Feedback Culture

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Learning Objectives

• Define culture from different contexts

• Describe aspects that add to the credibility of feedback as determined by feedback culture

• Begin to define your feedback culture
Culture…

• Is the unspoken social order of an organization shaping attitudes and behaviors in wide-ranging ways

• Defines the norms.

• Is shared, pervasive, enduring and implicit

• Is defined by people interactions and response to change

Groysberg, B. Leaders guide to corporate culture. HBR, 2018
Feedback is important

August 12, 1983

**Feedback in Clinical Medical Education**

Jack Ende, MD

» Author Affiliations


“Without feedback ‘mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or not at all.””
Inaccuracies of Self-Assessment

Accuracy of Physician Self-assessment Compared With Observed Measures of Competence
A Systematic Review

Unskilled and Unaware of It: How Difficulties in Recognizing One’s Own Incompetence Lead to Inflated Self-Assessments

Justin Kruger and David Dunning
Cornell University
We All Need Feedback
Variability in Impact

- Feedback emerged as one of the strongest influences on student achievement.

- Overall feedback has been shown to have a beneficial impact on performance with a moderate effect size and considerable variability.

- In 1/3 of studies feedback diminished performance.

- Some feedback is more effective than others.
Components of Feedback

GIVING

RECEIVING

CULTURE
Learning Culture

• Refers to the shared attitudes, beliefs, practices and values that underpin how an institution or a profession designs the education of its learners

• Impacts the what/where/how of learning

• Impacts the teacher, the learner, and their relationship

Watling 2015
It’s not just “Giving Feedback”… It’s having a conversation

• Highly social process; a dialogue
  – Biases, impression management, imposter syndrome
  – Receptivity, credibility, self-view

• Need to deliver feedback in a way that our learners HEAR the feedback
Why We Reject Feedback

• Because of the *substance* of the feedback
  – It feels wrong, unfair or unhelpful

• Because of the *person* giving the feedback
  – They have questionable motives, lack credibility, or do a terrible job of delivering the feedback

• Because the feedback seems so wrong/off-base that it shakes our self-perception

Stone & Heen 2015
Feedback Recipients

- Learners have an individual motivation and engagement
- Feedback competes with other learning cues
- Recipients decide if feedback merits their attention
Culture Impacts Credibility
Learning cultures create conditions that facilitate or inhibit the occurrence of valuable feedback

- SPECIFIC
- TIMELY
- ACTIONABLE
- LACK OF DIRECT OBSERVATION
- LACK OF LONGITUDINAL RELATIONSHIPS
- OVERLY COMPREHENSIVE

Watling, C. Med Teach. 2014
TWELVE TIPS

Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships

Subha Ramani, Karen D. Könings, Shiphra Ginsburg and Cees P. M. van der Vleuten
Feedback Providers

• Establish a positive learning environment and be a professional role model

• Use direct observation to generate feedback data

• Facilitate reflection and informed self-assessment
Feedback Recipients

• Foster a growth mindset

• Encourage feedback seeking behavior

• Promote learner-initiated action plans for behavior change
Feedback Relationship

- Establish an educational alliance
- Teachers and learners to co-create learning goals
Institutional

- Ensure appropriate attention to learner self-efficacy
- Optimal balance of autonomy and supervision
- Establish continuous improvement practice model for all
- Emphasize feedback culture for growth

Reflection

What are some tangible, practical steps that you could make in your program to improve its feedback culture?
Feedback Culture Elements

Table 3: Final List of Items Receiving at Least 80% Agreement as Essential to a Culture of Feedback

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<th>Item</th>
<th>Essential Elements of a Feedback Culture</th>
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<td>1</td>
<td>Faculty serve as role models about how to seek, receive, and use feedback.</td>
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<td>2</td>
<td>Everyone receives feedback (i.e., it’s not voluntary).</td>
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<td>3</td>
<td>Feedback is embedded in a trusting relationship.</td>
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<td>4</td>
<td>Culture emphasis is on support rather than blame.</td>
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<td>5</td>
<td>Feedback provided in context of trusting relationships.</td>
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<td>6</td>
<td>Feedback is provided to enhance professional growth.</td>
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<td>7</td>
<td>The recipient is clear about what the feedback means for his/her continued development and the opportunities for change suggested by the feedback.</td>
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## Feedback Culture Elements

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<th>Way to Operationalize a Feedback Culture</th>
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Check out additional resources