GIVING FEEDBACK

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L. Randol Barker, M.D., Sc.M.

Learning Objectives:

Participants will:

- Identify barriers and facilitators to giving and eliciting effective feedback.
- Understand and appreciate the skills and attitudes that are most useful in giving and eliciting effective feedback.
- Be familiar with the intra- and inter-personal dynamics involved in giving and receiving feedback.

Agenda for the Workshop:

1:30-1:45: Feedback Settings & Challenges
1:45-1:55: Demonstration Role Play / Providing Feedback – Less Skilled
1:55-2:10: Debrief / Discussion
2:10-2:20: Repeat Role Play / Providing Feedback – More Skilled
2:20-2:30: Debrief / Discussion
2:30-2:35: Summary / Overview of Model
2:35-3:00: Reflection / Application / Closure
GIVING FEEDBACK

Stepwise Approach:

1. Prepare before meeting.
   ▪ Establish relationship/rapport
   ▪ Establish agreed upon goals and objectives early
   ▪ Prepare recipient early to elicit and expect feedback
   ▪ Demonstrate elicitation of feedback, openness, and non-defensiveness oneself
   ▪ Collect relevant data and observations
   ▪ Arrange for a conducive physical environment – private, collegial seating arrangement.

2. Open the meeting effectively.
   ▪ Assess recipient readiness, promote rapport
   ▪ Establish agreed upon purpose of the meeting.


4. Reinforce desirable behaviors.

5. Define deficit and analyze with recipient the reasons for the deficit.

6. Problem solve with recipient, provide suggestions.

7. Assess recipient’s understanding and acceptance of the feedback.

8. Acknowledge recipient’s perspective and feelings.

9. Close the meeting effectively.
   ▪ Summarize positives and areas/methods for future growth.
   ▪ Make plans with recipient to follow-up / assess progress.

Skills Used Throughout Feedback:

▪ Demonstrate positive regard for recipient.

▪ Involve recipient in process.

▪ Focus on specifics, not generalizations.

▪ Use descriptive, non-evaluative language.

▪ Label subjective data as such.

▪ Focus on remediable behaviors, feasible solutions.

▪ Limit amount of feedback to three or fewer observations.

▪ Be aware of own subjective feelings and assumptions, and manage them appropriately.

▪ Listen, understand recipient’s perspective and feelings.
### GIVING FEEDBACK WITHIN THE CONTEXT OF A RELATIONSHIP

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING INTERACTION</th>
<th>AFTER</th>
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</thead>
<tbody>
<tr>
<td><strong>INTRAPERSONAL</strong></td>
<td><strong>INTERPERSONAL</strong></td>
<td><strong>INTRAPERSONAL ↔ INTERPERSONAL</strong></td>
</tr>
<tr>
<td>• be aware of your own feelings and assumptions, your own personal history, characteristics, and sensitivities that could affect your relationship and communication with the recipient</td>
<td>• listen</td>
<td>• reflect</td>
</tr>
<tr>
<td>• identify your own personal needs and goals in giving feedback</td>
<td>• recognize and manage own emotions</td>
<td>— content</td>
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<tr>
<td>• be sensitive to recipient’s sense of self-worth, strengths, and vulnerabilities; try to empathize with recipient</td>
<td>• be sensitive to recipient’s sense of self-worth, strengths, and vulnerabilities</td>
<td>— context</td>
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<tr>
<td>• think of yourself as coach or facilitator, rather than judge; how can you best help the recipient?</td>
<td>• try to understand recipient, recipient’s perspective</td>
<td>— affective responses</td>
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<tr>
<td>• assess and/or build relationship</td>
<td>• ask</td>
<td>• effect on recipient</td>
</tr>
<tr>
<td>– trust</td>
<td>• listen</td>
<td>• effect on you</td>
</tr>
<tr>
<td>– openness</td>
<td>• clarify and deepen</td>
<td></td>
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<tr>
<td>– safety</td>
<td>• use descriptive, non-judgmental language</td>
<td></td>
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<tr>
<td>– cooperation</td>
<td>• acknowledge subjective data and assumptions as such</td>
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<tr>
<td>• communicate your needs and goals</td>
<td>• communicate understanding of recipient’s perspective</td>
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<tr>
<td>• prepare other to expect elicitation and provision of feedback</td>
<td>• help recipient self-assess, acknowledge, problem-solve; work collaboratively with recipient in preference to telling recipient</td>
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<td>• establish a safe, open, collaborative environment</td>
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BEFORE  ⇒  DURING

↑  ↓  AFTER
GIVING AND ELICITING FEEDBACK

References:


   A pair of classic references that present practical guidelines for providing effective feedback to residents and medical students. Figure 1 in Reference 3 provides useful guidelines for determining the causes and effective interventions for performance problems.


7. Kern DE. Confronting Individuals About Performance Problems. Johns Hopkins Faculty Development Program for Clinician-Educators. (Supplement to Handout)

   For serious problems that have not responded to feedback, have not been acknowledged.

8. Eliciting Feedback. Johns Hopkins Faculty Development Program for Clinician-Educators. (Supplement to Handout)

   You can role model eliciting, receiving, and responding to good feedback, and, in so doing, help yourself, your learners, and the learning climate.


   This table summarized the intra- and inter-personal processes that occur when one elicits / receives feedback.
CONFRONTING INDIVIDUALS ABOUT PERFORMANCE PROBLEMS  
(Serious Problems That Have Not Responded to Feedback, Have Not Been Acknowledged)

I. PREPARE INDIVIDUAL FOR A PROCESS OF ONGOING FEEDBACK

1. Establish agreed upon goals and objectives in advance
2. Establish rapport
3. Provide ongoing feedback (that reinforces desirable performance as well as addresses performance problems)
4. Promote recipient’s elicitation of feedback

II. PREPARE FOR ANY MEETING ABOUT A PERFORMANCE PROBLEM

1. Collect and Interpret Relevant Information.
   a. Review records and results of past meetings.
   b. Review data on performance.
   c. Obtain input from others.
   d. Interpret the information, cognizant of bias, reliability, or validity problems in the data and of potential biases in data interpretation.
2. Decide upon reason/goals for the meeting and the specific points you want to get across.
3. Anticipate the individual’s reactions.
4. Assess your own biases and anticipate your likely reactions to the individual.
5. Evaluate/decide upon your options if individual fails to respond.
6. Practice saying what you want to say (how you say something makes a difference).
7. Inform individual of reason for meeting and encourage him/her to prepare.
8. Set up conductive time and physical atmosphere for meeting.

III. CONDUCT EFFECTIVE MEETING (see next page)
III. **CONDUCTING A MEETING TO ADDRESS PERFORMANCE PROBLEMS**

**STEP-WISE APPROACH**

1. Open meeting effectively.
   a. Assess individual’s readiness, promote rapport.
   b. State purpose of meeting.
2. Acknowledge awkwardness/discomfort.
4. Elicit/listen to individual’s self-assessment/reactions.
   - Individual Acknowledges Problem
   - No Acknowledgement of Problem
   5. Define and analyze problem.
   6. Problem-solve together.
   10. Support individual and state expectations.
   11. Decide upon future actions and follow-up.
   12. Assess individual’s understanding/acceptance.
   13. Summarize.

**THROUGHOUT MEETING**

- Demonstrate positive regard for individual.
- Focus on specifics, not generalizations.
- Use descriptive, non-evaluative language.
- Label subjective data as such.
- Focus on remedial behaviors, feasible solutions.
- Limit amount of material covered.
ELICITING FEEDBACK

- Communicate your needs and goals; prepare others to expect elicitation of feedback.
- Ask for feedback; accept it graciously.
- Perceive feedback as a potential learning tool not a criticism or attack.
- Manifest receptive body language.
- Be aware of the feelings elicited in you by the feedback, and manage them appropriately.
- Avoid defensive response, even if feedback is perceived as inappropriate.
  - Ask for clarification or a specific example.
  - Ask for specific ideas about how the issue can be resolved, problem solve.
  - Use active listening skill: rephrase, paraphrase.
  - Thank the provider whenever appropriate.
- Present your perceptions, avoid excuses.
- Focus on issue presented. If you have an issue with the sender, schedule another meeting.
- Try and keep own ego separate from behavior.
- Keep in mind that all feedback is a reflection of the sender’s mood, perceptions, and personality.
- Remember that making mistakes is human and that generally the worst mistake is not to learn from one’s mistakes.
- Reflect on feedback after the interaction; validate it by eliciting feedback or data from other sources when appropriate.
### ELICITING FEEDBACK WITHIN THE CONTEXT OF A RELATIONSHIP

#### BEFORE

<table>
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| sense of self - separate performance from self-worth; reframe openness and view eliciting feedback on failures as well as successes as a personal strength necessary for continued personal and professional growth | assess and/or build relationship
  - trust
  - openness
  - safety
  - cooperation

| | |
| | determine whether and to what degree other can provide useful feedback, and through what filter
| | communicate your needs and goals
| | prepare other to expect elicitation of feedback |

#### DURING INTERACTION

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<th>INTERPERSONAL</th>
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| listen | ask
| recognize and manage emotions | listen
| clarify and deepen | clarify and deepen
| help provider provide useful feedback in terms of being specific, using descriptive non-judgmental vs. judgmental language, and distinguishing subjective feelings from objective data | help provider provide useful feedback in terms of being specific, using descriptive non-judgmental vs. judgmental language, and distinguishing subjective feelings from objective data
| avoid defensive behavior, argument, contention, which will cut off the flow of feedback | avoid defensive behavior, argument, contention, which will cut off the flow of feedback
| ask for feedback on desired as well as undesired behaviors | ask for feedback on desired as well as undesired behaviors
| problem-solve, solicit suggestions | problem-solve, solicit suggestions |

#### AFTER

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<th>INTERPERSONAL</th>
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| reflect
  - content
  - context
  - affective response | validate feedback by using others or other information sources

### BEFORE ⇒ DURING

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