

The Art of Giving and Receiving Feedback

Advanced Practice Nurse Coordinators Retreat
April 18, 2016

Grace Ng, MS, CNM, RN
Nursing Director
New York Simulation Center for the Health Sciences

No Conflicts of Interest to Disclose



NYSIM

THE CITY UNIVERSITY OF NEW YORK | NYU LANGONE MEDICAL CENTER



My Current Goals

- Strengthen our ability to give and receive feedback
- Empower leaders and mentors to approach difficult conversations in the workplace with confidence
- Improve clinical practice quality
- Improve patient outcomes

Learning Objectives

- After this session, the participants will be able to:
 - Describe techniques for giving feedback that leads to learning (focusing on formative feedback)
 - Identify strategies that can strengthen our ability to receive feedback
 - Identify techniques for providing effective coaching
 - Discuss values and beliefs that leads to a culture of learning

Once Upon a Time....



What About Your Experience?

- Think of a recent experience where you had to give feedback to someone at work, but it didn't go as well as you would have liked.
- Share: What challenges have you encountered when giving feedback to others?

Ideal Pathway for Feedback



Current Problem with Feedback



Challenges in Giving Feedback

- Desire/Perceived Ideal:
 - Give authentic, hard hitting feedback
 - Receiver will be grateful, can self-reflect and change behavior
- Reality:
 - Giver struggles to deliver the message
 - Receiver often becomes “defensive”
 - Social/cultural barriers for **giving and receiving** feedback





If you can't say anything nice,
then don't say anything at all.

~ Aesop

AZ QUOTES

NYSIM

THE CITY UNIVERSITY OF NEW YORK | NYU LANGONE
MEDICAL CENTER

We can't solve
problems by using the
same kind of thinking
we used when we
created them.



Albert Einstein

German Theoretical-Physicist
(1879-1955)

QuoteHD.com

NYSIM

THE CITY UNIVERSITY OF NEW YORK | NYU LANGONE
MEDICAL CENTER

Basic Assumption

- I believe that people to whom I need to give feedback:
 - Want to do a good job at work
 - Are capable of improving
 - Want to improve
 - Can take hard hitting feedback

Some Basic Tenets: Giving Feedback



A Definition of Feedback

- Working Definition (van de Ridder, 2008):

Information on how the performance compares to a standard

- Purpose:
 - Help them perform better in the future

What about “Negative” vs. “Positive” Feedback?

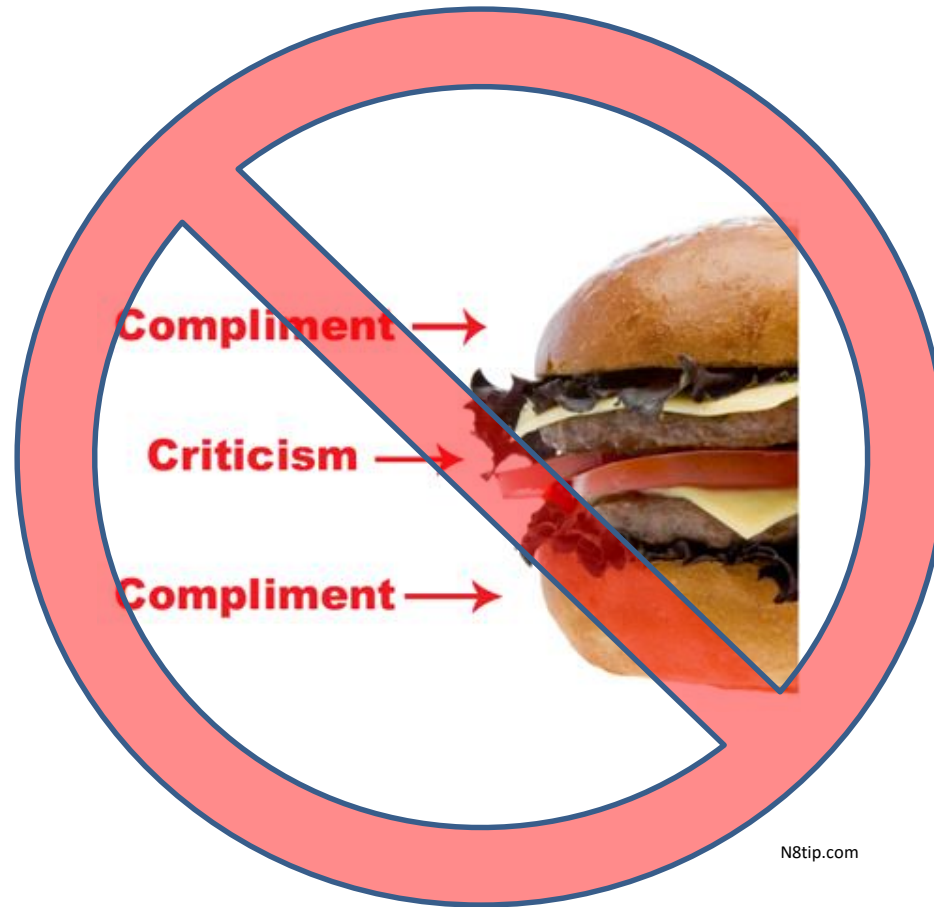


Moving Towards a Systematic Approach

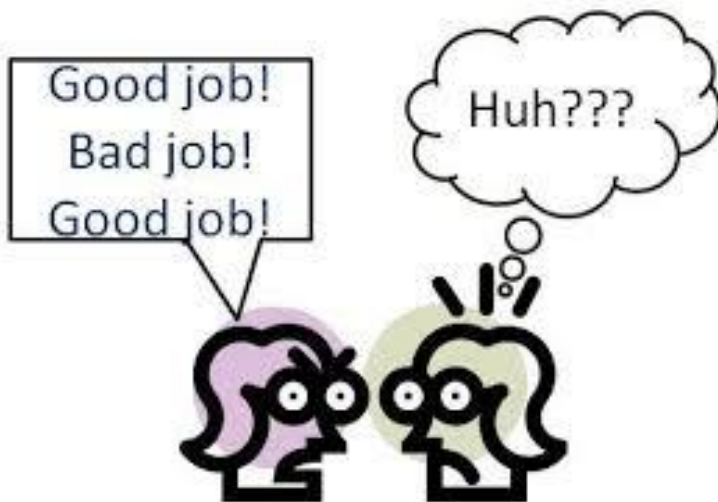
- Set up expectation: feedback will happen
- State the standard
- Provide information on where they stand compared to the standard:
 - Below
 - Right at the standard
 - Exceed
- Coaching – will discuss later

But...

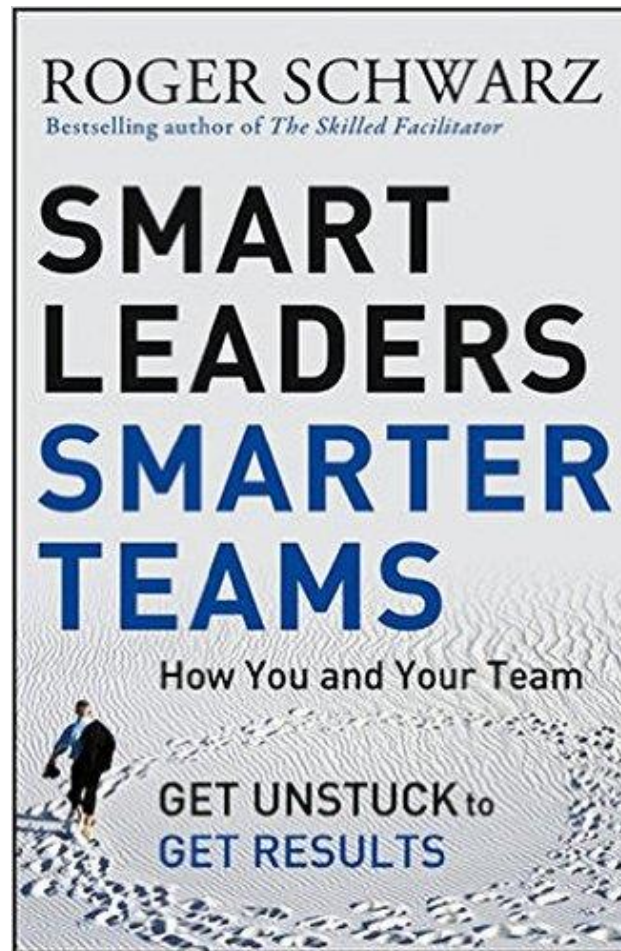
What about the Feedback Sandwich?



What They Hear vs. What They Want



The Sandwich: Works to Undermine Your Feedback and Your Relationship



Schwartz, 2013

Assumptions of the Sandwich vs. Study Findings

Assumptions

- Negative feedback is easier to hear if it comes with positive feedback
- Negative feedback need to be balanced with positive feedback
- Use positive feedback to ease into the negative might reduce discomfort and anxiety

Findings

- Subordinates only want to hear the negative and don't need the positive
- Feedback is more effective without balancing
- Supervisor: Easing in creates even more anxiety
- Subordinate: sense supervisor easing in and becomes more anxious



I saw, I think, I wonder

A tool to approach the feedback conversation

1. Can I give you some feedback on...
 2. I saw....
 3. I think...
 4. I wonder...
 5. I listen!
 6. Obtain Permission for Coaching
 7. Provide Coaching....
- Introduce the conversation
 - State observation
 - State concern/impact of the observation
 - Ask for the receiver's point of view
 - Listening for understanding
 - Contracting
 - Tailored to the receiver's point of view

What About Receiving Feedback?





N

Bad News About Receiving feedback

1. No matter how direct, specific and timely
 - We are not wired to receive feedback easily
 - Fight or Flight: In the face of perceived threat



"I hope you don't mind constructive criticism. . .
you're fired!"

Bad News About Receiving feedback

2. In health professions education:

- No explicit training on how to receive feedback

Three Good News About Receiving Feedback

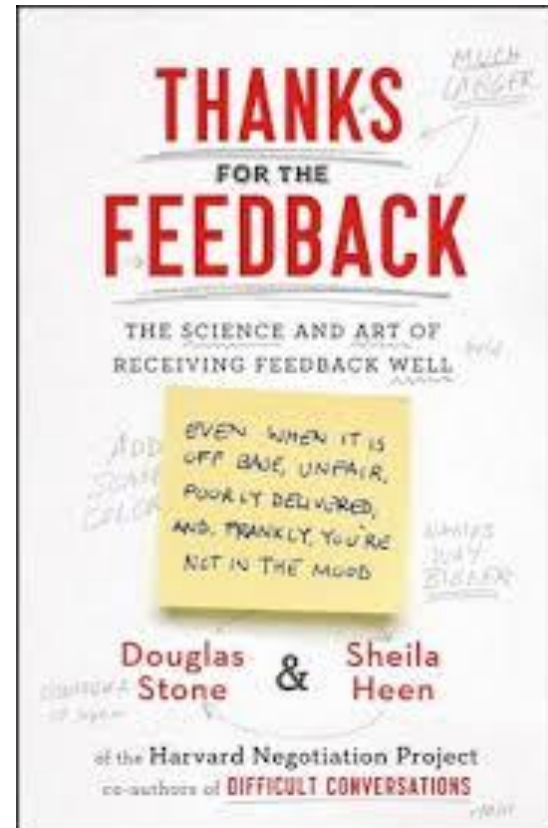


Unpacking:

Challenges in Receiving Feedback

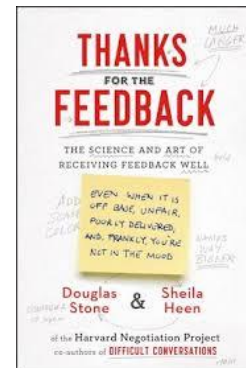
What makes feedback so hard to receive?

- Truth triggers
- Relationship triggers
- Identity triggers

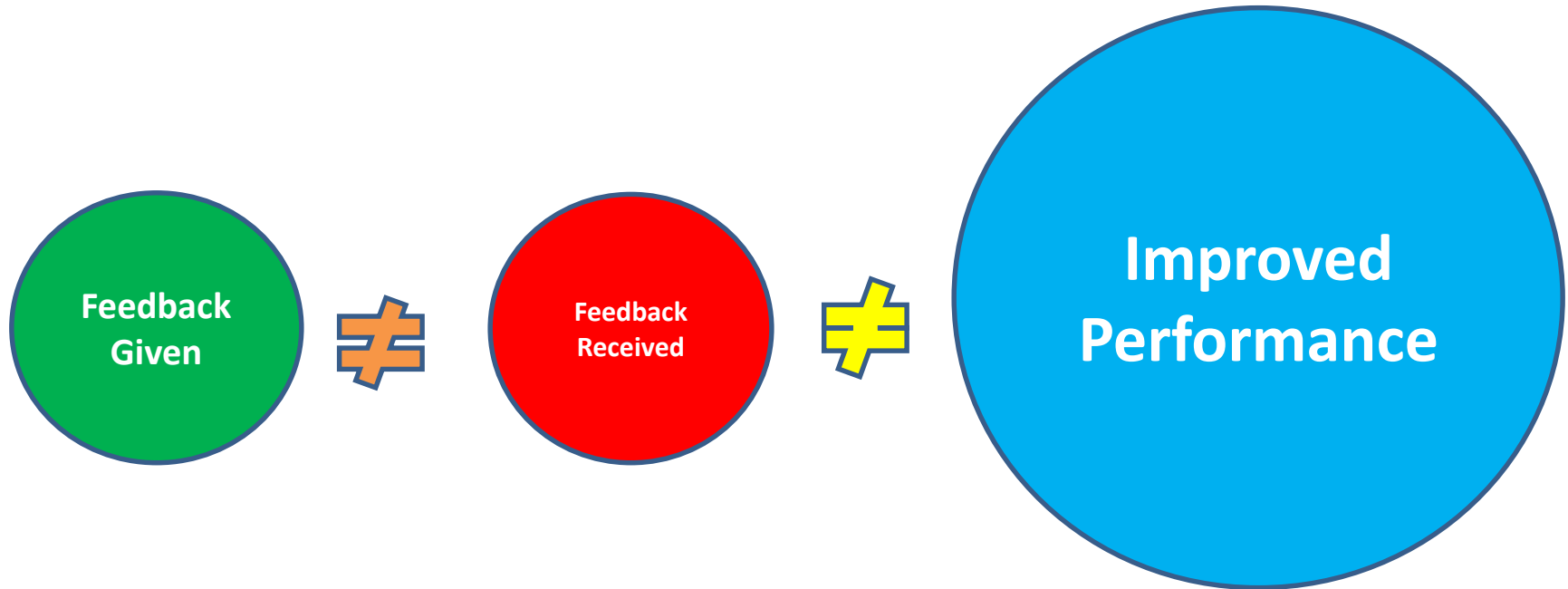


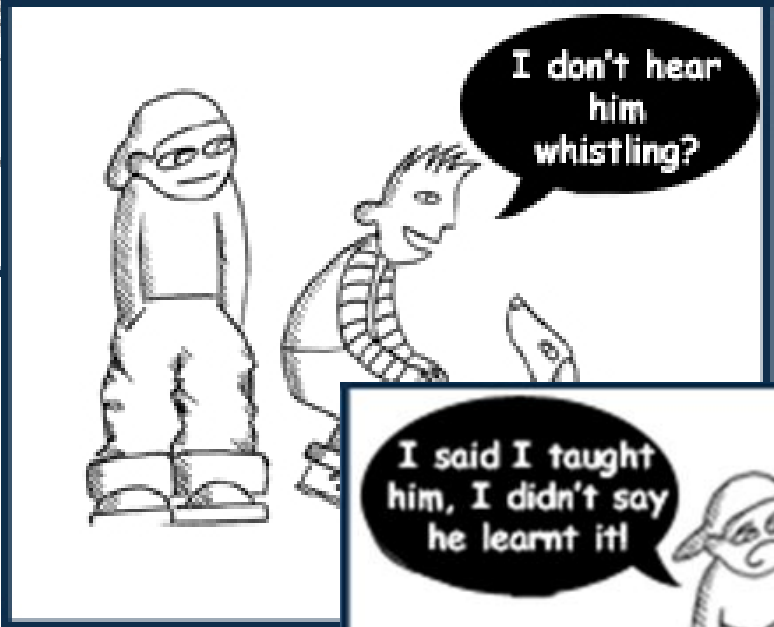
A Series of Re-Framing to Strengthening our ability to receive feedback

1. Know own tendencies
2. Disentangle the “What” from the “Who”
3. Shift towards “tell me more”
4. Sort towards coaching
5. Solicit feedback by asking for Just One Thing
6. Test out the advice



Improving Performance





Coaching that Doesn't Quite Work



"Stop being so fat, Dolly."

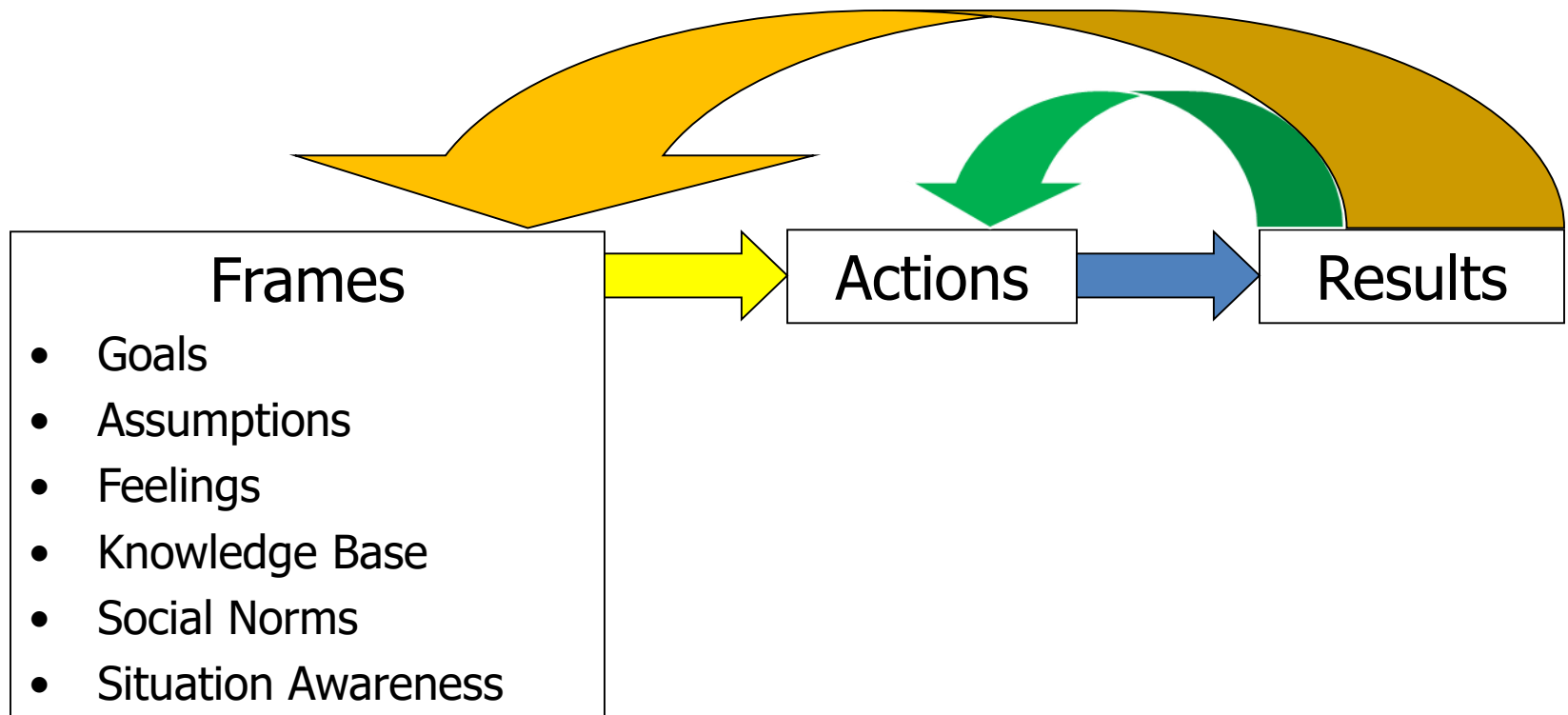
NYSIM

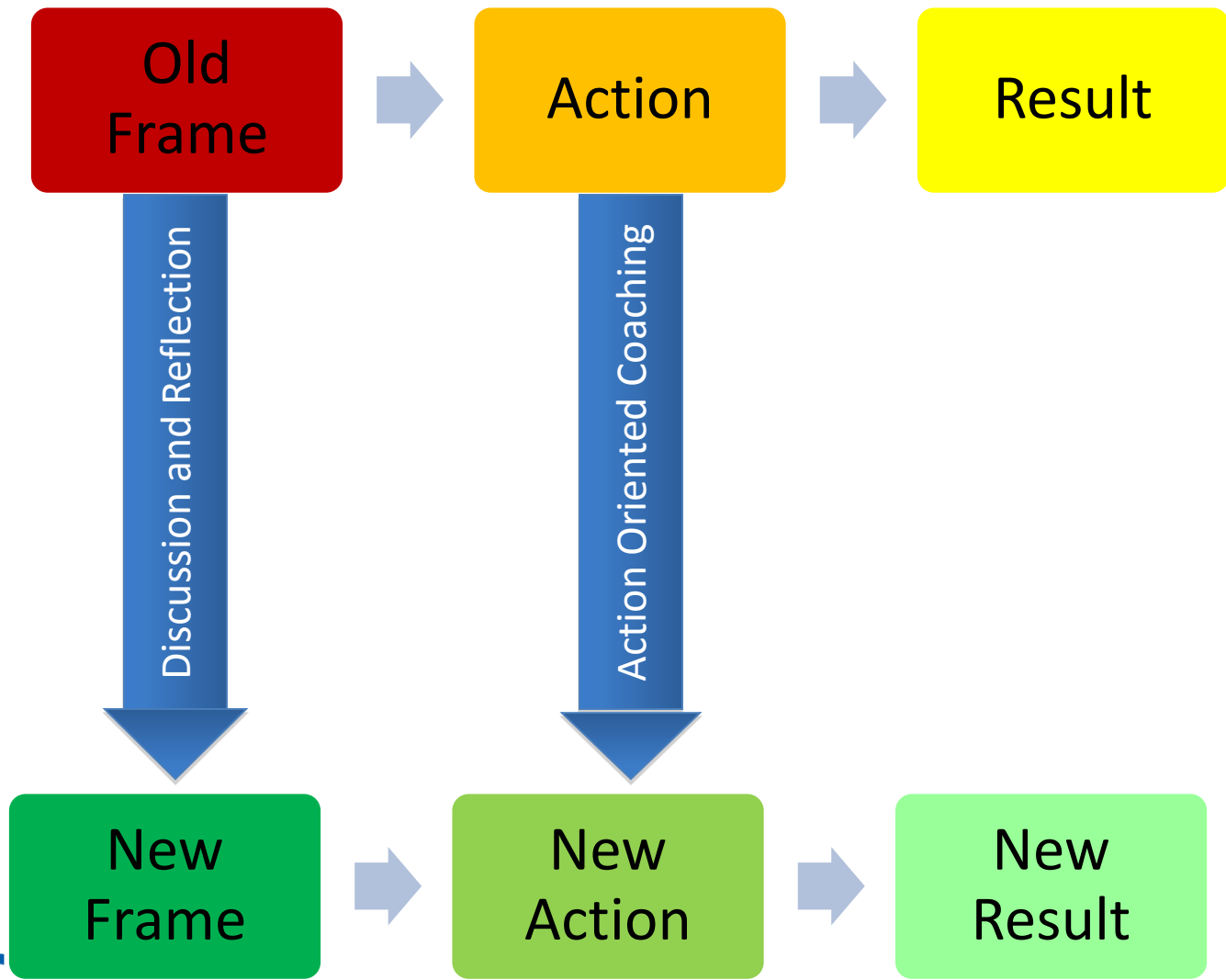
THE CITY UNIVERSITY OF NEW YORK | NYU LANGONE MEDICAL CENTER

Moving Towards Effective Coaching

- Comes **after** providing information on how performance compares to standard
- Reveal intention to help
- Modeling/Demonstration
- Select an approach for coaching:
 - Frame-based coaching or action-oriented coaching

Framework for Coaching: Frames-Actions-Results





Examples: Action-Oriented Coaching

- Hold the laryngoscope like this, see how I'm holding it? Move your hand higher on the handle
- I think you need to be more assertive: what I mean by that is, speak louder so others can hear you over the noise....If the other person doesn't agree, push back

Example: Frame-Based Coaching

- Involve deeper inquiry, discussion and reflection to investigate the basis of the performance issue:
 - Mary, I noticed you didn't speak up when the count was off in the OR, and that led to the patient needing an x-ray and the surgeons had to go back in to find the missing needle. What was going on for you at that time?

Aligning Giving Feedback, Receiving Feedback, and Improve Performance



- Focusing on providing information about how performance compares to standard
- Moving away from The Sandwich

- Understanding triggers in self and others
- Strengthening ability to receive feedback

- Coaching: Frame-based or action-oriented

Future Vision: Transforming Towards a Culture of Feedback and Learning

Conventional Values

- Avoid negative feelings, and stick with telling others what make them feel good
- Believe mistakes are too shameful to discuss directly, should cushion it with something positive
- Believe others should be able to self-reflect, that self-awareness/reflection is a virtue

Transformative Values

- Strengthen each other's ability to say and hear both the positives and the negatives
- Believe mistakes are puzzles to be solved and we can all learn from them
- Believe others do want to improve, they need my help and support to practice reflection. So do I.





Michellecederberg.com

Grace Ng, MS, CNM, RNC-OB, C-EFM

Grace.ng@nyumc.org

www.nysimcenter.org

NYSIM

THE CITY UNIVERSITY OF NEW YORK | NYU LANGONE MEDICAL CENTER

References

- Argyris, M., Schön, D., (1974). *Theory in Practice. Increasing professional effectiveness*. San Francisco: Jossey-Bass
- Argyris, C. (2002). Double-Loop Learning, Teaching, and Research, *Academy of Management Learning and Education*,1(1), p. 206
- Finkelstein & Fishbach, A. (2011). Tell me what I did wrong: Experts seek and respond to negative feedback. *Journal of Consumer Research*. 39(1), 22-38.
- Rudolph, J. W., Simon, R., Raemer, D. B., & Eppich, W. J. (2008). Performance Gaps in Medical Education. *Academic Emergency Medicine*, 1010-1016.
- Schwartz, R. (2013). *Smart Leaders, Smart Teams. How you and your team get unstuck to get results*. John Wiley & Sons. New York: New York.
- Stone, D. & Heen, S. (2014). *Thanks for the Feedback*. Penguin Group (USA) LLC. New York: New York.
- Van der Ridder, J.M.M., Stokking, K.M., McGaghie, W. C., Th J ten Cate, O. (2008). What is feedback in clinical education? *Medical Education*. 42, 189-197.