

“Feedback and Leadership: Creating Constructive Learning Cultures for Today’s Organizations”

Instructor:	Betty Boden
Email Address:	tba
Duration:	9 weeks
Language of Instruction:	English

Description

Most often when employees quit their jobs, it’s not the job itself they are quitting, rather it’s the company culture manifest in their immediate superiors. Whether online or face-to-face, the one crucial skill distinguishing good leadership from bad is the ability to give – and receive – feedback, vital to the learning process. Fortunately, giving and receiving feedback is a skill and thus – like any other skill – can be learned. This workshop will enhance your leadership competence by investigating and practising what it means to give and receive quality feedback, using practical examples from your own workday experience.

The feedback process is steered by a broad array of factors that are both cultural and personal, not to mention the particularities of corporate culture. This course will examine cultural-level determinants such as the cross-cultural range of expectations and gender-differentiated communication systems, alongside individual-level variations in work preference, as established by contemporary framework methods deployed in companies. To understand what the prerequisites for giving and receiving quality feedback are, we will focus on exploring the following specifically:

- Feedback guidelines – conducting feedback sessions successfully
- Feedback positive and negative – many find giving praise equally challenging
- The two-way process of feedback – a dialogue, achieving commitment and change for the better
- The three contexts of feedback – tailoring feedback to the individual, the situation and company culture
- Quality feedback enables and empowers people to excel – defining good leadership and a constructive learning culture
- Personal experience and concerns – analyzing your own examples from work

Learning Objectives

This course aims to provide you with awareness and practical experience of feedback, from the cultural and gender parameters shaping expectations of where and when feedback may be applied, to the personal parameters determining the how of its application, so as to increase confidence, practice and comfort with giving and receiving feedback in the professional context, making for better leaders. What you will gain specifically:

- Feeling more confident and comfortable when giving clear and useful feedback
- Increased awareness of your own strengths and limitations
- Deeper understanding through reflection and introspection and thus achieving a better understanding of your own development areas

Target Group

Leaders, managers, entrepreneurs, graduates, postgraduates, early-career and senior professionals, HR experts.

This course is of particular relevance to designated, newly appointed, or experienced people in leadership positions from all fields.

General Requirements

Participants need to possess English language abilities in speaking and writing on the Upper Intermediate Level (at least B2). Attendance of the live sessions is essential for your successful and meaningful completion of the course. To receive a certificate for this course, you will need to attend at least two of the three live sessions. These live sessions will be combined with additional material and intensive work through the online course platform, both individually and in groups. Please see course requirements for the various assignments.

To ensure a comfortable learning environment for all, please adhere to our [Code of Online Conduct](#).

Technical Requirements

Stable internet connection.

Fully functional device, such as computer, laptop or tablet (use of smart phones is not recommended) with camera and microphone, headset recommended.

Recommended operating systems: Windows 10 or higher or MacOS 10.13 or higher. Avoid using a VPN.

Software: Webex Meetings. Please log in to Webex at least a day before course start in order to avoid any technical delays on the first live session.

Course Requirements

Assignments & Readings

Short Presentations, individually and in groups

Set Tasks/Activities for each week

Literature

Provided online.

Modules

Module	Topics, Guiding Questions, Reading, Assignments
1	<p>LIVE SESSION // Topic: Introduction</p> <p>Orientation: Setting Ground Rules and getting acquainted</p> <p>Input: The basic principles of giving and receiving quality feedback</p> <p>Establishing peer groups of three to meet regularly every week throughout the course to work on assignments and exchange experience and knowledge, creating support for each other in the learning process</p> <p>Journaling your learning process – guideline and schedule</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part one - Peer groups of three in autonomous meetings: <ul style="list-style-type: none"> • Task/Activity with Worksheet instructions: • Exchange personal experience of giving and receiving feedback according to instruction (Structured exchange) • Produce a documentation/presentation to share with the group in the second live session - Watch TED Talk: Sheila Heen: How to Use Others' Feedback to Learn and Grow - Stone, D. / Heen, S. (2015): Thanks for the Feedback. The Science and Art of Receiving Feedback Well (pp. TBA)

<p>2</p>	<p>LIVE SESSION // Topic: Practical Application of Feedback</p> <p>Exploration: Building trust</p> <p>Share with group: Insights gained from task/activity in peer groups: Exchange personal experience of giving and receiving feedback</p> <p>Input: Giving and receiving quality feedback Practical Exercise: Conducting a feedback dialogue according to a guideline</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part two - Peer groups of three in autonomous meetings - Practical exercise for self-improvement - Harley, S. (2013): How to Say Anything to Anyone. A Guide to Building Business Relationships That Really Work (pp. TBA)
<p>3</p>	<p>Asynchronous session // Topic: Building Trust</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part three - Peer groups of three in autonomous meetings - Edmondson, A. C. (2018): The Fearless Organization. Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth (pp. TBA)
<p>4</p>	<p>Asynchronous session // Topic: Introduction to Cultural Dimensions, e.g., High and Low Context</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part four - Peer groups of three in autonomous meetings - Meyer, E. (2014): The Culture Map. Breaking Through the Invisible Boundaries of Global Business. How People Think, Lead and Get Things Done (pp. TBA)
<p>5</p>	<p>Asynchronous session // Topic: Cultural Dimensions continued, e.g., Indirect vs. Direct Constructive Feedback</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part five - Peer groups of three in autonomous meetings - Meyer, E. (2014): The Culture Map. Breaking Through the Invisible Boundaries of Global Business. How People Think, Lead and Get Things Done (pp. TBA)

<p>6</p>	<p>Asynchronous session // Topic: Communication Models</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part six - Peer groups of three in autonomous meetings - Marquet, L. D. (2020): Leadership Is Language: The Hidden Power of What You Say – and What You Don't (pp. TBA)
<p>7</p>	<p>Asynchronous session // Topic: Your Style Under Stress</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Processing learning journals part seven - Peer groups of three in autonomous meetings - Patterson, K. / Grenny, J. / McMillan, R. / Schwitzler, A. / Gregory, E. (2021): Crucial conversations. Tools for Talking When Stakes Are High (pp. TBA)
<p>8</p>	<p>Asynchronous session // Topic: Mindset and Leadership</p> <p>Subject overview and exercises</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Preparing the last live session, a short presentation - Processing learning journals part eight - Peer groups of three in autonomous meetings - Dweck, C. S. (2016): Mindset. The New Psychology of Success. How we can learn to fulfill our potential (pp. TBA)
<p>9</p>	<p>LIVE SESSION // Topic: Key Insights from the past nine weeks</p> <p>Summing up, outstanding questions, conclusions</p> <p>Reading / Assignment:</p> <ul style="list-style-type: none"> - Completing learning journals part nine, the final part - If you wish, you can also hand in a summary of your learning journal, stating your three key insights, 600 – 1000 words