Are You Providing Constructive Criticism?
The Art of Constructive Feedback
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Disclosures

I have no actual or potential relevant conflict of interest that might bias and/or impact the content of the presentation.
CPE Information

• Target Audience: Pharmacists
• ACPE#: 0202-0000-19-097-L04-P
• Activity Type: Application-based
Learning Objectives

At the completion of this application-based activity, participants will be able to:

1. Describe effective techniques for evaluating student pharmacists
2. List barriers and benefits to providing constructive feedback at various points throughout the evaluation period
3. Discuss skills that reduce one’s own resistance to feedback
4. Deliver nonjudgmental feedback in role-play scenarios
5. Describe characteristics of constructive feedback and how to deliver it effectively
6. Describe how and when direct instruction, modeling, coaching, and facilitation should be applied during experiential learning.
Assessment Questions

1. Which of the following is not a barrier to the art of constructive feedback?
   A. Courage to have honest conversations
   B. Time constraints by preceptors
   C. Lack of training, skills and tools for preceptors
   D. Non-judgemental observations
2. Which of the following is false regarding how to reduce the resistance to feedback?

A. Understanding that the learner does not have to be aware that you are providing feedback at that moment
B. Create a culture and environment to encourage vulnerability
C. Promote accountability and learning, instead of shame and blame
D. Tailoring and motivating with strategies designed specifically for the students tendencies and mindset
3. Which of the following is not a tool or technique discussed for providing student evaluations?
   A. Critical Conversations Model
   B. Non-judgemental Feedback
   C. Identifying Mindset and Tendency
   D. Passive Aggressive Behavior
4. What is the correct sequential order for the four roles of a preceptor?

A. Modeling → Direct Instruction → Coaching → Facilitating
B. Direct Instruction → Modeling → Coaching → Facilitating
C. Facilitating → Direct Instruction → Modeling → Coaching
D. Coaching → Direct Instruction → Facilitating → Modeling
4. Which of the following is not a characteristic of constructive feedback covered during the presentation?

A. Focus on observable behaviors
B. Practical, timely, and concrete
C. Emphasis on theoretical knowledge
D. Inclusion of developmental dialogue
What is the #1 behavioral and cultural issue identified from leaders across the world?
We avoid tough conversations, including giving honest productive feedback

- Attributed to barriers
  - Time constraints
    - Demands of preceptors
  - Lack of courage
  - Lack of training, skills and tools for preceptor
  - More than half said it’s due to a cultural norm of “nice and polite”
    - Fear of affecting student-preceptor relationship
      - Potential defensive response of student
  - Inconsistent feedback
  - Differences in generations, sex, or educational and cultural background
Consequence of Avoiding Tough Conversations

• Lack of clarity
• Diminishing trust and engagement
• Increase in problematic behavior, including
  • Passive-aggressive behavior
  • Talking behind people’s backs
  • Pervasive back-channel communication (or “the meeting after the meeting”)
  • Gossip
  • “The Dirty Yes” (when I say yes to your face and then no behind your back)

Examples of the Three Voices in Writing

1. Active Voice
   “You ate six donuts.”

2. Passive Voice
   “Six donuts were eaten by you.”

3. Passive-Aggressive Voice
   “You ate six donuts and I didn’t get any. Don’t worry, it’s cool. I can see donuts are very important to you.”
Behaviors and Cultural Issues
From Avoiding Honest Feedback

Do you create this culture in your company?
People are afraid of being put down or ridiculed for trying something and failing, or putting forward a radical new idea

If this is true, then the best you can expect is status quo and group think

Too much shame and blame, not enough accountability and learning

Fixing the wrong thing for the wrong reason

When something goes wrong, do individuals and teams rush into ineffective and unsustainable solutions rather than staying with problem identification and solving?

When we fix the wrong thing for the wrong reason, the same problems continue to surface

= Costly and Demoralizing
What is the art of constructive feedback?


Honesty without tact is cruelty. Available at: https://i.pinimg.com/originals/71/8d/05/718d055c553a10d694676912503aaad5.jpg. Accessed January 18, 2019.

Adding people to your teams adds complexity

Mindset governs how feedback is received and the action response

<table>
<thead>
<tr>
<th>Two Mindsets</th>
<th>Fixed Mindset - Intelligence is static</th>
<th>Growth Mindset - Intelligence can be developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leads to a desire to look smart and therefore a tendency to...</td>
<td>Leads to a desire to learn and therefore a tendency to...</td>
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<tr>
<td></td>
<td><strong>Avoid challenges</strong></td>
<td><strong>Embrace challenges</strong></td>
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<td></td>
<td>Gives up easily when confronted with obstacles</td>
<td>Persists in the face of setbacks</td>
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<td>Ignores useful negative feedback</td>
<td>Learns from criticism</td>
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<td></td>
<td>Feels threatened by success of others</td>
<td>Finds lessons and inspiration in the success of others</td>
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<td></td>
<td>May plateau early and achieve less than their full potential</td>
<td>Reach ever-higher levels of achievement</td>
</tr>
<tr>
<td></td>
<td>Confirms a deterministic view of the world</td>
<td>All this gives them a greater sense of free will</td>
</tr>
</tbody>
</table>

The Four Tendencies

19

People exude different types of personalities based on traits that are inherently in them.

One needs to explore the traits of their members in an organization in order to understand their personalities.
Humanistic Theory of Personality

- Personality is a combination of beliefs, thoughts, and feelings.
  - Congruence: match between self-concept and reality
  - Incongruence: mismatch between self-concept and reality
- Good personalities arise when there is congruence and the opposite is true

Effect of Personality on Organizational Behavior

- Emotional stability
  - Persons with emotional stability and those who rank low on psychoticism are more willing to be receptive to motivation techniques

- Level of aggression
  - Employees with less aggressive tendencies are likely to be attracted to soft and more qualitative aspects while selecting the rewards they prefer

Effect of Personality on Organizational Behavior

**Introvert**

Respond to hygiene factors

- Supervision
- Work Conditions
- Salary
- Security

**Extrovert**

Respond to the presence of actual motivators

- Achievement
- Recognition
- Advancement
- Growth

The Vulnerability and Courage in Leadership

The Man In The Arena


Characteristics and Effective Delivery of Constructive Feedback
Effective Constructive Feedback

• Deal with **observable behaviours**
  • Practical, timely, and concrete
• Feedback as part of the overall communication process and ‘developmental dialogue’
  • Use skills such as rapport or mirroring
• Provide the learner with the opportunity to reflect on performance
  • Self-awareness is key

How to Give Feedback. Available at: [https://faculty.londondeanery.ac.uk/e-learning/feedback/barriers-to-giving-effective-feedback](https://faculty.londondeanery.ac.uk/e-learning/feedback/barriers-to-giving-effective-feedback). Accessed January 10, 2019.

“Clear is kind
Unclear is unkind”
- Brene Brown

Choosing your own comfort over hard conversations is the epitome of privilege and it corrodes trust and moves us away from meaningful and lasting change.
How to Speak the Learner’s Language

- What needs to be done?
- What are the justifications?
- Will you hold me accountable?
- How flexible is that?

Create a dialogue that provides a clear message to the learner based upon their tendency.

Tools for providing kind clarity in leadership

“Paint done”
- Unearths stealth expectations and unsaid intentions

TASC: The Accountability and Success Checklist
- Task: who owns the task?
- Accountability: do they have the authority to be held accountable?
- Success: do we agree that they are set up for success (time, resources, clarity)?
- Checklist: do we have a checklist of what needs to happen to accomplish the task?

Putting the Tools to Use: Immediate Feedback Example: Conversation #1

Amina: Hey, Olivia! Please pull the medical practice invoices from the clinical pharmacists together for me by 4:00pm.
Olivia: Okay!

Two hours later:
Olivia: Here you go!
Amina: What is this?
Olivia: It’s your invoices.
Amina: I needed them back to 2017, and in date order. Now, I’m not ready for my meeting with the chief financial officer.
Olivia: How was I supposed to know that?
Putting the Tools to Use: Immediate Feedback Example: Conversation #2

Amina: Hey Olivia! Please pull all of the invoices together for me by 4:00pm.
Olivia: Okay! Paint done for me.
Amina: Pull everything back to 2017, and put them in date order.
Olivia: That’s the whole picture?
Amina: Yeah, I need to track the expenses for two books.
Olivia: Wait. I don’t understand. We didn’t track expenses on invoices before 2018. You’ll need separate receipts.
Amina: Can you get those?
Olivia: Yes, but not by four. What specifically do you need for your meeting?
Amina: I’m trying to make the point that the shift in how we format our invoices for providers actually changed expense categories.
Putting the Tools to Use:
Immediate Feedback Example:
Conversation #2

Olivia: Okay, I don’t think you need to pull everything for that. There might be a better way to do that. I can get in done in a graph for you by four.

Amina: Thanks so much. That would be awesome. What support do you need for me to get that done? Anything that you can think of that will get the way?

Olivia: I’ll need to clear my plate for the next 2 hours.

Amina: I’ll take care of that if you’ll jump on it.

Olivia: You got it!

Amina: I really appreciate it!
Paint Done and TASC

1. Task - Olivia owns the task
2. Accountability - Amina has given Olivia the necessary authority to be held accountable
3. Success - Their conversation ensured that Olivia is set up for success in terms of time, resources and clarity
4. Checklist: Clear plate for 2 hours, graph completed by 4pm - CHECK!
The Process of Evaluation

Evaluation refers to a periodic process of gathering data and then analyzing it to determine whether your organization or program is effectively carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results.

Why Evaluate?

- Integration of knowledge, skills and behaviours in complex and often stressful environments with time and service pressures on both teacher and learner
  - Feedback is central to developing learners' competence and confidence at all stages of their medical careers

• Assessment of achievement of objectives and anticipated results
  • Lack of feedback may lead learner to assume no improvement is needed
• Criticism arises out of interaction, rather than simply action
  • Evaluation is important for improvement
  • Both parties should serve as “critic” and the “criticized”


What is Evaluated?

- Defined objectives and Entrustable Professional Activities (EPAs)
  - Guarantee that all learners have a sufficient level of proficiency at the completion of training
  - Translate competencies into clinical practice
- Individual growth and self-awareness
  - Connectivity of feedback to inherent traits

Frequency of Feedback

• Timeline
  • Initial Assessment of Personality
  • Formative Feedback
  • Midpoint
  • Formative Feedback
  • Final Evaluation
Critical Conversations Model

- Identify and describe the problem and impact
- Ask for student’s view and acknowledge that you’ve heard them
- Get agreement that a problem exists
- Mutually explore causes and solutions
- Create an action plan and discuss consequences
- Set up a follow-up date for evaluation
Critical Conversations Model: Script

When I see or hear ______________________
  • The objective observation
it makes me feel or think ______________________
  • Feelings with honesty and tactfulness
because I need ____________________________
  • What needs to be satisfied
I would like you to ______________. OR
  • Would you be willing to or open to __________________.
  • What requests you have

Brown J. Advanced Leadership for Pharmacy Leaders. Presented at: Rx Clinic Pharmacy Site Visit; August 12, 2017; Charlotte, NC.
The ability to observe without judgement is the highest form of intelligence.

— Jiddu Krishnamurti

Delivering Nonjudgmental Feedback - Scenario
Scenario 1

Your newest resident recently started work and several of your pharmacists have voiced concerns regarding this resident’s work ethic. During morning huddle up meetings, the pharmacist team strategizes, prioritizes and motivates the team for the duties of the day. The pharmacists stated that after each meeting, the resident stands up and seems to moan and sigh after each meeting.

What are your initial thoughts and how would you provide feedback to this resident?
Mastery of the Four Preceptor Roles
Four Roles of a Preceptor

1. Direct Instruction - teaching of content that is foundational in nature
2. Modeling - demonstrating a skill or process while "thinking out loud"
3. Coaching - allowing a learner to perform a skill while being observed
4. Facilitating - allowing the learner perform independently, while the preceptor remains available

Reducing Resistance to Feedback

- Create an appropriate environment to encourage vulnerability
- Ensure the learner is aware they are to receive feedback
- Feedback given to the learner should align with learning outcomes
  - Provide clear expectations
- Tailoring motivation strategies for different personalities
  - Improves efficacy of conversation
- Approach difficult conversations with a clear model


End Goals of Constructive Feedback

Turns Turkeys Into Eagles  Makes the best EVEN better

If practiced and done effectively, growth happens for both the giver and recipient
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