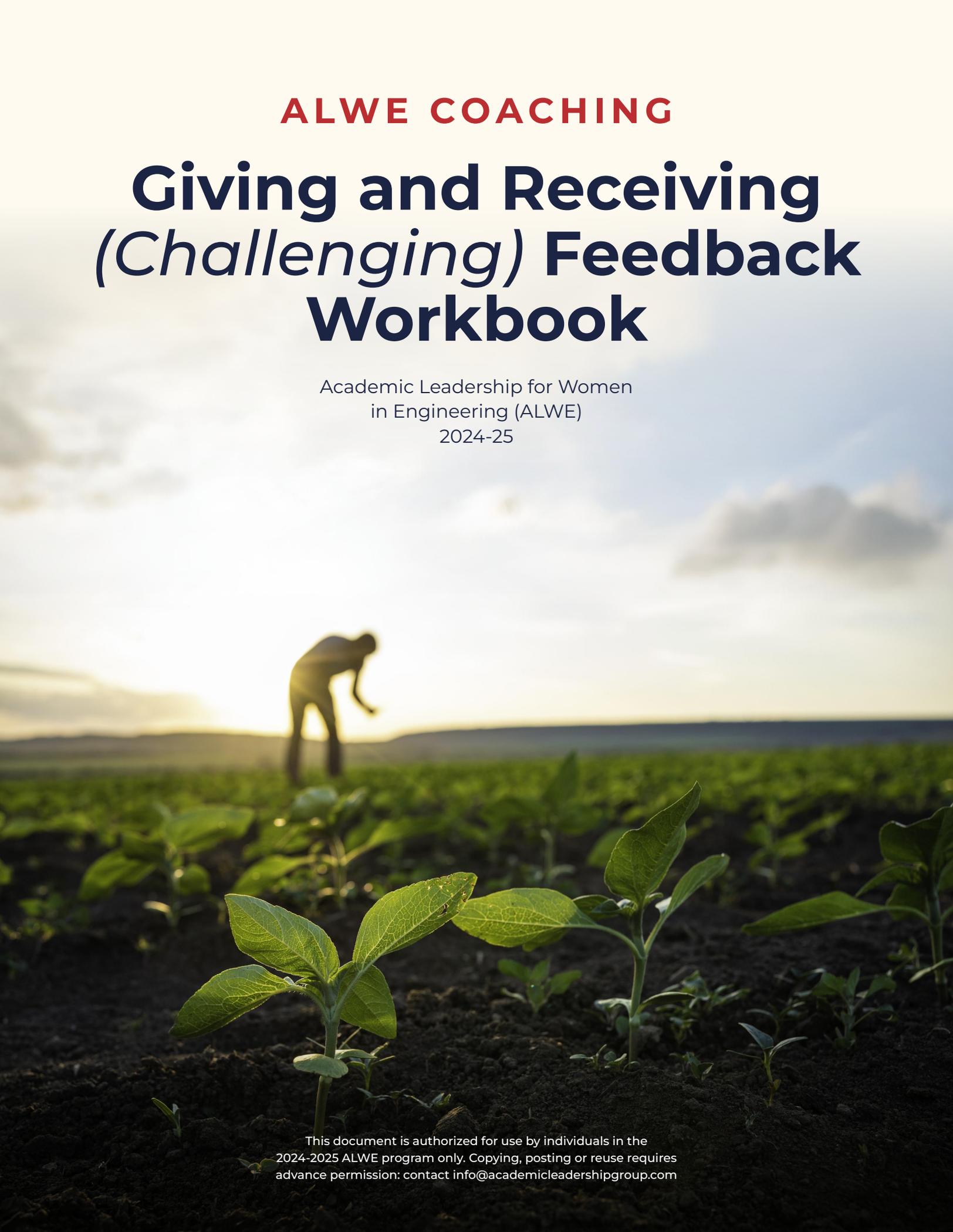


ALWE COACHING

Giving and Receiving (Challenging) Feedback Workbook

Academic Leadership for Women
in Engineering (ALWE)
2024-25

A silhouette of a person bending over in a field of young green plants at sunset. The person is in the middle ground, and the field of plants is in the foreground. The background shows a sunset sky with clouds.

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SWE ALWE Coaching Journey

Strengths Leadership

Assessment and Workshop

You are
here.

Sharing Feedback

Group and Peer Coaching

Immunity to Change

Coaching & Action Plan

Reflect on Giving and Receiving Feedback

(PRE-WORKSHOP)

Prior to our workshop on November 14, reflect on feedback you've received or given over the years and complete each of the following statements:

Getting feedback is helpful because ...

Things I don't like about receiving feedback include ...

Things I don't like about giving feedback include ...

The most important leadership feedback anyone ever gave me was ...

(refer to your CliftonStrengths report for the next two questions)

One of my strengths that helps me receive feedback is _____. It helps me to...

One of my strengths that helps me to give others feedback is _____. It helps me to...

Role Play Preparation

(PRE-WORKSHOP)

During our workshop you and a partner will each take one of the below two roles for a live role play. To prepare for what you might say, read the below prompts and imagine how this feedback conversation might go, then make some notes below. As you make notes, feel free to add details to the role play situations beyond what is in the written summaries.

Wei Lin, Assistant Professor

You are Wei Lin, an assistant professor who has been running a lab for 4 years. During the last year, the lab has received more grants than ever before, and you just took on four new graduate students and two undergraduate students for this year.

Your post-doc, Rebecca, is in her third year. They have been performing well up to this point, however no planning has been done for the new graduate students and undergraduates who will be joining the lab this year, and this concerns you. Without planning and onboarding you worry that the new students won't have enough structure and focus for their work. You are also concerned because you are getting more pressure to publish on your research.

Thinking back to two years ago there was a new graduate student, Sam, who still hasn't published her first paper, and you think Rebecca's laissez-fair attitude may be part of the reason.

Rebecca, 3rd year postdoc

Now, imagine you are Rebecca, a third-year postdoc. You have been thrilled to be part of Wei Lin's lab for the past three years. You are excited about the research you've been doing and also that you've helped to achieve a positive and collaborative culture in the lab. You are looking forward to being on the job market this year for an assistant professor position and have heard of a number of good openings. You're aware that Wei Lin has some concerns about onboarding the new students, but you believe that this will happen naturally given the positive climate and strong collaboration in the lab. Being a little conflict adverse, you also don't like to over-plan people's work as they may feel micromanaged and not like you as much. You have also been meaning to talk to Wei Lin about Sam's paper as you've had trouble getting updates from her.

Imagine a positive and helpful conversation between Wei Lin and Rebecca, and make some notes on what might be said by each person and what the outcome might be:

Wei Lin:

Rebecca:



Workshop

REFLECTION MOMENT

(GROUP COACHING)

Reflecting on the group coaching session and your notes, what was most helpful to you that you learned about giving and receiving feedback?

PEER COACHING PREPARATION

Schedule a Feedback Conversation (November)

We would like each of you to plan at least a brief conversation where you solicit feedback from someone whose opinion you think will be helpful to your growth and development, and then reflect on that conversation in your peer coaching meeting. Ideally this will be leadership feedback. The conversation doesn't need to be lengthy – you can just ask one well-formed question – however if you'd like to use this as an opportunity to have a longer conversation feel free.

Step 1: Think about who do you think might have valuable feedback for you? What question(s) would you like to ask them?

Step 2: Reach out and ask for a feedback conversation (you can mention this program as your reason for this, if helpful)

Step 3: Make some notes on how the conversation went for you – what went well, what could have gone better? What will you do or change as a result?

Step 4: Reflecting on the feedback conversation, what role did your strengths play? How did you use them effectively? Did you misuse or over-use any strengths?

PEER COACHING

Feedback Peer Coaching Session (December)

Conducted on _____

- Share your feedback conversation experience with your peer coaching group. What did you plan? How did it go? What did you learn from this conversation?
- Discuss best practices based on your experiences – what would you do again?
- Share the role your strengths played in your feedback conversation.
- How can you make sure you get the leadership feedback you need so that you can continue to grow and achieve your goals? How can your strengths support you?

At the end of your peer coaching session, note your key take-aways below:

NOTES: