



UTAH SOCIETY OF
HEALTH-SYSTEM PHARMACISTS

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It's better to give than to receive? Delivering and receiving effective feedback

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Disclosure

Relevant Financial Conflicts of Interest

- CE Presenter, Camryn Froerer:
 - none
- CE mentor, Nathan Hagen:
 - None

No off-label uses of drugs will be discussed



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Learning Objectives – Pharmacists

- 1) Practice providing feedback in response to a given case scenario
- 2) Describe the three classifications of "feedback"
- 3) Identify barriers for a recipient to effectively receive feedback



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Learning Objectives – Technicians

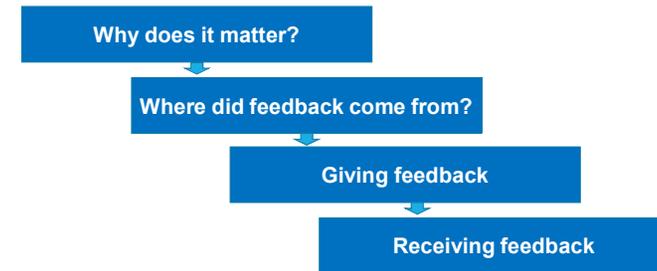
- 1) Practice providing feedback in response to a given case scenario
- 2) Distinguish between coaching, appreciation, and evaluation
- 3) Recognize the role individual experiences play in receiving feedback



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Road map for today's discussion



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Why does feedback matter?

- Have you ever:
 - called a resident to change an order they placed?
 - had to train a new employee?
 - done a performance review?
 - called a provider to clarify an incorrect prescription?

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Why does feedback matter?

- Feedback **directs, motivates, and rewards** behavior
- For healthcare professionals, feedback promotes **reflective and experiential learning**



1. London, M., The Power of Feedback 2012, New York, NY: Routledge.
2. Holdaville, G., et al., How to give and receive feedback effectively. Speech, 2017. 13(4): p. 327-333.

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Why does feedback matter?

“Feedback is a gift” - Dr. Good



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Statistics on feedback

- Pharmacists are well-suited to give providers feedback on prescribing errors
 - Without feedback, prescribing errors were more likely to occur
- **69%** of employees say they would work harder if their efforts were better recognized
- Teams who focus on their weaknesses are **26%** less likely to be engaged
- Employees who do not feel recognized when they have done great work are nearly twice as likely to have interviewed for another job in the past three months (**21.5% vs 12.4%**)



1. Lloyd, M., et al., Exploring attitudes and opinions of pharmacists toward delivering prescribing error feedback: A qualitative case study using focus group interviews. Res Social Adm Pharm, 2016. 12(7): p. 461-74.
 2. Lloyd, M., et al., Exploring the impact of pharmacist-led feedback on prescribing behavior: A qualitative study. Res Social Adm Pharm, 2016. 12(4): p. 345-354.
 3. Whelley, M., 17 Mind-blowing Statistics on Performance Reviews and Employee Engagement, 2019, ClearCompany.

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History of feedback

- Historically used to describe how energy output returned to its point of origin in a mechanical system, loops between components of an electronic circuit, or recirculating sound loop in an amplification system
- After World War II was applied to people and performance management



6. Stone, D. and S. Haem, Thanks for the feedback - the science and art of receiving feedback well (even when it's off base, unfair, poorly delivered, and frankly, you're not in the mood). 2014, New York, New York: Viking, 348 pages.

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What comprises effective feedback?



1. London, M., The Power of Feedback, 2015, New York, NY: Routledge.

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Giving Feedback



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3 types of feedback

- Appreciation
- Coaching
- Evaluation



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Appreciation

-  About the relationship and human connection
-  Literally "thank you"
-  Conveys "I see you" or "You matter to me"



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Coaching

Aimed to help someone learn, grow, or change



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Evaluation

- Assessment, ranking, or rating
- Always has some aspect of comparison
- Aligns expectations
- Clarifies consequences
- Helps make decisions



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Question 1

Which of the following is an accurate statement?

- A) Coaching tells the recipient "thank you"
- B) Appreciation is given solely to help you improve
- C) Evaluation helps you to assess your current performance
- D) Coaching can help to clarify expectations



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Question 2

A technician in central pharmacy just got off a 10-minute phone call with a floor nurse where they helped to track down a missing drug. Afterwards, a pharmacist says "good job helping that nurse, I have an idea how you could find that faster next time that I'll show you. *Make sure you do it that way next time.*"

How would you best classify the feedback provided in this interaction?

- A) Appreciation
- B) Coaching
- C) Evaluation
- D) All of the Above



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Feedback pearls continued

- Focus on the **situation, issue, or behavior, not on the person**
- Maintain the self-confidence and self-esteem of others
- Take initiative to make things better
- Lead by example
- Think beyond the moment



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Feedback pearls

- Avoid the “complement sandwich”
- Good feedback is timely
- Hold your ground



7. Harvard Business Review Press, *HRF guide to delivering effective feedback*. Harvard Business Review guides, 2016. Boston, Massachusetts: Harvard Business Review Press, 2013 page.

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Practice 1 – Pair & Share

- As part of your evening duties you check emergency medication boxes. You have checked 3 boxes and all 3 have contained large errors ranging from missing products, expired products, and incorrect documentation. You are aware the staff member who filled the boxes has been going through a difficult time in their home life, but you are also concerned for patient safety.
- One partner be the feedback giver, the other the feedback recipient.
- You have three minutes to provide feedback.



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Receiving Feedback



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Barriers to receiving feedback

- Humans are unreliable raters of other humans
- Our evaluations of others are deeply rooted in
 - Our own understanding of what we are rating the person on
 - Our own sense of what competency looks like
 - Inherent and unconscious biases



8. Buckingham, M. and A. Goodall, *The Feedback Factory*. Harvard Business Review, 2019/March-April(2019): p. 92-101.

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Feedback Roadblocks



TRUTH TRIGGERS



RELATIONSHIP TRIGGERS



IDENTITY TRIGGERS



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Truth Triggers

 Feedback is wrong

 Feedback is unfair

 Feedback is unhelpful



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Truth Triggers – What can you do?

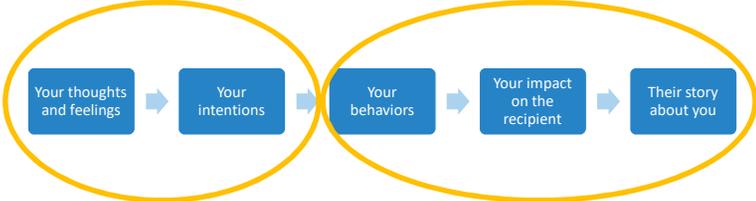
- Distinguish what type of feedback, if any is being given
- Seek to understand where the feedback is coming from
- Be aware of your blind spots



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Blind spots



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    graph LR
      A[Your thoughts and feelings] --> B[Your intentions]
      B --> C[Your behaviors]
      C --> D[Your impact on the recipient]
      D --> E[Their story about you]
    
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Your behavior (what you're not saying)

- More visible to the recipient than to you
- Facial expressions
- Tone
- Body language



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Relationship Triggers

- We are unable to receive the feedback from “that” person
- Could be due to:
 - perceived lack of credibility
 - perceived untrustworthiness
 - unknown motives



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Relationship Triggers – What can you do?

- Separate “what” from “who”
- Don't switch track

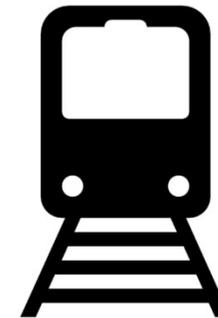


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Switch tracking



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Relationship Triggers – What can you do?

- Separate “what” from “who”
- Don’t switch track
- Assume no ill intent
- Identify if the relationship is what is hindering the feedback



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Identity Triggers

- Identity is our own personal story
 - Who we are and what we plan to be
- Critical feedback can place that story under attack



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Identity Triggers – what can you do?



Know yourself



Dismantle distortions



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How to dismantle distortions

- Be mindful and prepared
- Separate the feeling, story, and feedback
- Contain the story
- Change your vantage point
- Accept you can't control how others see you



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Identity Triggers – what can you do?

Know yourself

Dismantle distortions

Build a growth identity

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Build a growth identity

3 key things:

- You will make mistakes
- You have complex intentions
- You have contributed to the problem

Mindset is key

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Question 3

A technician is on their phone causing other employees to have to pick up their slack. You politely request that the technician put their phone away unless they are on break. The technician says, "oh so you think I'm a bad technician!" and storms out of the pharmacy.

What was the most likely barrier to this technician receiving the feedback?

- A) Relationship trigger
- B) Identity trigger
- C) Truth trigger
- D) Realism trigger

© Stone, D., B. Patton, and S. Heen, *Difficult conversations: how to discuss what matters most*, 1999, New York, N.Y.: Viking, xvi, 250p.

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Feedback Roadblocks (continued)

Available information

Our observations

Our interpretations

Our conclusions

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We are all the hero in our own story

- It is completely possible to have the best intentions and still be the villain of someone's story
- Consider the story of Larry



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Question 4

Which of the following accurately describes how individual experiences play a large role in receiving feedback?

- A) Shared experiences shape how we take information and create observations
- B) We filter everything through the lens of our team's experience
- C) Individual experiences shape how we take our observations and eventually develop conclusions
- D) Individual experiences cause our facial expression and body language to leak out



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Special case – E-mail

- Communication is:
 - 70% non-verbal
 - 23% tone and inflection
 - 7% the words used
- Non-verbal communication is not communicated via email
- Tone and inflection are often inferred when while reading an email

11. Aurora Health Care. The Art of Communication 2008. Available from: <https://www.marquette.edu/hrl/documents/the-art-of-communication.pdf>.

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Practice 2 – Pair & Share

- You notice and experienced pharmacy intern keeps returning from their floor deliveries 15 minutes late. The intern returning 15 minutes late is causing you and the others to have to do extra work.
- Switch roles, if you provided feedback during practice 1 you will now receive feedback, if you received feedback during practice 1 you will not provide feedback.
- You have three minutes to provide feedback.



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Helpful Resources

1. London, M., *The Power of Feedback*. 2015, New York, NY: Routledge.
2. Hardavella, G., et al., How to give and receive feedback effectively. *breathe*, 2017. 13(4): p. 327-333.
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4. Lloyd, M., et al., Exploring the impact of pharmacist-led feedback on prescribing behaviour: A qualitative study. *Res Social Adm Pharm*, 2018. 14(6): p. 545-554.1.
5. Wholley, M., *17 Mind-blowing Statistics on Performance Reviews and Employee Engagement*. 2019, ClearCompany.
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8. Perrin, C. and C. Blauth, *The Basic Principles: Building Blocks of Trust*. 2010, acheive global: Tampa, Florida
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