

# Louvain School of Management



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**LOUVAIN**  
School of Management

# Skills Toolbox

## W3 – Listening and Giving Feedback

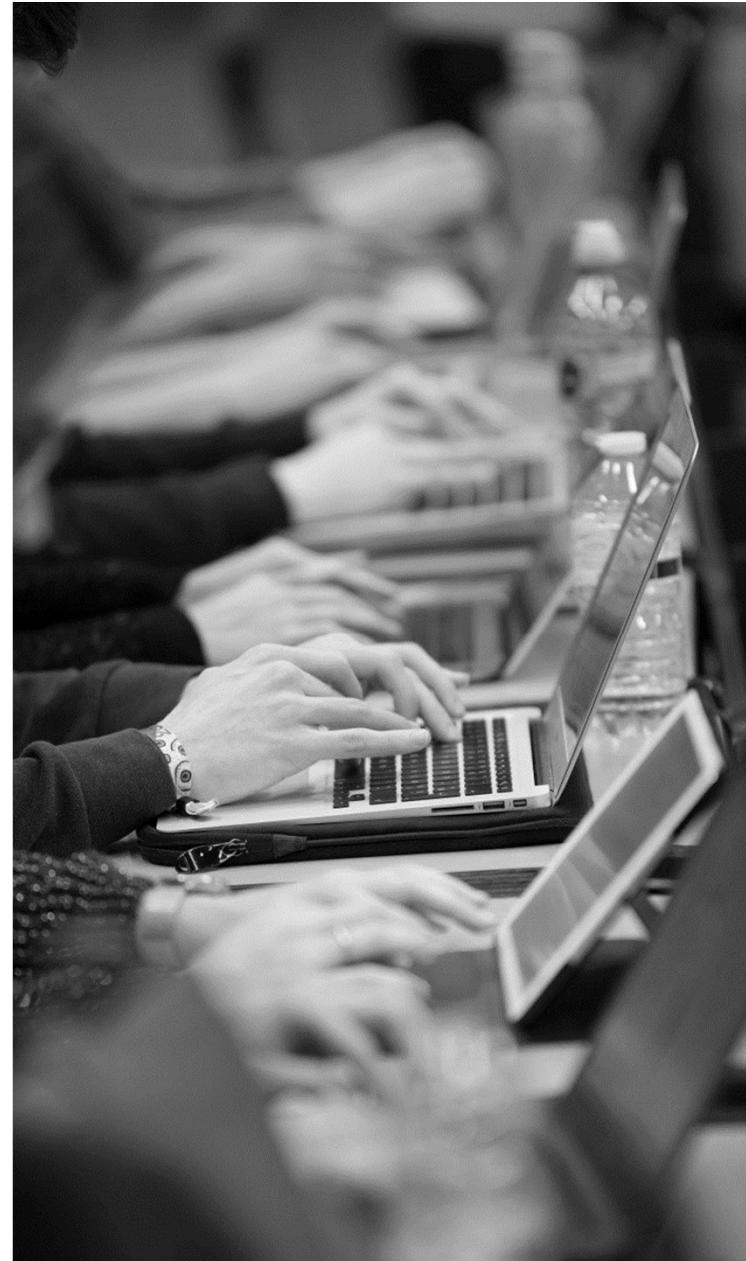
LLSMD2090 – Seminar on Relational and Managerial  
Competencies



## Listening and Giving Feedback

### **Agenda:**

- ‘Listening’ skills
- Break
- ‘Giving Feedback’ skills
- Conclusion: Working as an Ambassador



## Listening and Giving Feedback

Quand nous sommes à l'écoute  
Tu délies en toute chose  
L'éternité enfouie

Au sel de nos fibres  
S'accroît ton visage

Quand nous sommes à l'écoute  
Chaque instant te secrète

Et le présent respire

*Andrée Chédid, « Vie III » in Visage premier*



## Listening and Giving Feedback

We have two ears and one mouth so that we can listen twice as much as we speak

*Epictetus*

Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.

*Winston Churchill*

The most basic and powerful way to connect to another person is to listen. Just listen.

*Rachel Naomi Remen*



## Listening

### **To hear vs to listen:**

- To hear: a perceptive process
- To listen: to pay attention to what I hear



## Listening Skills

### Objects of listening:

- Facts
- Opinions
- Feelings
- Intentions

**Ex. Car crash**



## Listening Skills

### Types of listening:

- **Passive** listening (to remain silent)
- **Active** listening:
  - To question
  - To reformulate
  - To summarize



## Listening Skills

### Exercise in trio:

- **A talks to B about a communication problem**  
(with friends, other students, colleagues)
- **B listens to A ACTIVELY**
- **C observes HOW B listens**



## Listening Skills

### **Timing controlled by C:**

- 7 mn max. of exercise
- 2 mn: A says how he/she felt listened to
- 2 mn: B identifies the objects of listening that he/she has tried to highlight
- 2 mn: C gives feedback about what he/she has observed concerning B listening



## Listening Skills

### About Empathy:

- **Common sense: to put oneself in the other person's shoes**
- **Rational vs Emotional Empathy:**
  - rational empathy: to understand the other's facts and opinions
  - emotional empathy: to understand the other's feelings and intentions



## Listening Skills

### Exercise in trio (new roles):

- **A talks to B about a relational problem** (with friends, other students, colleagues)
- **B listens to A with EMPATHY**
- **C observes HOW B listens**



## Listening Skills

### **About Empathy:**

- 7 mn max. of exercise
- 2 mn: A says how he/she felt listened to
- 2 mn: B identifies the type of empathy that he/she has tried to highlight
- 2 mn: C gives feedback about what he/she has observed concerning B listening



## Listening Skills

### About Helping:

- **Common sense:** to listen in order to help
- **Advising:** to give the other person solutions based on what you have understood
- **Coaching:** to allow the other person to decide on his/her own actions based on what you have understood



## Listening Skills

**Exercise in trio (new roles):**

- **A talks to B about a work problem** (with friends, other students, colleagues)
- **B listens to A in order to HELP**
- **C observes HOW B listens**



## Listening Skills



### **About Helping:**

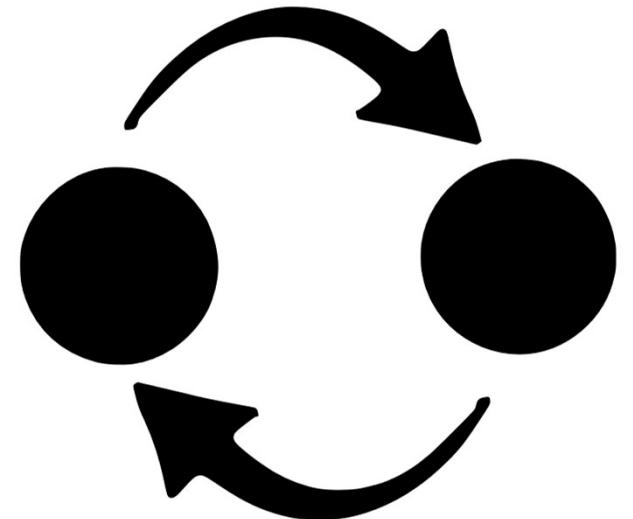
- 7 mn max. of exercise
- 2 mn: A says how he/she felt listened to
- 2 mn: B identify the type of help that he/she has tried to highlight
- 2 mn: C gives feedback about what he/she has observed concerning B listening



## Giving Feedback

### What is 'feedback'?

- **General definition: the expression by another person of his/her reaction to my behavior and attitude.**

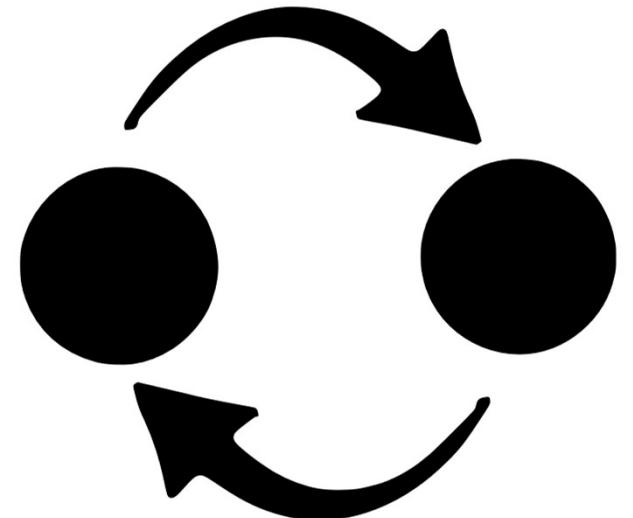


## Giving Feedback

**Goals:**

- Inform
- Congratulate
- Criticize
- Ask for an improvement or a change

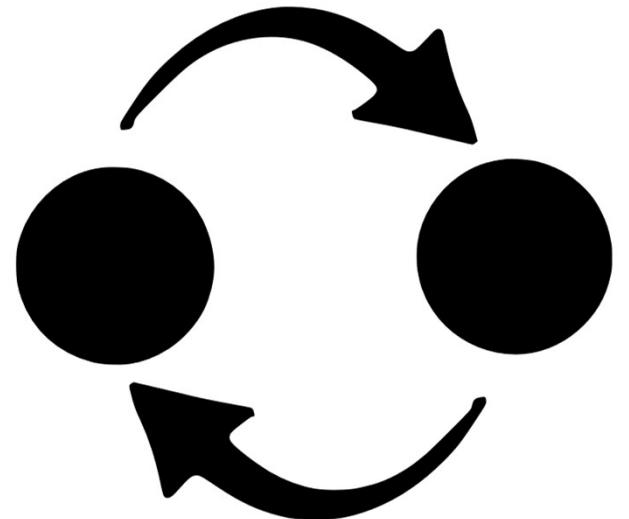
about the behavior and the attitude  
concerned



## Giving Feedback

### Forms:

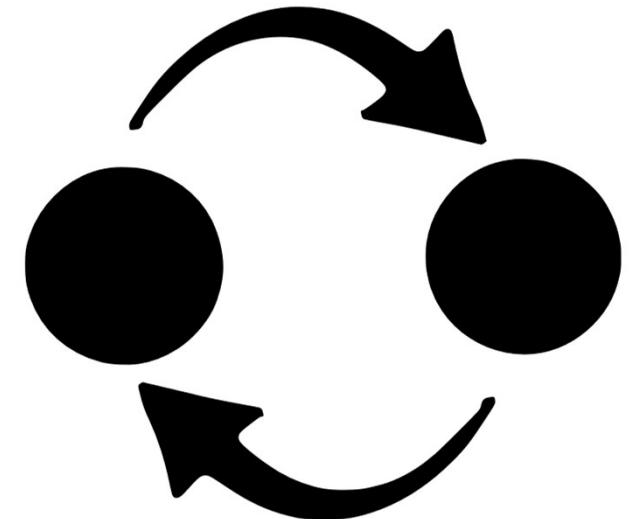
- **Constructive** vs negative
- **Specific** vs global



## Giving Feedback

### Exercise1 (individually):

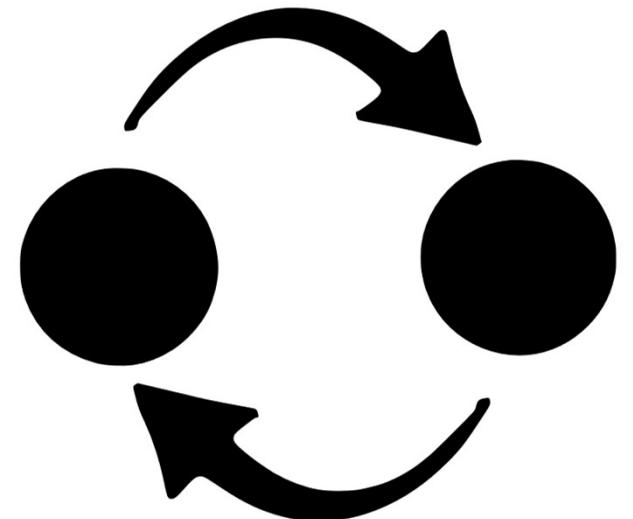
- Identify some feedbacks you already received which were **specifically useful** for you:
  - what was the impact of these feedbacks on you personally?
  - what are the criteria you find the most important to give this type of feedback?



## Giving Feedback

### Exercise2 (individually):

- Identify a colleague you would like to give **a 'touchy' feedback** to:
  - what would it be about?
  - how will you proceed?

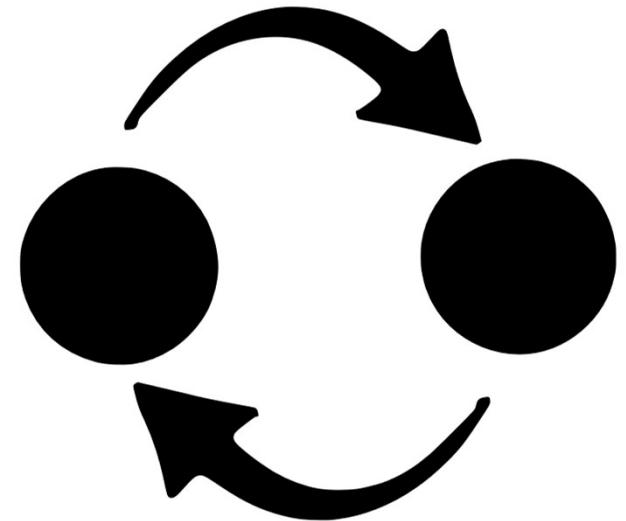


## Giving Feedback

### **Tips to express a constructive feedback :**

- 1. Situation.** Describe the situation
- 2. Behavior and/or Attitude.** Express the specific behavior and/or attitude concerned.
- 3. Impact.** Express the impact it has on you personally.
- 4. Demand.** What do I expect from you?

**It's fundamental to differentiate the person and his/her role and action.**



# THANK YOU!



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