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?
• 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

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**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 couple of key issues, otherwise the receiver may get overwhelmed

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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’

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?

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

CASE 3
Self Assessment Question

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

[ ] A Timely

[ ] B Limited

[ ] C Specific

[ ] D Impromptu

[ ] E Regular

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