**Building a Culture to Enhance Feedback**

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**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 Giver Sample Phrases Receiver Sample Phrases**

1. **Confirm Feedback Readiness**

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

“I’ve been working on X; could I ask you for your tips around this?”

1. **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?”

**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?”

## 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?”

1. **Label as Feedback** “Let’s go over some feedback.” “After X, could I get some feedback?”
2. **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.”

1. **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.”

## Conversations for Improvement

1. **Plan Actionable Next Steps**

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

“Let’s discuss 2 or 3 specific things that could take your performance to the next level.”

“Any tips on how to do X better?”

“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

Ramani S, Könings KD, Ginsburg S, van der Vleuten, Cees P M. Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. *Medical teacher*. 2018:1-7.



Stone, D. and S. Heen (2014). T*hanks for the Feedback: The science and art of receiving feedback well.* NY, NY, Penguin Group.

Sargeant, J., J. Lockyer, K. Mann, E. Holmboe, I. Silver, H. Armson, E. Driessen, T. MacLeod, Y. W. Ross and M. Power (2015). “Facilitated reflective performance feedback: Developing an evidence and theory-based model that builds relationship, explores reactions and content, and coaches for performance change (R2C2).” *Academic Medicine* 90(12): 1698-1706.

