

FEEDBACK CHALLENGES

(from participants) (1)



- ⌘ Giving feedback regarding performance deficits, especially those that related to attitudes or professionalism
- ⌘ Having sufficient data
- ⌘ Having to use subjective or secondary data
- ⌘ Making time, being efficient

FEEDBACK CHALLENGES

(from participants) (2)

- ⌘ Recipient oppositional, doesn't seem to care, doesn't acknowledge performance deficits, or has poor self-assessment / self-awareness
- ⌘ Getting started
- ⌘ Putting into a longitudinal process
- ⌘ Developing a follow-up plan
- ⌘ Managing your own assumptions and feelings.

ROLE PLAY #1: STRENGTHS (from participants)



- ⌘ Specific
- ⌘ Started with strengths, acknowledged residents self-assessment in this area
- ⌘ Wanted resident to understand
- ⌘ Identified areas for improvement
- ⌘ Provided specific recommendations

ROLE PLAY #1: AREAS FOR IMPROVEMENT (from participants)



- ⌘ Resident unprepared
- ⌘ One-sided; attending told resident what to do; same thing he was criticizing resident for
- ⌘ Judgmental language and tenor
- ⌘ Corrective and follow-up plans vague

ROLE PLAY #2: STRENGTHS (from participants)



- ⌘ Pre-arranged, mutually acceptable time
- ⌘ Groundwork, preparatory work done
- ⌘ Dialogue; resident engaged and doing most of thinking; attending asked questions, listened, acknowledged, was supportive
- ⌘ Specific
- ⌘ Clear follow-up plan

ROLE PLAY #2: AREAS FOR IMPROVEMENT (from participants)



- ⌘ Attending could have provided, if available, specific examples of when resident provided good teaching
- ⌘ Attending could have shared his own relevant experiences



FEEDBACK ESSENTIALS

THE TASK



- ⌘ Prepare: goals, expectations, observations
- ⌘ Select mutually ok time and place to meet
- ⌘ Help recipient self assess, involve recipient in an active way
- ⌘ Listen
- ⌘ Use specific examples
- ⌘ Brainstorm, decide on solutions collaboratively
- ⌘ Assess understanding / acceptance
- ⌘ Follow-up

THE INTRAPERSONAL AND INTERPERSONAL PROCESS



- ⌘ Develop a trusting relationship and supportive learning climate
- ⌘ Separate behavior from person: support recipient's sense of self-worth, be sensitive to personal strengths and vulnerabilities
- ⌘ Use descriptive, non-judgmental language
- ⌘ Be aware of own feelings and assumptions and manage them appropriately
- ⌘ Acknowledge subjective data and feelings as such
- ⌘ Think of yourself as coach or facilitator, rather than judge

TAKE HOME POINTS

(from participants) (1)



- ⌘ Importance of setting goals and expectations in advance
- ⌘ Feedback is best given/received in a supportive/collegial environment
- ⌘ Start feedback early, make it a continuous process, reassess and elicit feedback on the process
- ⌘ Collect data, prepare for feedback sessions
- ⌘ Important to engage recipient, to elicit rather than prescribe solutions

TAKE HOME POINTS

(from participants) (2)



- ⌘ Recognize, manage your own feelings and assumptions, be respectful to the other person
- ⌘ Important to set recipient up to succeed in near or remote future, to be positive.
- ⌘ Important to be specific in feedback and follow-up plans
- ⌘ Role model be open and reflective yourself

THE END



We hope this edited videotape from a September 15, 2006 workshop provided you with some practical tips on providing feedback.

Randy Barker and Dave Kern

The Johns Hopkins Faculty Development Program
Contact Dr. Karan Cole (kcole@jhmi.edu)