

# THANKS FOR THE FEEDBACK

The Science and Art of Receiving Feedback Well

DOUGLAS STONE & SHEILA HEEN



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## The Big "So What"

Feedback is a vital source of learning. Yet, it's not easy to receive feedback, especially when it seems untrue, unfair or badly delivered. **This book explains why it's so hard to receive feedback, and provides the framework and tools to help you to get the most from feedback.**




## Introduction

 Feedback includes *any* information about yourself. It can come from your experiences or other people, and be delivered in countless ways, from a test score to a pat on the back or a formal appraisal. Feedback is an essential part of learning, yet we find it hard to embrace feedback (especially negative ones) about ourselves. When you're giving feedback, you tend to feel that the other party isn't receiving it well. When you're receiving feedback, you feel the other party isn't giving it well.

 It's hard to learn about ourselves because our desire to learn clashes with our desire for acceptance. In particular, there are 3 key triggers that block feedback, each provoked by a different set of reasons and sparking different responses in us:

- Truth Triggers: "The feedback is wrong, unfair or unhelpful"
- Relationship Triggers: "Who are you to give this feedback?"
- Identity Triggers: "I feel threatened by the feedback."

 Many organizations and books focus on teaching how to give better feedback. However, it's even more important to

## KEY QUOTES

*"When we give feedback, we notice that the receiver isn't good at receiving it. When we receive feedback, we notice that the giver isn't good at giving it."*

*"The key variable in your growth is not your teacher or your supervisor. It's you."*

*"Trying to ignore a triggered reaction without first identifying its cause is like dealing with a fire by disconnecting the smoke alarm."*



learn to receive feedback, since the receiver is the one who decides whether to accept/adopt the feedback. When you're good at receiving feedback, it improves your relationships, self-esteem, learning and performance. **In this summary, we'll explain each of the 3 triggers and how to overcome them, followed by how you can apply these insights to your conversations.**



## Truth Triggers

Truth triggers are sparked when we believe that the *content* of the feedback is wrong, unfair or unhelpful.



## Separate 3 Types of Feedback



“Feedback” is loosely used to describe 3 different types of information, each with its own purpose and challenges.

- Appreciation is about offering motivation or encouragement, e.g. a simple “thanks” or telling someone you're glad to have her on the team. It satisfies our need for human connection—to feel seen, understood and valued.
- Coaching is about helping someone to learn and grow, be it to improve specific skills, knowledge, abilities or awareness. It helps us to accelerate learning, focus our time/energy and improve our relationships.
- Evaluation (e.g. a rating or ranking) is about telling us where we stand against an implicit/explicit benchmark. It's essential for aligning expectations, clarifying consequences and decisions, and for providing reassurance or security.



We need all 3 types of feedback. Problems arise when:

- There's a shortfall in any of the 3 areas. For instance, when we feel unappreciated, we may shut out coaching or evaluation even if they're valid. Without clear evaluation, we may use coaching or appreciation to decipher (wrongly) where we stand.

*“One of the key challenges of feedback conversations is that wires often get crossed...Once crossed, these wires are tough to untangle.”*



- We speak at cross-purposes. For example, you show your work-in-progress design to a friend hoping for some encouragement (appreciation), only to receive a list of areas for improvement (coaching) which leaves you feeling disheartened.



### Distinguish between the 3 types of feedback.

- Align your purpose: Be clear on what you want and what you're getting.
  - (i) Ask yourself: What's my purpose in giving/receiving this feedback? Is it the right purpose from my viewpoint and theirs?
  - (ii) Discuss the purpose of the feedback upfront. Then, check in periodically during the conversation, e.g. "I'm trying to provide coaching. Is this what you're hearing? Is that what you need?"
- Separate evaluation from coaching and appreciation. Evaluation tends to be so "loud" that it drowns out the rest. For example, coaching implies that you didn't do as well as you should, so you end up focusing on your inadequacy instead of how to improve. Ideally, do the evaluation conversation first (e.g. during formal appraisals) to establish where someone stands. Then, provide coaching and appreciation consistently on a daily or project basis.



### **Understand the Feedback**



Before you decide what to do with a feedback, you must first understand it. Often, we misunderstand others because we're listening for what's wrong with their feedback. Shift from "that's wrong" to "tell me more". Understand why you see things differently.

- Examine your differences in 2 areas:
  - (i) *Data* (e.g. observable behaviors, words, appearance, results). Assume that you each hold different pieces of the puzzle and must combine them to see the full picture; and

### KEY QUOTES

"Know what you want, and know what you're getting. The match matters."

"Explicit disagreement is better than implicit misunderstanding."

"Wrong spotting not only defeats wrong feedback, it defeats learning."

"Before we determine whether feedback is right or wrong, we first have to understand it."




## KEY QUOTES

*“Working together to get a more complete picture maximizes the chances you will (both) learn something.”*

*“As receivers, we shouldn’t use our views to dismiss the giver’s views, but neither should we discard our own.”*

(ii) *Interpretations and implicit rules.* We may interpret the same data differently due to our life experiences, assumptions, or implicit rules about how things work. For example, a messy house could mean “clutter” to one person but “coziness” to another.


- To stay open-minded, list down all the ways in which they make sense. The goal isn’t to judge who is “right” or “wrong”, but to have a transparent discussion so both sides can see a more complete picture and identify common ground.


 Feedback is often delivered using vague labels which are easily misinterpreted. For example, when your boss tells you to “be more confident”, he means that you should step outside your comfort zone and learn new things. However, you misunderstand him to mean that you should pretend to know something even when you don’t. Learn to identify the label, then clarify exactly what it means by discussing:

- Where it comes from, e.g. how did they get the impression that you’re an aggressive driver? Look at both their data and interpretation.
- Where it’s going, i.e. their advice, consequences, and expectations. Ask for examples of what they mean by “an engaging presentation” or “a classy design”, what’s expected of you and the implications if you do/don’t adopt the feedback.



## See your Blind Spots

 All of us have blind spots—things that we don’t see, and don’t realize we don’t see. For example, you may think that you’re great at encouraging new ideas, when you’re unknowingly shooting down others’ ideas and butting in with your own.

 The Gap Map helps us to understand the causes of our blind spots. Our thoughts/feelings drive our intentions, which drive what we say or do, which in turn trigger others’

*“We’re not only blind to certain things about ourselves; we’re also blind to the fact that we’re blind. Yet...our blind spots are glaringly obvious to everybody else.”*

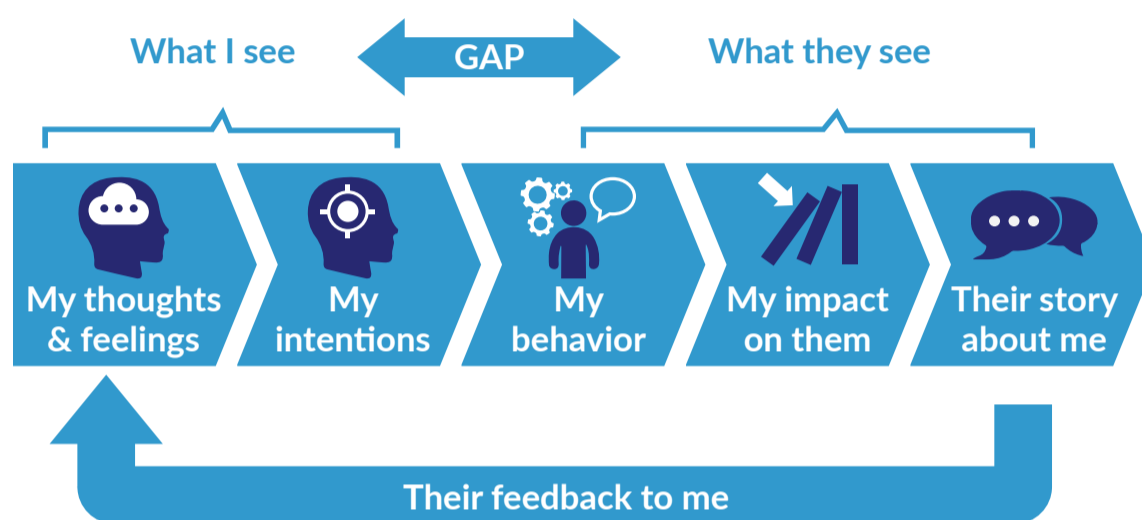



## KEY QUOTES

“Others observe things about us that we literally can’t observe about ourselves. Our blind spots are their hot spots.”

reactions to affect our thoughts/feelings. There’s always a gap between how we see ourselves and how others see us, because:

- We judge ourselves based on (i) our thoughts, feelings and (ii) our intentions, all of which others don’t see; and
- Others judge us based on (i) our behaviors (e.g. our facial expressions or tone of voice), (ii) our impact on them (including wider patterns or rippling effects) and (iii) their interpretation about our thoughts/feelings/intentions, all of which we don’t see.



 The gaps and blind spots are amplified by 3 factors:

- Emotional math: We discount our emotions while others double them. For example, you think you shared objective inputs before leaving a meeting, but your colleague thinks you tore his idea apart before storming out of the room.
- Attribution (situation vs character): When things go wrong, we attribute our actions to the situation (“I was late because I was juggling 5 projects”) while others attribute it to our character (“You were late because you were disorganized”).
- Impact vs intent: We judge ourselves by our intentions, while others judge us by how we impacted them.



To start uncovering your blind spots:

- Observe your own reactions, e.g. the next time you find yourself dismissing a feedback or questioning someone’s motives, pause to consider potential blind spots.
- Ask the feedback giver, “What do you see me doing, or failing to do, that is getting in my own way?”



## KEY QUOTES

*"All feedback is colored by the relationship between giver and receiver."*

*"The topic of "who" defeats the topic of "what" and the original feedback is blocked."*

*"We find it hard to take feedback from someone who doesn't accept us the way we are now."*

- Watch for 2 types of consistencies: (i) whether you're both describing the same behavior in different ways (e.g. you think you're shy but they think you're aloof), and (ii) if you've received similar feedback from other people/sources.
- If necessary, get a second opinion by explaining the feedback you received, your initial response, and asking for an honest opinion.
- Record yourself in action and review the video/audio.



## Relationship Triggers

Relationship triggers are set off by the *person* giving the feedback—we respond to how we feel about them or our relationship instead of the content of the feedback. That's why it's sometimes easier to get advice from a stranger than the people closest to us.



## Don't Switchtrack: Disentangle What from Who

➤ There are 2 main relationship triggers:

- What we think of the giver: When we like or respect someone, everything they say/do seems to come with a positive glow. The opposite happens with someone we dislike or disdain. Specifically, we consider their (i) *credibility* (e.g. background, expertise, values, identity), (ii) *trustworthiness* (whether they're honest, have good motives and are acting in our best interests), and (iii) *skills/judgment* (e.g. when, where and how they deliver the feedback).
- How we think we're being treated by the giver: We tend to react strongly if these basic needs are violated: (i) *appreciation* (whether they see/recognize our efforts and successes), (ii) *autonomy* (whether they respect our space and control), and (iii) *acceptance* (whether they respect/accept who we are).



When we're triggered by someone, we may change the topic without realizing it (switchtrack conversations). For example, over dinner, your wife says that you're not present ("you seem more interested in your phone than in me") and you respond by saying she's unappreciative ("I made the effort to arrange dinner and this is what I get").

- Switchtracking can potentially bring out a more important topic so both sides can address it. Unfortunately, the switch is often unconscious and both sides end up talking about different things. They filter what's being said through their own lenses, talk past each other, and the conversation gets entangled.
- It can be worse when switchtracking happens in silence, i.e. we voice the objections only in our heads.



To avoid or manage switchtracking:

- Learn to spot the 2 topics running simultaneously so you can address them explicitly.
- Use signposting to give each topic a separate track. Lay things out explicitly and propose a way forward, e.g. "I'm hearing 2 separate topics, both of which are important. You seem to be upset about Topic 1. Let's discuss that first, after which I'd like to return to Topic 2".
- Listen out for hidden relationship issues beneath an "advice". Someone may initiate coaching to help you to grow/improve, or to address a relationship issue that's upsetting them. When someone says, "you need to manage your calendar better", he could mean, "I'm upset that you forgot our appointment". One of the best ways to verify the issue is to ask, "What are you worried/concerned about?"



### See the Relationship System



A system is a set of components that're interconnected, with each part of the system having a rippling effect on other parts.

- A team, organization and relationship are all systems. In a relationship conflict, each of us only sees a part of the



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*"Trying to talk about both topics simultaneously is like mixing your apple pie and your lasagna into one pan and throwing it in the oven. No matter how long you bake it, it's going to come out a mess."*

*"Just like the signal that directs train traffic at the switch, you're offering a directional sign to mark the junction where two tracks—the two topics—are splitting."*

*"We each point our finger at the other, but neither of us is putting our finger on the problem."*

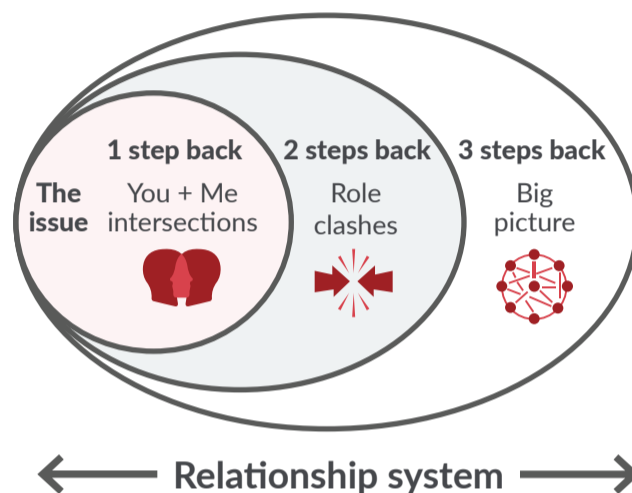


problem (what *they* are doing wrong). We fail to see how we contributed to the problem too. We end up pointing fingers and saying/doing things to perpetuate the situation.

- A systems perspective helps us to identify how each party has contributed to an issue and why our views/responses may differ. This helps to reduce judgment, diagnose root cause(s) accurately, boost accountability (instead of simply shifting or absorbing the blame), and solve problems more effectively.



Take 3 steps back to understand the feedback in the context of your relationship system:



- One step back: You + Me intersections. Consider your interactions and differences as a pair, to identify possible sources of friction. For example, your need for “me-time” is only an issue if the other party wants your time and attention. Your traits, preferences and habits (which you’re often unaware of) may clash with the other person’s traits, preferences and habits. Step back to see the interactions from the other person’s viewpoint, and consider what *you* are doing to aggravate the situation.
- Two steps back: Role clashes. Expand your view to consider the roles that you play in the group, organization, or family. Roles are always defined in relation to other roles, e.g. you only become a mother when you have a child. How you behave depends on a blend of your personality *and* the role. Conflict arises due to (i) role confusion (when you’re unclear what to do relative to others) or (ii) role clarity (e.g. you resist the compliance officer’s role as you find it intrusive). When conflict occurs regularly, 2 parties may start to see each other as enemies and become “accidental adversaries”.
- Three steps back: Big picture. See the other players, structures, and processes that influence behaviors and decisions. For example, if a worker dies in a work accident, it’s never just the safety officer’s fault. To prevent a

## KEY QUOTES

“Feedback in relationships is rarely about you or me. It’s usually about you and me and our relationship system.”

“A role is like an ice cube tray into which you pour your personality. What you pour in matters, but so does the shape of the tray.”



recurrence, you must examine other players, the physical environment, decision-making structures/timing, policies and processes, coping strategies etc.

### To have effective systems conversations:

- Watch out for switchtracking (i.e. explicit/silent change of topic).
- Recognize that both parties have contributed to the problem, and take responsibility for your contribution.
- Share how they can help you to change, e.g. “I know I over-react at times and I’m working on it. It’d help if you can send me the updates before each meeting so I won’t be caught off-guard.”
- Look for common themes. If you get the same feedback from everyone, it could be a Me + Everybody intersection instead of a Me + You intersection.



## Identity Triggers

Our identity is who we believe we are, what we stand for and what we can achieve, e.g. “I’m rational” or “I’m a loving mother”. It defines our relationship with ourselves. **Identity triggers are sparked when our sense of identity is threatened. We feel off-balanced, overwhelmed, and switch to survival mode.**



## Understand your Wiring and Temperaments



Research suggests that our wiring—neural structures and connections—explains about 50% of our happiness. Another 40% depends on how we interpret/respond to events and 10% is driven by our circumstances (e.g. who we live/work with, our health etc.) There are 3 variables in our wiring that affects how we respond to and recover from feedback:

- Baseline refers to your default state of well-being, e.g. if you tend to be more optimistic or pessimistic, satisfied



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## KEY QUOTES

or dissatisfied with life. People who're "happier" tend to respond more positively to feedback.

- Swing refers to how far you move from your baseline when you receive feedback. People who're more sensitive or volatile are prone to huge upward/downward swings. Generally, we respond more strongly to bad feedback than good ones.
- Sustain and recovery refers to how long your swings last. The amygdala in our brain governs our primal emotional responses, whereas the prefrontal cortex controls higher-order reasoning and rational judgment. People with higher neural activity in the prefrontal cortex tend to recover faster from an emotional episode. Those with a strong positive sustain are more likely to enjoy a virtuous cycle—they have a longer boost from happy events and recover faster from bad ones. Those with a weak positive sustain tend to experience the reverse and descend into vicious cycles.



We tell ourselves stories to explain what's going on. Emotions can distort our stories by exaggerating how we interpret feedback:

- Past: When we feel lousy, we call up *all* our past failures. When we feel good, we focus *only* on past successes. It's like googling "things that are wrong/right with me."
- Present: We project how we're feeling in the moment from 1 thing to *everything*. If you're happy, you can brush off a negative feedback ("He's the only one who thinks I'm sloppy"). But if you're feeling down, a small thing is blown out of proportion ("He's right, I can't do anything right").
- Future: When we feel good, we imagine the future will *always* be good/better. When we feel bad, we assume it will stay bad (or even spiral into disaster).



### Remove the Distortions



Bring feedback down to its actual size with 5 strategies.



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## KEY QUOTES

*"Strong feelings push us toward extreme interpretations. One thing becomes everything, now becomes always, partly becomes entirely, and slightly becomes extremely."*

*"Fueled by emotion, our story about what the feedback says about us grows so large and so damning that we are overwhelmed by it."*



## KEY QUOTES

- Be prepared/mindful. Wherever possible, think in advance about a conversation.
  - (i) Know your *typical response* (e.g. withdrawing, blaming).
  - (ii) *Inoculate yourself* against the worst-case scenarios by considering your worst fears and possible solutions.
  - (iii) During the conversation, observe yourself closely, *slow things down* and shift the focus to your prefrontal cortex.
- Separate between feeling, story and feedback. Ask yourself:
  - (i) What do I *feel*? (e.g. angry, surprised, sad)
  - (ii) What's the *story* I'm telling (and what's the threat inside that story)?
  - (iii) What's the *actual feedback* being given?
- Contain the story by getting clear about what it is and isn't about:
  - (i) Evaluate your story with *3 rules*: (a) *time* (the present doesn't change the past nor determine the future), (b) *specificity* (being bad at something now doesn't make you bad at everything all the time), and (c) *people* (1 person's opinion of you doesn't represent everyone's opinion, they needn't like everything about you, and their views of you can change).
  - (ii) Use *3 tools* to calibrate your views: (a) use the Feedback Containment Chart (to list down what the feedback is and isn't about), (b) draw a Balancing Picture (to see the good and bad points) and (c) right-size the consequences (realize what might happen isn't the same as what *will* happen).
- Shift your vantage point by:
  - (i) Imagining yourself as an *observer* of the feedback;
  - (ii) Looking into the *future* to imagine how trivial this event may seem 10 or 50 years from now; or

(iii) Looking for *humor* in the situation and laughing at yourself.

- Accept that you can't control how others see you. Stop obsessing over how to change others' minds, and realize that people aren't thinking as much about you as you assume.



## Cultivate A Growth Identity



Let go of simple identity labels and embrace complexity. We tend to hold our identities with simple labels (e.g. I'm good, I'm honest).

- Such labels can lead to an all-or-nothing viewpoint, e.g. if you're not good, then you must be bad. When our identities are challenged, we either exaggerate the feedback ("I'm worthless"), deny it ("You're totally wrong"), or toggle between the two.
- A better alternative is to embrace identity nuances. Reality is too complex to be labeled in black-and-white terms. Accept 3 things about yourself:
  - (i) You will make *mistakes* (and so will everyone else);
  - (ii) Your *intentions* are complex (but acting partially out of self-interest doesn't make you bad or selfish); and
  - (iii) You will have *contributed* to the problem in some way.



Shift from a fixed mindset to a growth mindset. Professor Carol Dweck found that people's assumptions about their traits/character affect how they learn and perform.

- People who believe their traits and abilities can be changed (growth mindset) tend to put in more effort, learn readily from mistakes and thus improve faster. Those who believe their traits/abilities are unchangeable (fixed mindset) learn less from mistakes and don't try as hard to overcome challenges, thus deterring their own growth.
- Be aware of your own assumptions, and use these 3 practices to shift from a fixed to growth identity.



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## KEY QUOTES

*"Don't dismiss others' views of you, but don't accept them wholesale either. Their views are input, not imprint."*

*"Learning profitably from feedback is not only about how we interpret the feedback; it's also about how we hold our identity."*



## KEY QUOTES

*“The initial evaluation is not the end of the story. It’s the start of the second story about the meaning you’ll make of the experience in your life.”*

*“Unhelpful feedback is useless; relentless unhelpful feedback is destructive.”*

- (i) *Sort toward coaching.* When you receive advice, mentally sort it into your “coaching bin” instead of your “evaluation bin”, so you won’t be too defensive to focus on the feedback.
- (ii) When you’re being evaluated, *separate judgment from assessment and consequences.* Assessment tells you where you stand (e.g. your rank in a race), consequences are the outcomes of the assessment (e.g. whether you get to play in the semi-finals), and judgment is the story about the assessment/consequences (e.g. you’re a loser). Know which aspect is triggering you.
- (iii) *Give yourself a second score* based on how you handle the first score. Even if you lost a race (your first score), you still have full control over how you respond to it (your second score). If you constantly aim for an “A” in your second score, you’ll do well in the long term.



### Handling Feedback in Real-Life Conversations



### When/How to Draw Boundaries

So far, we’ve looked at how to be better at receiving feedback. **But what if you *don’t* want the feedback?**

### It’s ok (and even desirable) to find and set boundaries, especially if someone overwhelms you or makes you feel like a failure. This could be happen if they attack your character instead of your behavior (“You’ll never amount to *anything*”), relentlessly flood you with feedback (even when you ask them to stop), hold you/your relationship hostage, threaten you, demand endless changes, and/or disregard your views/feedback.



There are 3 types of boundaries you can consider:

- *I may not adopt your advice.* If you’re asking someone for advice that you may not adopt, be clear about it upfront so they won’t take it as a personal rejection. For example, you may say, “I’m considering different florists for the wedding. Do you have any to add to my list?”



## KEY QUOTES

“The idea isn’t to shut down discussion, but to open it up and to problem solve about how to minimize the cost of your decision not to change.”

- I don’t want feedback on this right now, e.g. you’ve heard enough on a topic or just don’t have the energy to deal with it for now.
- If you don’t stop, I will leave/change this relationship.

⊖ Even if you don’t adopt their feedback, you should still aim to mitigate the negative impact on others:

- Ask about and acknowledge the impact on them, e.g. how will your decision to quit your job affect them?
- Coach them to manage you, e.g. the next time you exhibit the undesired behavior, what can they do?
- Seek to solve the problem together, e.g. if you’re still going to bring work home, how else can you honor your family time?

☑ Reject feedback graciously and honestly:

- Be firm but appreciative. Let them know how else they can help you, and use the word “and” (not “but”) in making your request.
- Be specific about your boundaries, including (i) what exactly you need from them (providing examples if need be), (ii) the timeframe (e.g. a few days or until there’s a milestone), and (c) explicitly ask for their assent.
- Describe the consequences if they violate the boundary.




## Navigating the Conversation

You can’t script an entire conversation, but you *can* identify keyframes (landmark moments or phases) to anchor the conversation. Feedback conversations broadly comprise 3 parts: open, body and close.

▶ Open: Get aligned. Clarify the nature of feedback (coaching, appreciation, evaluation), who’s the ultimate decision maker, and if it’s final or negotiable. Your goal isn’t to control what the other person says, but to facilitate a 2-way conversation. Either party can reframe the conversation positively or counter-offer an agenda.

 **Body: Manage the conversation with 4 key skills:**

- Listen with the goals of gaining real understanding and to let them know your understanding. Prepare in advance by identifying your own tendencies and reminding yourself to stay curious. Be aware of your internal voice, ask clarifying questions, paraphrase what you've heard and acknowledge their feelings.
- Assert what's left out. This is *not* about pushing your views; it's about sharing your data, interpretations and feelings so both sides can see a more complete picture. Shift from "I'm right and you're wrong" to "Here's what was left out". Try to avoid the 3 triggers (truth, relationship, identity) with words like "you're wrong", "you're so self-centered" or "you're useless".
- Manage the conversation process. Learn to be your own process referee: step outside the discussion, observe what's going wrong, and intervene to smooth out the kinks or redirect the conversation. Use the diagnose-describe-propose formula, e.g. "I'm shocked by what you've said and my internal voice is shouting that that's not what happened. You seem upset too, so maybe you're thinking the same thing. Shall we take 2-3 hours to calm down before we continue our discussion?"
- Problem-solve to create new possibilities. This requires that you listen attentively, dig for the underlying interests (what they truly need, fear, or desire), then generate options for those interests.

 **Close with commitment.** This could be as short as "Let's think through what we discussed and talk tomorrow", to a more detailed closure including: action plans (who does what by when), benchmarks (how to measure progress and what happens if benchmarks aren't met), agreed processes, and a summary of agreed strategies/ideas.



### **How to Accelerate Action/Progress**

Here are 5 ways to quickly solicit feedback, test out an advice, accelerate your learning, and gauge your progress.



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### **KEY QUOTES**

*"If we're going to be able to listen more effectively, it's going to have to be both on purpose and with a purpose."*



## KEY QUOTES

*"It's not all-and-always. Just some-and-sometimes."*

*"Feedback isn't just about the quality of the advice or the accuracy of the assessments. It's about the quality of the relationship, your willingness to show that you don't have it all figured out, and to bring your whole self—flaws, uncertainties, and all—into the relationship."*

 Narrow down to 1 most useful thing to start with:

- Ask how you're blocking yourself: "What's 1 thing you see me doing, or failing to do, that's getting in my own way?"
- Listen for common themes that have emerged from different people (as it indicates a real issue that affects different parties).
- Ask what matters to them, e.g. "What's 1 thing I could change that'd make the biggest difference to you?"



Use small experiments. If you're unsure whether an advice is good/useful, it's ok to defer your decision until you've tried it out. You can experiment with the idea in your head, test it out on a small scale, or even hire a coach for additional insights.



Sustain the J-Curve. When we try something new or challenging, our feelings and results tend to follow a "J Curve", i.e. things get worse before they get better. Persist beyond the initial downward trajectory. Find ways to increase the positive appeal of the desired change and increase the negative outcomes of not changing.



Most people have not been trained to coach others. Coach your coach by discussing how they can best help you. Specifically, you should discuss your preferences, roles, and mutual expectations, including (i) your feedback tendencies, (ii) which areas of growth you're focusing on and (iii) the coach's philosophy, strengths/weaknesses, and requests.



Our relationships are strongly affected by how we respond to feedback. When we allow ourselves to be vulnerable, ask others for help and let people in, it allows them to know us better and develop a stronger connection. We develop humility, authenticity and confidence, while others feel respected and appreciated.



**Other Details in the Book to  
Look out For**

This is a detailed guidebook with many examples, tips and suggested words/phrases to help you understand and apply the



key ideas outlined in this summary. The authors end off with a general discussion on how to facilitate feedback in organizations, including how leaders, human resource personnel, feedback givers and receivers can all play their part to make things work. For more details, do get a copy of the book.



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## KEY QUOTES

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