Peer Feedback/Review for RN Performance Appraisals

Class on Peer Feedback is held in Central Nursing Orientation
(If you need to attend the class, then email nurse-CNO mailbox)

- Schedule
- Room Location
- Presentation

RESOURCES
1. Lynda.com video “Discovering characteristics of effective feedback” (unique name and level 1 password required)
2. Handout (see at end of this document) on peer feedback “Guidelines for Giving/Receiving Feedback” with “Characteristics of a Feedback Rich Environment:”
4. Compliance Handout Location is under Manager Tools, Posters, and Additional Resources, Phases I-IV, “Feedback is a G.I.F.T.”
5. Service Excellence on “Giving and Receiving Feedback” by Soraya Meri: Classes in MLearning begin with “SVEX-xxxxx”
6. Journal Article on Peer Review/Feedback
7. American Nurses’ Credentialing Center (ANCC) for Peer Review Education
8. Joint Implementation site (JIT)-Performance Evaluations

WEBITES
1. Vital Smarts Communication
2. How to Get Better at Giving and Receiving Feedback
3. Mindtools.com
4. Guidelines for Giving and Receiving Feedback
5. The Delicate Art of Giving Feedback
6. Leanpub.com

BOOKS (Click Books below to be transported to Amazon.com)

Michigan Medicine Human Resources
Some classes offered include; “Difficult Conversations”, “Mindful Communication”, “Straight Talk: Using Strategic Communication for High Impact Results”, “Tell it Like it is: Feedback that Works”, “Turning Bad Communication Habits into Good Ones”, and “Working with Difficult People and Personalities”. 
Characteristics of a Feedback Rich Environment

High performance teams invest time in developing and maintaining the quality of intragroup and intergroup communications to achieve the highest levels of performance. The following characteristics both describe and facilitate a feedback-rich environment that creates and sustains high performance.

1. Mutual accountability
Staff members accept full responsibility for the outcomes of their communication. Each person takes full responsibility to clear up misunderstandings and emotional baggage that can accumulate between them. It sets up conditions of no blame, no excuses, and no victims.

2. Willingness to Learn
A learning organization facilitates both a learning orientation and a learning mindset in its members. Staff who are willing to learn facilitate the expression of new ideas, including those that are "off the wall." Frequent, frank, and fair debriefings of learning are the norm and include an understanding of the latitude for mistakes and risks inherent in learning.

3. No fear
Fear greatly inhibits feedback. There needs to be emotional safety for people to express their thoughts, feelings and opinions within the unit. Performance feedback is delivered as easily upward as downward. Each supervisor takes full responsibility to model supportive two-way feedback behaviors to encourage this trust.

4. No surprises
Continual ongoing communication eliminates the surprises that frequently derail individual or team performance. When you see it, say it. The focus includes continually updating status, progress, and obstacles to achieving goals. Staff take responsibility for keeping information flowing and for preventing "black holes" (where information disappears.) Staff are comfortable examining trends (positive or negative) and relying on and expressing their intuition. Early warnings of change builds trust.

5. Truthfulness
Staff tell intellectual and emotional truths to each other. Honesty is highly valued and continually supported. Issues are confronted constructively with a full disclosure of agendas, needs and wants. Conflict is dealt with, not avoided. Time is no longer wasted on posturing, manipulating, or doctoring communication. Messages are trusted and do not need "spin" or filtering.

6. Self-responsible language
Staff express their opinions using "I" rather than "we" language. People do not attempt to speak for others. Communication is clear and clean. "They" is also rarely used. Counterproductive gossip is confronted. Paradoxically, feedback-rich environments support informal "grapevine" messages to enhance the overall connectedness of the organization. Informal and formal communication mutually supports performance across the unit. Both methods tend to carry the same information.

7. Coaching
A feedback-rich environment relies on coaching as the requisite communication skill of all members. Coaching occurs up, down, and across the team. Each person in a leadership role is committed to mastering coaching. Customer (student, staff, faculty, community and other) feedback is sought, responded to, and drives unit goals and change.

Sources: Thomas G. Crane, The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Culture, FTA Press, 1999 and Video: The Practical Coach
Guidelines for Giving/Receiving Feedback

Consider the Intent of Feedback
• Impacts quality patient/family care
• Based on standards/evidence
• Can be acted upon
• Maintain self-esteem
• Win-Win situation

Take Responsibility/Ownership
• Use “I” messages
• Direct feedback, not anonymously or to third party

Demonstrate Professional Respect
• Openness to others’ perspective for practice improvement
• Generally, not an isolated event/is a pattern
• Delivery: time/timely, place and amount of feedback
• Body language/facial expression congruent with message
• Tone of voice/choice of words
• Use care and empathy

Listen for understanding
• “Seek first to understand, then to be understood”
• Verify listening accuracy/clarify the message
• Listen both as a giver and as a receiver

Select Among Possible Parts of the Message
• Describe the specific behavior
• Perception/offer interpretation
• Impact/consequence
• Feeling/statements
• Intention/plan

Respond
• Take time to think about it
• Be aware of personal reaction: moderate with thought and care
• Agree with what is true
• Acknowledge the other person’s perception

Plan/Outcome
• Mutually evolved
• Thank the person for the feedback