



Interpersonal Relations

Seeking Feedback

LINKED COMPETENCY: Increase self-awareness and capacity for self-regulation and personal change

Seeking and receiving feedback from others is one of the only ways we can discover insights into things we may not realize about ourselves. Asking for feedback helps to build relationships as we are showing trust, proactive behaviour, and a willingness to improve. Using feedback for growth can improve our satisfaction in our workplace and life in general.

Outcomes:

- Students will create a plan for seeing feedback for improvement from trusted people.
- Students will reflect on and take actions for improvement based on the feedback.

| Increase self-awareness and capacity for self-regulation and personal change. | | | |
|---|---|--|---|
| Exploring | | Implementing | |
| I can discuss strategies or tools for self-reflection. | I can discuss strategies or tools for self-reflection, and I can explain the value of continuous self-reflection. | I am practicing self-reflection strategies and can identify the ones that I anticipate being the most impactful in my continuous practice. | I am implementing a continuous practice of self-reflection and can describe the impact of my strategies on my self-awareness, empathy, accountability, and personal growth. |

Remind your students to reflect, add, and annotate evidence of competency to their portfolios.

- **Reflect** on their experiences and what they learned through the activities and feedback.
- **Add** evidence of competency to their portfolios.
- **Annotate** the evidence to highlight their specific competency.



Materials

- Johari window handout
- Requesting Feedback Planner

Prepare students:

Introduction: Explain to students that this is a valuable independent exercise to discover insights into things they may not realize about themselves.

1. Introduce the topic of self-awareness and feedback seeking.
2. Ask the students if they have heard of the Johari Window model, and if so, what they know about it.
3. Provide a brief overview of the Johari Window, explaining that it is a tool for understanding the relationship between self-awareness and interpersonal communication.
4. Show students the [Johari Window video](#).
5. Explain that the Johari Window has four quadrants, and each one represents a different aspect of our self-concept that can be known or unknown to ourselves and others.

Activity 1: Understanding the Johari Window (10 minutes):

1. Distribute the handout with the Johari Window model and instructions.
2. Ask the students to take a few minutes to read through the handout and familiarize themselves with the four quadrants.
3. Provide a few examples of personal traits or behaviors that could fall into each quadrant (e.g., public self: hobbies, private self: fears, unknown to self: tone of voice, unknown self: latent talents).
4. Encourage the students to reflect on their own self-concept and try to identify traits or behaviors that may be unknown to themselves or others.

Activity 2: Seeking Feedback (15 minutes):

1. Explain that seeking feedback from others is a valuable way to increase self-awareness and identify potential areas for growth.
2. Provide instructions for seeking feedback, using the [Requesting Feedback Action Planner](#) outline provided at the end of this resource. Seeking feedback typically follows the following steps:
 - Identify a few trusted individuals (e.g., friends, family, colleagues) who can provide honest and constructive feedback.
 - Reach out to these individuals and ask if they would be willing to provide feedback on specific aspects of your behavior or communication (e.g., tone of voice, body language, listening skills). Schedule a time to meet or chat with each individual and ask for their feedback using open-ended questions (e.g., "What do you think I could do better?").
 - Listen actively to their feedback, avoid becoming defensive, and ask clarifying questions if needed.
 - Take notes on the feedback and reflect on it later to identify patterns or common themes.
3. Allow time for the students to work on their feedback plan.





Conclusion (5 minutes):

1. Summarize the key points of the lesson, including the Johari Window model and the process for seeking feedback.
2. Remind the students that self-awareness and feedback seeking are ongoing processes, and encourage them to continue practicing these skills in their personal and professional lives.
3. Once students have an opportunity to complete collect feedback from trusted people, invite them to follow up with you to discuss their potential goals initiated from the responses.

Follow-up after feedback has been collected (20 min):

1. Ask the students to take a few minutes to reflect on their feedback and identify potential areas for growth.
2. Provide time for the students to develop an action plan for improving their self-awareness and communication skills, using the feedback they received as a guide.
3. Encourage the students to share their action plans with the class, if they feel comfortable doing so.



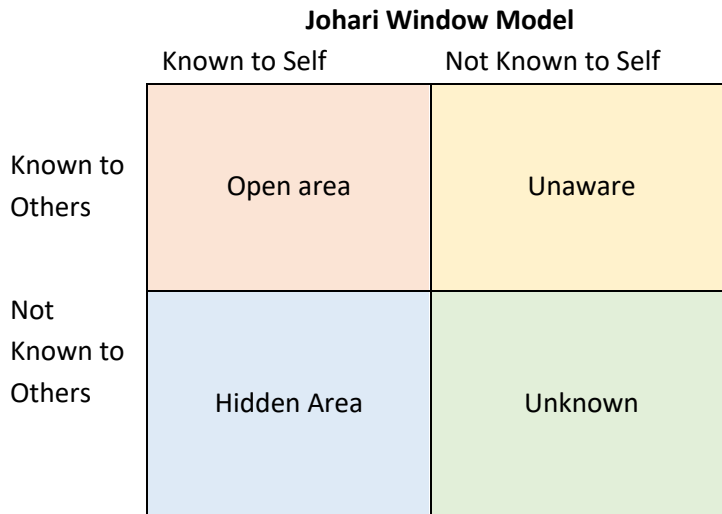
Johari's Window

Using a tool like the [Johari Window](#) shown below, can help us to begin seeking feedback and can support reflection for self-awareness.

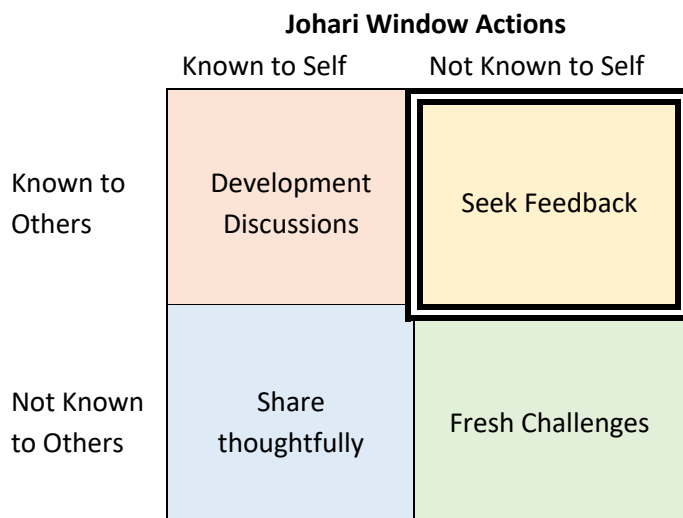
Video

[Johari Window](#)

Johari Window Model



Each of the quadrants, provides space for feedback, reflection, questions and opportunities. A visual guide to approaching each area is below.





Planning for Feedback

Use the online template found here: [Requesting Feedback Action Planner](#)

OR use the document below.

Steps 1 through 6, suggest how to move from questions to actions.

1. On what exactly do you want feedback? Make notes on specific approaches, tasks, or behaviours.
2. From whom will you seek feedback? Think about who knows you well, and those you trust or view as a mentor. Write down these names.
3. Reach out to the person or people about seeking their feedback, framing it as an opportunity. This approach may garner new mentors or trusted advisors for you!

| Contact Person | Provided Feedback | |
|----------------|------------------------------|-----------------------------|
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

4. After establishing who is willing to provide feedback, prior to a conversation, provide them with a specific thing (or two at most) you would like feedback on.
Perhaps ask something like this:
“Please let me know about one thing I do well and one thing I could improve upon, if that works for you.”
5. Follow the guidelines for responding to open and healthy feedback to get the most from the experience.
 - **Listen to understand**, not to counter. This means not interrupting.
 - **Do not try to explain or justify** ‘why’ you act or think the way you do.
 - **Ask one clarifying question** if it helps you to understand the feedback itself.
 - **Summarize** back what you heard and then **thank them for their feedback**.

These guidelines, although sometimes challenging to follow, are helpful to **review prior to receiving feedback**, as most of us tend to try and defend ourselves when hearing something surprising or critical. Adhering to the guidelines helps to build the relationship and encourages the person to consider future feedback – or even seek feedback from you!



6. Finally, evaluate the feedback. You may choose to use the “Here’s What. So What? Now What?” model to create a plan of action.

Here’s What: Summarize the feedback you received below.

So What? What did you learn about yourself as a result of the feedback?

Now What? What action will you take as a result of the feedback. Will it be a change in behaviour, try something new or not make a change?