Can You Hear Me Now? Best Practices for Learning and Teaching Feedback Techniques

Beth Payne, MAEd, C-TAGME, LSSBB
Director, Academic Programs
Associate Program Director

Michelle Arandes, MD
Residency Program Director
Associate Professor Pediatrics

Disclosure
We have no financial relationships or conflicts of interest to disclose.

Objectives
At the end of this presentation the participant will be able to:
• Define and discuss the dynamics of feedback in the learning environment
• Determine the role of generation and professional culture on feedback
• Address challenges/barriers with feedback
• Recognize the principles of giving and receiving feedback
• Develop skills for giving and receiving effective feedback in both written and oral form
• Review innovative solutions to emerging challenges/barriers with feedback

Questions to ponder
1. Why do people want so much feedback?
2. What are they really asking to hear?
3. Why is it SO uncomfortable to give feedback?

Activity
When I say “FEEDBACK” what’s the first word that comes to your mind?

Go to www.menti.com
code 13 06 86
Getting FEEDBACK in residency is like taking a drink from a fire hydrant

NO feedback

TOO much feedback

LIFE

Receiving feedback

Thought you said you could handle constructive criticism...

Content Credit: Thanks for the Feedback: The Science and Art of receiving feedback well by Douglas Stone & Sheila Heen - http://wellorderedlife.com/

Giving feedback

You could put this on top of an mountain as a warning.

Content Credit: Thanks for the Feedback: The Science and Art of receiving feedback well by Douglas Stone & Sheila Heen - http://wellorderedlife.com/

What is Feedback?

Noun

1. information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement.

synonyms: response, reaction, comments, criticism;

2. the modification or control of a process or system by its results or effects, e.g., in a biochemical pathway or behavioral response.

Generational Understanding

Demographic Breakdown

- Traditionalists (pre-1946)
- Baby Boomers (1946-1964)
- Generation X (1965-1980)
- Gen Y

316,200,000 in 2013
### On-the-Job Strengths

<table>
<thead>
<tr>
<th>Job Strength</th>
<th>Boomer</th>
<th>Millennial</th>
<th>Trads</th>
<th>Xers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Oriented/Team Players</td>
<td>Stab...</td>
<td>Multitaskers and Techno-Savvy</td>
<td>Stable</td>
<td>Adaptable and Techno-Literate</td>
</tr>
<tr>
<td>Outlook</td>
<td>Optimistic</td>
<td>Helpful</td>
<td>Practical</td>
<td>Skeptical</td>
</tr>
<tr>
<td>View of Authority</td>
<td>Love/Hate</td>
<td>Polite</td>
<td>Respectful</td>
<td>Unimpressed and Unintimidated</td>
</tr>
<tr>
<td>Leadership</td>
<td>By Consensus</td>
<td>By Pulling Together</td>
<td>By Hierarchy</td>
<td>By Competence</td>
</tr>
<tr>
<td>Relationships</td>
<td>Personal Gratification</td>
<td>Inclusive</td>
<td>Personal Sacrifice</td>
<td>Reluctant to Commit</td>
</tr>
</tbody>
</table>

### On-the-Job Strengths

<table>
<thead>
<tr>
<th>Job Strength</th>
<th>Boomer</th>
<th>Millennial</th>
<th>Trads</th>
<th>Xers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Oriented/Team Players</td>
<td>Stab...</td>
<td>Multitaskers and Techno-Savvy</td>
<td>Stable</td>
<td>Adaptable and Techno-Literate</td>
</tr>
<tr>
<td>Outlook</td>
<td>Optimistic</td>
<td>Helpful</td>
<td>Practical</td>
<td>Skeptical</td>
</tr>
<tr>
<td>View of Authority</td>
<td>Love/Hate</td>
<td>Polite</td>
<td>Respectful</td>
<td>Unimpressed and Unintimidated</td>
</tr>
<tr>
<td>Leadership</td>
<td>By Consensus</td>
<td>By Pulling Together</td>
<td>By Hierarchy</td>
<td>By Competence</td>
</tr>
<tr>
<td>Relationships</td>
<td>Personal Gratification</td>
<td>Inclusive</td>
<td>Personal Sacrifice</td>
<td>Reluctant to Commit</td>
</tr>
</tbody>
</table>

### On-the-Job Strengths

<table>
<thead>
<tr>
<th>Job Strength</th>
<th>Boomer</th>
<th>Millennial</th>
<th>Trads</th>
<th>Xers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Oriented/Team Players</td>
<td>Stab...</td>
<td>Multitaskers and Techno-Savvy</td>
<td>Stable</td>
<td>Adaptable and Techno-Literate</td>
</tr>
<tr>
<td>Outlook</td>
<td>Optimistic</td>
<td>Helpful</td>
<td>Practical</td>
<td>Skeptical</td>
</tr>
<tr>
<td>View of Authority</td>
<td>Love/Hate</td>
<td>Polite</td>
<td>Respectful</td>
<td>Unimpressed and Unintimidated</td>
</tr>
<tr>
<td>Leadership</td>
<td>By Consensus</td>
<td>By Pulling Together</td>
<td>By Hierarchy</td>
<td>By Competence</td>
</tr>
<tr>
<td>Relationships</td>
<td>Personal Gratification</td>
<td>Inclusive</td>
<td>Personal Sacrifice</td>
<td>Reluctant to Commit</td>
</tr>
</tbody>
</table>

### On-the-Job Strengths

<table>
<thead>
<tr>
<th>Job Strength</th>
<th>Boomer</th>
<th>Millennial</th>
<th>Trads</th>
<th>Xers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Oriented/Team Players</td>
<td>Stab...</td>
<td>Multitaskers and Techno-Savvy</td>
<td>Stable</td>
<td>Adaptable and Techno-Literate</td>
</tr>
<tr>
<td>Outlook</td>
<td>Optimistic</td>
<td>Helpful</td>
<td>Practical</td>
<td>Skeptical</td>
</tr>
<tr>
<td>View of Authority</td>
<td>Love/Hate</td>
<td>Polite</td>
<td>Respectful</td>
<td>Unimpressed and Unintimidated</td>
</tr>
<tr>
<td>Leadership</td>
<td>By Consensus</td>
<td>By Pulling Together</td>
<td>By Hierarchy</td>
<td>By Competence</td>
</tr>
<tr>
<td>Relationships</td>
<td>Personal Gratification</td>
<td>Inclusive</td>
<td>Personal Sacrifice</td>
<td>Reluctant to Commit</td>
</tr>
</tbody>
</table>
Culture Change

Building the Culture

Personal
- Ask
- Don’t punish
- Show the impact
- Make it easy
- Create safe places

Community
- Safety and Trust
- Balance
- Normalcy
- Personal Accountability

https://hbr.org/2013/12/building-a-feedback-rich-culture

Objective

Receiving Barriers

Who
- Lack of respect for the source
- Inconsistent from multiple sources

What
- Not actionable or specific

When
- Immediate vs remote
- How to find time?

Where
- Public vs private

Why
- Understand goals/expectations
- Is this being graded??
- Did I screw up???

Giving Barriers

Who
- Generational, cultural, power
- Fear of upsetting the trainee /damaging the relationship
- Trainee being resistant or defensive when receiving criticism

What
- Nature of task – tough situations
- Planned or impromptu

When
- Immediate vs remote

Where
- Public vs private

Why
- Understand goals/expectations

How
- Verbal, written, formal, informal

Objective

Recognize the principles of giving and receiving feedback
The truth about feedback...

Self-reflection is a humbling process. It's essential to find out why you think, say, and do certain things... then better yourself.

The Feedback Junction

A - learn and grow

B - acceptance

Feedback Triggers

Triggers

• Truth- you are wrong
• Relationship- who are you?
• Identity- wait... AHA

In feedback, separate appreciation, coaching and evaluation in the discussion.
Appreciation, Coaching and Evaluation

We need to receive all three

Type of feedback | Giver’s purpose
--- | ---
Appreciation | To see, acknowledge, connect, motivate, thank
Coaching | To help receiver expand knowledge, sharpen skill, improve capability
Evaluation | To rate or rank against a set of standards, to align expectations, to inform decision making

Effective feedback needs three things:

1. What’s my purpose in giving/receiving this feedback?
2. Is it the right purpose from my point of view?
3. Is it the right purpose from the other person’s point of view?

“Feedback Arrives with Generic Labels”

“Be specific” about two things:
1. where the feedback is coming from (observe)
2. where the feedback is going (Story)

Understand the “label”
- What data is being used?
- What observations have they made?
- What are they really trying to say?

Move from that’s wrong to tell me more

<table>
<thead>
<tr>
<th>Comment</th>
<th>What was heard</th>
<th>What was meant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>Be more confident</td>
<td>Give the impression you know things even if you don’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have the confidence to say you don’t know when you don’t know</td>
</tr>
<tr>
<td>Appreciation</td>
<td>I wish you weren’t so opinionated</td>
<td>Don’t be interesting to talk to, get bland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You don’t listen to anyone, it’s exhausting</td>
</tr>
<tr>
<td>Evaluation</td>
<td>You’ve received a 4 out of 5 this year</td>
<td>Last year I got a 4.1, I worked much harder, why isn’t hard work noticed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No one gets a 5. Few get a 4 and you’ve done it twice. You are doing a great job</td>
</tr>
</tbody>
</table>

A blind spot is something we don’t see about ourselves that others do see.
When something goes wrong and I am part of it, I will attribute it to the situation, you will tend to attribute it to my character.

Managing the conversation (receiving)

- Listening
- Asserting
- Process moves
- Problem solving

Objective

Develop Skills for Giving and Receiving Feedback

Two sides of a coin

R: Ask for regular feedback and ask how you can get better?

G: Look at what’s stopping people, getting in their way.

How to ask for Feedback

- Give me feedback? NO.
- What can I fix about myself? NO.
- What’s ONE THING you see me doing/failing to do, that is getting in my way?
  - **YES. Specific. Direct.**
Receiving Feedback in practice – Receiver Driven

Using personal goals can facilitate greater return on feedback session
- Set 2 goals
  - Develop/describe personal goals based on the G&O of the rotation and/or on your own growth needs.
  - Tell rotation faculty those two goals on day one
  - Share these goals with the appropriate person to provide you feedback - i.e. peers, upper level, faculty to ensure you are progressing.
- Review those goals at the mid-point
- Have a formal session to review goals AND the NI evals the last week
- This is a collaborative effort to align faculty and learner expectations – it takes both parties.

SMART Feedback

| S | Specific | Pertinent to a particular case and individual |
| M | Meaningful | Related to important clinical processes |
| A | Accountable | Assigned to the person most responsible; keeps the direct leaders in the loop |
| R | Respectful | Not threatening, attacking, or judgemental |
| T | Time-sensitive | Delivered as close to the date of the action |

Check yourself
Giving AND Receiving

On the Spot/Real Time Feedback

The Instant Feedback Formula
Here’s a handy five-step formula for expressing feedback in everyday situations:
1. When ... happens
2. Describe the behaviour
3. I feel ...
4. Describe your reaction
5. Because ...
   - Explain why you feel this way
6. What I imagine is ...
   - If possible, show what’s behind that behaviour
7. What I’d prefer is ...
   - Suggest a different way of behaving

FAST FEEDBACK - Giver

CAST
- Continue to do these things (maintain the positives)
- Alter these behaviors (address things that are not yet strengths but could be)
- Stop (discontinue the activities that do not add value or are erroneously applied)
- Try this approach next time (offer a new skill to apply and practice)

SWAG
- Strengths – you did this well
- Weaknesses - you could do this better
- Actions - how you could do this better
- Goals - specific behavior/time

Objective
Innovative Solutions to Challenges/Barriers

Innovation is a state of mind
What CAN we do as a community of faculty and learners?

**Leadership (culture):**
1. Don’t just trumpet benefits, explain tradeoffs
2. Separate appreciation, coaching and evaluation
3. Promote a culture of learners.

**Feedback givers:**
1. Model learning, request coaching
2. As givers manage mindset and identity
3. Be aware of how individual differences collide in an organization

---

**Build Self-Awareness with Help from Your Team (HBR) PEER SUPPORT**
- Assume positive intent.
- Talk to your teammates, not about them.
- Care about your teammates’ success.
- Push your teammates to do their best work
- Ask for personal feedback.

---

**Summary**
- Generational Differences – who?
- Culture – how?
- Learning Environment – where?
- Giving and Receiving – what??

---

**We will always care for San Antonio. We will always educate healers. We will always search for answers.**