Coaching Your Learners
Using a Growth Mindset for Lifelong Success

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DISCLOSURES

• We have no disclosures.
The feedback dilemma

• When we give feedback, we notice that the receiver isn’t good at receiving it.
• When we receive feedback, we notice that the giver isn’t good at giving it.

Some wise person on the internet

OBJECTIVES

• Define the role of feedback in the learning process
• Illustrate the barriers to implementing feedback in the clinical setting
• Identify the three primary triggers that prevent feedback from being heard
• Review the growth mindset and how it can benefit the feedback process
• Discuss the role of perceptions in the feedback process
What is Feedback?

- Any information you get about yourself
  - Annual performance review
  - Return of patients over time
  - Child’s eyes lighting up
- Formal or informal
- Direct or implicit

Why Give Feedback?

The NEED to LEARN and GROW for the FUTURE
The NEED to be ACCEPTED and RESPECTED for how you are NOW
Rationale for Giving Feedback

Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or, not at all.


The Barriers to Effective Feedback

- Clinical Demands
- Comfort of the Feedback giver
- Attitude of the Feedback receiver
Exercise 1: Your Story

• Take 3 minutes to write about a time in which you received feedback but were unwilling to hear it and incorporate the suggestions.

Getting feedback is like...
Being Hit with a Tennis Ball!

• You usually bat it back
• If you are not ready for it, it can hurt!
• It can be competitive
• It can be aggressive/ too fast/ too hard
• You have to deal with it immediately
Getting feedback is like…
Receiving a Present?

• Given with good intentions
• It is packaged nicely
• You can take it away with you and look at it later
• It might be something you want, or something you don’t
• You can keep it or throw it away!

Receiving Feedback is Difficult

• 3 Main Triggers:
  – Truth Triggers:
    • substance is unhelpful or untrue
  – Relationship Triggers:
    • we have reactions based on what we believe about the giver or how we feel treated by giver
  – Identity Triggers:
    • neither about feedback or giver
    • something about the feedback has caused our sense of who we are to come undone

Stone and Heen, 2014
Exercise 2: Operation Game

- We need 6 volunteers...
- Think about the actions of the feedback giver and how the receiver may respond and act upon the feedback

The infamous DRESS
(*the Role of Perception*)
Exercise 3: An art lesson
Examine this Norman Rockwell portrait.

Do you think this man is a good physician? Why or Why not?

Be Mindful of Perception

- As learners, our intentions (and desire to perform well) are usually good
  
  vs.

- As givers, our intentions (and desire to give effective feedback) are also usually good
Intent v. Impact
Receiver v. Giver

The Feedback Receiver
My Thoughts and Feelings
My Intentions
My Behaviors

The Feedback Giver
My Impacts on Them
Their Story about Me

The Feedback given to the Receiver

To prevent feedback from feeling like this

• Use intent v. impact model:
  – Discuss the receiver’s intention—which we assume are good
  – Describe the behavior
  – Reflect on the outcome of the behavior and its impact
  – Strategize on ways to improve

Stone and Heen, 2014
Exercise 4: Paper folding

• At each table, grab a piece of paper and a blindfold.
• Follow the instructions given at your table

The New Feedback Sandwich
Encouraging the learner to ask questions
Feedback is **NOT** Evaluation

**Formative Feedback**
- Discuss observations about current performance
- Uses verbs and nouns
- Coaching to foster improvement in future performance

**Summative Evaluation**
- Give judgments about past performance
- Uses adjectives and adverbs
- Judging to assess competency for grades or certification

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**Be a Great COACH, not a picky JUDGE**

<table>
<thead>
<tr>
<th>Coach</th>
<th>Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Presents information</td>
<td>Presents a judgment</td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td>Directed towards reaching a goal</td>
<td>How well someone met a goal</td>
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</tbody>
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PUTTING IT ALL TOGETHER WITH THE GROWTH MINDSET

What is the growth Mindset?
Questions/Comments for Coaching

TOP 5 TIPS:
COACHING THE LEARNER USING THE GROWTH MINDSET
Tip 1: Have a growth mindset

• Shift from the FIXED mindset to a GROWTH mindset
  – Life is a learning room, not a testing room
• Realize that you are going to make mistakes
• You have complex intentions
• Own what you did to contribute to the issue
  • *Give yourself a second score, based on how well you handled the feedback.*
  – Your reaction is in your control

Tip 2: Know yourself

• Knowing yourself and your response to feedback
  – Baseline: where you live
  – Swing: how far up or down you go
  – Recovery/Sustain: how long the swing lasts
Tip 3: Reveal your flaws

• Discuss your concerns and issues
  – What was challenging for you?
• Be explicit about the kind of feedback you are seeking
• Talk in terms of being more effective
  – “What’s the one thing you see me doing or failing to do that’s getting in my way?”

Tip 4: Understand the Message

• Repeat key points
• Don’t be afraid to ask questions
• Probe for details and understand the feedback giver’s perspective
  – Could you give me an example
  – I want to make sure I understand
  – What I heard you saying is …
  – What I should do differently …
Tip 5: Separate the Strands
(to find the helpful feedback under the triggers)

• What do I feel?
  – Name the feeling (anxious, sad, excited)
  – Physical feeling
• What’s the story I’m telling?
  – What have you added?
• What’s the actual feedback?
  – What exactly was said?

Quick Bonus Tips

• Change your vantage point
  – if my attending were saying this to someone else, what would that mean?
• Accept that you can’t control how others see you
Finally: Develop an Action Plan with A Growth Mindset

• Try small experiments
  – Try it on, try it out
  – It’s not all and always
• Ride out the J curve
Exercise 5: Back to your story

- Back to Exercise 1:
- How might the growth mindset have changed your perspective when you did not hear the feedback you were given?

Summary: The Feedback Cycle with the Growth Mindset

Learner Assessment
“How can I get better?”

Context Specifics

Interpretation and Perceptions of the Evaluator
“This is just one aspect and one person’s opinion.”

Direct Observations by the Evaluator
“I can learn from every experience and everyone.”

Formative Feedback
References