the entire year of 2023, and then additional modules on workplace wellbeing and excelling your role as a health center leader. As you close out today, you'll be taken to an evaluation. If you can provide us some brief feedback on your experience through the webinars and through today, it'll help us determine how to continue moving forward supporting your needs. Caroline, thank you today and Olivia, thank you for your support. And to all of you, thank you and have a wonderful afternoon.

New Speaker [\(01:16:11\)](#):

Thank you all. Have a good day.