Delivering Effective Feedback: An Essential Skill

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Faculty Annual Career (FAC-Reviews):
Each BWHC faculty member will receive an annual, in-person career conference/review with a designated reviewer.

FAC Review is an ongoing process.

Feedback and Coaching are enduring components of your broader role as leader, mentor, supervisor, manager, coach and reviewer.

The Delivering Effective Feedback training was developed to provide specific guidance, tools and experience in aspects of the FAC Review process that were identified as complex for some reviewers.
Disclosures:

• My husband, Peter Goldbach, MD, is the CMO of Health Dialog, a population health management company

• Grant support from CRICO/RMF for the Operationalizing of the BWH Disclosure and Apology Program
Team sport

Jenny Rudolph, Dan Raemer, Robert Simon
Ed Krupat
Liz Peet, Emily Rickards, Janet Hafler
Gary Mullen
Deep Bow

- Barbara Bierer
- Audrey Haas
- CFDD Team
the CENTER for PROFESSIONALISM and PEER SUPPORT

Professionalism Initiative
Peer Support
Disclosure Coaching
Defendant Support

Wellness
What will you learn today?

• Value of effective feedback in promoting professionalism and collegiality

• Importance of promoting mutually respectful learning community

• Skills to deliver effective feedback
Why bother?

Biggest bang for the buck
Still struggling to do well
Feedback: defined

“When a learner is offered insight into what he or she actually did as well as the consequences of his or her actions.”

Ende, J.
Not giving feedback is NOT neutral

“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or not at all.”

Jack Ende, M.D.

Context, context, context

- Problematic/difficult conversation
- Annual review
- Learning environment
- Moving up the pyramid (you’ve already had the difficult conversation, and nothing has changed)
This is all about building and sustaining relationships
Why saying *Just Do It* doesn’t work

What is your biggest personal barrier to giving feedback?
Challenges

- Demoralizing
- Culturally unacceptable
- Safe environment?
- Perception of time commitment
- Skepticism re result in change
And more challenges...

- Underestimation of importance
- Want to retain “good guy” status
- The angry or clueless recipient
- Knowledge and skills deficit
- Emotions
Can I get a handle on my own emotions?

This means we may need to get over our *righteous anger*
“Let me wait until I am sure this is a real problem.”
PERFORMANCE REVIEW

PEOPLE SAY YOU'RE TOO NEGATIVE IN MEETINGS.

NEGATIVE?

WHEN?

ACCORDING TO THE MARKETING DEPARTMENT. YOU POOPOOED A NUMBER OF THEIR IDEAS...

...THE COLD FUSION SCOOTER, PERPETUAL MOTION CLOTHES DRYER, ANTIGRAVITY PANTS, MRI VENDING MACHINE, AND THE LIST GOES ON.

THOSE ARE TERRIBLE IDEAS!

NEGATIVE ATTITUDE !!!

GOTCHA!!!

OKAY, YOU'RE RIGHT. FROM NOW ON, I WILL SUPPORT ALL TERRIBLE IDEAS.

IT'S A TONGUE SCRAPER AND A FROZEN FLAG-POLE!

CAN IT BE ELECTRIFIED?
Tower of Babel

Feedback:
Formative - integral part of learning process
Presents information, not judgment*

Evaluation:
summative – comes after the fact
judgment re how well learner met goals

* (JS/CMS team disagrees)
Colleague needs to know what is *expected* of him/her

High expectations with confidence in the person’s being able to achieve them
Creating a climate of trust

“The deepest principle in human nature is the craving to be appreciated.”

William James
Basic Assumption

I assume that you are a dedicated person who shows up at work intending to do an excellent job.
We can change the culture

• Do you care about me?
• Do you want to help me succeed, or are you more interested in identifying my failures?
• Will you take the time to communicate with me and let me know how I am doing?
What are various approaches?
Control approach to feedback

My goals as the feedback giver
- Get you to do the right thing; avoid the wrong thing (as defined by me)
- Admit your mistake and be contrite
- Occasionally...shame you, make you feel bad

My assumptions as the feedback giver
- I know what went wrong; “I have the answer”

How I do this
- Use a blaming, sarcastic, disdainful tone
- **State the judgment and (often) solution**
“Non-Judgmental” Approach

My goals as a feedback giver
- Avoid shame and blame; “people make mistakes”
- I want to maintain a good relationship with you
- Get you to do the right thing, avoid the wrong thing (as defined by me)
- Admit your mistake and be contrite

My assumptions as a feedback giver
- I know what went wrong; “I have the answer”
  - But, I don’t want you to be defensive
  - And, I think it’s better if you find the answer yourself

My solution
- I withhold the judgment
  - Lead the colleague to what I think but won’t say
- I use a kind tone
Problems with “Non-Judgmental”

Withholding judgment is not non-judgmental

- Judgments and feelings often “leak”
- Mixed messages undermine trust
  - I’m acting nice but I’m packing a punch;
  - I say it’s okay to learn from mistakes, but won’t discuss the mistake directly

Non-judgmental is not desirable

- You have valuable expertise and insight;
- You are paid to be discriminating
Trying to learn the other person’s perspective through genuine curiosity and exploration.

First, state your observation
I observed…

Then, state your point of view
I am concerned/please because…
Frame-based feedback: algorithm overview

My Frame
- First person observation of specific behavior
- Concern or appreciation

Their Frame
- Short open-ended question (for starters)

Match your discussion to their frame

- Rudolph, et al.
Clarity

Sandwiches are not healthy in some settings
You know *what* happened, but not *why* it happened

Therefore, you may not know how to prevent it from happening in the future
Get curious

“When the going gets rough, turn to wonder.”

Parker Palmer
Frame-based feedback: algorithm overview

My Frame
– First person observation of behavior
– Concern or appreciation

Their Frame
– Short open-ended question (for starters)

Match your discussion to their frame
Find the other’s frame through a short, open-ended question or statement

I wonder what happened

What your thoughts were at the time?

Help me understand how you see this.
Frame-based feedback: algorithm overview

My Frame
- First person observation of behavior
- Concern or appreciation

Their Frame
- Short open-ended question (for starters)

Match your discussion to their frame
Exercise

- Feedback Giver: Identify difficult feedback situation
- Feedback Receiver: Be realistic in your response
- Observer: Give feedback to feedback giver
- 5 minutes for each scenario
Frame-based feedback

My goals as a feedback giver
- Establish a context for growth and change that...
- Provides the information and motivation to change if you choose

My assumptions as a feedback giver
- I have a take on this, and that is valuable, and you have a take on it too
- I hold the basic “Basic Assumption” and I am curious, so...
  - I want to solve the mystery of how this came about
  - Move from “I understand” to “help me understand”
  - I might have something to learn here, too, about my colleague or the system
Attitude is everything

• If you don’t hold the Basic Assumption and don’t show a genuine curiosity
  – The most perfectly crafted feedback and inquiry won’t be effective
  – You may create cynicism and distrust

• If you hold the Basic Assumption...
  (at least while you’re asking the question!)
  – This underlying stance of curiosity and compassion buys you all kinds of leeway on the crafting of questions
Constructive vs. Destructive Criticism

• **Constructive:** feedback that was specific, considerate, and did not attribute poor performance to internal causes

• **Destructive:** feedback that violated these basic principles

Baron RA.
How is that working for you?

• “When criticism is delivered under these conditions, it is unlikely to redirect recipients’ behavior so that their performance can be improved or to enhance their job-related motivation.”

Baron RA.
Negative feedback that is *specific*, *considerate in tone* and contains *no threats* or statements attributing *poor performance to internal causes*...

*DOES NOT reduce self-set goals or feelings of self-efficacy*

Baron RA.
You don’t control their reaction

"our fitness needs to get to the next level"

Tony DiCicco, Coach of the Boston Breakers, the Boston women's professional soccer team, Boston Globe magazine 01.25.09
cartoon clip
Some common reactions

Defensive
Denial
Anger
Sadness

Don’t underestimate your own reactions
Reactions to Feedback

- Balance the tension between listening versus staying on point

- Receiver’s need to be heard versus giver’s need to stay on track/not being derailed
Feedback Fundamentals

• Expectations
• Climate of trust
• Frame-based
• Specific remediable behaviors (not character)
• Suggestions for improvement
• Reinforcing feedback if appropriate
Simulation

(doesn’t that sound better than role play?)
Not buying it?

- What about frame-based feedback/debriefing do you not buy?
- Remaining questions or concerns?
When *not* to use:

- First time event (if not egregious)
- Repetitive or egregious behavior
- Misconduct or illegal behavior
It’s better to give than receive??

- Professional competency (PBLI)
- Hold basic assumption for feedback-giver
- Identify your own emotions and check them
- Concentrate on learning about the feedback giver’s perspective
- Translate into usable information for yourself
Remember, there’s a person at the end of that evaluation form.
Suggested comments on today’s presentation

• This is one of the most transformative presentations I’ve ever heard
• I learned so much
• She should get a pay raise and a promotion
This is not a Kumbyah process

Giving feedback is a discipline requiring:

• Rigor
• Technical skill
• Honesty
• Persistence
• Courage
Courage required

“The problem is not a lack of skill, it is a lack of courage.”

What did you learn today?
The “must remember” skills for difficult conversations

• Get a handle on your own emotions
• Establish trust (hold Basic Assumption)
• Clarity: specific behaviors and concerns
• Frame-based: maintain curiosity
• Separate behaviors and character
• Set expectations
• Make feedback expected/routine
Thanks for learning with me today

Feedback please...