Welcome to the
CSMR 2012
Doctoral Symposium

Daniel Izquierdo-Cortazar
Global and Geographically Distributed Work Teams: Understanding the Bug Fixing Process and Potentially Bug-prone Activity Patterns

Ferenc Kovacs and Zoltán Dávid.
Visual Modeler for Data Intensive Tasks

Niko Schwarz and Adrian Kuhn.
Hot Clones: a Shotgun Marriage of Search-Driven Development and Clone Management
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Your states & interests

Daniel is finishing up
Ferenc is practically done
Niko is half way

Feedback on presentation and abstract
Connecting to people
Brainstorming about future research topics
together
Program

- 15 minute intro to professional types and giving feedback
- 10 minute presentations by Daniel, Ferenc and Niko
  - Clarification questions only
  - Audiences make notes for later reference
- 10 minute break
- Plenary feedback session (3 x 5 minutes)
  - Face-to-face brainstorm session (30 minutes)
  - Mike x Niko, Andy x Daniel, Jurgen x Ferenc
- Plenary harvest of take home messages (10 minutes)

Audience goes “stage left”

(snagglepuss from the yogi gang)
Feedback

Feedback is the central **tool** of our careers

It *could* be done effectively...

It is **subjective** by its very nature
Types for professionals

The MBTI® model (Jung) categorizes inclination:

- typical reactions to stimuli
- typical observations and interpretations
- general temper

Try it: http://piratemonkeysinc.com/quiz.php
Types for professionals

- 4 dimensional dichotomy:
  - extravert vs. introvert
  - sensing (factual) vs. intuition (hypothetical)
  - thinking (logical) vs. feeling (meaningful)
  - judging (organized) vs. perceiving (flexible)

- generates 16 types with each their own S.W.O.T.
- knowing which types we have, helps with feedback
Example: truth vs. relevance
Example: truth vs. relevance

Introvert, logical, sensing, judging PhD supervisor provides feedback to you, the talented extravert intuitive student
Example: truth vs. relevance

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You have (already!) written an excellent paper in the first 6 months of your thesis project, but the citations are not fully in order.
Example: truth vs. relevance

- Introvert, logical, sensing, judging PhD supervisor provides feedback to you, the talented extravert intuitive student.

- You have (already!) written an excellent paper in the first 6 months of your thesis project, but the citations are not fully in order.

- PhD supervisor hammers down, during a 5 minute tirade, the importance of doing your citations well.
Example: truth vs. relevance

- Introvert, logical, sensing, judging PhD supervisor provides feedback to you, the talented extravert intuitive student.

- You have (already!) written an excellent paper in the first 6 months of your thesis project, but the citations are not fully in order.

- PhD supervisor hammers down, during a 5 minute tirade, the importance of doing your citations well.

- You leave with a sense of disappointment, having learned your lesson on citations, and other irrelevant things.
Analysis
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There is nothing wrong with either the student or the supervisor.
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This is just what they normally do; say true things about citations and write great papers.
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But: the supervisor missed the opportunities to congratulate and to motivate and to teach
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This is just what they normally do; say true things about citations and write great papers.

But: the supervisor missed the opportunities to congratulate and to motivate and to teach.

And: you missed the opportunity for more feedback.
Improved version
1. PhD advisor \textbf{knows} about his hobby horses (citations) and parks them while you walk in with your first paper.
Improved version

1. PhD advisor knows about his hobby horses (citations) and parks them while you walk in with your first paper.

2. PhD advisor explains how he likes your ideas, your experiment and your analysis, and points out that, IHHO, citations could be done better in such and such way.
Improved version

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2. PhD advisor explains how he likes your ideas, your experiment and your analysis, and points out that, IHHO, citations could be done better in such and such way.

3. You know that you are not the type to focus on such details at first and that he is right, so you accept the feedback, and then ask what he thinks could be done about improving the clarity of the paper.
Improved version

1. PhD advisor **knows** about his hobby horses (citations) and parks them while you walk in with your first paper.

2. PhD advisor explains how he likes your ideas, your experiment and your analysis, and points out that, **IHHO**, citations could be done better in such and such way.

3. You **know** that you are not the type to focus on such details at first and that he is right, so you **accept** the feedback, and then **ask** what he thinks could be done about improving the clarity of the paper.

4. PhD advisor **realizes** that this is a **relevant** question, and **considers** the paper again from a clarity point of view.
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5. loop to step 2.
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2. PhD advisor explains how he likes your ideas, your experiment and your analysis, and points out that, IHHO, citations could be done better in such and such way.

3. You *know* that you are not the type to focus on such details at first and that he is right, so you *accept* the feedback, and then *ask* what he thinks could be done about improving the clarity of the paper.

4. PhD advisor *realizes* that this is a *relevant* question, and *considers* the paper again from a clarity point of view.

5. loop to step 2.
Tool: Feedback protocol
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annoying but it works!
Tool: Feedback protocol

rules for giving effective feedback:

annoying but it works!
Tool: Feedback protocol

- rules for giving effective feedback:
  - formulated every statement as an opinion

annoying but it works!

Friday, March 30, 12
Tool: Feedback protocol

- rules for giving effective feedback:
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  - never accuse

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  - soften the delivery, but not the message
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  - ask questions
Tool: Feedback protocol
Tool: Feedback protocol

rules for effectively receiving feedback:
Tool: Feedback protocol

- rules for effectively receiving feedback:

  - thank the messenger
Tool: Feedback protocol

- rules for effectively receiving feedback:
  - thank the messenger
  - do not act accused
Tool: Feedback protocol

- rules for effectively receiving feedback:
  - thank the messenger
  - do not act accused
  - rephrase the feedback
Tool: Feedback protocol

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Ineffective feedback
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Advisor: “Citations should be done the right way. Why are you always doing it wrong?”,
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... (silence) ...

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... (silence) ...
Ineffective feedback

Advisor: “Citations should be done the right way. Why are you always doing it wrong?”,

... (silence) ...

Student: “I dunno”.

Friday, March 30, 12
Effective feedback
Effective feedback

Advisor: “I expect that citations in all our papers follow the guidelines. I did notice some slip ups in your last two submissions. I would like to know what you could do to prevent this from happening again.”
Effective feedback

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Student: “I could make point of checking them or having them checked before submitting”.
Transmitters & Receivers
Transmitters & Receivers

supervisor
Transmitters & Receivers

supervisor

student
Transmitters & Receivers

Advises

Supervisor

Student
Transmitters & Receivers

supervisor advises

contributes

student
I can't hear you!

lalalalalala
Student receives great advise
Supervisor receives great contributions
Student receives great advice
Supervisor receives great contributions
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