

# Clear is Kind: Giving Feedback with Confidence and Compassion

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# Objectives

Assess when and where three different types of feedback (appreciation, coaching, and evaluation) can be used in your work environment.

Apply a standardized framework for delivering evaluative feedback that is clear, growth-oriented, and actionable.

Develop strategies for handling resistance or defensiveness in feedback conversations.



**What is the job/role you hold that motivated you to come to this workshop?**



**What would you say is the worst feedback you've ever received?**

# Low Value Feedback

- 1 Non-specific or based on judgements
- 2 Vague
- 3 After the time to be useful
- 4 Poorly-timed

# Why Bother?

*What is the overall goal of giving feedback in your mind?*



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*What is the overall goal of giving feedback in your mind?*



*High quality patient care  
and scientific discovery*



# High Value Feedback

- 1 Specific
- 2 Action-oriented
- 3 Timely
- 4 Well-timed

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# Other best practices

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- Set expectations early
  - OBSERVED BEHAVIORS (not judgements or assumptions)
  - Define your standards/gold standards (they are yours and yours alone)
  - Keep it focused (1-2 things at a time)
  - Unpack your feedback
  - Plan action oriented change
-



**Appreciation**



**Coaching**



**Assessment**

# Assessment

Appreciation

Coaching

Formative

Summative

**Appreciation**

**Coaching**

**Assessment**

**Formative**

**Summative**

**They Need**



**You Give**



**Before you  
give  
feedback**



# Laying the foundation for a positive climate



Psychological safety is “a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes”



# Modeling a Culture of Growth for PS

I don't quite understand this yet, but  
what I'm thinking is...

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I'm of two minds...

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When I look at this problem...

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What I struggle with in my own practice is ...

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I haven't quite got a grip on this yet...

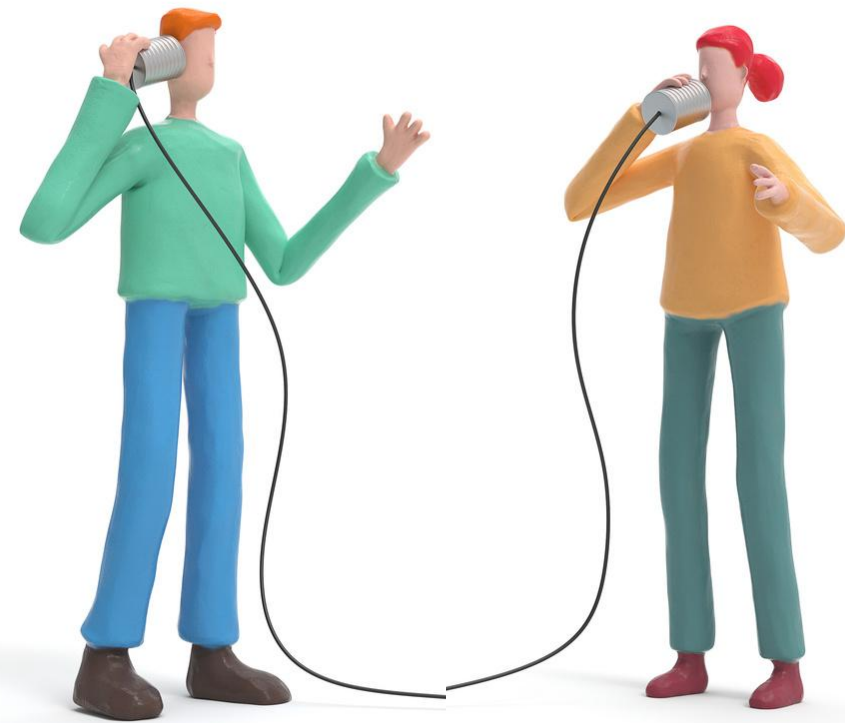
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Bear with me while I talk this through

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Or the good old fashioned “I'm not sure...”

# Frameworks for effective feedback



A cartoon illustration of a burger on a purple plate. The burger has a golden-brown sesame seed bun, green lettuce, and a fried chicken patty. In the center of the patty is a brown poop emoji with large white eyes and a pink tongue. The word "Compliment" is written in blue text on the top and bottom buns.

**Compliment**

**Compliment**



# POP the Feedback

**PURPOSE**

**Why do I need to give this feedback?**

**OUTCOME**

**What outcomes am I hoping to achieve?**

**PROCESS**

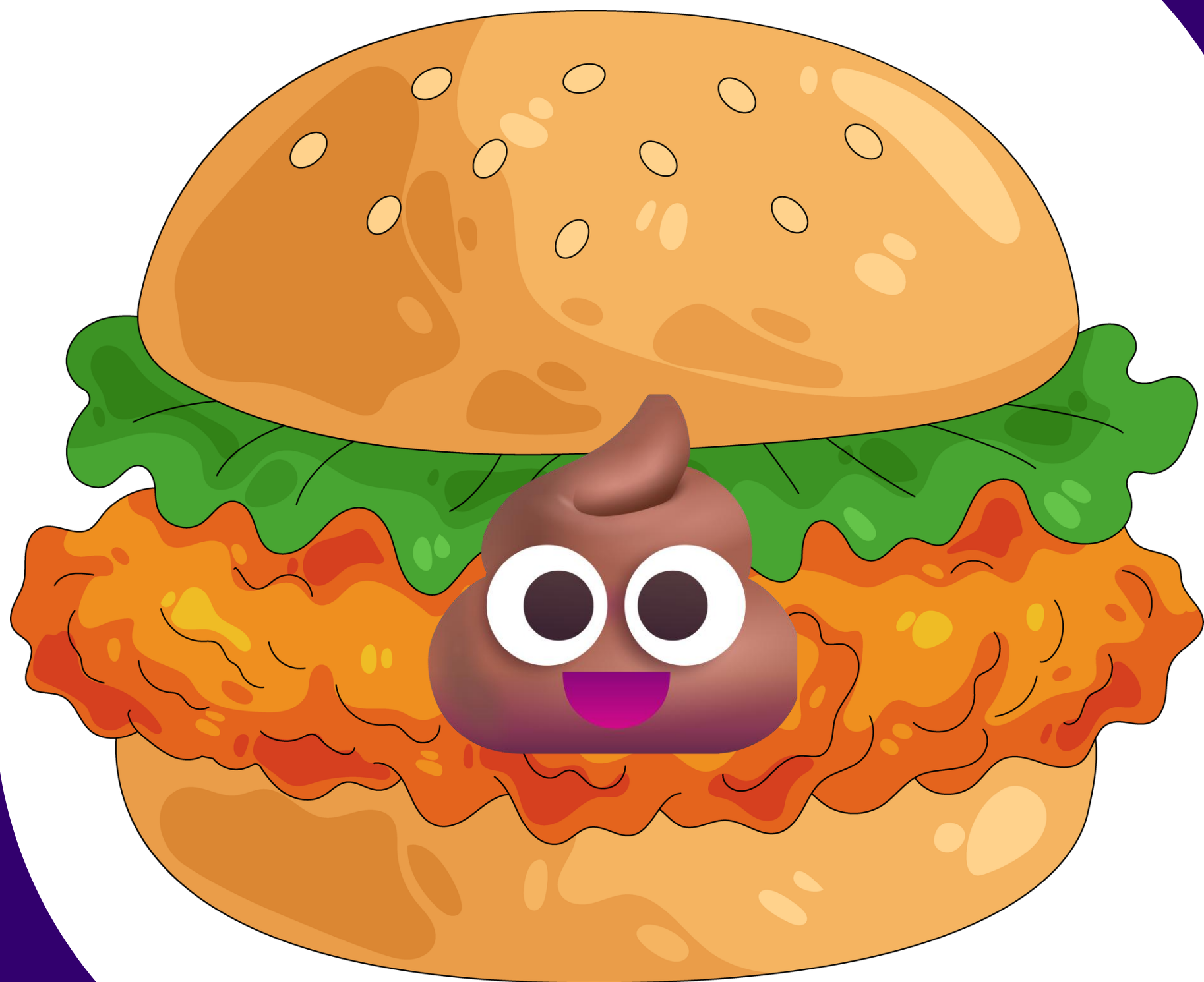
**How are you going to do this?**



**What practices or routines for giving feedback have been successful for you?**

**What am I  
actually  
going to  
say and  
how will I  
say it?**





**DEMO**

**POP!**

**DEMO**



# Practice!

*In teams, use the worksheet to practice “unpacking” judgements into observations.*

*Choose 3 scenarios & fill in the box on the right.*

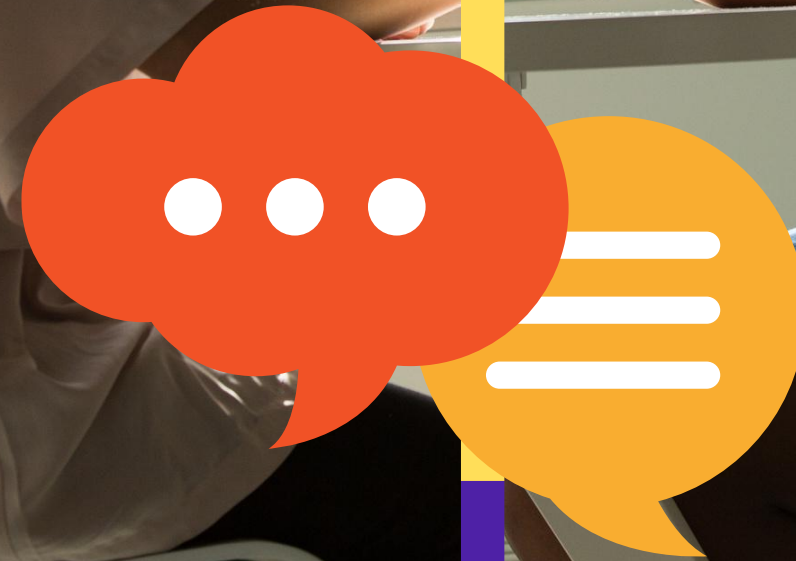
*Introduce yourself!*

*Determine a scribe and reporter*

*10 min small group*



# Report back





**5 min**

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# Hitting resistance

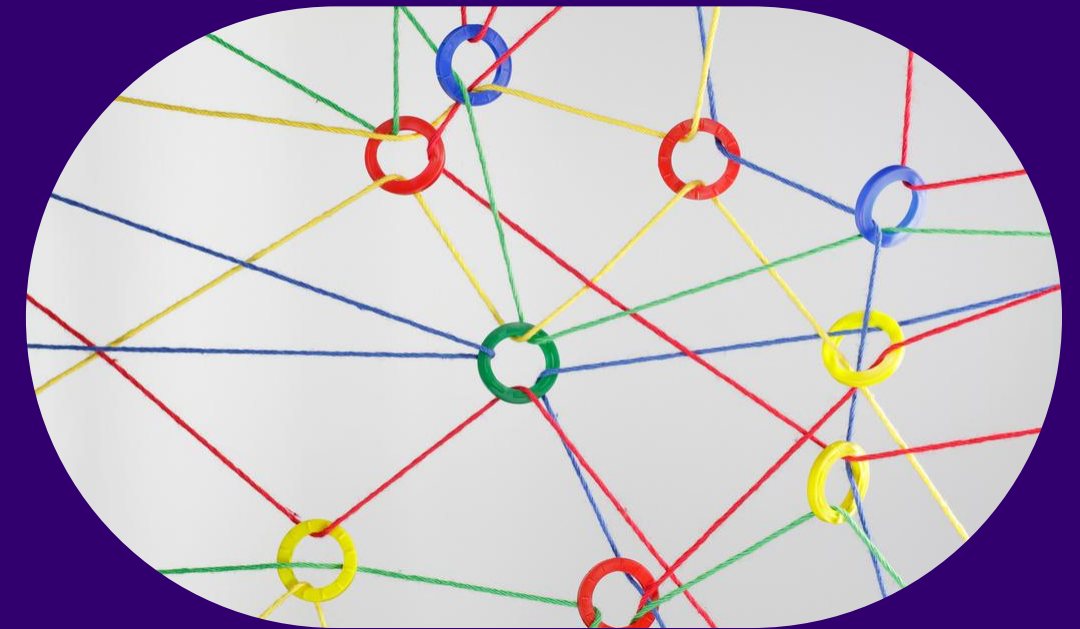
# Reasons for Rejecting Feedback



**Truth**



**Relationship**



**Identity**

# Also consider...

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“Our way” doesn’t allow for diversity of practice

- It’s your way you are often using as a standard
- Your feedback may not suit your learners’ style or values (and may contain bias)– allow room for rejection (or maybe they need more time)
  - women, minoritized learners and faculty receive vague praise, and are rated lower in subjective domains
- Reframe defensiveness, consider “learner perspective”
- Check-in (“how does that feedback land with you?” or “does that resonate with you?”)



**Think about a time you personally got feedback  
that was difficult to receive**

**Looking at the reasons for rejecting feedback  
(truth, relationship, identity) were any of these  
“in the way” of using the feedback you got at the  
time?**

# Practice!

*Choose a scenario in groups and fill out the corresponding sections of the table*

*Column B: There could be truth, relationships, or identity triggers present. What ones might be most salient in these situations? Other concerns?*

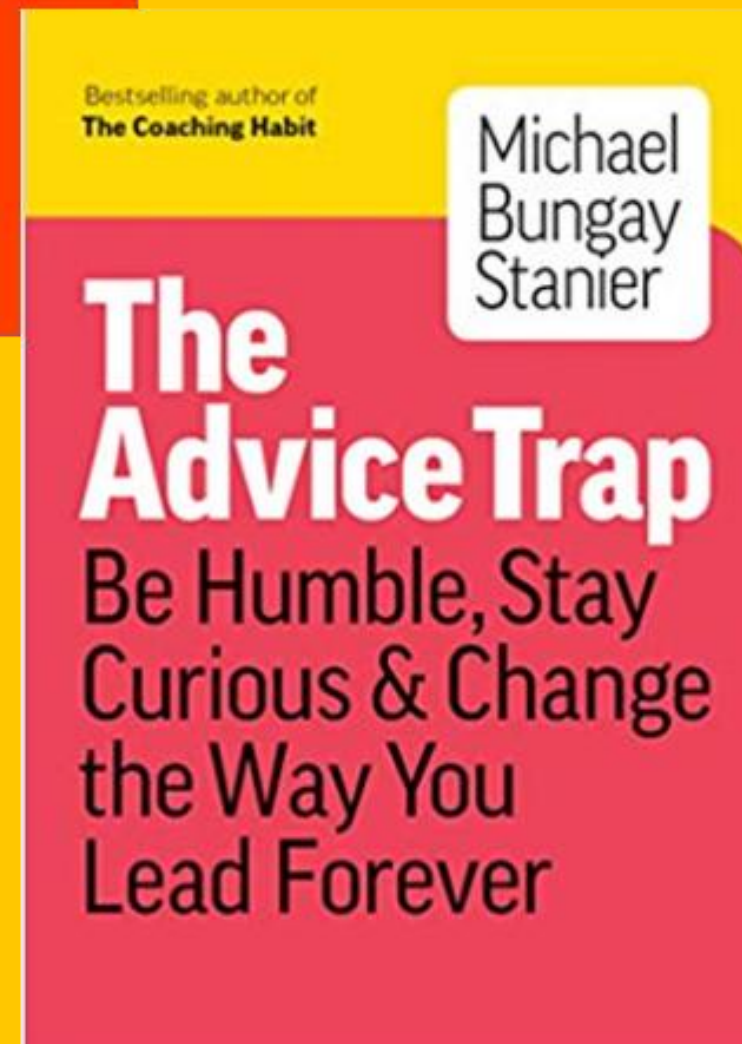
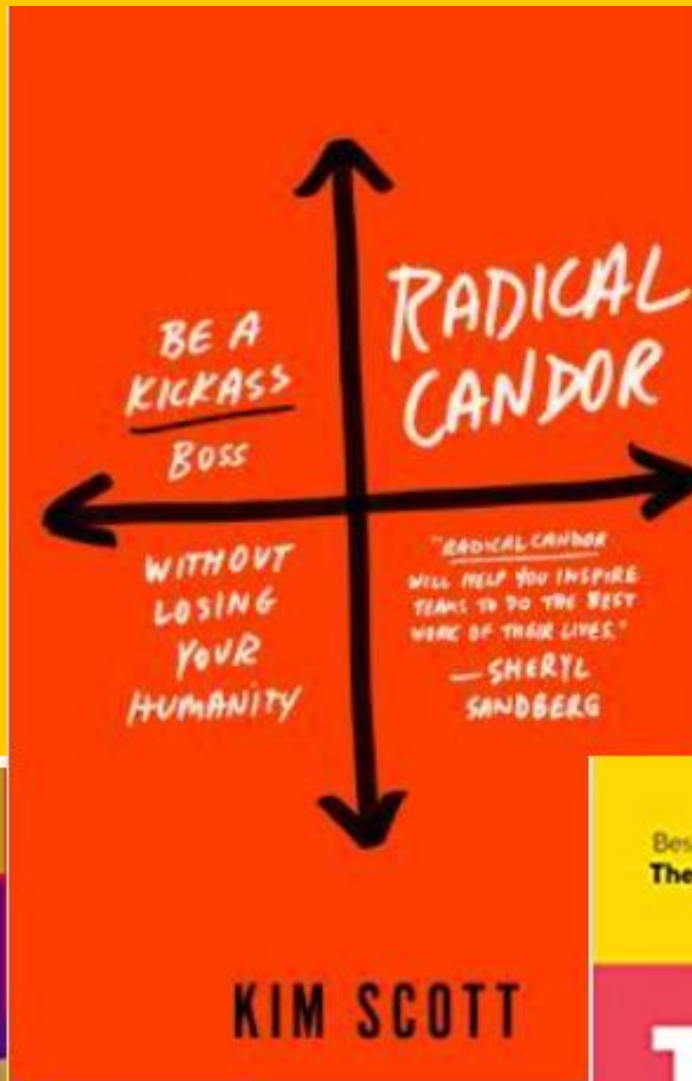
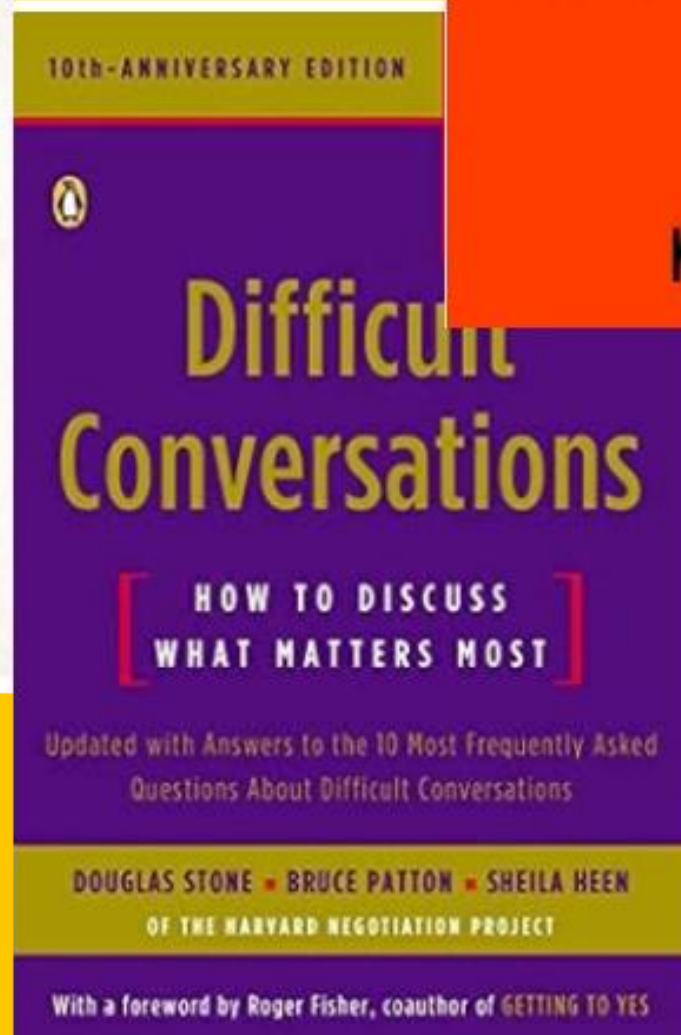
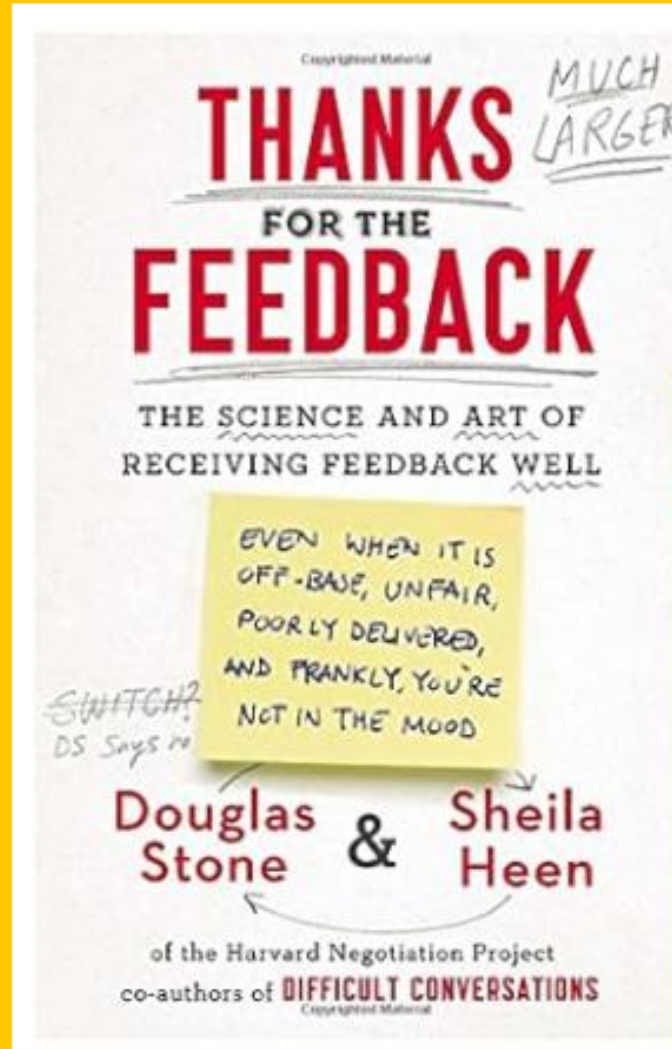
*Column C: What strategies could you use in these scenarios?*



# *Debrief*



# Resources



**Who can you give some appreciation to  
today?**

**What is 1 thing you will  
bring forward with you  
from this talk?**



**Thank you!**

**[ahearst@uw.edu](mailto:ahearst@uw.edu)**

**[ghd@uw.edu](mailto:ghd@uw.edu)**

# Debrief

- Lots of administrators, RNs the same, pure researchers, not only assume its "faculty" managing "staff" —examples might have been too clinical heavy.
- Timing worked well
- Actually worked well to have them able to write on the document in real time—but people from childrens or on gmail that couldn't get it (maybe attach as an actual document to download rather than a link- or do both?)
- Need the slide on how to get CME credit at the beginning and the OFA intro slides (ask Melissa if she can just do that for all workshops), and we were supposed to have a disclosures slide for CME credit.
- Add a section on "what are the really hard topics" (usually professionalism, process improvement plan or remediation) --- maybe a slide on "when you might need more support" --> when it's time to phone a friend/ask for help/these tools are not going to be adequate
  - Bias, discrimination, sexual assault, --> report these
  - Shame is preventing them from doing their job-->might ALSO need therapy
  - "these tools are not necessarily for that"
- Do we want to be more specific with examples? In the "feedback archetypes"
- Assessment v. evaluation question—specificity in language—how do these terms relate to feedback and the process of giving feedback?
- The "what they need" vs. "what you gave" would benefit from more story telling. Can use a story from "home" to be more clear.
- 5-6 people per breakout ended up being a better number since not all people join their groups—it was also fine when people came back to main space and we just had a "big group" - could future say "you don't have to leave if you don't want to be in a group"
- We forgot our break!