

Indiscreet Guide to Giving **BETTER FEEDBACK**

What makes GREAT feedback:



INTENTION

Signaled by investment of time, tone, location, accuracy of information, readiness to coach.

Are you solid in your *purpose* for delivering this feedback, *now*?



STANDARD

A standard is used to describe the gap observed.

Standards can be subjective, objective, absolute, or relative.

Can you articulate the *desired outcome*?



SPECIFIC

Specific information should serve the change or action required to address the gap in performance.

Do you have real, actionable examples?



FUTURE-AIMED

Reinforce continuous development as a professional practice.

Have you painted a positive picture for your *future vision of them*?

What do you mean by *feedback*?



Appreciation

communicates meaningful gratitude. It says “I see you” and “thank you.”



Coaching

helps you learn, grow, or change. It sharpens skills and improves capabilities.



Evaluation

tells you where you stand. It compares you to a set of internal/external standards

Make sure feedback giver and receiver are both aware of the purpose.

ARCH Model of Feedback

A

Assessment reflection by learner and by teacher

How did that go?

Have you experienced this feedback before?

R

Reinforce what is being done well (attitudes, skills, and knowledge)

What do you feel good about?

What progress are you noticing?

C

Confirm specifics of course correction or improvement

What doesn't make sense to you?

Where do you want to go from here?

H

Help the learner with an action plan for improvement or practice and coach as needed

How can I help you?

Who/What else can help you?

~~You vs. Learner~~

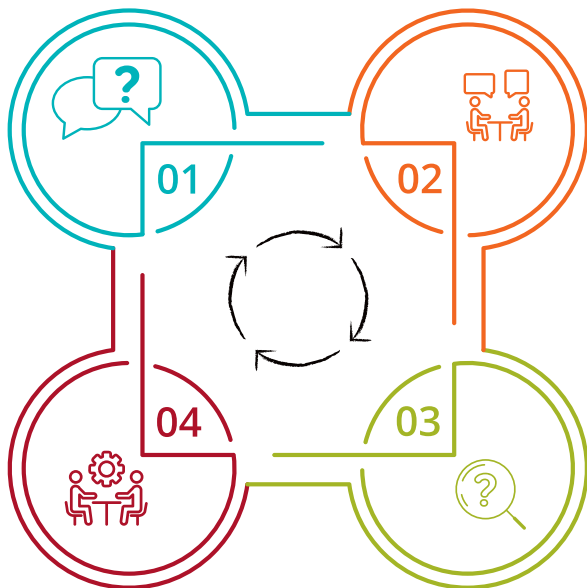
You + Learner

VS.

Learning Goal

ADAPT Feedback Framework

Ask → Discuss → Ask again → Plan Together



ASK

Start by asking open ended questions.
How did this go?
What are you working on?
Any surprises?

Listen carefully to the learner's answers.

DISCUSS

Ask more about their answers, and provide your specific thoughts.

ASK AGAIN

Ask about what stood out in the feedback, and how you can be helpful.

PLAN TOGETHER

Decide collaboratively how to address the learner's goals, and how you can help.

Best utilized for formal "sit-down" feedback.

C³ Model

Cut Down (Stop)

"Cut down your use of medical jargon with patients."

Continue

"Continue daily check-ins with all members of the team"

Commence (Start)

"Commence putting a physical exam in your discharge summary."

3 Basic Psychological Needs

Competence *to feel effective in performance*

When do you feel your very best?

What parts of work just seem to flow?

What would make [concerns, anxiety] disappear?

How are you spending your time? What works?

What patterns have you noticed for stress?

If there were one skill that would change the whole feel of the day, what would you wish for?

What does that look like to you?

What's one plan of recovery?

Autonomy *to be the source of one's own behavior*

What sources of evidence would indicate improvement?

What investment could be made?

Did that go as you had hoped?

What could you do to control the unknowns?

What if I looked at this from x angle?

What is in the background?

What bugs you?

How could you aim higher?

Relatedness *a sense of belongingness, connectedness*

How do you want your [attendings, colleagues] to describe you?

What practices do you employ to start every day?

How do you plan to connect with team members?

What is your favorite time of day at work?

How do you let the team know that you believe in them?

What unique things do you add to the team?

What is one thing you want to be known for?

What was the great, the good, and the ugly today?