

**BEYOND THE MANUAL:  
LEVEL UP YOUR APPROACH TO FEEDBACK**



# DISCLOSURES

- Presenter: Chantel Parson (she/her), BSc., RPhT
- I have the following relationship with commercial interests:
  - Current employee of Alberta Health Services (Provincial Pharmacy Services)
- I have received a speaker's fee from PTSA for this learning activity.

# **TERRITORY ACKNOWLEDGEMENT**

I would like to take this opportunity to acknowledge the traditional territories of the peoples of Treaty 6 region, which includes the Cree (Nehiyaw), Dene (Denesuliné), Stoney (Nakota Sioux), Saulteaux (Anishinaabe) and Blackfoot (Niitsitapi). The city of Edmonton is also within the Métis homelands and Métis Nation of Alberta Region 4.

## LEARNING OBJECTIVES

**By the end of this learning activity, each learner will:**

1. Understand the importance of feedback in situations of training, education, instruction, and learning.
2. Be able to identify strategies to deliver feedback effectively.
3. Be able to navigate different feedback reactions and learn how to receive feedback themselves.

# EFFECTIVE FEEDBACK

## – WHY IS IT IMPORTANT?

- Effective feedback is at the core of learner centered training programs or preceptorships.
- Most people have a basic need to know how well they are doing when learning.
- Often trainers and leaders may focus on the negative aspects of behaviour, which is the challenge of feedback delivery.

# TYPES OF KNOWLEDGE TRANSFER

- **TRAINING:** creates a change in the learner, so they consistently reproduce the same behaviours, and behaviours become more accurate and automatic; used when learner needs to perform a task.
- **INSTRUCTION:** activities that help learners generalize beyond the specifics that are taught; used to help learner adapt and transfer information to new situations.
- **EDUCATION:** help build general mental models and is the result of various life experiences and generalized learning principles; more long term.

# WHAT IS LEARNING?

Learning is a change in mental structure that leads to potential behaviour change.

As trainers, preceptors and leaders, we are helping people to change and transform.



## CHALLENGING YOUR FEEDBACK MINDSET

- When you hear someone say, “I have some feedback for you.” – what do you feel?
- “Feedback” = negative connotation
- Mindset shift: your feedback can help someone be their best/someone is trying to help me be my best.



# THE DANGER OF ASSUMPTIONS



DELIVERING  
FEEDBACK: WE  
ASSUME ANGER, SO  
WE DON'T ENGAGE.



ASSUMPTIONS HOLD  
US BACK FROM  
ACTION.



LEVERAGE  
ASSUMPTIONS TO  
STRENGTHEN  
CONVERSATION

# NEUTRALIZING ASSUMPTIONS

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When  
delivering  
feedback:

What is the best-case scenario?

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What is the worst-case scenario?

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What is the middle case  
scenario?

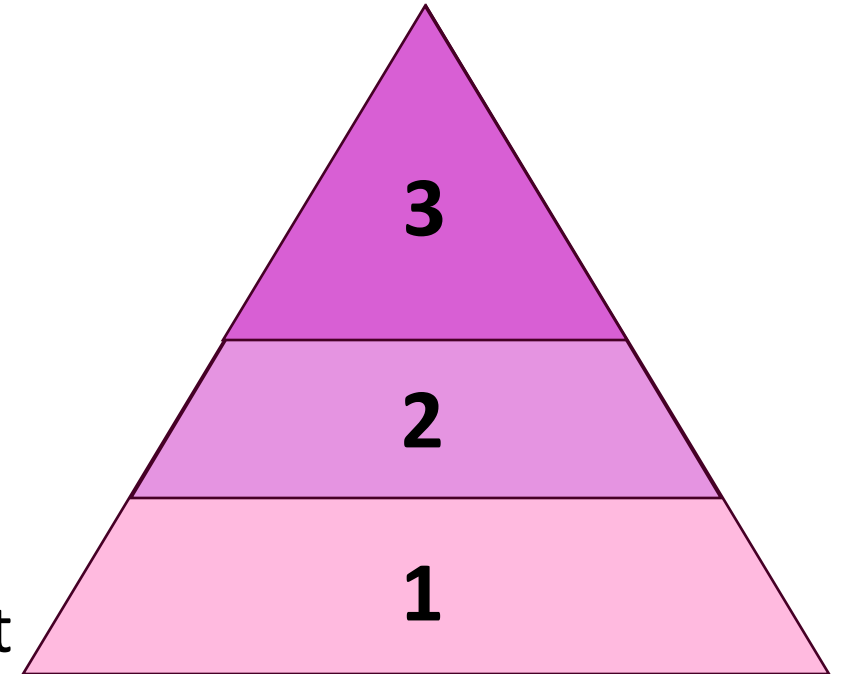
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## BEING VS. DOING

- **Doing:** getting the words right, doing the right things
- **Being:** how we want to show up in feedback conversations.
- For example, do you want to be calm, thoughtful, and open?
- Clear is kind, unclear is unkind.

# TYPES OF FEEDBACK

1. **INSTANCE:** reacting to something you've seen, heard or have been looped into.
2. **PATTERN:** focusing on highlighting a pattern of behavior that should change for greater success; not just “\_\_\_\_\_ happened again”; increase urgency.
3. **ROLE SUCCESS CONCERN:** behavior patterns that may negatively impact team; yielded to larger concerns about the ability of team member to be successful.



**DELIVERING  
FEEDBACK  
EFFECTIVELY**




“Feedback without action is simply criticism.”

Headline,  
Observation, Ask  
(H.O.A.)

# TRANSITION STATEMENTS

- How many people dislike hearing the phrase “Can I give you some feedback?”
- We want to minimize surprises and defensiveness.
- We want to ask permission and demonstrate our intent of helping them grow
- *“Can we connect for a few minutes? I’m seeing an opportunity to strengthen your communication skills and I want to help you get set up for success.”*
- *“I’m seeing an opportunity to increase your impact within the team, can we chat and explore?”*

**HEADLINE,  
OBSERVATION  
ASK,**

<b>H</b>	<b>O</b>	<b>A</b>
<b>HEADLINE</b>	<b>OBSERVATION</b>	<b>ASK</b>
		

# HEADLINE

- Transition statement
- Ask permission
- Address the behavior you want to name and address





## “NAME IT TO TAME IT”

- Increase clarity
- One to three words
- *“I’m worried about your level of engagement lately.”*
- *“I see an opportunity here to coach you on your professionalism.”*

# OBSERVATION

- What you've seen, heard, experienced, or been looped in on.
- Stay rooted in observation (vs. assumption or interpretation)
- “I feel like you're not engaged” (someone may say “well, that's how you feel.” vs. “I've noticed a difference in your engagement.”)
- Observations from others: “It's been shared with me that ...” or “I've been looped in on ...”; perception and intention – meet people where they are.



# ASK

- Literal ask for action or behavior you'd like to see moving forward
- Make improvements and share what growth/success looks like.
- Goal is generative conversation and brainstorming to move forward



# INSTANCE FEEDBACK EXAMPLE

- **HEADLINE:** “I’m seeing something that has potential to hold you back from being as successful as you want to be. Can we connect for a few minutes on communication across teams?”
- **OBSERVATION:** I noticed in the huddle earlier that you used more aggressive language than you tend to use. I know it wasn’t your intention and because I care about your impact here, I want to bring it to your attention.
- **ASK:** What you were intending was mismatched in how it was perceived. Can you think of other ways to respond that will land more closely to what you’re intending?  
[coaching opportunity]
- Awesome, so my ask for when you encounter this again is to pause and make sure what you’re intending lines up with how it's likely to be perceived.

# PATTERN FEEDBACK EXAMPLE

- **HEADLINE:** I want to connect with you for a few minutes because I'm beginning to have concerns about a pattern I'm seeing related to deadlines.
- **OBSERVATION:** Thinking through the last 2 months, I've noticed deadline extensions requested and it's a pattern that hasn't been like you.
- **ASK:** I'd love to check in on how you're doing and what else might be at play that's having an impact on you.

# ROLE SUCCESS CONCERN FEEDBACK

- **HEADLINE:** I want to take a few minutes today and have an open and honest conversation about your ability to be successful in this role.
- **OBSERVATION:** We've been working together to improve your aseptic technique for the last few months and I'm noticing you're not only struggling with the concepts, but I'm also seeing your confidence and passion drop.
- **ASK:** I'd like to ask that we mutually explore if working in the sterile room is the right role for you. What's are you thoughts?

# UPWARDS FEEDBACK

- Own it – own up to nervousness and hesitation
- Share what you're learning about yourself
- **HEADLINE:** I'm a little nervous bringing this up, but I'd like to revisit our last 1:1 conversation about my development in this role.
- **OBSERVATION:** After thinking more about it, I felt the conversation was surprising and disappointing. Reflecting deeper, I realized it was the surprise element that really got me.
- **ASK:** I'd love to ask that you not hold back on sharing feedback with me. I'd also like to commit to asking for more feedback so we can meet in the middle, and I don't feel surprised when I didn't meet expectations.

# PREPARING FEEDBACK



1. IDENTIFY IF ITS  
INSTANCE, PATTERN OR  
ROLE CONCERN  
CONVERSATION.



2. NAME THE BEHAVIOR  
YOU WANT TO SEE  
CHANGED OR  
IMPROVED.



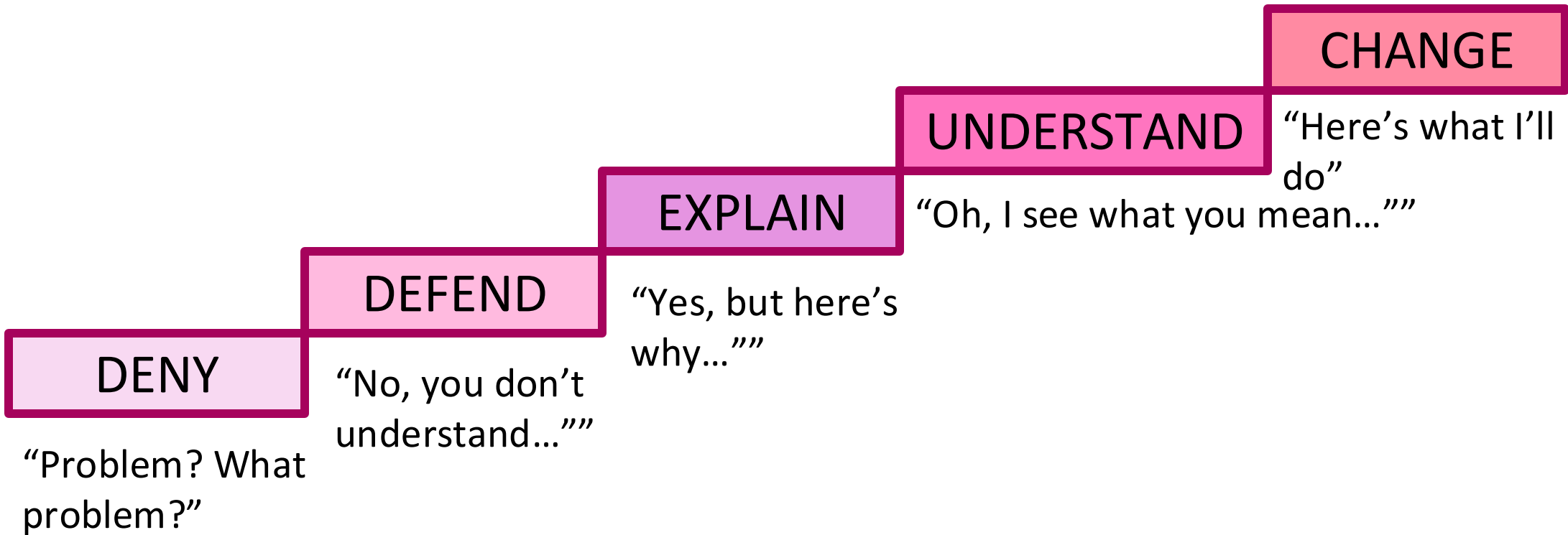
3. DRAFT YOUR  
HEADLINE,  
OBSERVATION AND ASK.



**NAVIGATING  
FEEDBACK  
REACTIONS**

Honoring & recognizing  
emotion while  
redirecting to change.

Hear, Explore,  
Acknowledge and  
Refocus (HEAR Model)






## RECEIVING FEEDBACK

## AS THE GIVER OF FEEDBACK:

There is only room for one person to be emotional, and it's not you.

Need to be open to reactions and know how to tactically refocus.

**HEAR,  
EXPLORE,  
ACKNOWLEDGE,  
REFOCUS**

<b>H</b>	<b>E</b>	<b>A</b>	<b>R</b>
<b>HEAR</b>	<b>EXPLORE</b>	<b>ACKNOWLEDGE</b>	<b>REFOCUS</b>
			

# HEAR

- Hear and articulate individual's reaction in a non-judgemental way
- *"I've noticed you've gotten quiet."*



# EXPLORE

- Use neutral language and assess what's driving the reaction.
- *“What’s running through your mind?”*



# ACKNOWLEDGE

- Acknowledge and validate.
- *“It’s fair that you’re surprised and feeling caught off guard.”*



# REFOCUS




- Refocus the individual/conversation on what's true about the feedback.
- Let them know what they can do.
- *“What part about the feedback would you say you agree with?”*
- *“What would you like to action to address this growth area?”*





## RECEIVING FEEDBACK:

THANK,  
OWN,  
ASK

<b>T</b>	<b>O</b>	<b>A</b>
<b>THANK</b>	<b>OWN</b>	<b>ASK</b>
		

## HOW DO I LIKE TO RECEIVE FEEDBACK?

- Identify your needs and conditions for success.
- What helps you move from “DENY” to “CHANGE”

*“I don’t like surprises.”*

*“I do best with real-life examples.”*

## ASKING FOR FEEDBACK

- Ask targeted questions

*“Thinking about our last project, what’s one thing I could have done better to help you feel more successful?”*

*“What are some things I could have done differently to help you be successful in your sterile training?”*

- Give the person a heads up

# THANK

- Thank individual for sharing feedback.

*“Thank you for letting me know where things fell short.”*



# OWN

- Own up to your reaction.

*“I have to admit how I’m feeling. I’m noticing frustration rising in me, and I don’t want it to cloud my thoughts.”*



# ASK

- Ask for what you need.

*“Can you let me step away for a few minutes to take a breather? That’ll help me clear my head to better understand where I missed the mark, and what I can do moving forward.”*



# APPRECIATION

- What gets recognized, gets repeated

DO'S	DON'TS
Be specific	Be broad
Be timely	Wait or put it off
Recognize behaviours that would have a positive impact if repeated more	Focus on reinforcing behaviours that are likely to lead to burnout

# UBUNTU PHILOSOPHY

“I am because  
of how you are,  
and you are  
because of how  
I am.”

*Zulu philosophy*



**UBUNTU!**  
**I am because we are.**  
- African Proverb

Even young children in Africa know sharing makes them much happier than keeping things for themselves. We also look to the future, full of hope, to share God’s love with people around the world.

**Matthew 22:39**

“Love your neighbor as yourself.”



# SHIFTING OUR MINDSET



Shift from “feedback”  
to “it’s information”



Not all feedback is  
created equally.

# QUESTIONS/COMMENTS?

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# REFERENCES AND RESOURCES

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**THANK YOU!**