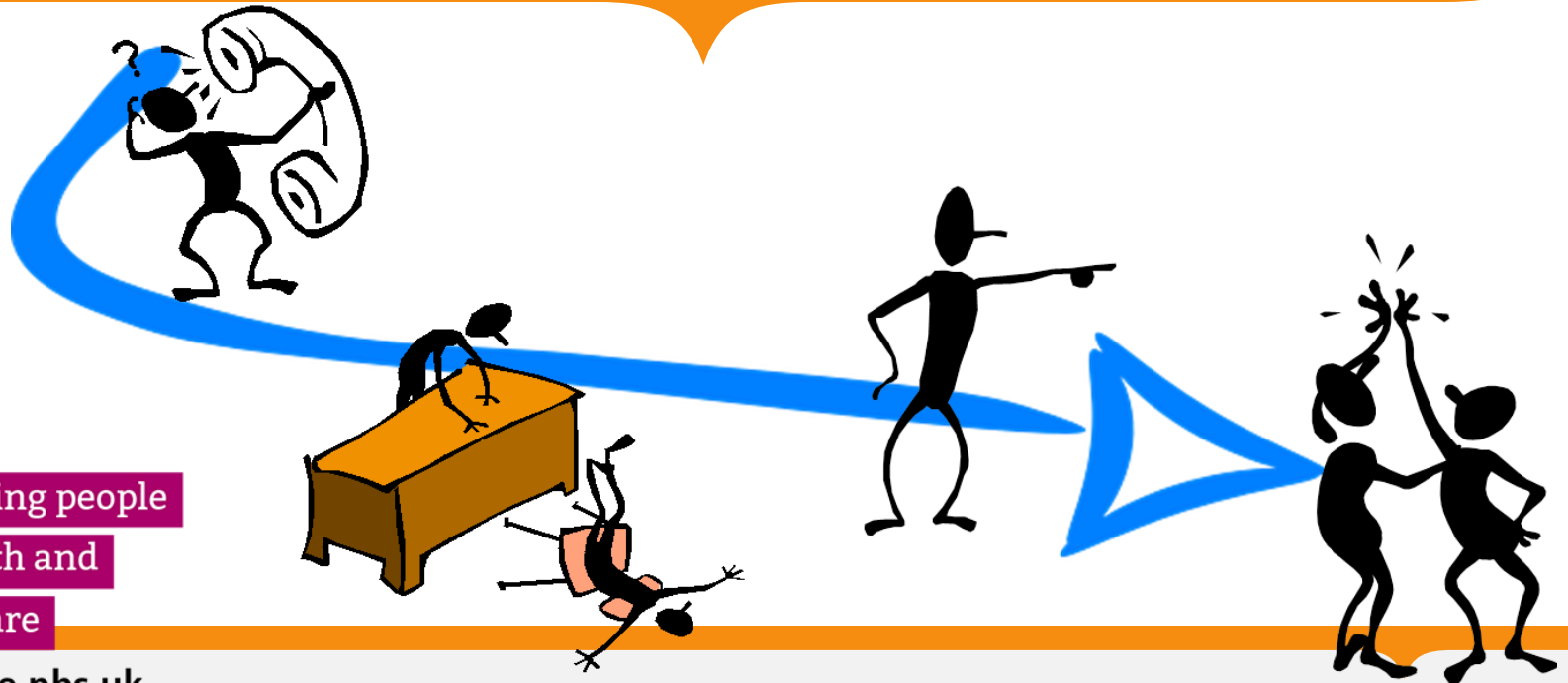


Effective Feedback & Having Difficult Conversations

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Autumn Seminar Sept 2018



Developing people
for health and
healthcare

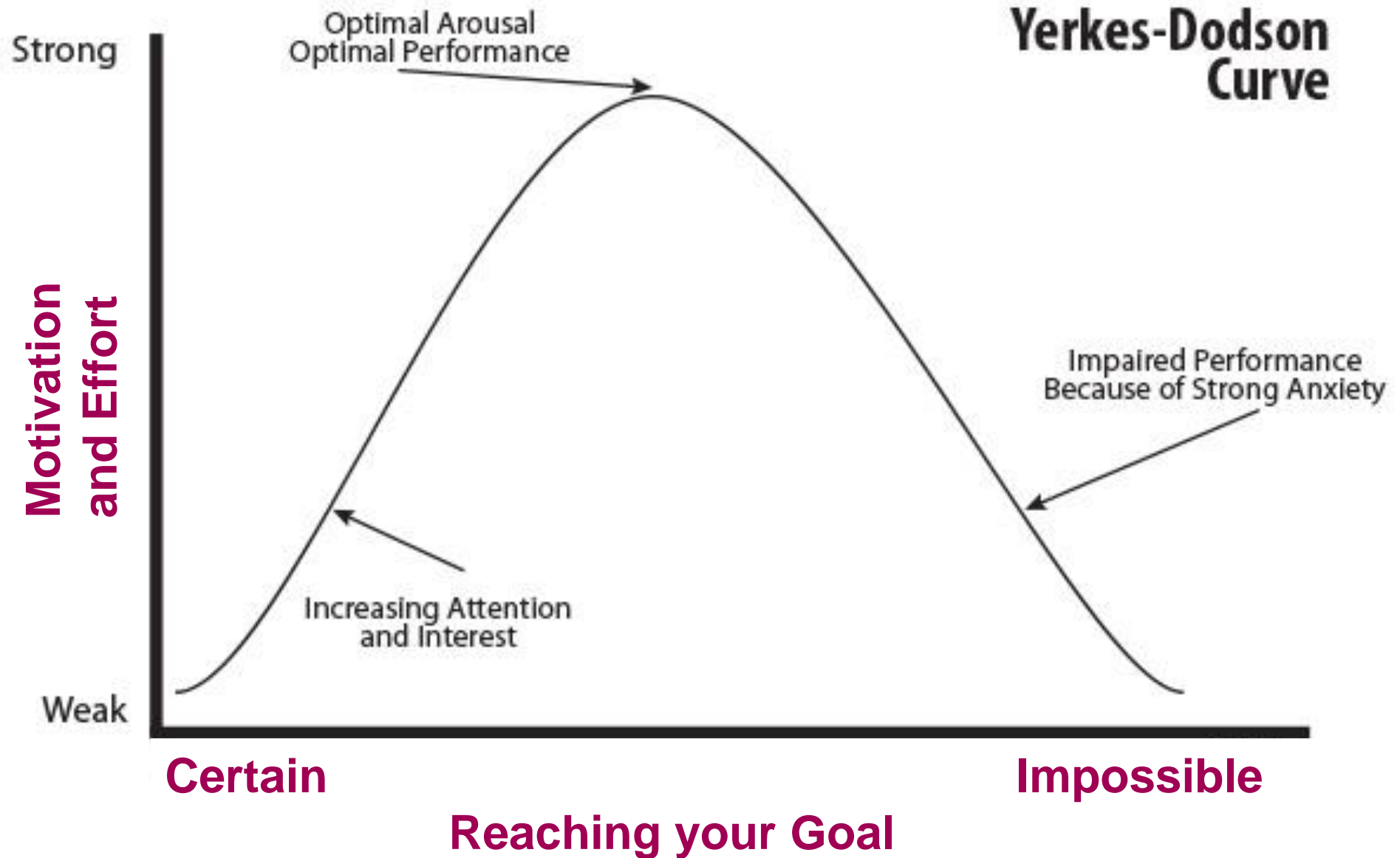
Difficult conversations

- Function of feedback
- Effective feedback
- Difficult conversations

Functions of feedback

- “How am I doing?”
- Motivate
- Reinforce effective behaviour
- Encouragement to change
- Developing self esteem
- Increase insight, capability self awareness and effectiveness – *reflective practice*
- Sharing expectations

Yerkes-Dodson Curve

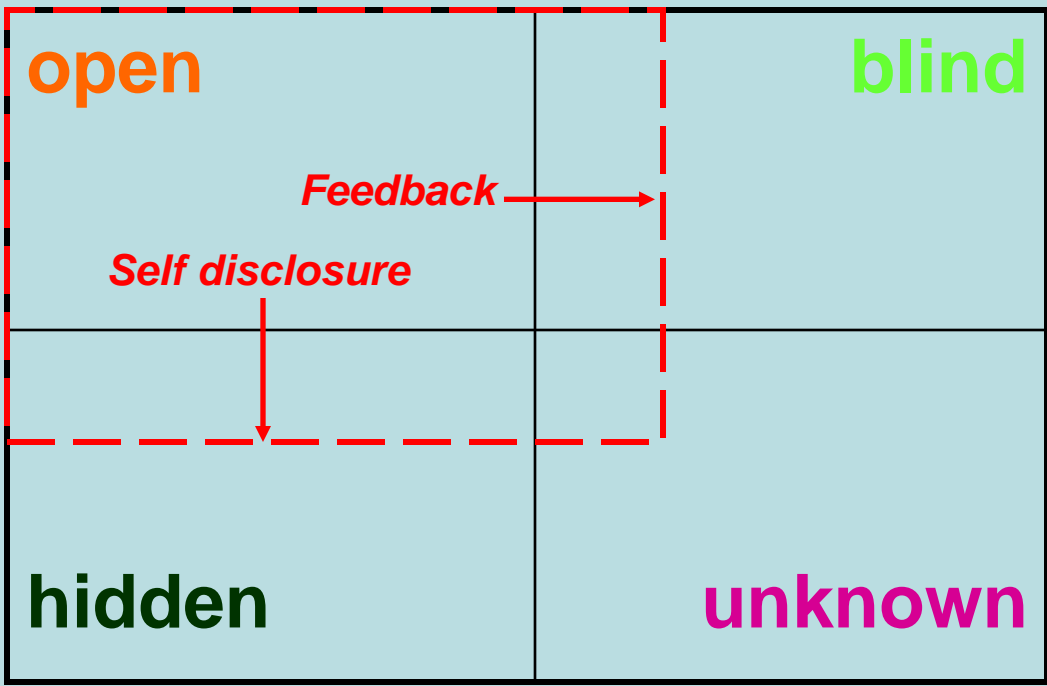


Known to self

Unknown to self

Known to others

Unknown to others



open

blind

Feedback

Self disclosure

hidden

unknown

Features of Poor Feedback

- Public humiliation
- Comments on personality
- No two way discussion
- Lack of personal interest
- Too general
- Too little too late

Features of Effective Feedback

- Supportive-focus on the positive
- Involve the learner-encourage self-evaluation
- Mutual respect
- Constructive
- Balanced
- Specific Praise or criticism
- A genuine desire to help
- Allow time

Effective feedback

- **Meaningful**
 - Descriptive of the behaviour not the personality
- **Accurate**
 - Give specific examples
- **Timely**
 - Given as close to the event as possible
- **Encouraging**
 - Sensitive to the needs of the receiver
- **Reflective**
 - Directed towards behaviour that can be changed

Strategy

- Ask
- Listen
- Respond

not just telling

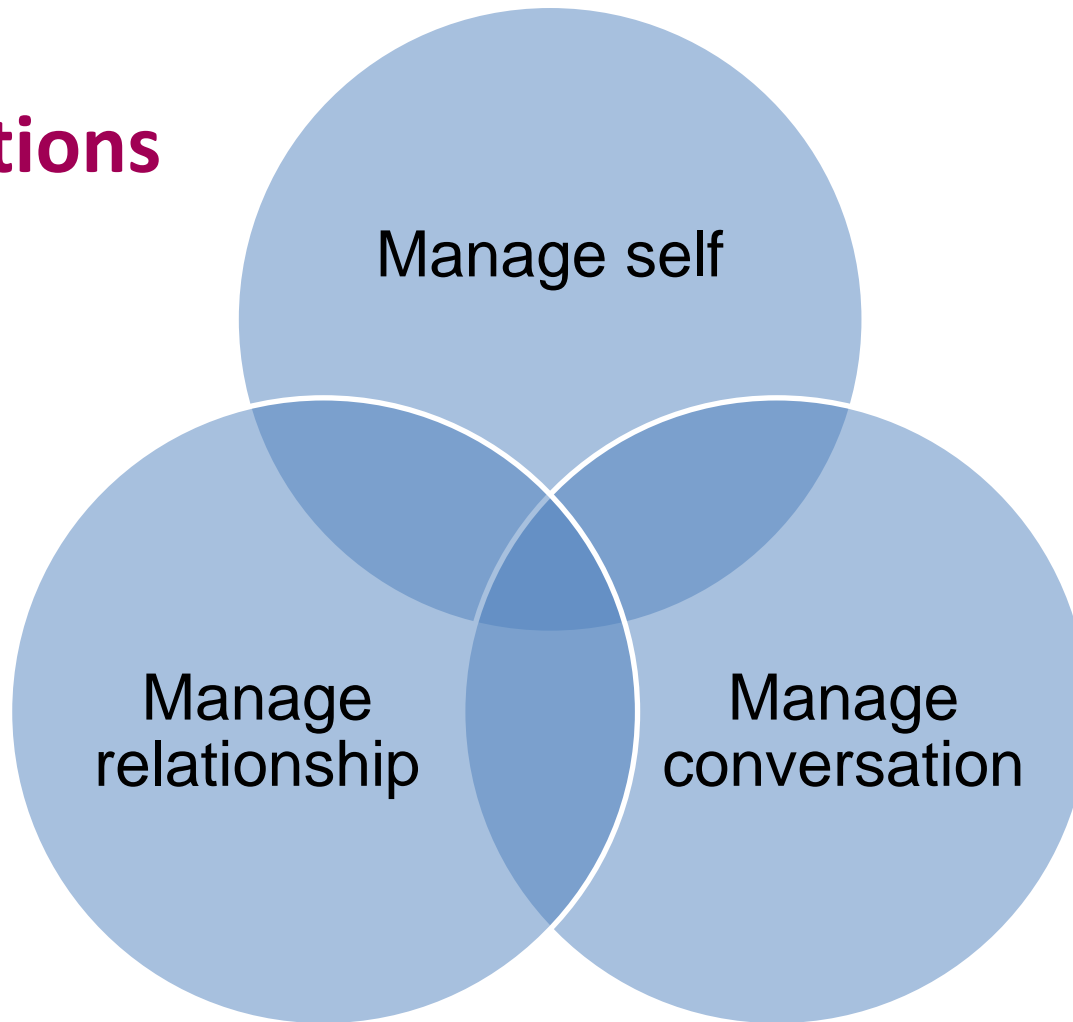
Task related

- Cognitive in nature
 - Perception of disagreement about content of decisions
 - Differences in viewpoints, ideas and opinions
- *‘improve group performance in specific situations, such as in the evaluation of potential problems in non-routine tasks’*

Relationship related

- Emotional in nature
 - Perception of inter-personal incompatibility
 - Includes tension, annoyance and animosity
- *‘has profoundly negative effects on both team performance and team member satisfaction’*

Difficult conversations





Critical

*expressing adverse
comments or
judgments*

Critique

*detailed analysis
and assessment of
observations*

Criticism

*disapproval of someone
based on perceived faults or
mistakes*

- Define your issue and purpose for having the conversation
- Express what you believe to be at stake and any consequences
- If appropriate, reveal how you feel about the issues
- Express your motivation to find a positive way forward
- Create a collaborative role by inviting them to respond to what you have just said

- Describe the behaviour you'd like to see changed
- Describe effects of behaviour (without judgment or criticism)
- Be clear about preferred behaviour /change expected
- Don't make assumptions about motivations and reasons – listen as well as tell
- Tone should be as 'neutral' as possible

Principles

- Time and place, don't ambush
- Be clear about concern
- Describe effect of the behaviour
- Be clear about your objective
- Let them tell their story



Principles

- Active listening
- Open, reflective, facilitating, and closed questions
- Provide insight into strengths and limitations
- Help trainees to resolve difficulties by
 - listening and asking
 - not telling and providing solutions

Principles

- Manage emotions and provide emotional support
- A pause has a calming effect
- Preserve the relationship
- Be fair and consistent
- Address defensiveness openly and sincerely
- High support and high challenge

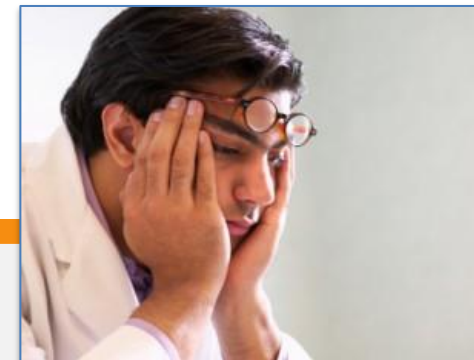


Defensive reactions to feedback

- Blaming and excuses - "It's not my fault because..."
- Denial - "I can't see any problem with that"
- Rationalisation - "I've had a particularly bad week" "Doesn't everyone do this?"
- Anger - "I've had enough of this"

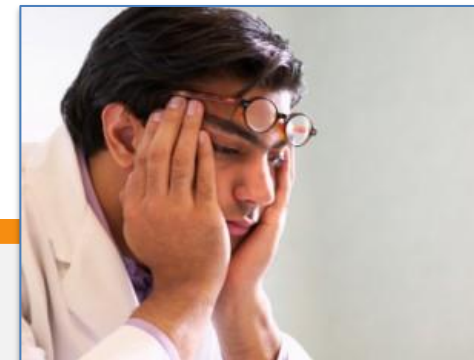
Dealing with defensiveness

- Name and explore resistance – ‘You seem bothered by this. Help me understand why’
- Keep the focus positive – ‘Let’s recap your strengths and see if we can build on any of these to help address this problem’
- Try to convince the trainee to own one part of the problem – ‘So you would accept that on that occasion you did lose your temper’



Dealing with defensiveness

- Acknowledge emotions – ‘Do you need some time to think about this?’
- Keep responsibility where it belongs – ‘What will you do to address this?’
- If recipient is in denial: reiterate the facts, describe the behaviour



We can also be defensive...

- Obligation - "I'm duty-bound to tell you this"
- Moral high ground - "It's for your own good"
- Burying and fudging - Taking a long time to get to the point and covering many irrelevancies
- Minimising - "Don't worry, it's not such a big deal. Everyone does it at some time"
- Colluding - "You're probably right, perhaps I am overreacting"

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