

Feedback

Self awareness,

personal development

Johari window model

- Useful model to describe the process of human interaction, more specifically of giving and receiving feedback.
- Model depicts communication windows through which feedback is given and received.
- Through feedback and disclosure, you can reveal more about yourself to others and learn more about yourself from others.

Improvements

- Individuals can build trust between themselves by disclosing information about themselves.
- They can learn about themselves and come to terms with personal issues with the help of feedback from others.

How does it work?

- Using the Johari model, each person is represented by their own four-quadrant, or four-pane, window.
- Each of these contains and represents personal information - feelings, motivation - about the person, and shows whether the information is known or not known by themselves or other people.

Known to Self

Unknown to Self

Known to Others

OPEN SELF

Information about you that both you & others know.

BLIND SELF

Information about you that you don't know but others do know.

Unknown to Others

HIDDEN SELF

Information about you that you know but others don't know.

UNKNOWN SELF

Information about you that neither you nor others know.

Johari Quadrant 1

- Open self/area, 'free area', 'public area', 'arena'
- Also known as the 'area of free activity'
- Information about the person – behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc. – known by the person and known by the team.

Johari Quadrant 2

- 'Blind self' or 'blind area' : what is known about a person by others in the group, but is unknown by the person him/herself
- Could also be referred to as ignorance about oneself, or issues in which one is deluded.
- Not an effective or productive space for individuals or groups
- Also includes issues that others are deliberately withholding from a person

Johari Quadrant 3

- ‘Hidden self’ or ‘hidden area’ or ‘avoided self/area’
- What is known to ourselves but kept hidden from, and therefore unknown, to others
- Represent information, feelings, anything that a person knows about him/herself, but which is not revealed or is kept hidden from others
- Also include sensitivities, fears, hidden agendas, manipulative intentions, secrets – anything that a person knows but does not reveal

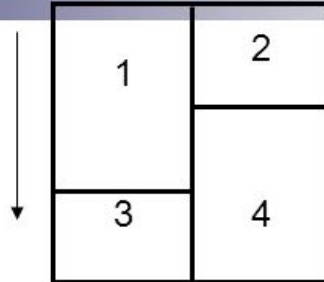
Johari Quadrant 4

- Unknown self, 'area of unknown activity, 'unknown area'
- Information, feelings, latent abilities, aptitudes, experiences, that are unknown to the person him/herself and unknown to others in the group
- Can be prompted through self-discovery or observation by others, or through collective or mutual discovery.
- Counselling can also uncover unknown issues
- Again as with disclosure and soliciting feedback, the process of self discovery is a sensitive one

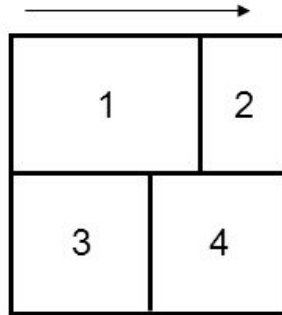
Principles of change in the Johari window

- A change in one quadrant affects other quadrants
- It takes energy to hide/deny/be blind to behavior that is involved in interaction
- Trust increases awareness
- Forced awareness is undesirable and usually ineffective
- The smaller the open area, the poorer the communication

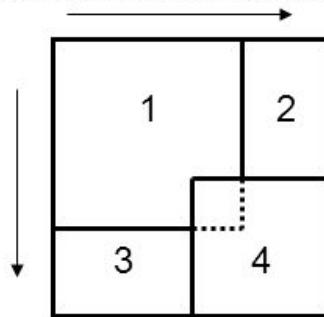
Under Condition of Self Disclosure



Under Condition of Feedback



Under Condition of Self Disclosure and Feedback



Open	Blind
H i d d e n	Unknown

Initial phase of group interaction

Later phase of group interaction →

Open	Blind
Hidden	Unknown

able	accepting	adaptable	bold	brave
calm	caring	cheerful	clever	complex
confident	dependable	dignified	energetic	extroverted
friendly	giving	happy	helpful	idealistic
independent	ingenious	intelligent	introverted	kind
knowledgeable	logical	loving	mature	modest
nervous	observant	organised	patient	powerful
proud	quiet	reflective	relaxed	religious
responsive	searching	self-assertive	self-conscious	sensible
sentimental	shy	silly	spontaneous	sympathetic
tense	trustworthy	warm	wise	witty

Feedback

- Purpose of feedback
 - Helps us see ourselves as others see us
 - Others learn how we see them
 - In so doing, it helps us move towards our goals
- Presupposes a caring, trusting environment
 - Which reduces defensiveness
 - Which maximizes personal growth
 - The desire for feedback is often off-set by the fear of asking for such information



Conditions for successful feedback

- For receivers to benefit from feedback, the receiver must:
 - possess a concept of the goal/standard or reference level being aimed for
 - compare the actual (or current) level of performance with that goal or standard
 - engage in appropriate action which leads to some closure of the gap

Before giving feedback

Always ask yourself:

- What is my intention behind giving this person feedback?
- How am I feeling about giving it?
- How is the other person feeling; if they have had a stressful day for example it might be best left for another occasion. It is important that they are in the right frame of mind to accept it.

Efficient and specific feedback

- Feedback should be given such that the person receiving it
 - Hears it in the most objective, least distorted way possible
 - Understands it
 - Retains the choice of using/not using it
- People need to be trained to give feedback
 - Should be given such that the recipient preserves his/her self-esteem



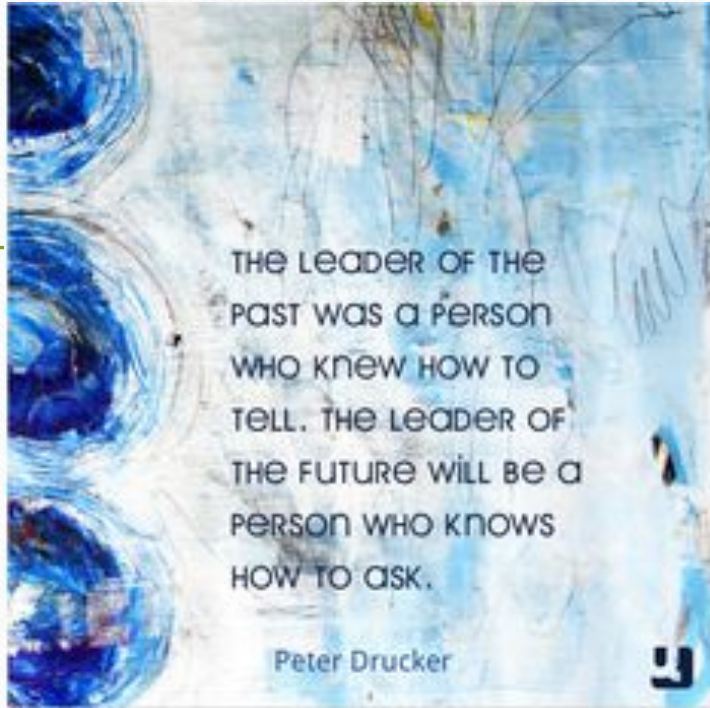
Advanced Feedback

- Be balanced – the good and the bad
- Be specific, sincere and concrete
- Modifiable versus unmodifiable behaviour
- Motivation to help versus motivation to hurt
- Direct feedback towards behaviour that can be changed or controlled
- Timing is critical
 - Sooner rather than later
 - Unless situation inappropriate
 - When receiver can listen and concentrate – time to reflect

Receiving feedback

- The three possible triggered reactions:
 - Truth triggers: “ You are wrong!”
 - The question is if the feedback is correct or accurate
 - Relationship triggers: “Who are you to tell me?”
 - Separate the “who” with the “what”
 - Identity triggers: “Aaah!”
 - Emotional reaction





- Elicit versus wait
- Listening and self-analysis versus denial and rationalisation
- Clarifying versus assuming

When you know where to look,
you can get lots of valuable feedback

