

RESOURCES

Feedback and You: Give it. Seek it. Use it.

The following are resources used in the creation of this activity.

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Giving

- Label feedback.
- Establish a respectful dialogue.
- Create shared goals.
- Share descriptive, constructive details based on direct observation.
- Ask for understanding.
- Develop an action plan.

Receiving

- Recognize unlabeled feedback.
- Be an active participant.
- Ask clarifying questions.
- Avoid defensive responses (separate the message from the person).
- Create shared goals.
- Develop an action plan.

Feedback Tips





Feedback Methods...

Method	Feedback Sandwich	Ask-Tell-Ask	Pendleton's Rules	One-Minute Preceptor
Overview	Giver provides positive feedback, then negative feedback, then positive feedback.	Ask 1: Receiver self-assessment. Tell: Giver observations and suggestions. Ask 2: Confirm understanding and develop action plan.	Receiver and then giver describe what went well followed by areas to be improved.	Teaching technique whereby the learner commits to a conclusion (diagnosis) and the teacher elicits the learner's thought process while teaching general rules.
Example	Giver: The diagnosis was right. The wrong cancer template was completed. The correct stains to confirm the diagnosis were used.	Giver: How was the transfusion reaction workup? Receiver: I was so focused on the technical workup; I forgot to ask if the transfusion was stopped. Giver: Correct, first you should always ask if the transfusion was stopped. Otherwise, you performed the key steps in working up a transfusion reaction. What's your plan for the next reaction workup?	Giver: What went well? Receiver: I got adequate material from my fine-needle aspiration biopsy. Giver: You did; you successfully made both air-dried and fixed smears. Giver: What needs to be improved? Receiver: I forgot a few things while getting consent from the patient. Giver: Yes, don't forget to check if the patient is on anticoagulants and to warn them of the risk of bleeding.	Receiver: The diagnosis is papillary thyroid carcinoma. Giver: You are correct; which cytologic features helped you make the diagnosis? Receiver: Nuclear grooves. Giver: Yes, as well as nuclear membrane irregularities and inclusions. Scant background colloid is another helpful feature on this smear.

Preparing to Give Feedback

Use this worksheet to plan your feedback conversation.



1. Observe the performance.

- Establish mutually agreed upon goals with the feedback receiver to help focus feedback comments.
- When possible, schedule time with the feedback receiver to observe performance and provide feedback (see location and time below).
- Observe the performance directly.

2. Determine the location and time to give feedback.

- Select your environment carefully. A quiet, private place is usually best for corrective feedback.
- Give feedback regularly and as soon as possible after the observation.
- Schedule time for post-event (meetings, presentations, etc) feedback.

3. Reflect on your observations.

- Ask yourself, "What was the behavior/performance and impact/outcome?"
- What was done well and why?
- What needs corrective action and why?
- Focus on behavior and actions, not on the person.
- Use a few facts, be specific and descriptive, and avoid generalizations.

4. Plan to show positive intent and open a two-way conversation.

- Ask yourself, "What is my positive intent? What positive outcome am I looking for?"
- What common goal(s) is this feedback related to?
- What feedback receiver goal(s) is this feedback related to?
- How will you open the conversation and ask for the feedback receiver's self-assessment?

5. Plan for next steps.

- How will you reinforce positive performance and its impact or importance?
- What suggestions will you provide on how to improve?
- How and when do you think you should follow up?
- Plan to ask if the feedback receiver has any questions, ideas on how to improve, and how/when to follow up.

Reflect and Take Action on the Feedback You Receive

🔗 Reflect 🔗				
Reflect on These Things	Feedback Message 1	Feedback Message 2	Feedback Message 3	Feedback Message 4
* Feedback Message: What was said by the feedback giver?				
Receiver(s): Was feedback given to me individually or to a team I'm on?				
Giver(s): Was feedback given by a subordinate, peer, superior, preceptor, mentor, coach, or other?				
Physical and Interpersonal Environments: What was the physical space? Were other people involved? Did the giver have my best interests in mind?				
How Did I React: Why? How did it make me feel?				
Feedback Dialogue: Was a dialogue established? Did I provide feedback or ask questions?				
Self-Assessment: Was I given an opportunity to self-assess? Was my self-assessment accurate? What were the gaps?				
*Learning Goals: <ul style="list-style-type: none"> • Were mutually agreed upon learning goals set prior to feedback? If not, why not? • What learning goal(s) was the feedback associated with? • How did the feedback inform the learning goal(s)? 				
*Action Planning: How have I incorporated the feedback? If I didn't use the feedback, why not?				

*These items feed into the *Action Plan* below.

Reflect and Take Action on the Feedback You Receive

Action Plan						
Feedback Message	Related Goal(s)	Action Steps	Resources Needed	How Will I Know I've Been Successful?	Target Date	✓
1.						
2.						
3.						
4.						