

Topic #1: Practicing Active Listening in Small Groups

Taking a quick moment to ask if a person has a preferred communication style help to deliver the feedback in a way that resonates with the receiver

Difficulty with follow-through on expectations and with effectively providing feedback on negative outcomes.

useful to empathize w/ speaker by giving similar experiences; also to ask clarifying questions.

Building rapport was collectively our strongest skillset. Also we feel the most important!

Everyone has different skills and styles so good to have multiple leaders in a group

Detailed project goals and safety guidelines that everyone agrees on before getting into the field can help because they take the guesswork out of feedback.

Simple follow up questions can help the speaker feel listened to and ease conversation.

Biggest challenge to active listening is getting stuck at the Listening to Respond level.

felt stronger connection to participants by just a short bout of active listening, very Positive! awkward on zoom, but asking open-ended q's felt good.. need to paraphrase more.

Different personalities described different strengths and weaknesses leading to idea that active consideration of personality can help to provide voice to all.

Active listening led to really good discussion in our group

How to know as a leader how your team feels about your leadership

Using your powers of observation and talking about conflict resolution before the outing and referring to ground rules buy-in!

Difficult to communicate on zoom, need to exaggerate to show you are listening.

Paraphrasing during the active listening seemed to help our group better understand each other and allowed for communication about parts we weren't quite understanding.

You don't have to be a leader to help the group develop better coms. Any team member with the skills can help foster a stronger team.

We talked about how clarification about roles is really important, and how as listeners we can ask clarifying questions to better understand the speaker's meaning.

Putting yourself in the other person's shoes, and always think about what the other person feels, thinks, needs, experiences; especially when you are a leader, remember what it felt like like when you weren't a leader!

Good to empathize with people's challenges - be open and vulnerable when listening

modelling behavior to your team can help with defining expectations for your group and may be more effective than pedantic discussion of rules

It was very illuminating in terms of what I need to work on. e.g. paraphrasing and asking more clarifying questions

Soliciting preferred feedback styles from participants to better tailor it to their learning style.

Listening is an ongoing activity - field leads should build in time and space for sharing thoughts from all team, especially engage students

Asking follow-up questions is a really effective way of making someone feel heard and that you are interested in what they're saying.

Be careful with personal anecdotes. It is tempting and CAN be effective to relate someone's struggles to show that you understand. BUT you can also center yourself when you do, taking away from the speaker/issue at hand.

Visual cues are important - nodding, eye contact (this can be difficult on zoom!)

Although its important not to steer the conversation to yourself, identifying and relating to others is important in showing understanding and building rapport.

Tension between being friendly (building rapport) and being a leader (ensuring clarity about roles, expectations)

Asking questions led to more questions and a more honest, open conversation. Tricky to figure out the zoom etiquette

Validation of sentiment/feeling builds trust

You need confidence to make the transition from being a crew member to a crew lead

Using clear signposting language like "Thank you for sharing that" and "What I heard you say was" made it very clear that the listener was engaged.

Make a nice dinner after a hard day for your group.

We talked about how it can be challenging to know WHEN to interject with questions or validation to make sure you are not interrupting the speaker

Find a way to relate to the person you are listening to (i.e. common ground, shared experiences, etc.)

Topic #2: Discussing Constructive Feedback in Small Groups

feedback is perceived differently by people of different backgrounds / different upbringings.

+1

Active listening and the ability to effectively use dialogue in formal and informal scenarios is an important tool. Sometimes feedback can't be effectively communicated via an evaluation or formal sit down situation.

if possible, funnel feedback from the group up to the supervisor through a representative (e.g., a postdoc that represents the group).

"Us vs the problem" is usually better than "me vs you"

Communication styles can create friction

Use "I" statements when giving feedback to your supervisor and recognize that there can be unintended outcomes to their decisions or methods

Plan ahead what you want to say, or plan ahead in terms of making environments less hierarchical. (Instructors giving legitimacy to TA's and valuing opinions.)

Resolve sooner than later but allow self time to say what you need to say

Utilize movement when giving feedback - go for a walk

Early on, establish routine crew meetings to provide the opportunity for feedback (among all levels of staff), and bring up any issues.

Send an email beforehand and briefly state what you want to talk about, then set up a time to meet over zoom/in-person/phone. Gives the other person to process the information before the meeting.

use "we" instead of "you" when giving negative feedback

find the right time to give feedback. avoid when they are exhausted.

The Feedback Sandwich works in many contexts, but sometimes feels false / like the recipient knows something bad is coming / the good parts aren't genuine.

Give positive, and specific, feedback more often to all team members! :)

A supervisor once started the conversation with "I'd like to talk about something difficult." That made it easier to receive the feedback and agree on a solution.

Set up a time to give/ receive feedback from the group at the end of the day / trip

Feedback is a two way street

Setting clear expectations as a PI/Leader allows peers to feel empowered and more effectively give feedback to one another.

Having a plan and being prepared for giving feedback prior to engaging the other individual, and knowing when it is appropriate and important to step in and say something

If a person is not receptive to feedback and needs to be reassigned to a less critical/difficult task, others in the group might feel that the work reassignment is unfair. How to handle that dynamic?

Make time for positive, specific feedback at the end of the day.

A good start would be to use leading questions to see if they can see what is wrong before going straight into negative feedback

Check in with the person that you want to give feedback to first, to make sure they are doing okay or need anything from you or group leader.

Check in and see where students are at mentally/physically, field settings can be demanding. Take time to evaluate the pace of learning; did the mentor/leader miss a step in teaching; realign expectations with the group

For giving feedback to your supervisor, set up a time and place to do so. send an email before hand. Not appropriate to try and squeeze the conversation in at end of the field week.

Bringing an ally when giving feedback to a supervisor can make the situation less confrontational and more of a conversation.

It's really helpful to have operating protocols well documented so all team members can refer & learn - which may even head off having to give difficult feedback.

For feedback to supervisors: Appeal to their role as a leader, your needs as a student (trying to learn here), and to common goals (what are we trying to accomplish & how can we best do that).

It would be valuable to plan on doing post-mortems on field experiments to have a safe place to discuss not so much how the science went but what did or didn't go well team-wise and what improvements could be made.

Start by asking about how the person is doing. Issues sometimes have a cause rooted in something completely different from what the 'symptom' is.

Is this a protocol issue (asking for too much data to be collected)? Or is this a personnel issue?

Sandwiching constructive criticism between praises can hopefully aid in reception of feedback and recognize both exceptional work and also areas of improvement

Set up communication lines and plans beforehand for feedback protocols

"Us vs. the problem" is usually better than "me vs you".

If speaking up on someone's behalf to a supervisor, be sure not to single a person out ("We" instead of "they")

unsure in the scenario how safe it is to give feedback--e.g., it's important to make sure one can give feedback w/o fear of retaliation

Before giving negative feedback, check with person ahead of time - there could be a scenario causing behavior (physical exhaustion for example). After giving feedback, offer support as a way forward

feedback is so hard when it gets emotional.... and how emotional the conversation get also relates to differences in cultural background

Timing is key in these scenarios, and don't be afraid to ask for time to talk.

Take time to acknowledge challenges to complete the work. Invite feedback for pacing. Present group expectations for data collection, emphasize important stance of quality data, not quantity.

Topic # 3: Discussing Conflict in Small Groups

It was useful for our breakout group (4 males) to consider the difficulty a female lead would face when resolving an apparent gender-based issue caused by a male crew member.

plan your course of action depending on the reaction of the person causing the conflict - are they willing to listen and work with you, or are they just disruptive?

– important to have multiple points of contact for safety of everyone in the group! hopefully you have a field safety plan that anticipates the "Jordan scenario".

Make clear that Jordan is on the team and you want to solve the situation together

I like the suggestion about if the person is really combative and not receptive to feedback, to maybe diffuse the possibility of conflict by adding a third member or more to the group...

Empower other men in the group to model the appropriate behavior/code of conduct

Approach conflict neutrally and removing any unnecessary aspects. It may appear a gender issue, but perhaps its unrelated - foster understanding!

Having a feedback loop back with the experienced females in the situation is an important part of resolving this for everyone involved, not just Jordan.

Know your Best Alternative to a Negotiated Agreement. eg getting a new person on your team and dismissing Jordan

Important to clearly state expectations -who is in charge

Better to address conflicts early. Letting conflicts fester, can lead to larger issues down the road.

This sounds like sexual harassment. You may be required to report this to your Title IX office. Make sure your field safety plan includes a way to contact them for help.

consider checking in with people to see if there is something in their personal lives leading to creating conflict on the project

CONTROLLING YOUR OWN PHYSIOLOGICAL RESPONSE

might be useful to empathize w/ Jordan (offender) while still making clear what is not allowed.

Having a community expectation/agreement that is well communicated from day 1 (or sooner).

Explain that working as a team is part of being a professional and Jordan will need to develop these skills

Multiple points of contact in case of conflict

Talking to Jordan directly one-on-one vs. having an open group discussion about how folks thing things are going.

Give Jordan the opportunity to grow and improve, but have a plan in case he doubles down and needs to be removed from the field. +1

Understanding that there is not "One-Size-fits all" tactic. Male/female leaders often have to use different tactics for the same scenario.

rely on (& directly ask) other group members to also role-model what is acceptable behavior.

The prompt was a little misleading in bringing the focus on Jordan's feelings. We feel the effect of his actions on the team, especially the female crewmembers morale/feelings, was the real focus of this question

Getting others with privilege to step in can help (having the men address him instead of leaving it to the affected women) +1