

HOW LEADERS GATHER INFORMATION

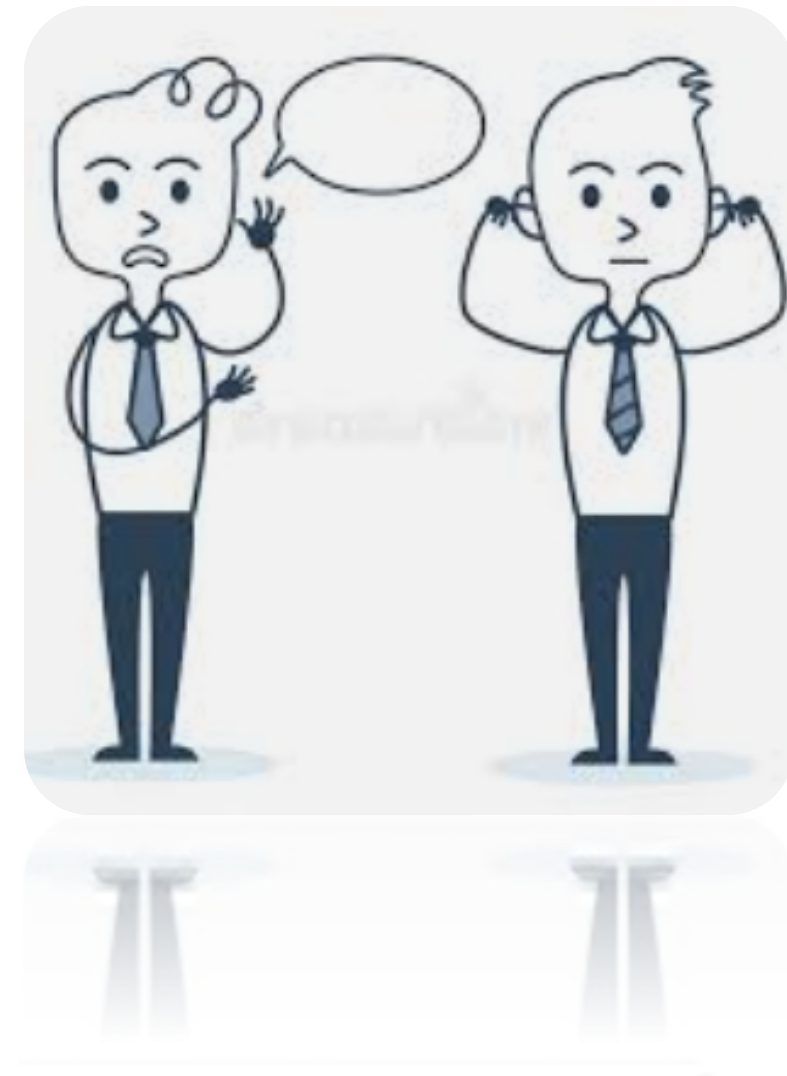
ASKING QUESTIONS, LISTENING & GIVING/RECEIVING FEEDBACK

ITE LEADERSHIP PROGRAM



COMMUNICATION MISTAKES EXECUTIVES MAKE

- Communicating without groundwork, including proper information
- Lying or misleading by omission or commission or unsupported assertions
- Believing that words can overcome actions



Source: Stever Robbins, *Seven Communication Mistakes Managers Make*. HBR Feb. 2009

COMMUNICATION MISTAKES EXECUTIVES MAKE

- Ignoring the realities of power
- Confusing process with outcome
- Using inappropriate forms of communication



Source: Stever Robbins, *Seven Communication Mistakes Managers Make*. HBR Feb. 2009

CAUSES OF CEO DISEASE

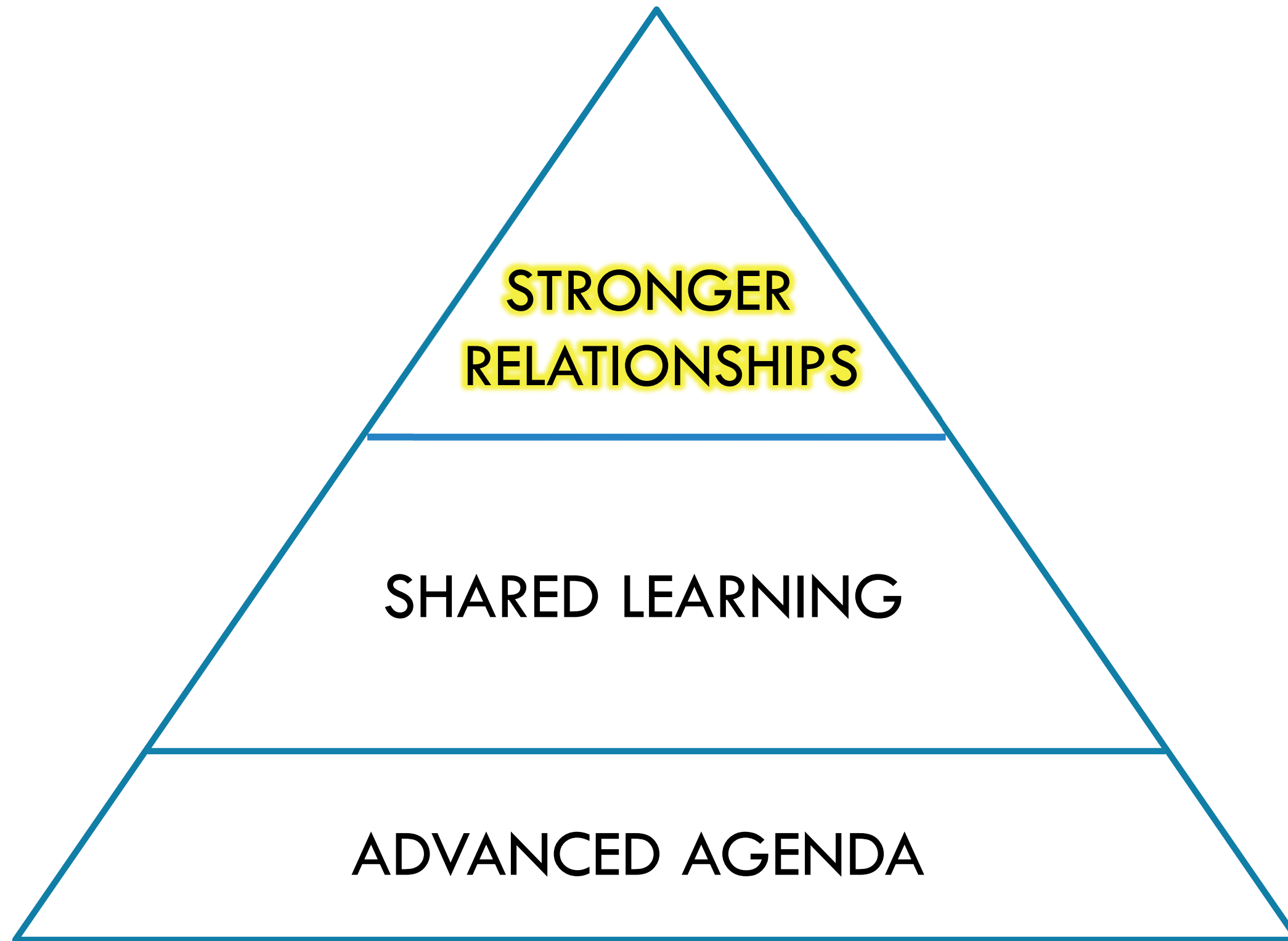


- Information vacuum caused by:
 - Employees' fear of manager's anger or retaliation
 - Fear of not being a "team player"
 - Upper management surrounded by "Yes" people

SEEKING HONEST INFORMATION...

Is vital to a leader's self-awareness and therefore his (/her) growth and effectiveness.

Daniel Goleman: *Primal Leadership*



Source: Phil Harkins, *Powerful Conversations*

HOW TO MEASURE YOUR COMMUNICATION SUCCESS

- Advanced Agendas
 - Ask yourself: Did I get what I needed?
 - Ask the other person: Did you get what you needed?
- Shared Learning
 - Ask yourself: What did I learn?
 - Ask the other person: What did you learn?



Source: Phil Harkins *Powerful Conversations: How High Impact Leaders Communicate*

HOW TO MEASURE YOUR COMMUNICATION SUCCESS

- Stronger Relationship
 - Ask yourself: State of relationship?
 - Ask the other person: Strengthened? Weakened?



Source: Phil Harkins *Powerful Conversations: How High Impact Leaders Communicate*

2 KEY QUESTIONS TO WHICH LEADERS NEED ANSWERS



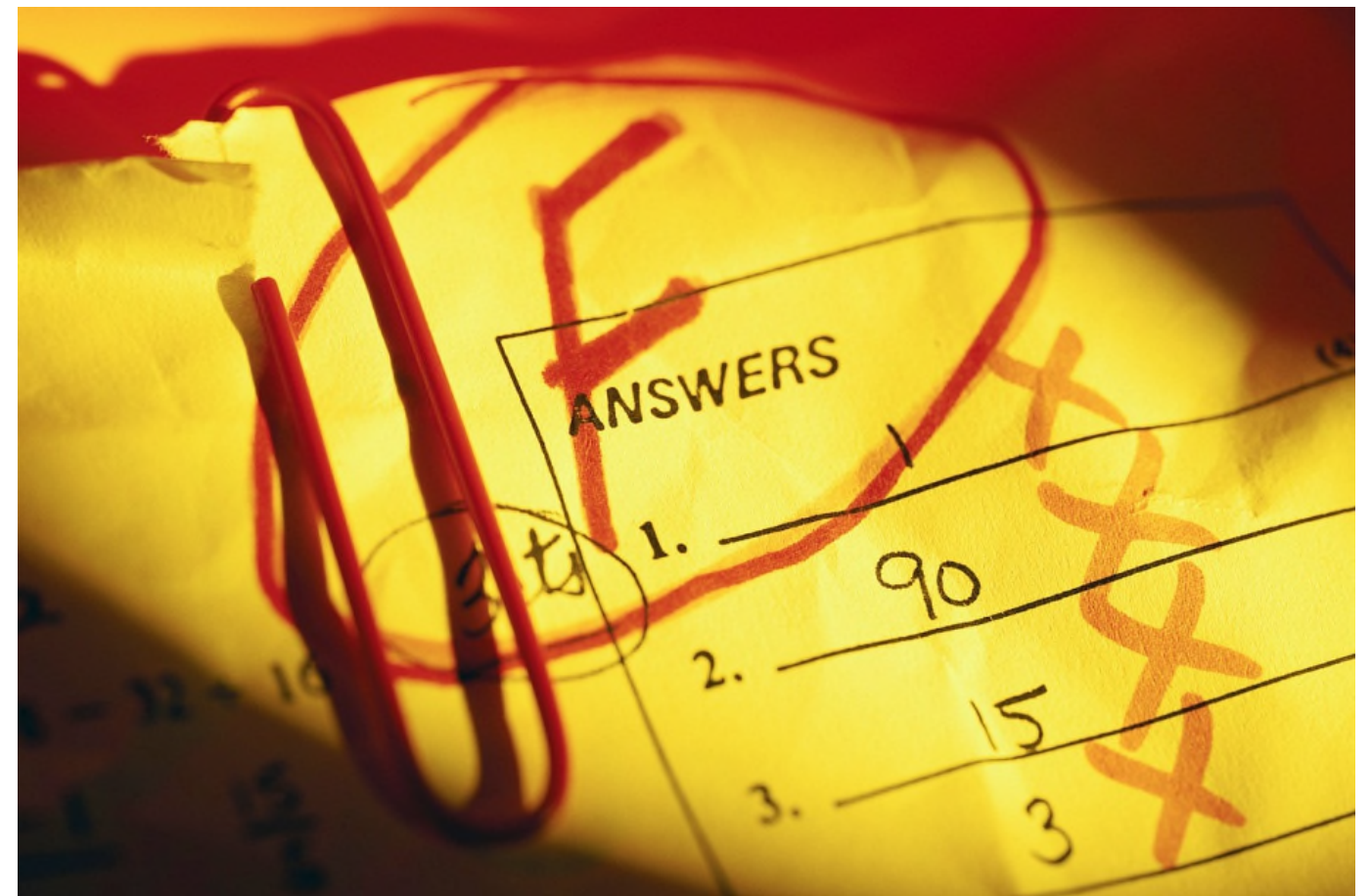
- What do leaders need to know about the people they lead and the work that these people are doing?
- How will a leader discover, learn, behave, and benefit from this information?

3 NECESSARY COMPETENCIES FOR GATHERING INFORMATION

- INSIGHTFUL QUESTIONS
- ACTIVE LISTENING
- EFFECTIVE FEEDBACK: GIVING AND RECEIVING



WHY DO WE FEAR QUESTIONS?



QUALITIES OF EFFECTIVE QUESTIONS

- BRIEF AND CONCISE
- CLEAR
- RELEVANT
- CONSTRUCTIVE
- NEUTRAL AS POSSIBLE



HOW TO ASK EFFECTIVE QUESTIONS



- State the reason for the question
- Ask one question at a time (no two-or three-part questions)
- Ask closed questions for agreement and open questions for information and discussion
- Maintain encouraging body language

MORE TIPS FOR ASKING EFFECTIVE QUESTIONS

- Use “why” with care
- Avoid trapping people
- Remind others that it’s ok not to have answers unless critical to that person’s knowledge of the job



ONCE YOU ASK THE QUESTION....

- Tell people what's at stake
- Give people time to think
- When you're done asking, be quiet and listen



EFFECTIVE LISTENING

WHY IS LISTENING SO DIFFICULT?

- Common Barriers:
 - Information Overload
 - Personal Agendas
 - Conscious and Unconscious Biases
 - External and Internal Distractions
 - Personal Style



CRITERIA FOR LISTENING EFFECTIVELY

- Learn to want to listen
- Establish rapport
- Adapt to the speaker's appearance and personal style
- Study Body Language
- Recognize feelings as well as content
- Control Distractions – Internal and External



MORE TIPS ON LISTENING



- Ask questions that encourage and clarify
- Control your emotional hot buttons
- Take notes when appropriate
- Listen to the entire message before judging, refuting, or giving advice
- Give feedback when the person has finished talking
- Summarize before moving on

LISTENING TECHNIQUE: BASIC LISTENING SEQUENCE



- Use open questions to obtain a general picture of the problem.
- Encourage by elaborating on the other person or group's key words.
- Paraphrase to feed back key facts to the person to make sure that you heard correctly.

Source: *Managing Face to Face Communication*
by Allen E. Ivey

LISTENING TECHNIQUE: BASIC LISTENING SEQUENCE



- Acknowledge feelings to ensure that you have noted key emotions
- Summarize to organize facts and feelings in a systematic manner

Source: *Managing Face to Face Communication*
by Allen E. Ivey

BASIC LISTENING SEQUENCE EXAMPLE

CAN YOU IDENTIFY THE LISTENING TECHNIQUE?

- **MANAGER:**

- Margaret, how do you think your report went at the meeting today?

- **MARGARET:**

- It went OK (body language not positive and little eye contact)

USE OPEN QUESTIONS TO OBTAIN A GENERAL PICTURE OF THE PROBLEM

- **MANAGER:**

- Margaret, how do you think your report went at the meeting today?

- **MARGARET:**

- It went OK (body language not positive and little eye contact)

CAN YOU IDENTIFY THE LISTENING TECHNIQUE?

- **MANAGER:**

- What do you mean by OK? You aren't usually satisfied with just OK.

- **MARGARET:**

- Nobody seemed to pay much attention to the information. No one asked a single question, and some of the information that I presented will significantly affect them and their departments.

ENCOURAGE BY ELABORATING ON THE OTHER PERSON OR GROUP'S KEY WORDS

- **MANAGER:**

- What do you mean by OK? You aren't usually satisfied with just OK.

- **MARGARET:**

- Nobody seemed to pay much attention to the information. No one asked a single question, and some of the information that I presented will significantly affect them and their departments.

CAN YOU IDENTIFY THE LISTENING TECHNIQUE?

- **MANAGER:**

- So, you aren't sure if people either understood or accepted your message?

- **MARGARET:**

- Yes. Since no one responded, I don't have any idea.

PARAPHRASE TO FEED BACK KEY FACTS TO THE PERSON TO MAKE SURE THAT YOU HEARD CORRECTLY

- **MANAGER:**

- So, you aren't sure if people either understood or accepted your message?

- **MARGARET:**

- Yes. Since no one responded, I don't have any idea.

CAN YOU IDENTIFY THE LISTENING TECHNIQUE?

- **MANAGER:**

- I understand that the situation has disturbed you.

- **MARGARET:**

- I'm frustrated and a little angry about the lack of response. I worked on that report over a couple of days. The information is important to the people who were at the meeting.

ACKNOWLEDGE FEELINGS TO ENSURE THAT YOU HAVE NOTED KEY EMOTIONS

■ MANAGER:

- I understand that the situation has disturbed you.

■ MARGARET:

- I'm frustrated and a little angry about the lack of response. I worked on that report over a couple of days. The information is important to the people who were at the meeting.

CAN YOU IDENTIFY THE LISTENING TECHNIQUE?

- **MANAGER:**

- So, you feel that your hard work was not recognized and that the group didn't understand the full impact of the information you gave them. Let's figure out how to set the stage for your future reports on the topic. I can make a few opening remarks, but you should also “sell” your content a bit more by letting the people in the meeting know exactly how this information will affect them and when. Try to see it from the audience's perspective.

Source: *Managing Face to Face Communication*
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SUMMARIZE TO ORGANIZE FACTS AND FEELINGS IN A SYSTEMATIC MANNER

- **MANAGER:**

- So, you feel that your hard work was not recognized and that the group didn't understand the full impact of the information you gave them. Let's figure out how to set the stage for your future reports on the topic. I can make a few opening remarks, but you should also “sell” your content a bit more by letting the people in the meeting know exactly how this information will affect them and when. Try to see it from the audience's perspective.

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TURNING PRINCIPLE INTO PRACTICE: TAKE A LISTENING TOUR OF COLLEAGUES

- Create four or five questions to ask.
- Consider possible topics, such as the following:
 - What is going well?
 - What is going less than well?
 - What can your audience do more or less of?
- Arrange a way for them to report back about what they are doing to fix the situation.

Source: Eugene Dilan, DILAN Consulting Group, *Forbes Coaching Council* May 2020

GIVING AND RECEIVING FEEDBACK

KEY FEEDBACK: ELEMENTS

- **E**nvisioned to assist the person's growth and development
- **L**ocated in areas where a person can change
- **E**mphasizing solutions vs. problems
- **M**akes sure that feedback is based on facts and personal observations instead of third-party hearsay
- **E**ngages with "I" statements rather than "you" assertions
- **N**on-judgmental—descriptive vs. evaluative
- **T**akes place as immediately as possible
- **S**pecific rather than general so the person can understand what is required

KNOWING WHEN *NOT* TO GIVE FEEDBACK

- Lack of knowledge about the circumstances of the situation
- To put someone on the spot
- To demonstrate how smart or how much more responsible you are

KNOWING WHEN *NOT* TO GIVE FEEDBACK

- When the time or place is inappropriate
- When the person has no ability or power to change
- When you won't be around to see results (“drive-by feedback”)

KNOW HOW TO GIVE EFFECTIVE FEEDBACK

- Be descriptive rather than evaluative.
- Resist the temptation to use labels.
- Avoid exaggerate the behavior or its importance.



KNOW HOW TO GIVE EFFECTIVE FEEDBACK

- Restrict your feedback to things you know for certain.
- Help people hear and accept your compliments when giving positive feedback.



BE CLEAR ABOUT WHAT YOU THINK THE PROBLEM IS

Jared, you were 20 minutes late for staff meeting yesterday.

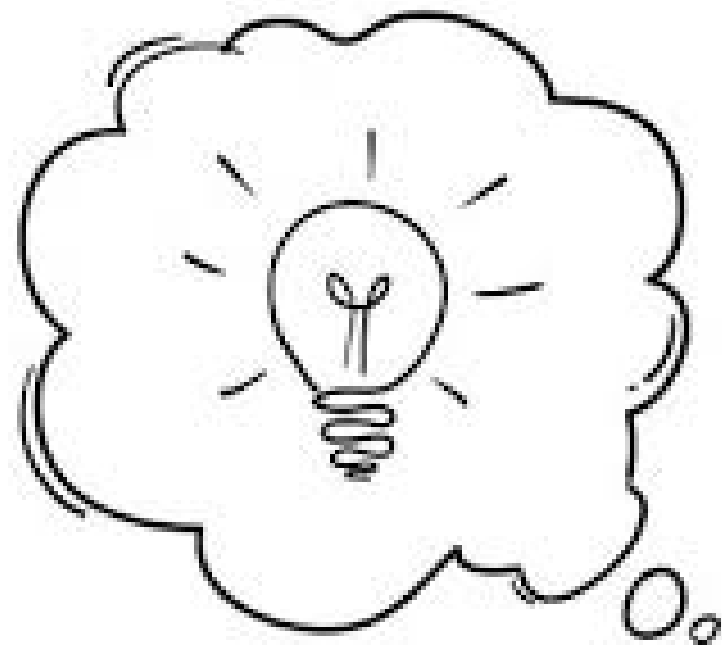


IDENTIFY THE CONSEQUENCES AND IMPLICATIONS OF THE PROBLEM

As you know, your financial report is vital to the meeting's progress. We can't discuss our goals and projections without that data.



CLARIFY HOW YOU FEEL ABOUT IT



I feel terrible that I had everyone tied up in the room without being able to get anything substantial accomplished, and I am wondering what we can do to prevent it from happening again. Do you have a suggestion?

BE CLEAR ABOUT YOUR SUGGESTED SOLUTION



At the very least, let me know if you are going to be late so that I can rearrange the agenda.

Or, better yet, can you give me a copy of your report ahead of time? If you get tied up, at least I can provide enough information to carry on with the meeting.

GIVE THE PERSON THE OPPORTUNITY TO PARTICIPATE IN THE SOLUTION

Do you have suggestions as to how we may avoid this situation?

What can you do differently? What do you suggest that I might do differently to help you?

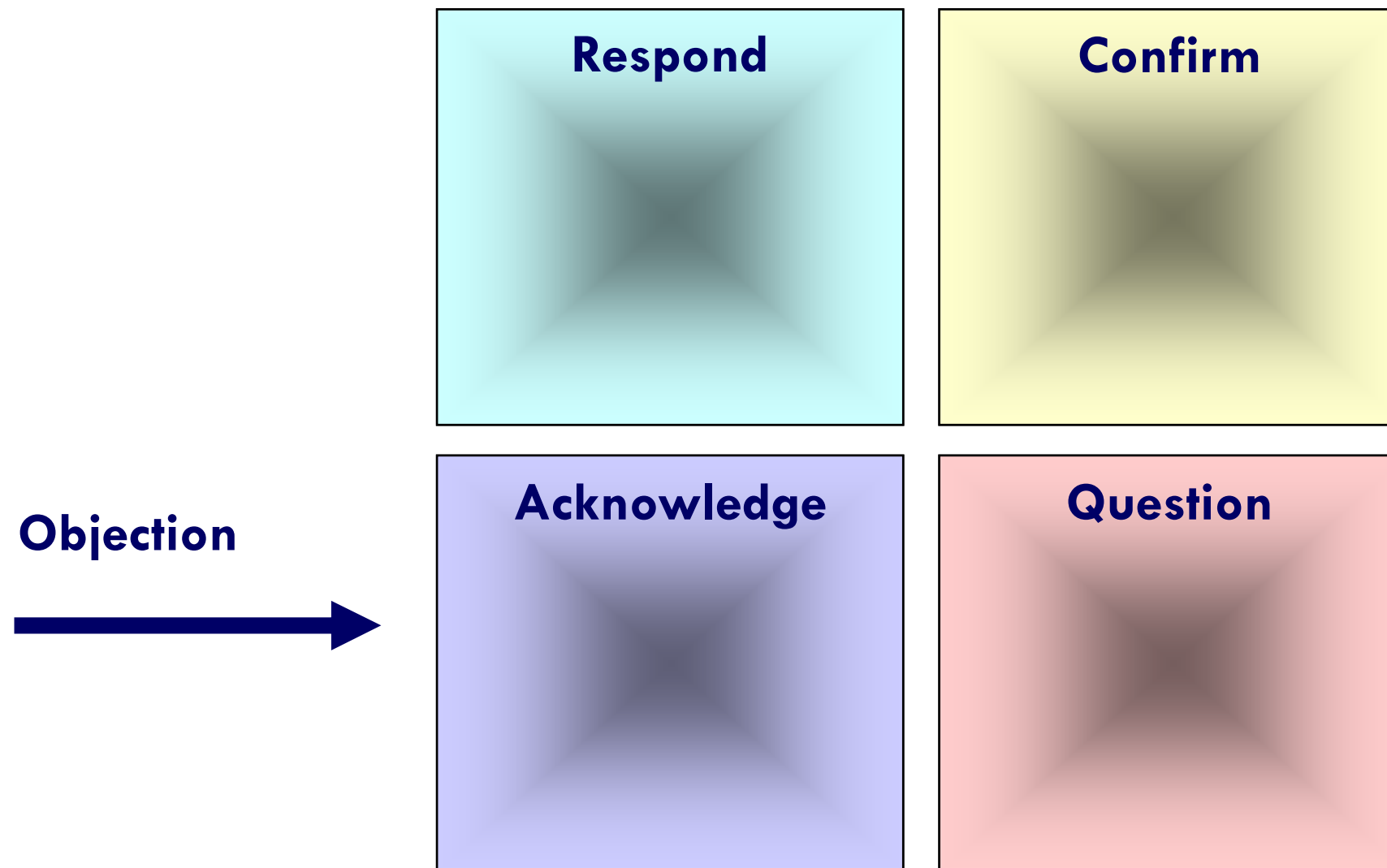


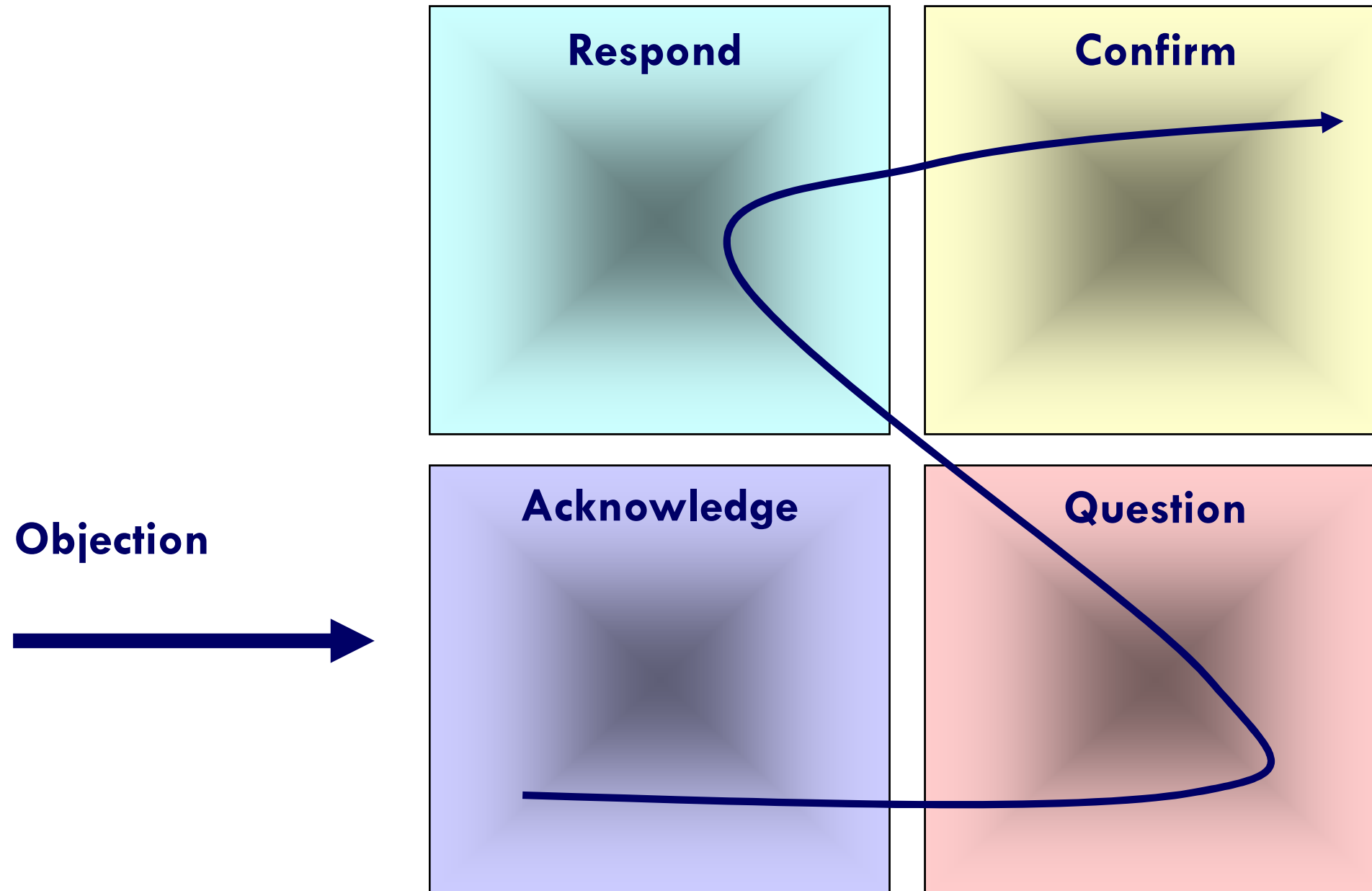
DEALING WITH A NEGATIVE RESPONSE FROM YOUR FEEDBACK

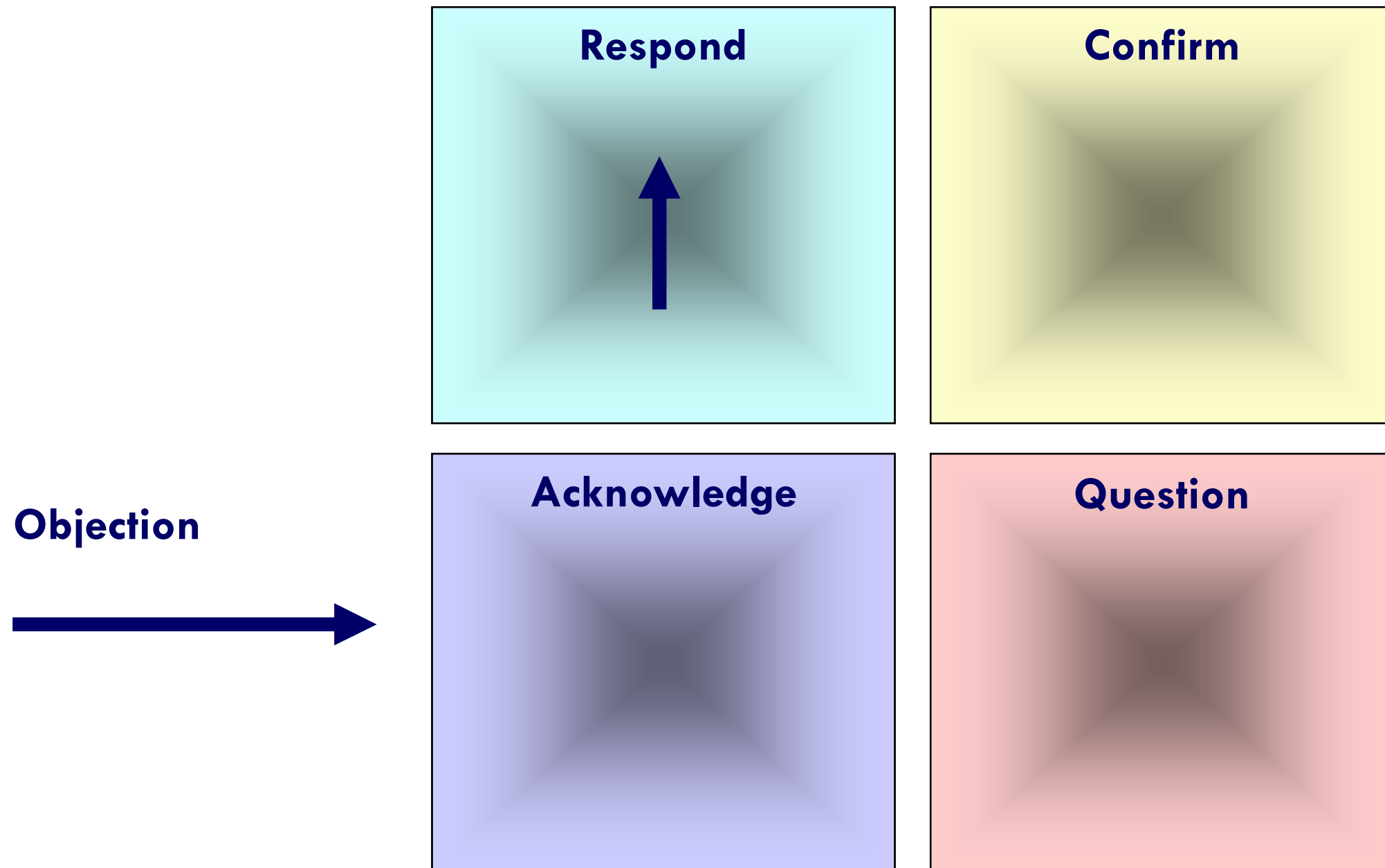


- Be prepared for possible objections.
- Encourage the recipient to be specific about exactly to what is the person objecting.
- Recognize and understand the emotional effects of receiving negative feedback.

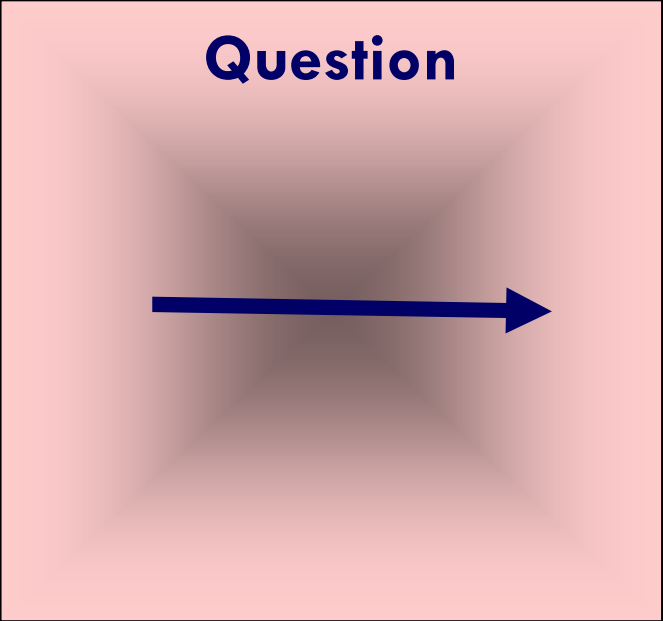
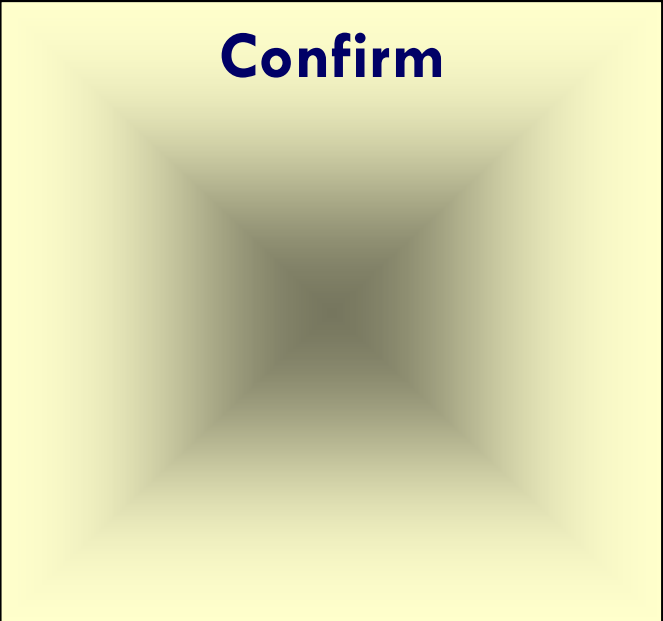
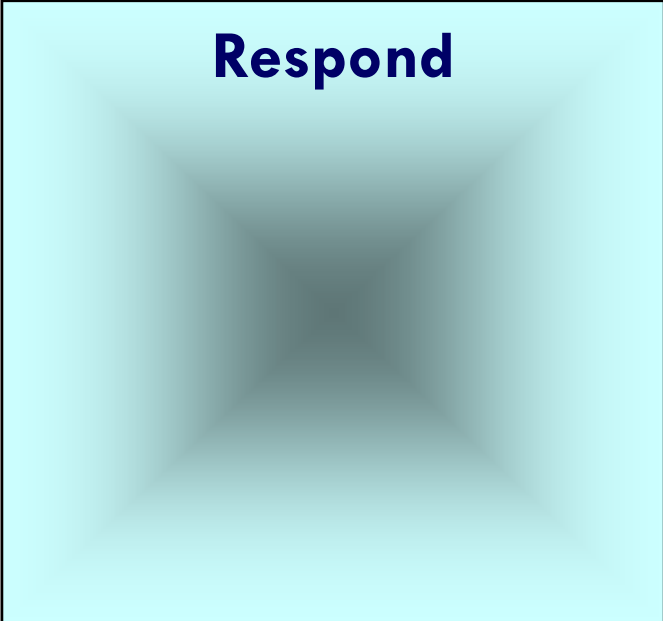
A MODEL FOR HANDLING OBJECTIONS



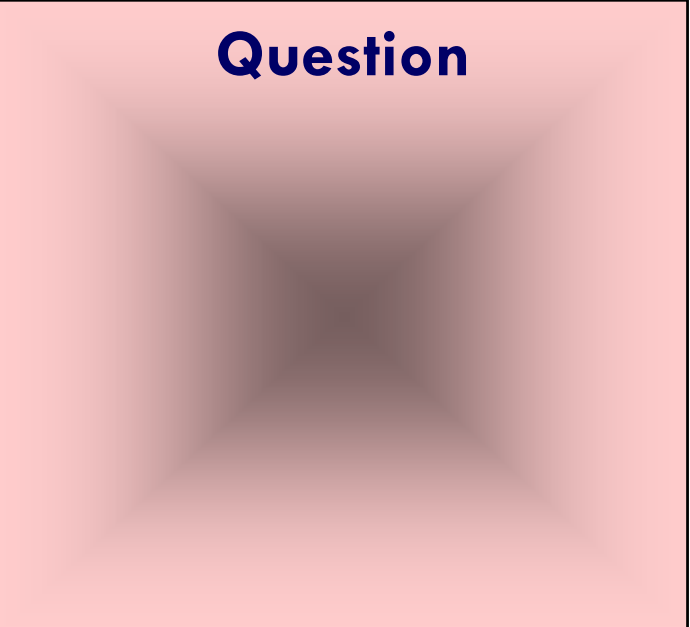
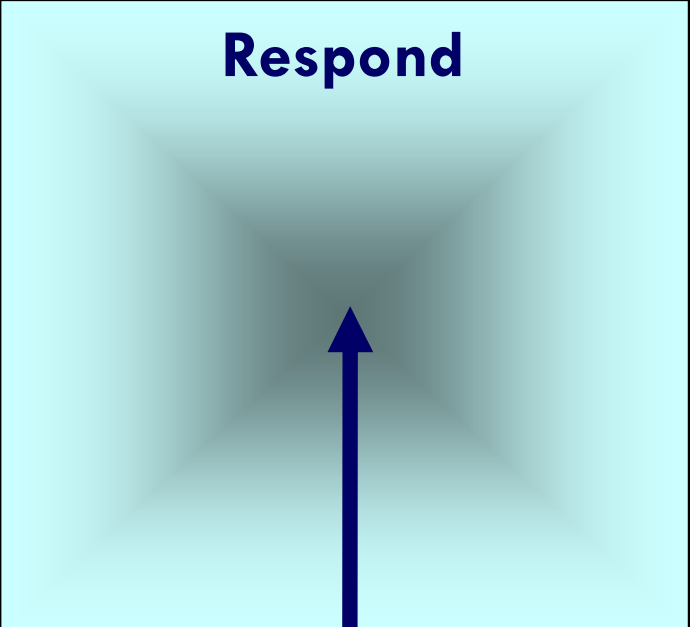


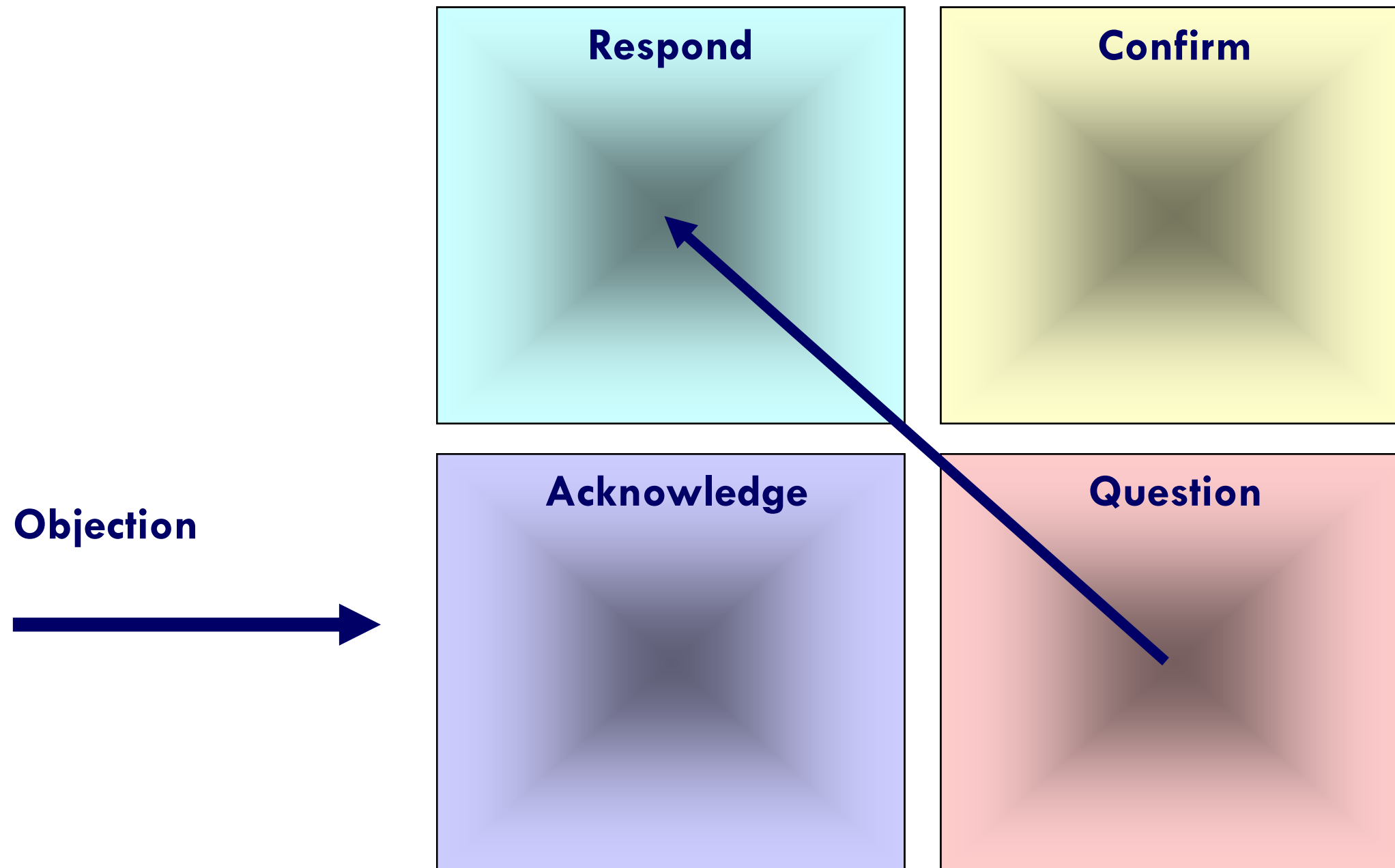


Objection



Objection





A MODEL FOR GIVING POSITIVE FEEDBACK

BE CLEAR ABOUT...

- Your description of the situation
- The specifics of what the person did well
- The benefits or significance of the behavior/action
- How you feel about it—your appreciation
- Your encouragement of the person's continuing innovation and initiative



GROUND RULES FOR RECEIVING FEEDBACK

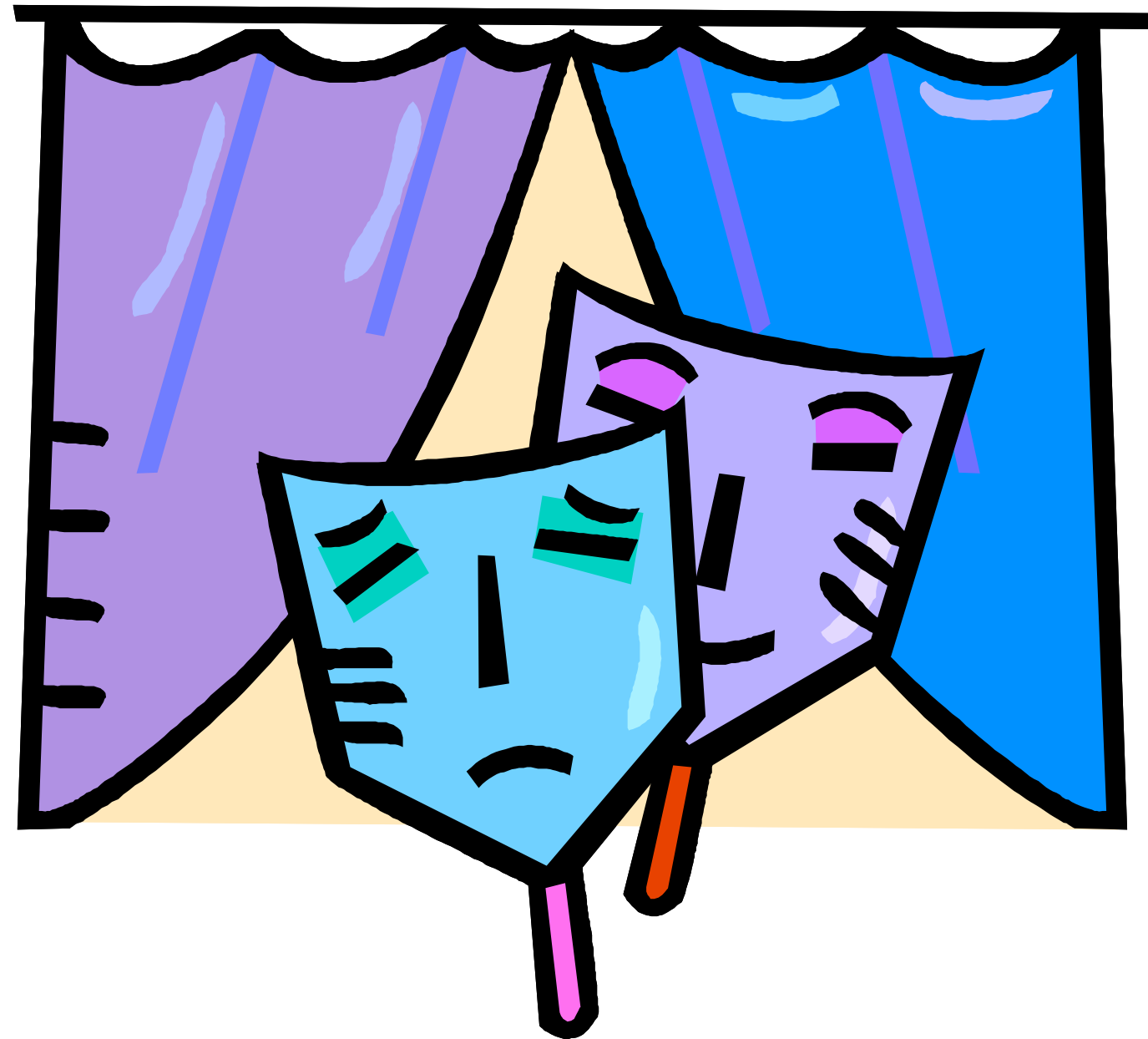
- Avoid interrupting to explain or defend.
- Acknowledge the message.
- Paraphrase what you heard.
- Don't counterattack.
- Ask questions to clarify.
- Take time to “process” the issue if you need it.

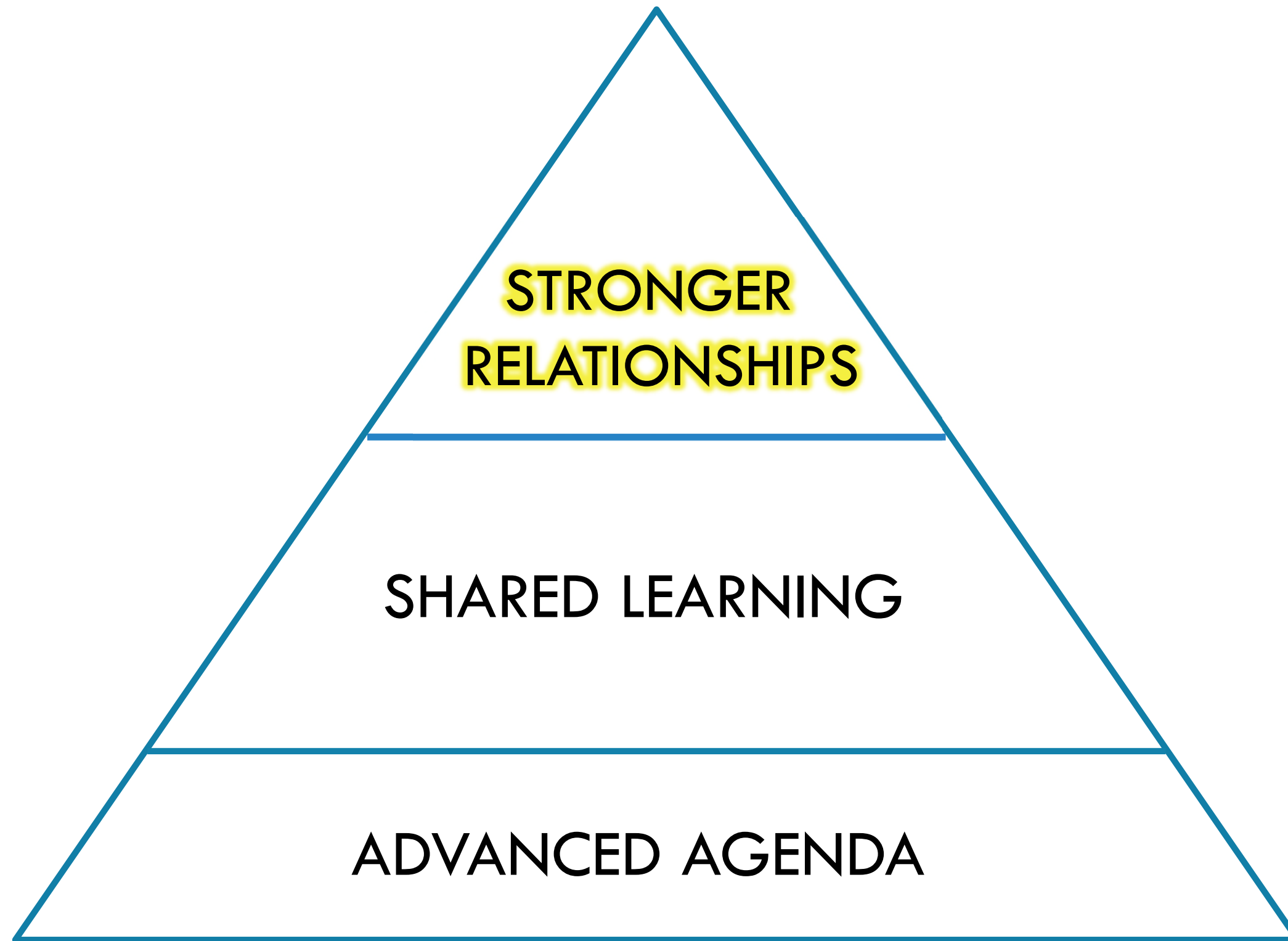
SOME FINAL TIPS FOR GETTING PEOPLE TO TALK AND PROVIDE YOU WITH INFORMATION

- Provide various ways for people to communicate.
- Use questions and surveys.
- Encourage unheard voices.
- Learn and apply effective meeting skills.
- Recognize and reinforce initiative in people.



ROLE PLAY





Source: Phil Harkins, *Powerful Conversations*

THANK YOU

