



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

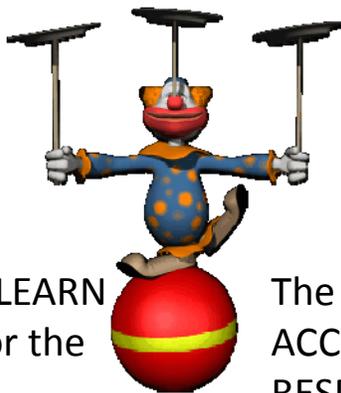
OBJECTIVES

- 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?

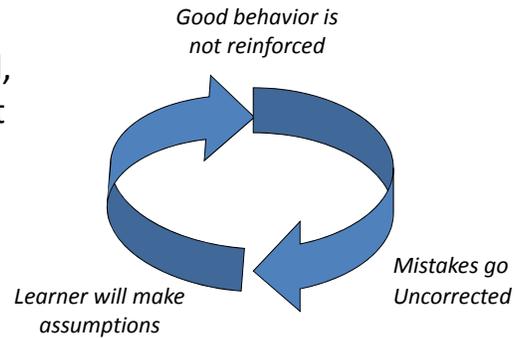


The **NEED** to **LEARN**
and **GROW** for the
FUTURE

The **NEED** to be
ACCEPTED and
RESPECTED for
how you are **NOW**

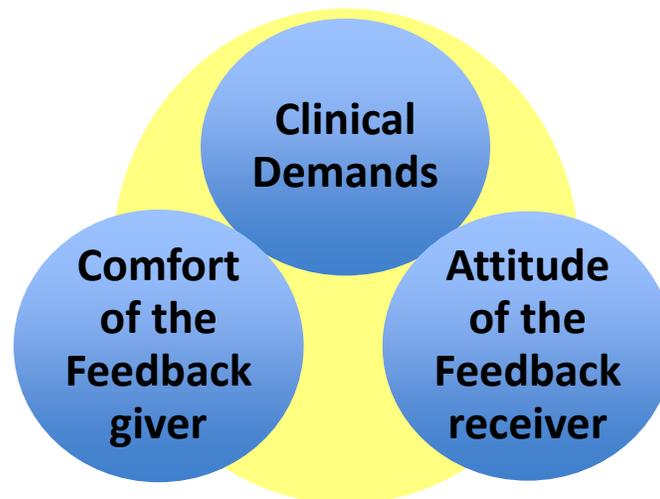
Rationale for Giving Feedback

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



Jack Ende - Feedback in Clinical Medical Education. JAMA 1983;250:777-781.

The Barriers to Effective Feedback



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)*

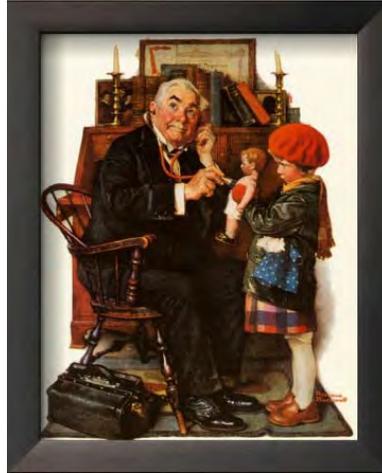


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Exercise 3: An art lesson

Examine this Norman Rockwell portrait.

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



Rockwall, N. Doctor and Doll. Saturday Evening Post, March 29,1929.

Be Mindful of Perception

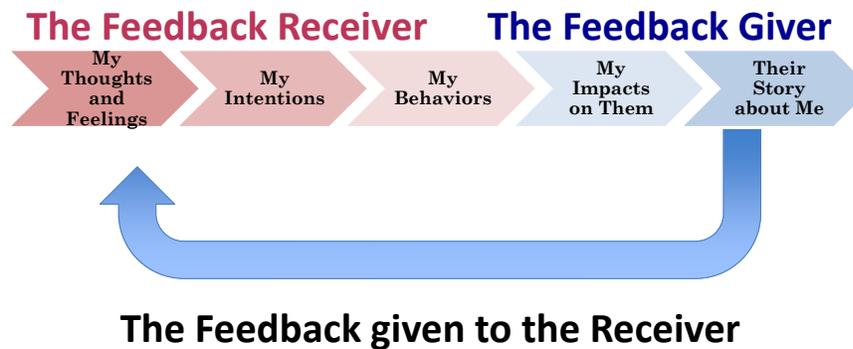
- As learners, our intentions (and desire to perform well) are usually good
- vs.
- As givers, our intentions (and desire to give effective feedback) are also usually good

Slide 15

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BCC02RAD090, 6/15/2017

Intent v. Impact Receiver v. Giver



Stone and Heen, 2014

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

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

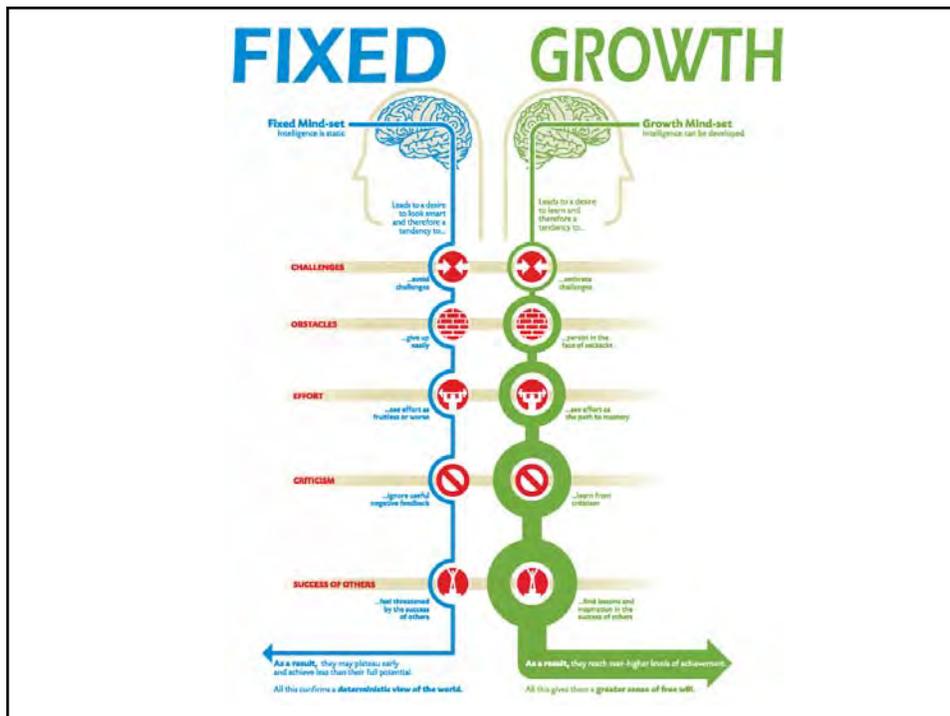
Be a Great **COACH**, not a picky **JUDGE**

 Coach	Judge 
Feedback	Evaluation
Presents information	Presents a judgment
Formative	Summative
Directed towards reaching a goal	How well someone met a goal

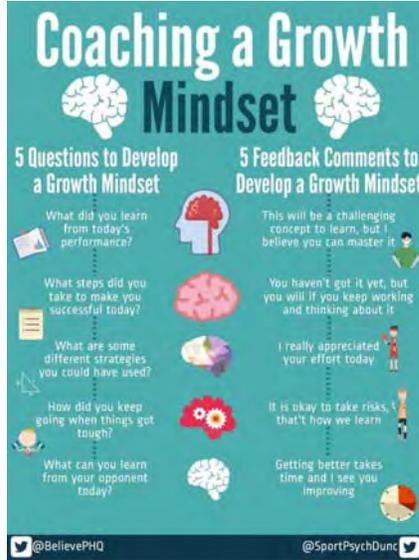
PUTTING IT ALL TOGETHER WITH THE GROWTH MINDSET



What is the growth Mindset?



Questions/Comments for Coaching



Coaching a Growth Mindset

5 Questions to Develop a Growth Mindset

- What did you learn from today's performance?
- What steps did you take to make you successful today?
- What are some different strategies you could have used?
- How did you keep going when things got tough?
- What can you learn from your opponent today?

5 Feedback Comments to Develop a Growth Mindset

- This will be a challenging concept to learn, but I believe you can master it.
- You haven't got it yet, but you will if you keep working and thinking about it.
- I really appreciated your effort today.
- It is okay to take risks, that's how we learn.
- Getting better takes time and I see you improving.

@BelievePHQ @SportPsychDunc

TOP 5 TIPS: COACHING THE LEARNER USING THE GROWTH MINDSET



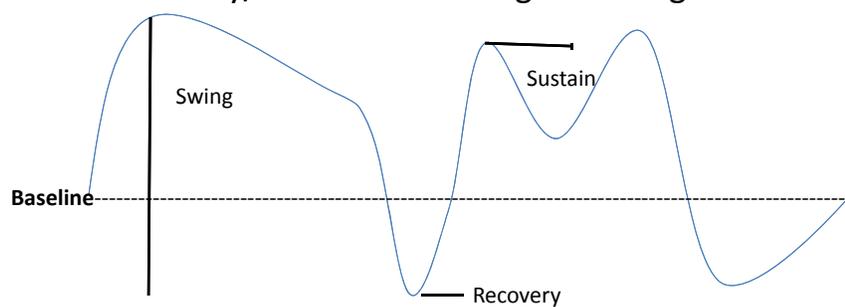
Tip 1: Have a growth mindset

- 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?

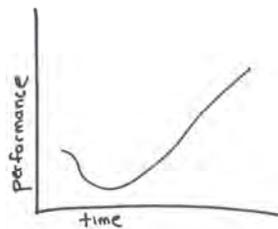


Quick Bonus Tips

- 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



10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

- | | |
|---|--|
| I'm not good at this. | ① What am I missing? |
| I'm awesome at this. | ② I'm on the right track. |
| I give up. | ③ I'll use some of the strategies we've learned. |
| This is too hard. | ④ This may take some time and effort. |
| I can't make this any better. | ⑤ I can always improve so I'll keep trying. |
| I just can't do Math. | ⑥ I'm going to train my brain in Math. |
| I made a mistake. | ⑦ Mistakes help me to learn better. |
| She's so smart. I will never be that smart. | ⑧ I'm going to figure out how she does it. |
| It's good enough. | ⑨ Is it really my best work? |
| Plan "A" didn't work. | ⑩ Good thing the alphabet has 25 more letters! |

(Original source unknown)

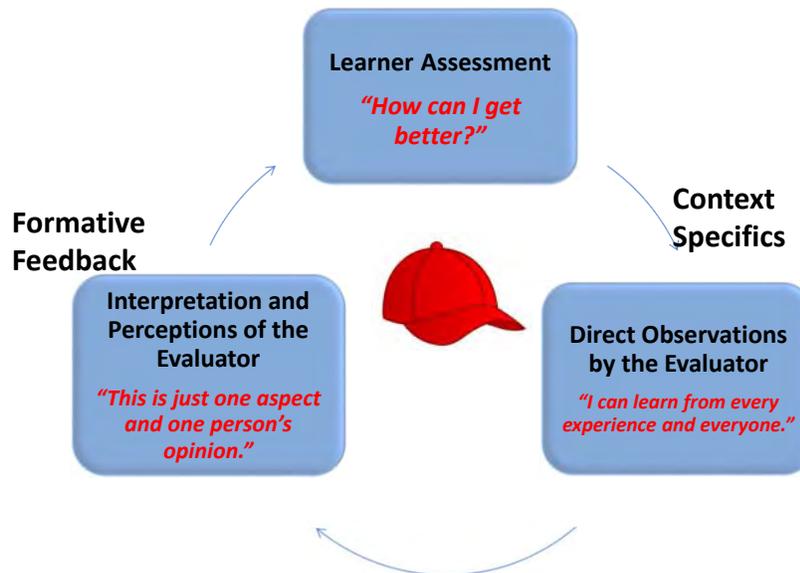
@sylvia Duckworth

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



References

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