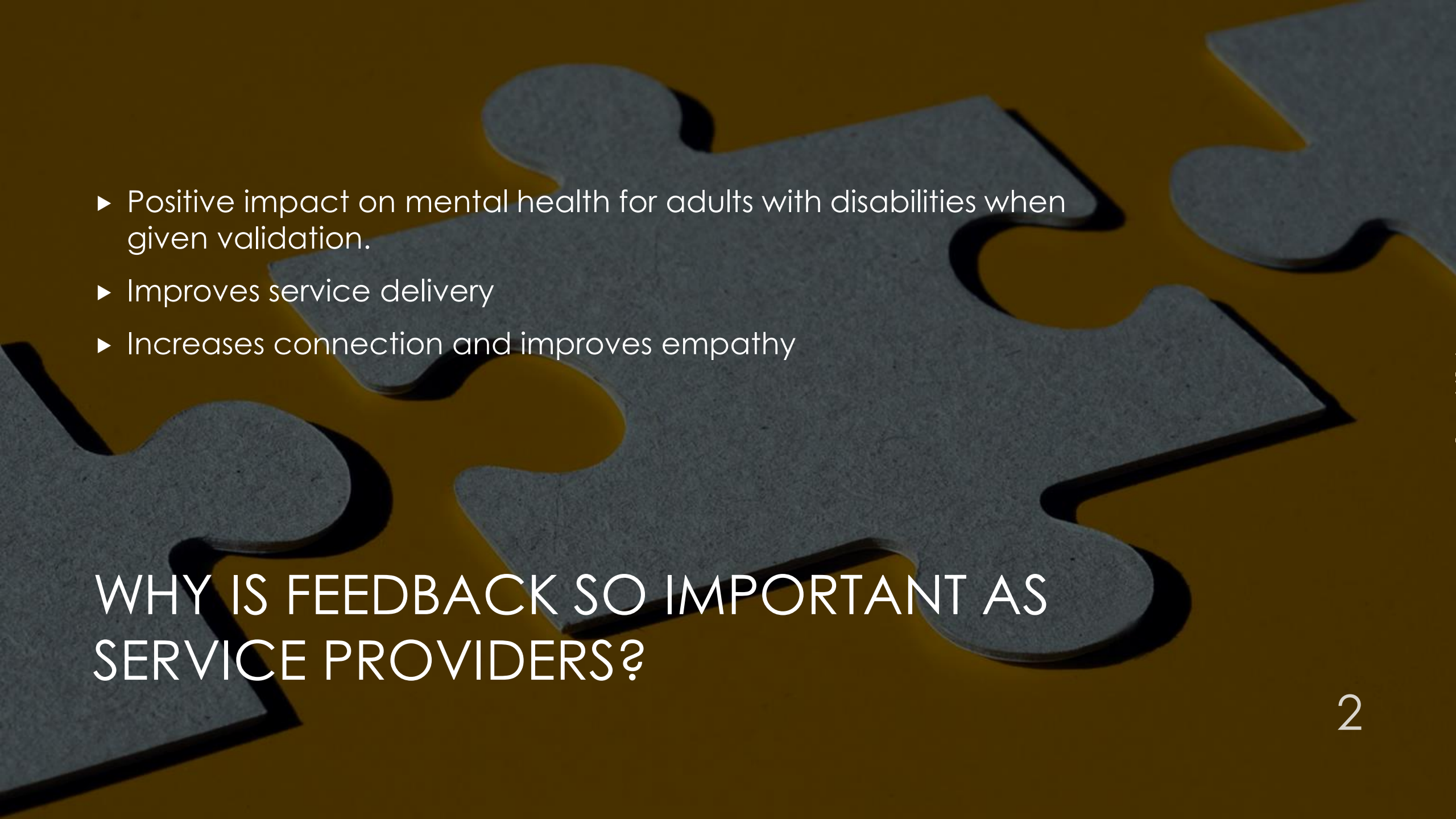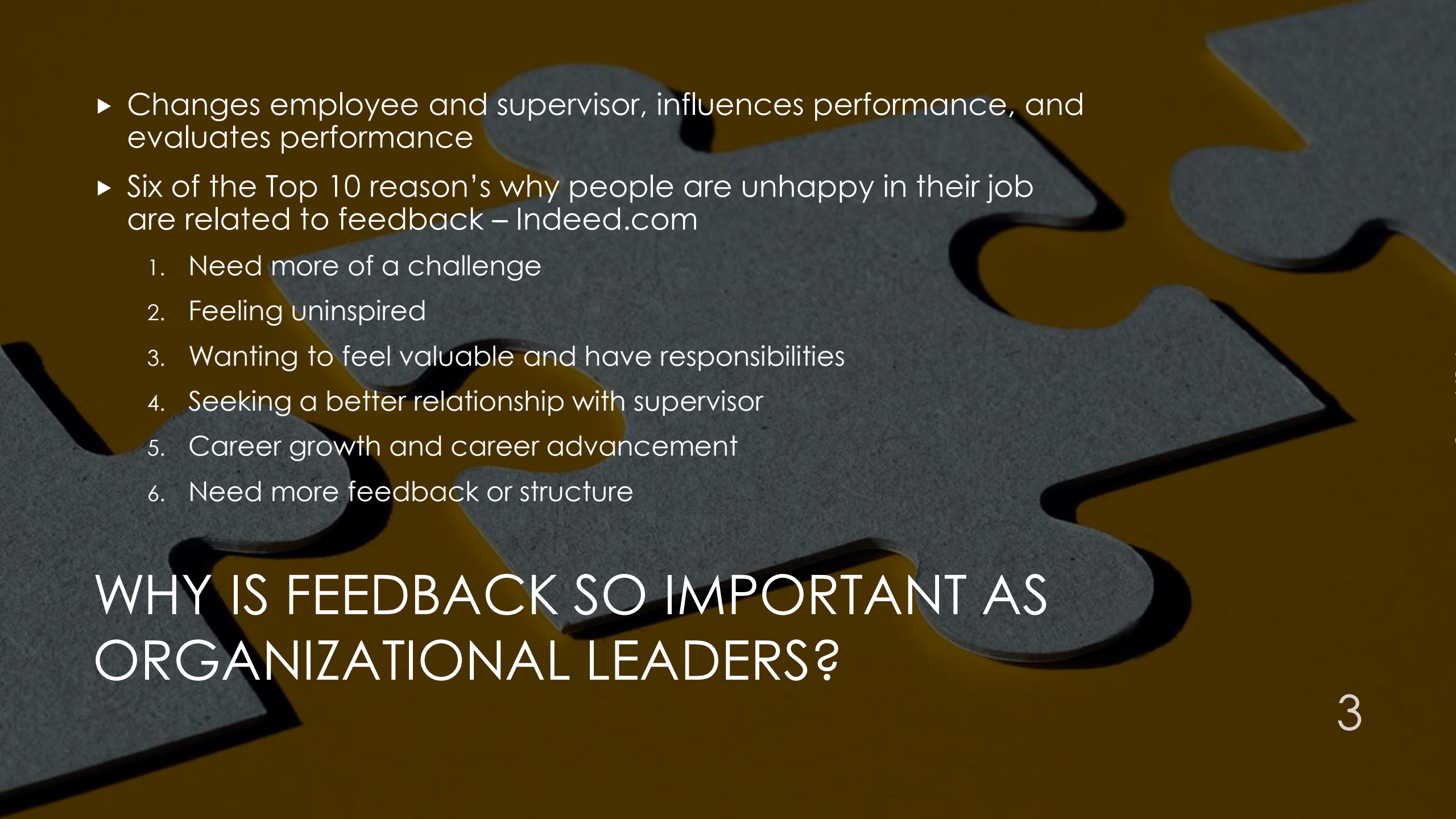# GIVING AND RECEIVING FEEDBACK

2023 – DR. NICHOLAS MANNING

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- Positive impact on mental health for adults with disabilities when given validation.

- Improves service delivery

- Increases connection and improves empathy

WHY IS FEEDBACK SO IMPORTANT AS SERVICE PROVIDERS?

2

- Changes employee and supervisor, influences performance, and evaluates performance

- Six of the Top 10 reason's why people are unhappy in their job are related to feedback – Indeed.com

  1. Need more of a challenge
  2. Feeling uninspired
  3. Wanting to feel valuable and have responsibilities
  4. Seeking a better relationship with supervisor
  5. Career growth and career advancement
  6. Need more feedback or structure

WHY IS FEEDBACK SO IMPORTANT AS ORGANIZATIONAL LEADERS?

- Informal feedback
- Formal feedback
- Formative feedback, "for learning"
- Summative feedback, "of learning"
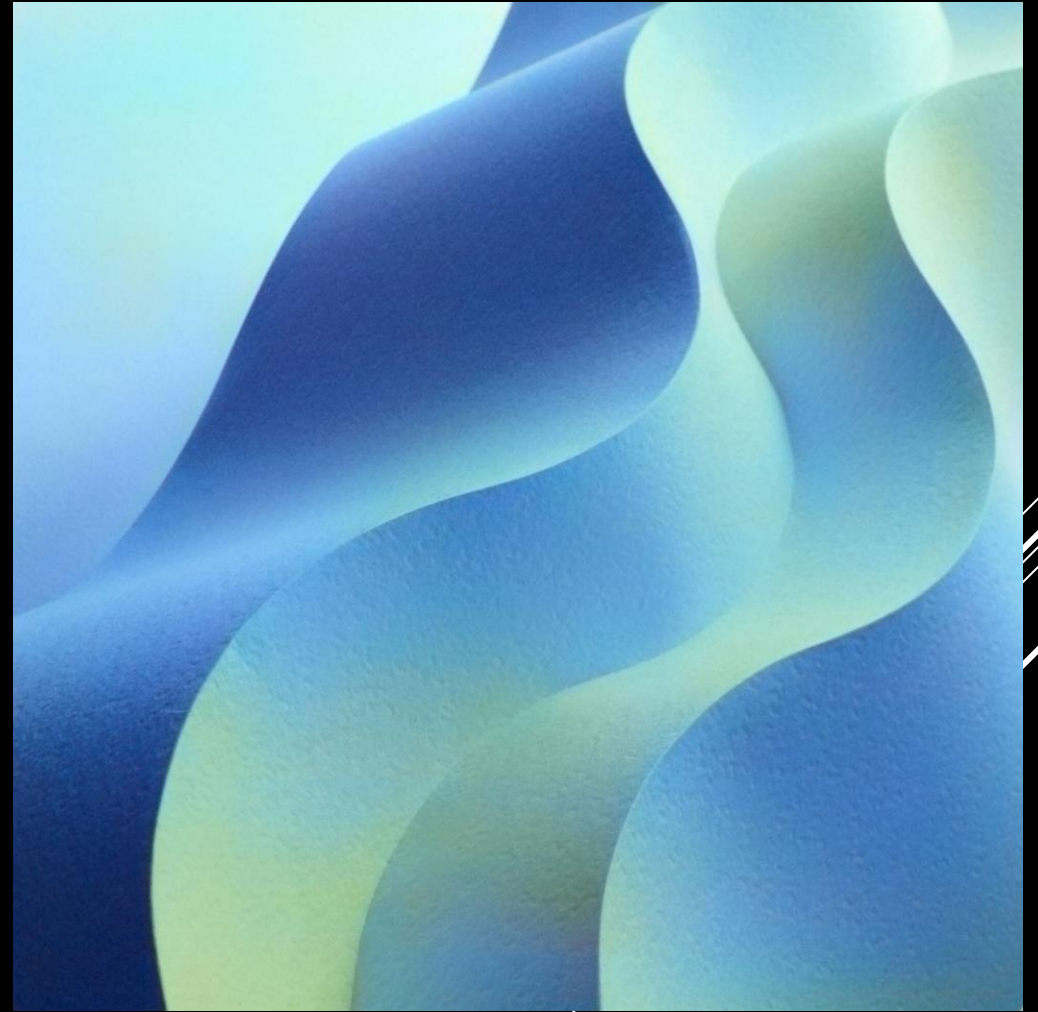
TYPES OF FEEDBACK

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WHY IS FEEDBACK IMPORTANT?

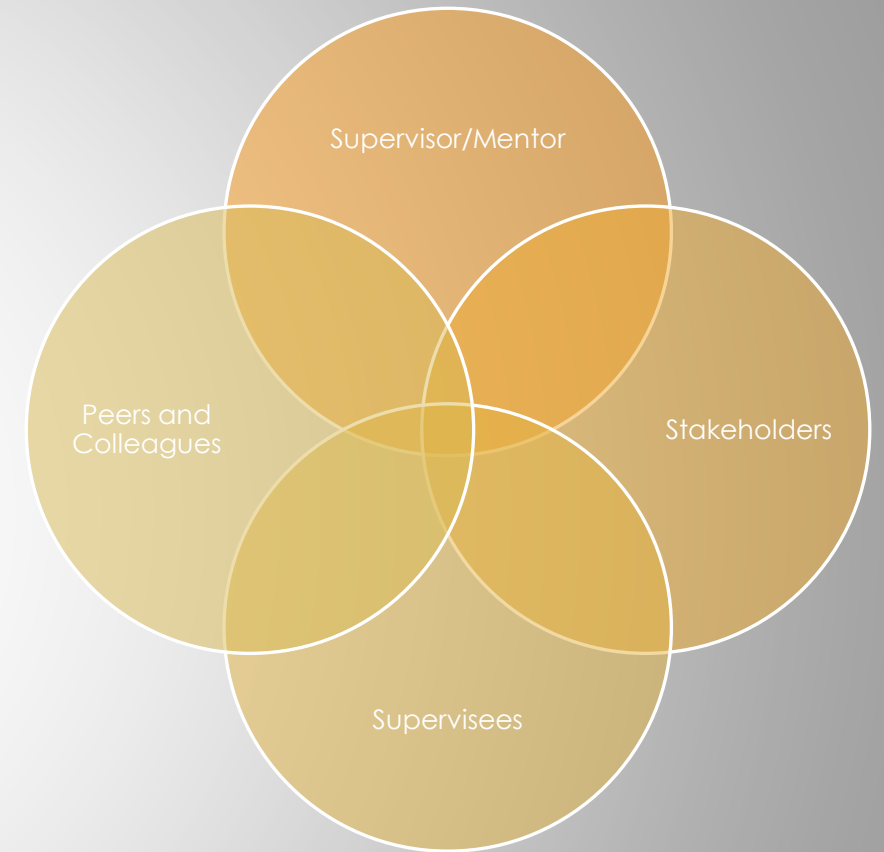Learner's value feedback more when given from a person in high regard

Contributes significantly to competence and confidence

Understand gap between actual and desired performance

Without feedback, learners assume their work meets standard

- Feedback is reciprocal between service providers and stakeholders
  - Ex: Anyone working with you as a member of the Multidisciplinary Team

- Trainers or professional supervisors
  - Meant to act as your mentor
- Supervisees
  - Essential to monitor and improve the quality
- Stakeholders – In the IDD Space focus on the adult with disabilities we serve
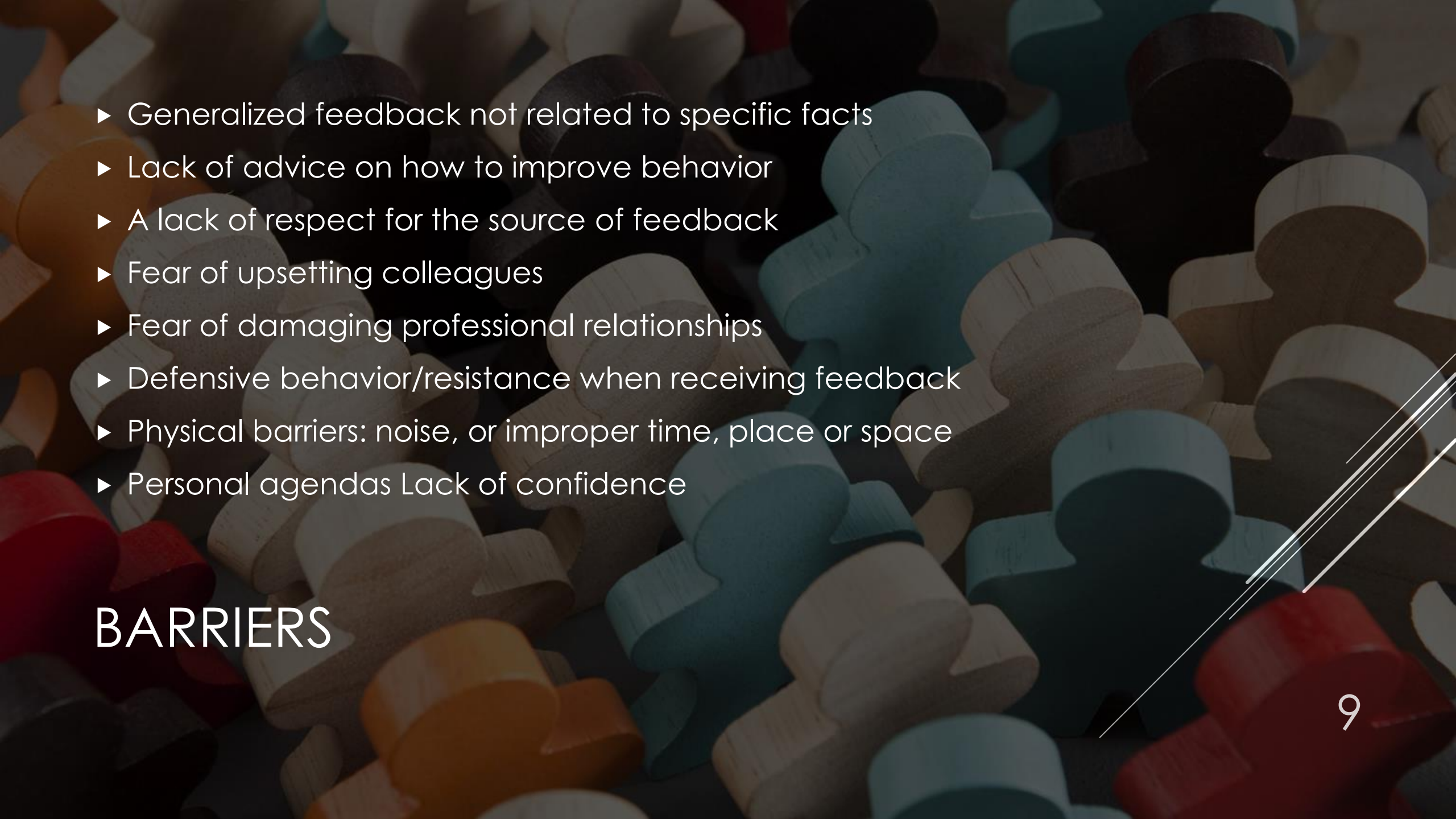 - Most important to the effectiveness of service delivery

WHO GIVES FEEDBACK?

Supervisor/Mentor

Peers and Colleagues

Stakeholders

Supervisees

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Feedback Sandwich	The Pendleton mode	Chronological fashion feedback
• Positive feedback to open → Constructive to follow → Positive to wrap up	• Centered, conversation based and identifies an action plan or goals	• Reflecting observations chronologically, reiterating the events that occurred during the session back to the learner.
• Makes the feedback sender feel better, lightens mood, aims to keep positive praise ratio high • Best if used sparingly	• Check whether the learner wants and is ready for feedback.	• This is helpful for short feedback sessions, but you can become bogged down in detail during long sessions.
• Could lose effectiveness • Receiver waits for the "but" and disregards positives • Undermines the constructive because of the light tone		

BARRIERS TO EFFECTIVE FEEDBACK

- Generalized feedback not related to specific facts

- Lack of advice on how to improve behavior

- A lack of respect for the source of feedback

- Fear of upsetting colleagues

- Fear of damaging professional relationships

- Defensive behavior/resistance when receiving feedback

- Physical barriers: noise, or improper time, place or space

- Personal agendas Lack of confidence

BARRIERS

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GENERALIZED FEEDBACK

- Example: When you answer the phone that way, it can lead to customer service issues

- Confusing

- The receiver feedback remains unclear about the actual purpose of the session

  - Creates narrative exploring hidden agendas that might have triggered the feedback.

  - It disrupts professional relationships and causes unnecessary suspicion

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A LACK OF RESPECT FOR THE SOURCE OF FEEDBACK

▶ We all tend to accept feedback more from people we value.

▶ For example, feedback should be provided from those who are present in the moment.

- ▶ If you were not, be clear about what was reported and minimize interpretation of other feelings, opinions, etc.

- The person giving feedback might be different from the recipient in terms of ability, sex, age, hierarchy, and educational and cultural background. These factors may result in a demotivating feedback session.

- Feedback needs to be given in a supportive, empathic, and relaxed manner, and on a background of a working relationship based on mutual respect.

FEAR OF UPSETTING YOUR COLLEAGUE OR DAMAGING YOUR PROFESSIONAL RELATIONSHIP WITH THEM

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THE RECIPIENT OF FEEDBACK BEING RESISTANT OR DEFENSIVE WHEN RECEIVING IT

- Poor handling of situations in which the recipient is resistant or defensive can result in a dismissive approach; therefore, feedback will be disregarded.

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- **Physical Barriers**
  - **Giving feedback loudly in a noisy corridor, or in the presence of other colleagues or patients, is inappropriate.**
  - Feedback loses its objectivity, and the recipient may consider this as an insult that will impact their professional relationship with their peers and patients.

- Lack of confidence
- Language and cultural barriers convey unclear messages and result in unclassified assumptions.
  - Important to confirm the message sent is the message that is (actually) received. All feedback sessions should be held in a respectful and supportive manner.

BARRIERS CONTINUED...

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- Personal Agenda
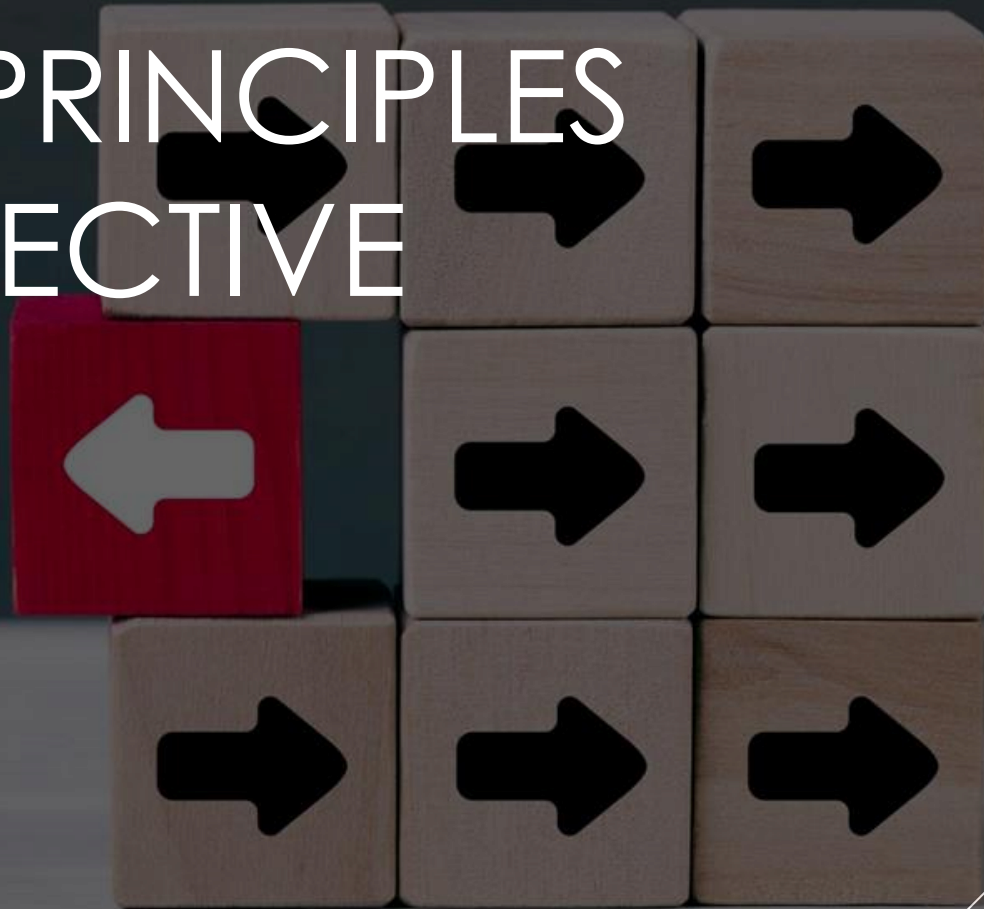 - Personal agendas should not influence feedback.
  - As soon as you realize this is a possibility, it is best not to give feedback as this will be perceived by the recipient negatively.
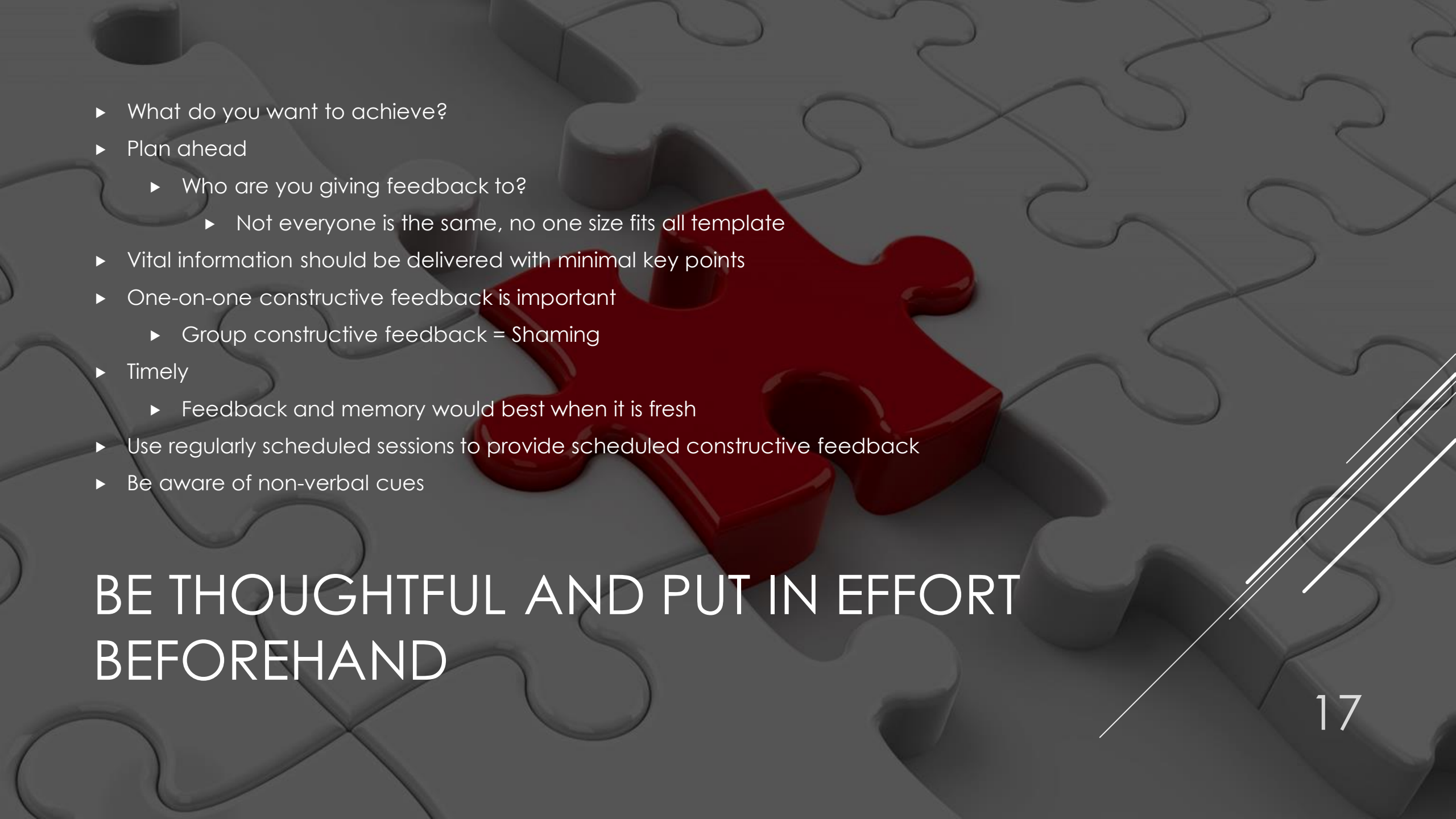 - Personal reflection will identify the reasons behind this and will be crucial in improving this aspect.

- Lack of Confidence
  - A person providing feedback who lacks confidence may exhibit shyness, difficulty in being assertive, or lack of awareness of their own rights and opportunities.

BARRIERS CONTINUED…

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TIPS FOR AND PRINCIPLES OF GIVING EFFECTIVE FEEDBACK

- What do you want to achieve?
- Plan ahead
  - Who are you giving feedback to?
    - Not everyone is the same, no one size fits all template
- Vital information should be delivered with minimal key points
- One-on-one constructive feedback is important
  - Group constructive feedback = Shaming
- Timely
  - Feedback and memory would best when it is fresh
- Use regularly scheduled sessions to provide scheduled constructive feedback
- Be aware of non-verbal cues

BE THOUGHTFUL AND PUT IN EFFORT BEFOREHAND

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How do you think things went?

Did it go as planned? If not, why not?

If you were doing it again, what would you do the same next time and what would you do differently? Why?

How did you feel?

How would you feel about doing it again? How do you think the patient felt?

What makes you think that?

What did you learn from this session?

REFLECTION

TO LEARN, WE MUST OWN OUR PART OF THE FEEDBACK AS RECEIVERS

- A learner-centered approach is often recommended to effectively receive feedback.
    - This involves adopting an open-minded listening strategy, reflection and a willingness to improve one's performance.
    - Real time and firsthand
- Willingness of service providers to learn and accept feedback is essential to the promotion of independence for adults with disabilities.

- Be a good listener
- When in doubt, ask for clarification
- Embrace the feedback session as a learning opportunity
- Remember to pause and think before responding
- Avoid jumping to conclusions, and show that you are invested in the learning process and keen to improve
- Think positively and be open to helpful hints Learn from your mistakes and be motivated
- Be a good sport and show appreciation
- Be proactive

RECEIVING FEEDBACK

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- First, truly listen to what the feedback provider is saying.
  - Be aware that you are likely immediately preparing a response, defense or attack.
  - There is a helpful nugget in the harshest criticism
- The feedback provider will feel more comfortable giving feedback if you are approachable and welcoming.

BE A GOOD LISTENER

- If you did not hear it clearly the first time, politely ask for it to be repeated, then restate it in your own words.

- Helps you understand more about yourself and how others interpret your actions.

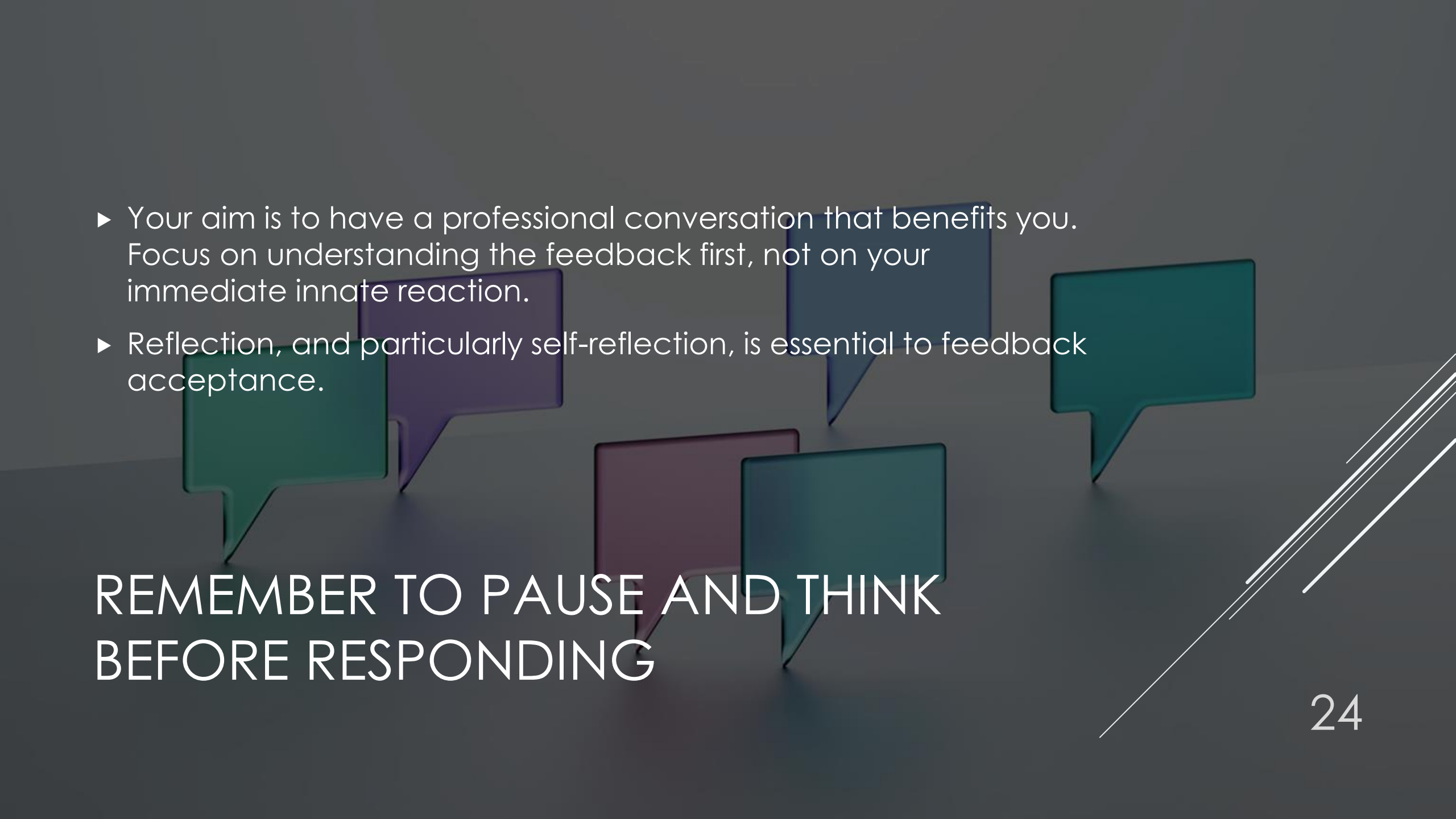# WHEN IN DOUBT, ASK FOR CLARIFICATION

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- Assume Positive Intent
  - Choose to believe the feedback is constructive until proven otherwise, then consider and use those elements that are truly constructive.
  - Thinking about your own actions in the context of the feedback provider's comments is beneficial to making appropriate changes.

EMBRACE THE FEEDBACK SESSION AS A LEARNING OPPORTUNITY

- ▸ Your aim is to have a professional conversation that benefits you. Focus on understanding the feedback first, not on your immediate innate reaction.

- ▸ Reflection, and particularly self-reflection, is essential to feedback acceptance.

REMEMBER TO PAUSE AND THINK BEFORE RESPONDING

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▶ Ask for clarification and examples if statements are general, unclear or unsupported. It is important to validate the feedback by inviting details and specifics about the criticism. Assuming the feedback provider's comments as reality, in the context of their perceptions and impressions, defuses your own negative feelings in the face of criticism.
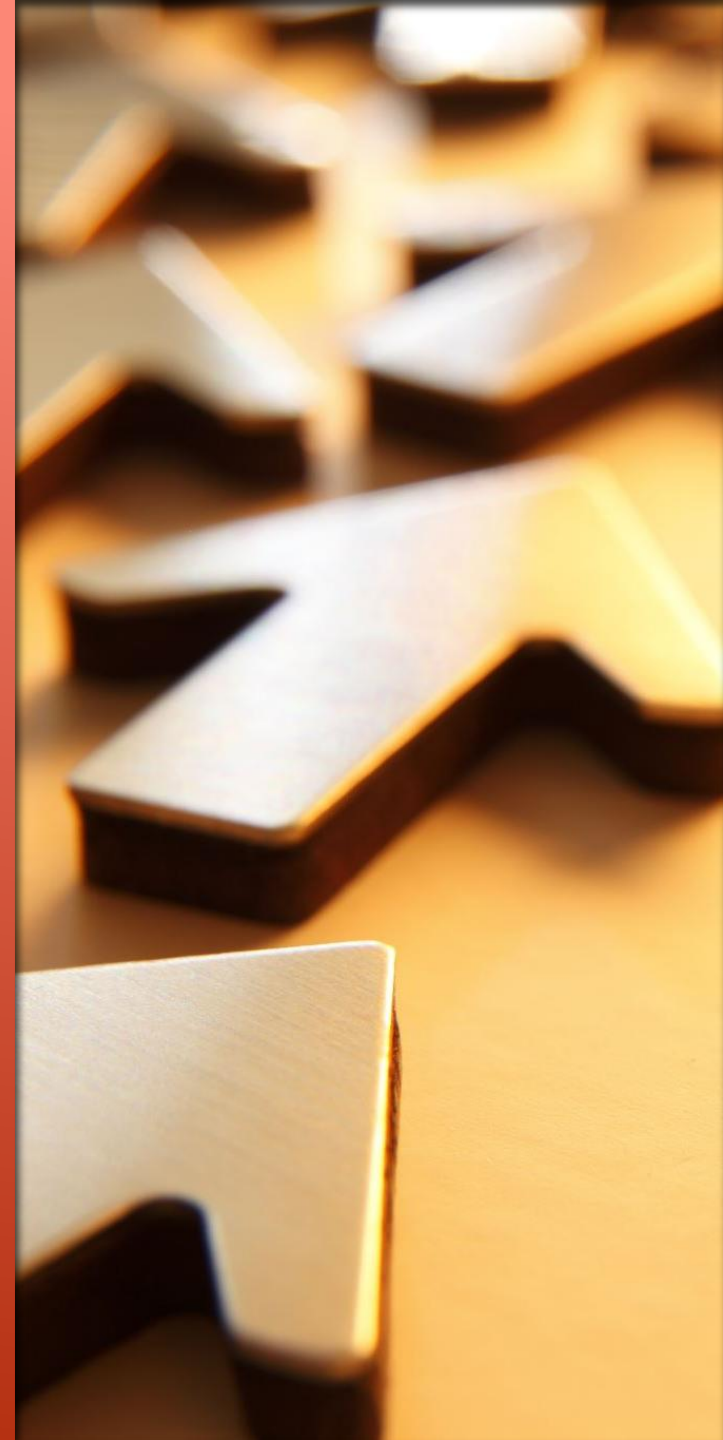
AVOID JUMPING TO CONCLUSIONS AND SHOW THAT YOU ARE INVESTED IN THE LEARNING PROCESS AND KEEN TO IMPROVE

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- You will get more out of the feedback session if you accept the comments positively (for consideration) rather than dismissively (for self-protection).

- You may disagree with the criticism if the facts are incorrect, but this should be done in a graceful manner.

  - Example in our industry; we are all working hard for the people we serve. When feedback about how the service is received does not match the effort, we dismiss the view of the person with a disability (They are needy, ungrateful, etc.)

THINK POSITIVELY AND BE OPEN TO HELPFUL HINTS

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- ▸ Ask for suggestions of ways you might modify or change your behavior.

- ▸ Do not be afraid to ask for advice on what and how to do differently.

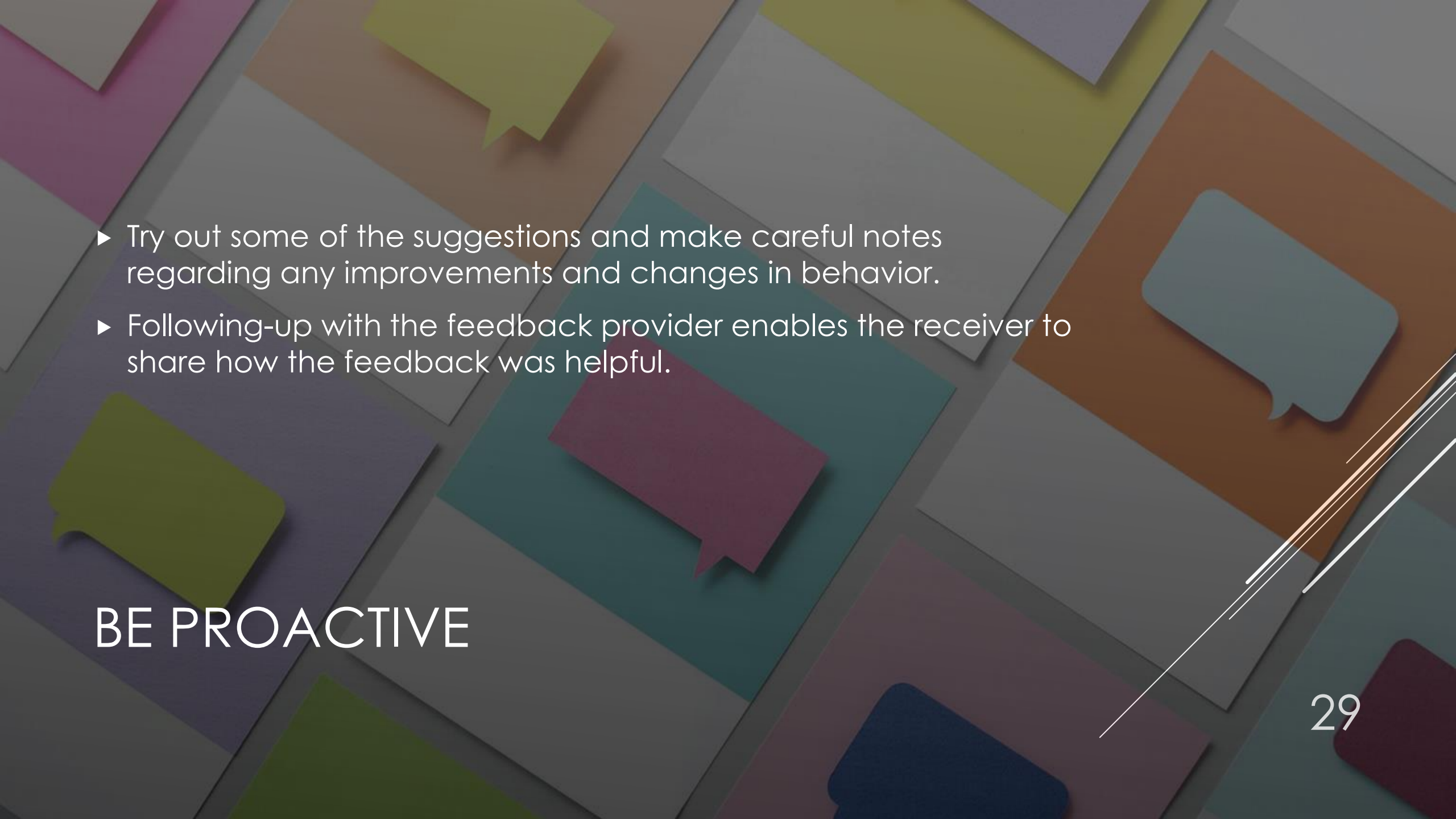- ▸ Seek to meet expectations and promptly address the undesired behaviors.

LEARN FROM YOUR MISTAKES AND BE MOTIVATED

- Be respectful throughout the discussion and thank the person giving feedback. Being polite and appreciative will encourage future feedback.

BE A GOOD SPORT AND SHOW APPRECIATION

- Try out some of the suggestions and make careful notes regarding any improvements and changes in behavior.

- Following-up with the feedback provider enables the receiver to share how the feedback was helpful.

BE PROACTIVE

- Giving and receiving effective feedback are skills that are central in any professional settings.

  - Extremely important in human services. You will get feedback from any and everyone, even when it is not asked for.

- The whole process is closely linked with professional development and improved performance.

- Giving and receiving feedback impacts the quality of services and stakeholder satisfaction.

- Feedback should be constructive by focusing on behaviors that can be improved. (Objective vs. Subjective)

- Developing healthy professional relationships is a prerequisite for giving/receiving constructive feedback that will act as a powerful motivator.

PARTING THOUGHTS

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SUGGESTED READING

▸ 1. Seppala E. When giving critical feedback, focus on your nonverbal cues. https://hbr.org/2017/01/when-givingcritical-feedback-focus-on-your-nonverbal-cues Date last updated: January 20, 2017.

▸ 2. University of Sheffield. Giving feedback – some practical tips. www.sheffield.ac.uk/polopoly_fs/1.79368!/file/Giving-Feedback.pdf

▸ 3. Healthfield SM. Received feedback with grace and dignity. www.thebalance.com/receive-feedback-with-grace-anddignity-1916643 Date last updated: October 17, 2016.

▸ 4. Cornell University Faculty and Staff Assistance Program. How to receive critical feedback. https://fsap.cornell.edu/resources/upload/How-to-Receive-Critical-Feedback.pdf

▸ 5. Dartmouth College. Tips for giving and receiving feedback effectively. www.dartmouth.edu/~hrs/profldev/performance_management/feedback.pdf

▸ 6. Sargeant JM, Mann KV, van der Vleuten CP, et al. Reflection: a link between receiving and using assessment feedback. Adv in Health Sci Educ 2009; 14: 399.

▸ 7. Hardavella G, Aamli-Gaagnat A, Saad N, et al. How to give and receive feedback effectively. Breathe 2017; 13: 327–333.

▸ Bakken, T.L., Sageng, H., Hellerud, J., Kildahl, A., Kristiansen, T. *The Use of Validation in Mental Health Nursing for Adults with Intellectual Disabilities and Mental Illness: A Descriptive Study. Issues Ment Health Nurs. 2017 Aug;38(8):619-623. doi: 10.1080/01612840.2017.1330910. Epub 2017 Jun 14.*