

# Giving Effective Feedback

Even when it's tough



# Overview

Sharon Manson, EdD  
Director, Faculty Development Center  
UNTHSC-TCOM

Kimberly Warfield, C-TAGME  
Academic Program Coordinator  
UNTHSC-TCOM

- Introduction
- What is feedback
- Kinds of feedback
- Observation tips
- Summative feedback
- Formative feedback
- Barriers to feedback
- STFM
- Next steps
- Resources

# Feedback

## Purpose

- Improve Performance
- Change behavior
- Reinforce behavior

## Consequences

- Assumptions are seen as facts
- Bad habits go unchecked
- Death

We all need people who  
will give us feedback.  
That's how we improve.

Bill Gates



# Find the Hidden Object

- How much help do you need?



# Find the Hidden Object

Get 4 volunteers

Have them leave the room & come in only when called

"Your task will be to find the golf ball in the time allotted"

• Debrief at the end

**#1 Silent treatment:** when volunteer #1 enters the room:

- When the searcher enters, don't look at them. Carry on a conversation with your colleagues
- Don't pay attention to them. If they ask questions, ignore them.
- Don't move. Don't look at them.

**#2 Negative Feedback:** when volunteer #2 enters the room:

- All of you should give negative feedback - no matter how close or far away they are from the ball.
- Give the kind of negative feedback that you might hear back in the workplace when someone is dissatisfied with your performance
- Participants should NOT respond to any requests for direction or assistance (except with derision).

**#3 Positive Feedback:** when volunteer #3 enters the room:

- All of you should give positive but non-specific feedback no matter how close or far away they are from the ball. (e.g., "attaboy," "way to go," "I really like how you get after it," etc.)
- You should NOT respond to any requests for direction or assistance (except with further exclamations of "you can do it" or "we have faith in you").

**#4 Focused Specific Feedback**

- All of you should give constructive specific feedback (e.g., "you're looking in the right place" "maybe if you looked higher/lower" "look in or around..." "you're looking for a golf ball" etc.)
- You CAN respond to any requests for direction or assistance (except telling exactly where the ball is hidden. You don't want to do it for them)



# Clear is kind. Unclear is unkind.

Brene' Brown

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# Feedback



## Summative

"Summarizes" the understanding of the learner

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## Formative

"Forms" the understanding of the learner

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# Observation Tips



## Specific

Ask questions until you get the specific data you need

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## Question

Ask open ended questions and allow for follow-up

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## Focused

Focus observation of 1 or 2 points for reliable data

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## Document

Just the facts - if it isn't documented, it didn't happen

**Make feedback normal.  
Not a performance  
review.**

Ed Batista



# Summative feedback

- Summarizes data collected
- BUT
- Where do you stand?
- How do you improve?

CLINICAL ROTATION EVALUATION FORM

Program: \_\_\_\_\_ Rotation Location: \_\_\_\_\_

Period of Rotation: \_\_\_\_\_ Faculty Member(s): \_\_\_\_\_

Directions: Please take a moment to assess the clinical rotation using the scale below. If an item is not applicable to this rotation, please circle N/A.

1=POOR    2=FAIR    3=VERY GOOD    4=EXCELLENT    N/A

**Organization**

Clinical duties and assignments, education goals and learning objectives and evaluation process were presented	1	2	3	4	N/A
Daily Schedule for patient care and teaching was structured efficiently	1	2	3	4	N/A
Other health care professionals on the team were well integrated into patient care and teaching activities	1	2	3	4	N/A

**Faculty Leadership and Role Modeling**

Demonstrated good "bedside manner" and positive interpersonal communication skills with patients, family members and staff	1	2	3	4	N/A
Treated each team member in a courteous and respectful manner	1	2	3	4	N/A
Was usually prompt for teaching assignments and was always available and accessible as a supervisor	1	2	3	4	N/A
Showed respect for physicians in other specialties/subspecialties and other health care professions	1	2	3	4	N/A
Recognized own limitations and used these situations as opportunities to show me how he/she learns in order to keep up-to-date	1	2	3	4	N/A

# Formative Feedback

- Feedback along the way
  - Appreciation
  - Coaching
  - Evaluation



# 3 Kinds of Formative Feedback

## Appreciation

Inspiring  
Motivates and Encourages

## Coaching

Constructive  
Drives improvement

## Evaluation

Corrective  
Understands expectations



The art of medicine was to be properly learned only from its practice and its exercise.

Thomas Sydenham

# Barriers to Feedback



## Culture

Solution: Identify areas of trust/mistrust

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## Fear

Solution: Stick to the facts

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## Time

Solution: Create a habit of observation & feedback

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# Overcoming barriers to feedback

## See

Something happens.  
We see and/or hear it.

## Tell

We tell a story about it - to  
ourselves or others

## Feel

We feel an emotion based off  
that story.

## Act

We act on that emotion  
rather than the facts





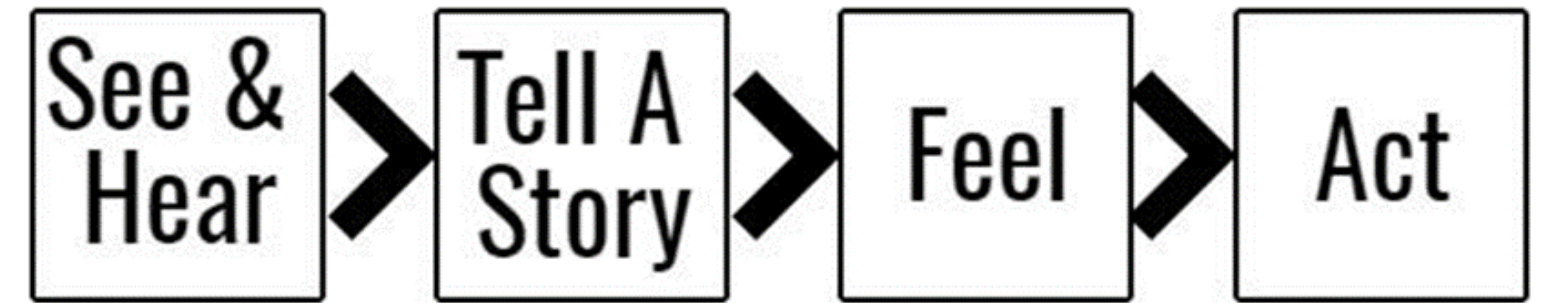
# What just happened?

- Your driving down the road and someone cuts in front of you
- You get angry and yell at the person

STFA



# S - T - F - A



STFA	What to do
• What are your facts?	Observed - no judgement - accurate
• What is your story?	Mutual shared intentions
• What is the learner's reaction?	Acceptance or defensiveness
• What are next steps?	Review mutual shared goals



# Still nervous?

Average players want to be left alone.  
Good players want to be coached.  
Great players want to be told the truth.

Doc Rivers

## Dealing with Feedback Reactions



**HEAR**  
and notice the individual's reaction in a non-judgemental way.

*"I notice you have gotten quiet."*

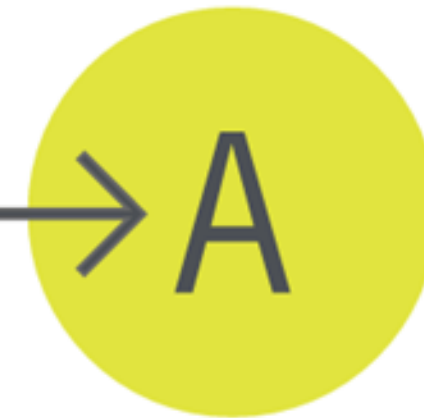
*"You seem to have some strong emotions around this."*



**EXPLORE**  
using neutral language to assess what's driving the reaction.

*"What are you thinking right now?"*

*"What is your reaction about?"*



**ACKNOWLEDGE**  
and validate what you hear the person saying.

*"It sounds like this feedback doesn't seem fair to you, given how hard you've been working. I can imagine that this must be frustrating."*



**REFOCUS**  
the individual on what's true in the feedback and on what they can do about it.

*"What about the feedback do you agree with?"*

*"What can you do to address these issues?"*

**HEAR Model™**

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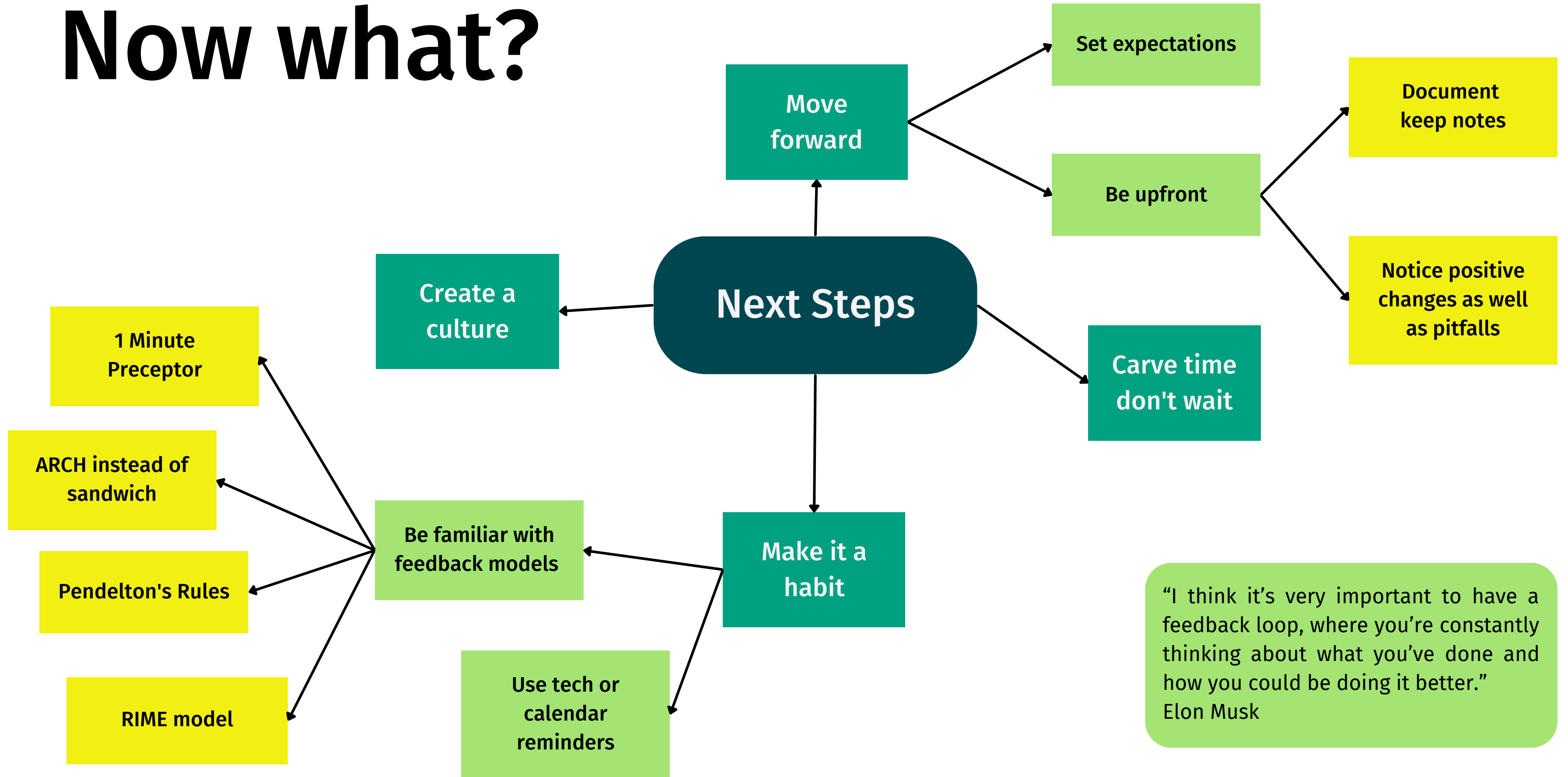
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# Now what?



The life so short,  
the craft so long to learn.

Hippocrates



# Resources

**Tip:** Feedback models help you formulate & deliver your feedback more effectily. It helps you structure what you want to say & how you're going to say it.

What are other feedback models you've used that aren't listed here?

- RIME
- ARCH
- Pendelton's Rules
- 1-Minute Preceptor
- Feedback Sandwhich
- ATA
- STOP
- CAST
- SFED
- SKS
- SBI
- McKinsey

# Feedback Models

RIME	ARCH	Pendleton's Rules	1-Minute Preceptor
Reporter - Interpreter - Manager - Educator	Ask - Reinforce - Confirm - Help	What went well x2 - What can be improved x2 - Plan of action	Get a commitment -- Probe for supporting evidence - Teach general rules - Reinforce what was done right - Correct any errors
Feedback Sandwich	ATA	STOP	CAST
Positive - Negative - Positive	Ask what they know/want to know - Tell them what they want to know - Ask them if they understand/what else want to know	Specific - Timely - Objeive/Observed - Plan	Continue - Alter - Stop - Try
SFED	SKS	SBI	McKinsey
Self-assessment - Feedback/Facts - Encouragement - Direction	Stop - Keep - Start	Situation - Behavior - Impact	When you - I felt - In the future

# Caring feedback

## Peer to Peer Feedback

### WHAT

FEEDBACK is the act of NOTICING the behaviors or actions around us and then SPEAKING UP about what was noticed. Feedback between those we work with each day is referred to as PEER-TO-PEER feedback. Common forms of feedback to use are:

**COMPLIMENTS:** recognition and reinforcement for behaviors or actions that are favorable or desired, such as those that meet or exceed standards, policy, or expectations, or show improvement or trying.

**CALL OUTS:** is speaking up when behaviors or actions could be improved or changed for the better, such as those that are below the expected standard or not in keeping with policy.

### WHY

- Helps people to feel appreciated
- Provides reinforcement, course correction, and accountability as we strive to uphold our high standards
- Supports our efforts to make necessary changes

I NOTICED = *I care*

Feedback is an act of caring

Start with: I heard, I saw, I discovered, I noticed...

"I noticed something I'd like to share with you. Do you have a minute now to talk about it?"