

Working in Teams, Unit 6



Articulating Feedback and Feedforward: Tracking Success and Change

Working in Teams/Unit 6

Health IT Workforce Curriculum Version
1.0/Fall 2010

1 

Objectives

At the end of this unit the learner will be able to:

1. Develop skills for clear communication and understanding of others
2. Provide appropriate feedback to others
3. Develop and deliver appropriate feedforward
4. Communicate in ways that help promote positive change for your team

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Health IT Workforce Curriculum Version
1.0/Fall 2010

2 

Unit Outline

- Overview
 - Communicating for results
 - Content on feedback (feedback based on team and individuals)
 - Understanding feedback and feedforward
- Content Delivery
 - Communicating for Results
 - Feedback
 - Feedforward
- Activities
- Resources

Working in Teams/Unit 6

Health IT Workforce Curriculum Version
1.0/Fall 2010

3 

Overview

- Communicating for results
- Effective use of feedback
- Effective use of feedforward
- Incorporating feedback and feedforward when dealing with personal information.
- Providing both feedback and feedforward when dealing with other HIT team members

Working in Teams/Unit 6 Health IT Workforce Curriculum Version 1.0/Fall 2010 4

Communicating for Results

Active Listening

Assertive Communication

Strong "I" Statements

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Be an active listener – Hear What People Are Really Saying

Listening is one of the most important skills you can have

- We listen to obtain information
- We listen to understand
- We listen for enjoyment
- We listen to learn

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Be an Active Listener

There are five key points to active listening:

- Pay attention
- Show that you are listening
- Clarify what you heard
- Defer judgment
- Respond appropriately

Pay Attention

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.



Show that You Are Listening

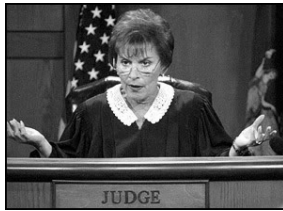
- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

Clarify What You Heard

- Reflect what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
- Summarize the speaker's comments periodically.

Defer Judgment

- Allow the speaker to finish.
- Don't interrupt with counter-arguments.



Respond Appropriately

- Be candid, open, and honest in your response
- Assert your opinions respectfully
- Treat the other person as he or she would want to be treated

Key Points – Active Listening

It takes concentration and determination to be an active listener.

Be deliberate with your listening and remind yourself constantly that your goal is to truly hear what the other person is saying.

Start using active listening today to become a better communicator and improve the performance of your team.


Activity I: Active Listening

1. Ask a friend or colleague to talk about something important to them.
2. Use active listening while they are talking to you.
3. Reflect on this experience and create a report (150 words) that demonstrates your ability to perform using active listening. How many of the key points of active listening were you able to incorporate in your discussion? Which ones were more difficult to use? Which were easy for you? What was the reaction of your friend or colleague?
4. One a scale from 1 (low) to 10 (high) rate your own ability to perform as an active listener. Why did you give yourself that rating?

Assertive Communication



Why Use Assertive Communication?



Working in Teams/Unit 6 Health IT Workforce Curriculum Version 1.0/Fall 2010 16

Advantages of Assertive Communication

- It helps us feel good about ourselves and others on the team
- It leads to the development of mutual respect
- It increases our self-esteem
- It helps us achieve our goals
- It minimizes hurting and alienating other people
- It reduces anxiety
- It protects us from being taken advantage of by others
- It enables us to make decisions and free choices in life
- It enables us to express...a wide range of feelings and thoughts



Working in Teams/Unit 6 Health IT Workforce Curriculum Version 1.0/Fall 2010 17

Elements of Assertive Communication

- Eye contact
- Body posture
- Gestures
- Voice
- Timing
- Content

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Activity II: Assertive Communication

1. Ask a friend or colleague to "hear you out" while you express your feelings about something important.
2. Use assertive communication to detail your feelings about the issue.
3. Reflect on this experience and create a report (150 words) that demonstrates your ability to perform using assertive communication. How many of the key points of assertive communication were you able to incorporate in your discussion? Which ones were more difficult to use? Which were easy for you? What was the reaction of your friend or colleague?
4. One a scale from 1 (low) to 10 (high) rate your own ability to use assertive communication. Why did you give yourself that rating?

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The Importance of "I" Statements

Appropriately express your needs and feelings...

Using "I" statements

To indicate ownership, not attribute blame, focus on behavior, identify the effect of behavior, be direct and honest, and contribute to the growth of your relationship with each other

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Strong "I" Statements Have Three Specific Elements:

Behavior

Feeling

Tangible effect
(consequence to you)

Example: "I feel frustrated when you are late for meetings. I don't like having to repeat information."

Working in Teams/Unit 6 Health IT Workforce Curriculum Version 1.0/Fall 2010 21

Activity III: Strong "I" Statements

1. Approach a friend or colleague with an issue you have regarding some behavior of theirs.
2. Initiate the conversation by using a strong "I" statement (making sure to keep ownership of the issue).
3. Reflect on this experience and create a report (150 words) that demonstrates your ability to use a strong "I" statement. How difficult was it to formulate the statement? How easy was it to deliver the statement? What was the reaction of your friend or colleague? How do you feel about the issue now?
4. On a scale from 1 (low) to 10 (high) rate your own ability to develop and deliver an "I" statement. Why did you give yourself that rating?

Feedback

Back your compliments with specific examples and a reason.

Be honest and specific.

Three key steps:

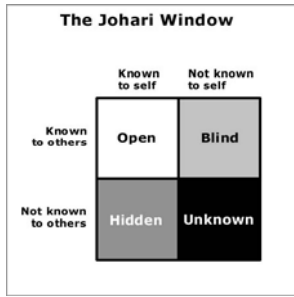
1. Provide compliments with a reason
2. Spell out your critical comments
3. Provide challenges and people will prosper

Tips for Providing Effective Feedback in the Workplace

by Katie Lee

- Feedback is an essential part of keeping a company or organization running efficiently.
- How feedback is given is important.
- Feedback that is given poorly will often diminish employee performance, and create confusion and misunderstanding.
- To provide effective feedback, keep three points in mind:
 1. The feedback should be timely.
 2. The feedback should address the issue at hand, and only the issue at hand.
 3. Feedback is a two-way street.

Acceptance of Feedback



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25

Activity IV: Feedback

In this exercise you are asked to provide feedback to someone regarding their performance on a specific task and to request feedback from someone regarding your own performance on a specific task. In providing feedback be sure to follow the principles described in this unit. When receiving feedback, place the information in the appropriate quadrant of the Johari Window.

My Feedback to X:
My Feedback from X:

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26

Feedforward

Adapted from Goldsmith: "Give someone else suggestions for the future and help as much you can."

- We can change the future, not the past.
- More productive to help people be "right" than prove they are wrong.
- Suited to successful people.
- Response from anyone who knows about the task.
- Easier to be objective, not personal.
- Deal with same material as feedback; less damaging; less resistance; more efficient
- Being a fellow traveler, not an expert.

Working in Teams/Unit 6

Health IT Workforce Curriculum Version 1.0/Fall 2010

27

Try Feedforward Instead of Feedback

*Marshall Goldsmith:
Adapted from Leader to Leader, Summer, 2002*

- Providing feedback has long been considered to be an essential skill for leaders.
- Traditionally, this information has been communicated in the form of "downward feedback" from leaders to their employees.
- But there is a fundamental problem with all types of feedback: it focuses on the past, not the future.
- What is the last word that most of us think about when we receive coaching and developmental ideas? Fun!

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Reasons to use Feedforward

1. We can change the future. We can't change the past.
2. It can be more productive to help people be "right," than prove they were "wrong."
3. Feedforward is especially suited to successful people.
4. Feedforward can come from anyone who knows about the task.
5. People do not take feedforward as personally as feedback.
6. Feedback can reinforce personal stereotyping and negative self-fulfilling prophecies.
7. Face it! Most of us hate getting negative feedback, and we don't like to give it.
8. Feedforward can cover almost all of the same "material" as feedback.
9. Feedforward tends to be much faster and more efficient than feedback.
10. Feedforward can be a useful tool to apply with managers, peers and team members.

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Feedforward -- Best for the Team

- Feedforward can often be preferable to feedback in day-to-day interactions.
- Feedforward can make life a lot more enjoyable.
- Quality communication is the glue that holds organizations together.
- The result: a much more dynamic and open organization, where employees focus on the future, rather than dwell on the past.

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Activity V: Feedforward

1. Pick one behavior that you would like to change.
2. Describe this behavior to someone else.
3. Ask for feedforward—for two suggestions for the future that might help you achieve a positive change in your selected behavior.
4. Listen carefully to the suggestions and take notes.
5. Thank the other person for their suggestions.
6. Ask if they have anything they would like to change.
7. Provide feedforward - two suggestions aimed at helping them change.
8. Record your experience and list a single word to describe your reaction to this experience of giving and receiving feedforward.

Reflection (Debrief of exercise)

- Examine both your feedback and feedforward exercises.
- What similarities and differences exist?
- Which seemed more valuable?
- How can you make use of these techniques in the future?

Activity VI Scenario

- Scenario – Community Physician’s Office
- A community physician’s office has asked the office manager to procure and install an electronic patient record system that is appropriate for the size of practice that s/he has. Current personnel: 1 ½ FTE for secretaries, 2 nurses, 1 physician, 1 office manager. The physician would like to convert all the patient’s records into electronic form.
- Team composition –
 - 1 Office Manager (Team Leader)
 - 1 Secretary
 - 1 Nurse
 -
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- This team of personnel will review all the software packages and return the top 3 for the physician to choose from. The initial costs should be returned to the office over the next 5 years through increased efficiency of the physician and office personnel time, increased patient load, decreased billing turnaround time, decreased office supplies costs, and medical records storage costs. S/He would like to have the system installed within the next year.
- The physician has requested that the features of the system should include patient scheduling and reminder cards for maintenance procedures such as mammograms, and yearly physicals, electronic prescription writing, and prescription faxing or sending of prescriptions in other electronic methods to the patient’s preferred pharmacy (ePrescribing), electronic billing, electronic documentation, and scanned document capture. The system should have enough capacity to store and retrieve patient’s records over the next 5 years with major hardware upgrades.
- The requirements from the physician will drive the action plan for the team.
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Scenario Behaviors

- Office Manager –
 - Is the leader for the team
 - Starts all meetings 10 min. late do to socializing.
 - Takes call phone calls during the meeting.
 - Is very efficient in directing the team to the action plan.
 - Is pro-active in protecting the team members time for the meeting.
- Secretary –
 - Is minute taker for the team meetings.
 - Is always on time for the meetings.
 - Is very quiet and doesn't offer opinions until asked.
 - Doesn't give a negative response to any suggestion.
 - Always brings snacks/candy to the meetings.
 - Speaks in a clear and thoughtful manner.
- Nurse –
 - Is always 15 min. late for the meetings.
 - Is very opinionated about suggestions.
 - Talks in a clipped rushed manner.
 - Ideas are hard to understand (too many ideas at once).
 - Is supportive of other member's ideas.
 - Just wants to be told what to do.

Activity VI: Task

Provide feedback and feedforward for all three team members listed on the previous slide.
