NPPC
ASHP National Pharmacy Preceptors Conference

Beyond Praise in Public Systematic Approaches to Feedback

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Objectives

- By the end of lecture you should be able to:
  - Use a systematic approach to provide feedback
  - Employ strategies for effective communication during challenging feedback sessions
  - Given a specific case, prepare a feedback matrix
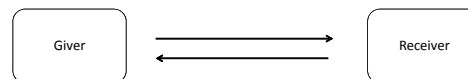

WHY PROVIDE FEEDBACK?

Why give feedback?

- Reinforces positive behaviors
- Eliminates poor behaviors
- Ensures that expectations are clear
- Increased work production from learners

WHAT MAKES GOOD FEEDBACK?

Feedback is Not One Way

Giver ⟶ ⟵ Receiver

Good Feedback

- Is a positive experience
  - Even when negative feedback is necessary, it does not have to be a negative experience
  - Criteria based, non-emotional
  - Focused on improvement

Good Feedback

- Timely
  - The sooner you can provide feedback about an experience, the more effective it will be

Good Feedback

- Specific
  - Tell the person exactly what they need to improve on and exactly what they did well
  - Stick to facts and avoid ambiguity

Good Feedback

- Regular
  - Feedback is a process that requires constant attention, not an annual event
  - People then know where they stand all the time and there are few surprises
  - Formal, informal
  - Formative, summative

Good Feedback

- Prepared in advance
  - Don't want to read a script but you do need to be clear about you are going to say

Good Feedback

- Limited
  - Focus on a a couple of key issues, otherwise the receiver may get overwhelmed

Good Feedback

- Mix of positive and negative
  - This helps put the person at ease, and lets them "see" what success looks like

Strategy #1 Sandwich Feedback

- Sandwich feedback
  - A way to mix together

Good Feedback

- Praise in public, criticize in private
  - While public recognition is appreciated, public scrutiny is not

Good Feedback

- Utilizes "I" statements
  - Conveys that the message is from your perspective and that the learner may offer their perspective

Additional Tips for Good Feedback

- Consider starting conversation with "How do you think that went?"
  - A perceptive learner may be able to self-identify areas of strength and weakness and goals for improvement
  - If you have an imperceptive learners he/she may not identify strengths and weaknesses which may change your feedback technique

WHAT MAKES BAD FEEDBACK?

Bad Feedback

- Late in delivery/early in delivery
- Uses words such as 'never,' 'always,' 'all the time'
- Not specific enough
  - 'You are doing great'
- Unplanned
- Sporadic
- Overwhelming
- Overly positive or negative

Active Learning Guidelines

- Throughout today's session we will review several cases
- Please form teams of 3
  - Student
    - Play the role of a student
  - Preceptor
    - Will provide feedback to the student
  - Observer
    - Will provide feedback to the pair

General Instructions

- Preceptor
  - You will be given information about a student's performance and asked to provide feedback
- Student
  - You will be given similar information, and asked to 'act' in a certain way which may pose a challenge for giving feedback
- Observer
  - Please note what went well, what could be improved, and practice providing real time feedback

CASE 1

Strategy #2 GROW Approach

- Establish the goal
- Acknowledge the current reality
- Explore options that may meet the goal
- End with 'will' statements

Strategy #2 GROW Approach

- Goal
  - Specific, measurable, timed, realistic goal
  - How will you get there? How will you know when you have achieved success?
- Reality
  - What is the starting point?
  - Who, what, where and when?

Strategy #2 GROW Approach

- Options
  - What are all the possible options for achieving the goal? What could happen if X constraint was removed? What are the benefits and downsides of each option
  - Mix of guidance and employee ideas

Strategy #2 GROW Approach

- Will
  - What will you do and when?
  - What could stop you from moving forward?
  - How likely is this option to succeed?

Tips to GROWing

- You and your team member may not always see eye to eye on everything
  - What is your reaction to this?
- Reflexive listening
  - It sounds like what you are saying is. . .
  - Is this an accurate representation of what is happening?
- Avoid preaching
  - 'Need to,' 'must,' 'good,' 'bad'

CASE 2

Strategy #3 Feedback Matrix

Positive Expected	Positive Unexpected
Negative Expected	Negative Unexpected

Feedback Matrix

- A way to organize thoughts and to explore how the receiver may perceive the feedback
- Furthermore if you are receiving bad feedback, you can ask these question of the giver

Positive Expected

- Positive feedback that the learner is expecting to hear
  - How can I celebrate my accomplishment?
  - How can I use this skill to improve my productivity or personal satisfaction?
  - How can I use the skill to help others who are not as strong?

Positive Unexpected

- Positive feedback the learner is not expecting to hear
  - Why was I surprised to hear this?
  - What previous experiences might have caused me to forget or dismiss this strength or ability?
  - How will I celebrate this newly discovered skill?
  - How can I use this skill to improve my life?

Negative Expected

- Negative feedback that the learner is expecting
  - What actions have I already taken to address this concern?
  - How successful were those actions?
  - What else do I need to examine and/or change to achieve the results I want?
  - If I don't make the necessary changes, how will this impact my job or life?

Negative Unexpected

- Negative feedback that the learner is not expecting to hear
  - What other information do I need to make sense of the feedback?
  - What support do I need to deal with the implications?
  - What plan can I put in place to make small, achievable changes in the short term?
  - How will improving this impact other areas of my job or life?

CASE 3

For All Feedback Strategies

- Follow Up
  - The whole purpose of feedback is to improve performance
  - Measure whether or not that is happening and then make adjustments as you go
  - Document conversations and discuss what is working and what needs to be modified

Self Assessment Question

- Which of the following is NOT a component of good feedback?

Question?

A Timely

B Limited

C Specific

D Impromptu

E Regular

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