



## **Employee Toolkit**

# The Art of Receiving Performance Feedback



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Employee and Provider Development

Feedback is first and foremost, about learning, developing, and changing.

*The act of “feeding” is to provide nourishment which enables a person to grow in a healthy manner.*

## How to Receive Feedback

Employee and Provider Essentials for an Effective Feedback Session

### **1 PREPARE**

#### ⌘ **Review Organizational Standards and Performance Expectations**

- Employee Attributes (attached)
- Standards of Behavior (attached)
- Messages from Department/Organization (i.e. emails, staff meetings, etc.)

#### ⌘ **Read and Learn about the Following Topics Provided in this Packet:**

- Effective Feedback versus Ineffective Feedback
- The Value of Feedback for You and Your Organization
- 2 Types of Feedback
- Performance Scale
- Fixed Mindset versus Growth Mindset

#### ⌘ **Compare Your Performance to the Organization’s Standards and Performance Expectations**

#### ⌘ **Choose to Make a Positive Assumption**

- A good leader always has good intentions and desires for his/her employees to improve/develop for optimal growth and success.

### **2 LISTEN**

#### ⌘ **Be Open**

- Hear your leader’s point of view by “listening to learn” – better understand your leader’s perspective of your performance.
- There is no need to agree or disagree at this point in the conversation, just be curious and gather information about yourself.
- Be willing to work through any of your own negative attitudes or associations. Try to avoid creating a shield to block from your leader’s message that you may gain value from the feedback.

### **3 ENGAGE IN DIALOGUE**

#### ⌘ **Respond**

- Repeat back to your leader your understanding of how they view your performance.
- Ask questions to clarify your understanding of your leader’s perspective.
- Talk about any similarities or differences in each other’s point of view regarding your performance. If there is a possibility that you perceive the feedback given to you may have been given based on incorrect assumptions, share your concern.

### **4 PLAN FOR ACTION**

#### ⌘ **Development**

- Search for agreeable development opportunities and/or solutions together to identify what can be done in the future to either improve and/or grow further as an employee.

### **5 ACKNOWLEDGE**

- Thank your leader for sharing his/her perspective and insight.
- Confirm your intent to either meet or continue to meet/exceed the organization’s standards and performance expectations.

Effective Feedback	Ineffective Feedback
<ul style="list-style-type: none"> <li>• An objective message about recognition, behavior and consequences and/or suggestion on how to improve</li> <li>• Honors competence and reinforces appropriate behavior</li> <li>• Aligns expectations and priorities</li> <li>• Fills gaps in knowledge</li> <li>• Alleviates fear of the unknown</li> <li>• Builds a foundation of trust – the higher the trust level, the easier it is for people to give and receive it.</li> <li>• Is essential for the health of the organization</li> </ul>	Judgment (about another person’s character) <ul style="list-style-type: none"> <li>• A form of punishment</li> <li>• A one-way monologue</li> <li>• A wrestling match</li> <li>• An opportunity for a personal attack</li> <li>• A representation of only one point of view</li> </ul>

### The Value of Feedback for You & Your Organization

#### Feedback Fosters Positive Change By:

- Increasing self-awareness and the impact of our own behavior and actions on others
- Contributing to learning and development
- Reinforcing and encouraging an effective way of working
- Redirecting a behavior or pointing out a more productive path of action
- Preparing for better performance
- Improving relationships through giving and receiving of honest feedback
- Improving work process
- Improving results by measurable on-the-job achievements
- Helping the organization survive and prosper due to the increasingly complex and rapidly evolving field of healthcare
- Building the critical skills of giving and receiving feedback for an effective healthy organization.

#### Key Points about Feedback & Organizations:

- Organizational systems with frequent and open feedback (with a balance of positive and constructive messages) tend to have employees who feel committed, valued, and willing to learn and change.
- Organizations lacking in feedback or disproportionately limited to critical performance management conversations tend to have employees who are suspicious, withhold level of commitment and ideas, and become cynical about management.

2 Types of Feedback	
Positive Feedback	Corrective Feedback
<ul style="list-style-type: none"> <li>• When there is good work; successful projects; resourceful behavior</li> </ul>	<ul style="list-style-type: none"> <li>• When a problem can't be ignored</li> <li>• When the behavior has a negative impact on the team or organization</li> </ul>

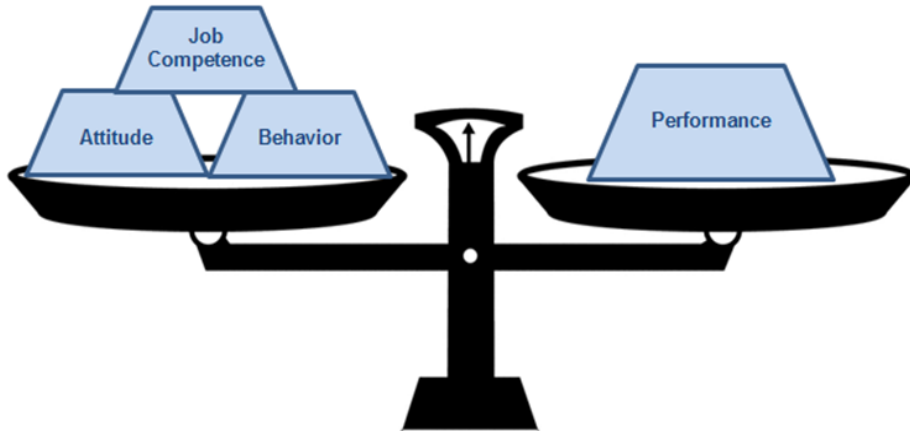
#### Whether the feedback is positive or corrective, it is important to understand the following:

- WVUH Performance Scale
- Fixed Mindset versus Growth Mindset

## The Performance Scale

The Standards of Behavior and Performance Expectations can be visualized as a 'Performance Scale'. The performance scale include three equal categories of performance:

**Job Competence ♦ Attitude ♦ Behavior**



**Standards of Behavior = Performance**

**An employee and provider must meet the standards and expectations in all three categories to be considered a good performer.**

### **Job Competence**

the ability to accomplish work specific tasks

### **Attitude**

a state of mind; a feeling or emotion toward a fact

### **Behavior**

the manner of conducting oneself; response of an individual/group to its environment

## **Employees & Providers are Responsible for Observing Organizational Performance Expectations**

“Employees are responsible for observing WVUH’s organizational Performance Expectations (“Performance Expectations”), and the specific performance expectations set forth in the employee’s job description, and for seeking assistance with understanding and interpreting the meaning of these expectations, and when necessary, correcting and reporting behavior that violates Performance Expectations. For purposes of this policy, all references to Performance Expectations shall include the WVU Healthcare Standards of Behavior unless stated otherwise. “Policy V.022

## “mindset”

{noun}

A set of beliefs or a way of thinking that determines one’s behavior, outlook and mental attitude.

# Mindset Choices

## Growth or Fixed

### Growth Mindset

Approach situations as opportunities to learn and grow for self and others

### Fixed Mindset

Deal with situations as they come in an automatic, rigid and reactive manner

**WE ALL HAVE BOTH MINDSETS. WE HAVE THE POWER TO CHOOSE WHICH ONE WE OPERATE FROM.**

Fixed	Growth
Judgmental (of self and/or others) Automatic and Reactive Blame “Know-It-All” Inflexible and Rigid Either/Or Type of Thinking Self-righteous Personal Perspective Only Defends Assumptions Possibilities Seen as Limited Primary Affect: Protective	Accepting (of self and others) Responsive and Thoughtful Responsibility Values Not-Knowing Flexible and Adaptive Both/And Type of Thinking Inquisitive Considers Perspective of Others Questions Assumptions Possibilities Seen as Unlimited Primary Affect: Curious

### Accepting Feedback

#### **Fixed Mindset:**

- You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.

#### **Mixed Mindset:**

- You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.

#### **Growth Mindset:**

- You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.

### Learning from Mistakes

#### **Fixed Mindset:**

- You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.

#### **Mixed Mindset:**

- You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.

#### **Growth Mindset:**

- You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.

# *Standards of Behavior*



I personally pledge to...

## **Competence -**

*Take responsibility to strengthen my knowledge and expertise to provide quality care and service.*

## **Commitment -**

*Actively participate as an engaged team member, champion change, and take ownership for my decisions and performance.*

## **Compassion -**

*Treat all individuals in a caring, respectful, professional, and empathetic manner.*

## **Communication -**

*Listen carefully and to be thoughtful and respectful in all forms of communication.*

# Employee Attributes

PERFORMANCE ATTRIBUTES	High Performing Behaviors	Solid Performing Behaviors	Low Performing Behaviors
<b>Definition</b>	Comes to work on time & has a good attitude Solves problems within & across service areas problems. Brings solutions You relax when you know they are scheduled Good influence Use for peer interviews Champions Standards of Behavior	Good attendance & loyal most of the time Influenced by high & low performers Wants to do a good job-could just need some experience Helps manager be aware of problems Applies Standard of Behaviors in daily actions	Points out problems in a negative way Passive aggressive Blames others Wastes resources Has a sense of entitlement Creates problems/disagreements Doesn't regularly apply Standard of Behaviors to personal actions
<b>Professionalism</b>	Follows policies concerning breaks, personal phone calls, leaving the work area, & other absences from work Demonstrates integrity & ethical behavior in all actions	Usually follows policies concerning breaks, personal phone calls, leaving the work area, & other absences from work Demonstrates integrity & ethical behavior the majority of the time	Does not communicate effectively about absences from work area. Handles personal phone calls in a manner that interferes with work. Breaks last longer than allowed. Has lapses in integrity and/or ethics
<b>Teamwork</b>	Demonstrates high commitment to making things better for the work unit & organization as a whole	Committed to improving performance of the work unit & organization. May require coaching to fully execute	Demonstrates little commitment to improving work unit & the organization
<b>Knowledge &amp; Competence</b>	Eager to change for the good of the organization. Strives for continuous professional development Demonstrates commitment to the Performance Improvement (PI) Goals	Accepts the need for change & adjusts to new processes Invested in own professional development. May require some coaching to fully execute. Supports & achieves the PI Goals of the organization	Resists change Shows little interest in improving own performance or the performance of the organization. Doesn't achieve goals Fails to accept accountability for their decisions or actions
<b>Communication</b>	Comes to work with a positive attitude Role models positive, respectful, & professional communication	Usually comes to work with a positive attitude. Occasionally gets caught up in the negative attitude of others. Is positive, respectful, & professional in communication	Comes to work with a negative attitude & has a negative influence on the work environment. Is not positive, respectful, & professional in communication
<b>Quality &amp; Safety Awareness</b>	Exhibits a commitment to safe, quality patient & customer care	Supports safety & quality awareness in all aspects of work	Performs work with little regard to creating safe, quality patient & customer care

