

Building a Culture to Enhance Feedback

Susan Glover Takahashi, MA(Ed), PhD; Dr. Rebecca Dubé, MD, FRCPSC, MSc(HPTE)

What is feedback?

Feedback is focused, specific and helpful information, discussed between a learner and a teacher or coach, with the intent to support performance improvement.

Types of feedback

-  1. For reassurance
-  2. For benchmarking
-  3. For performance improvement

Hurdles to feedback



Feedback is hard to give.

Feedback is hard to take.

What the feedback giver & receiver need



Feedback requires a trusting relationship



Feedback needs observational data

*Coaching someone who is already excellent **may be more challenging** than coaching someone who needs more help.*

Sometimes, if a lot of feedback is delivered at once, it can be overwhelming, especially for someone who isn't used to it.

Building a culture for feedback together:



Feedback and 'in the moment' coaching work as integrated processes.



A growth mindset nurtures a feedback and coaching culture.



Relationship building and communication improve feedback and coaching.



Residents and teachers co-learning about feedback and coaching enhances culture.

How to give/receive feedback

Mechanisms

1. Confirm Feedback Readiness

Giver Sample Phrases

"Do you want some feedback on X, or after Y on X?"

2. Determine the Type of Feedback Required

Reassurance: "What I saw that worked well was..."

Benchmarking: "Do you want a sense of how you're progressing compared to your peers?"

Improvement: "Should we focus on what you need to do next to improve?"

Receiver Sample Phrases

"I've been working on X; could I ask you for your tips around this?"

Reassurance: "So, how did I do?"

Benchmarking: "Am I on track for someone at my level of training?"

Improvement: "I've been working on X. Any tips on how I can improve?"

3. Feedback Needs Time and Space

"Is now a good time to chat? We could also talk later, at X time and place."

"Will you have time in X, or at Y, to give me some feedback? If not, when and where works best for you?"

4. Label as Feedback

"Let's go over some feedback."

"After X, could I get some feedback?"

5. Stick to the Facts

"When I saw/heard X, I noticed this response from the patient/nurse..."

"My observation of the patient's response was X, so I did Y."

6. Engage in Reflection

"What do you perceive or sense you're struggling with?"

"Looking back on X task, skill or procedure, my perceptions were Y."

7. Conversations for Improvement

"So, what's the plan, or where would you like us to start?" "What do you need from me in order to improve?"

"Any tips on how to do X better?"

8. Plan Actionable Next Steps

"Let's discuss 2 or 3 specific things that could take your performance to the next level."

"I'm going to work on X and Y. Can I check in with you if I have questions about that at Y time. "

Key resources

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