

**Giving and Receiving Feedback**  
 Creating a culture to foster feedback  
 while maintaining a safe work and learning environment

SAAAPM  
 November 9, 2019  
 Swissôtel - Chicago, IL

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I have **no disclosures** to make & **no conflicts** of interest to reveal

Caveats:  
 I will **leave out much** material germane to feedback  
 I will **simplify** the results of studies

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Objectives:

Attendees will be able to describe:

1. What it means to have a “learning orientation”
2. How a learning orientation affects the feedback process
3. Broad educational effects of a learning oriented culture

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The Foundation:  
 A culture based on a learning orientation

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**We ALL face Challenges**

For example, I might...

- get a poor evaluation
- make a medication error
- not know the answer
- get a low test score
- miss the diagnosis
- fail at a procedure
- not get a promotion
- receive some critical feedback
- etc...

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**When you encounter a challenge  
 what is your goal?**

**Master the Challenge**

“Learning Goal”  
 “Growth Mindset”  
“Learning Orientation”

**Demonstrate ability**

“Validation Goal”  
 “Performance Goal”  
“Performance Orientation”

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**Learning Goal Orientation**

The active striving toward development and growth in competence

- Implicit belief that ability is **malleable**
- Focuses on **effort** and **strategy** as cause of success and failure
- If a task needs hard work, then apply effort and strategy
- **Success** is defined by **improvement and learning**

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**Performance Goal Orientation**

Seeking to validate one's ability, gain favorable judgments of one's attributes and avoid negative judgments of one's self

- Implicit belief that ability is **fixed**
- Focuses on **ability** as cause of success & failure
- If a task needs hard work, then assume low **ability** -> quit
- **Success** is defined as **doing better than others**

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**What brings satisfaction?**

**Learning Oriented** individuals would say:

*I felt very satisfied when:*

- ... I learned something new
- ... I saw improvement in my work → Temporal comparison
- ... I was totally involved in something I was doing
- ... I worked hard
- ... I worked on a challenging task or assignment

**Validation Oriented** individuals would say :

*I felt very satisfied when:*

- ... I got a higher grade than the others → Social comparison
- ... I received recognition or prestige
- ... I was the only one in class who knew the answer
- ... all the tasks and assignments were easy

Perrot et al. Adv. Health Sci. Ed. 6, 193 (2001)

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**People with both goal orientations want to perform well!**

The difference lies in **the goals** people have when confronted with challenging learning activities.

**Learning/Growth/Mastery:** They like to grow, learn and increase their abilities

**Performance/Validation:** They want to validate and demonstrate their abilities (hence the term "performance", think 'Broadway')

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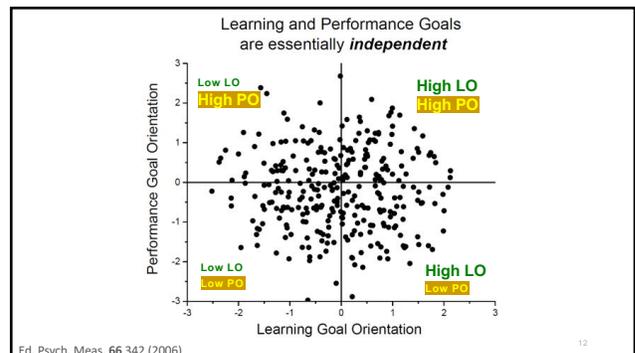
**2 Concrete examples of what this "looks like":**

Let's go to organic chemistry class...

Let's see how a resident responds to a difficult epidural placement...

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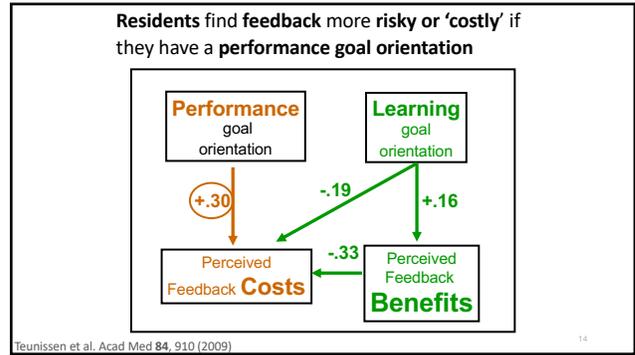
**A person's Learning Orientation can be increased**

**Acutely**  
Nussbaum et al. Pers. Soc. Psychol. Bull 34, 599 (2008)

**&**

**Chronically**  
Heslin et al. J. App. Psych. 90 842 (2005)

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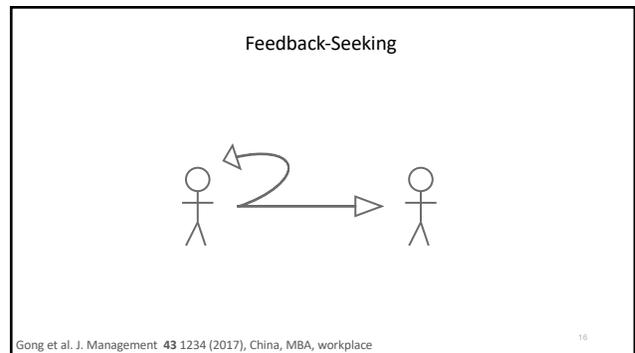


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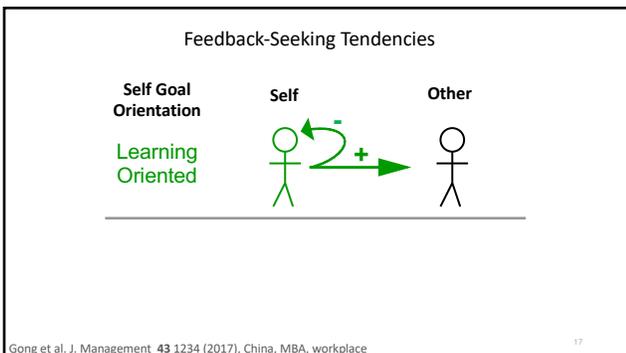
**A Learning orientation usually harmonizes with feedback**

**A Validation orientation usually conflicts with feedback.**

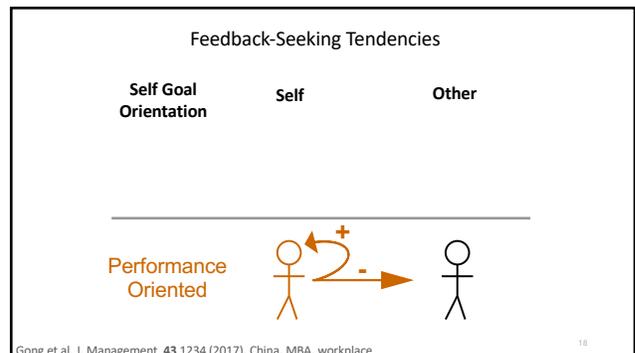
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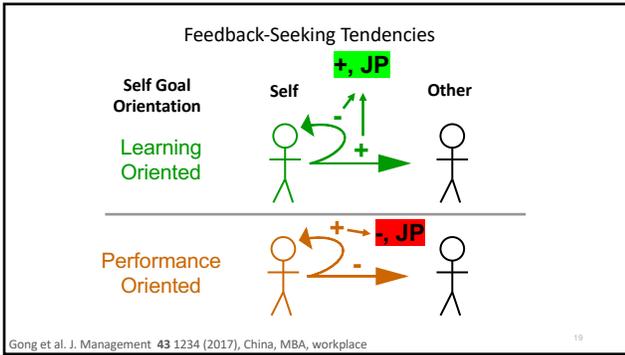
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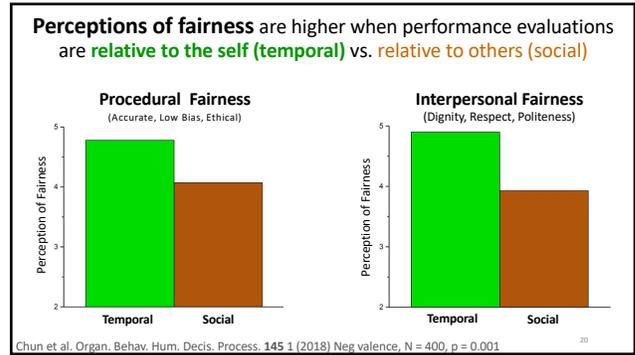
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**“It’s ok....not everyone can be good at math”**

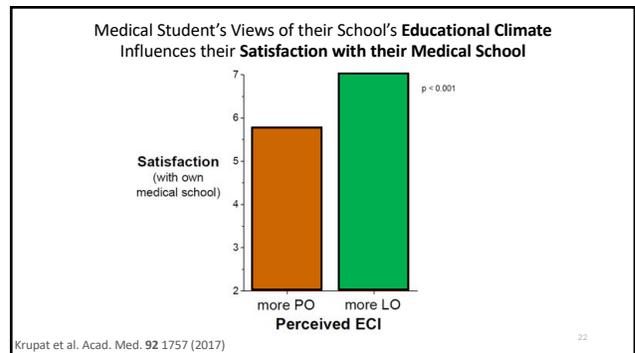
Instructors who endorsed an entity theory (Performance Orientation) were more likely to diagnose a student as having low math ability based on a single test score (65%) and were more likely to comfort the student for their low ability and use teaching strategies that caused disengagement.

**In response to comfort feedback:**

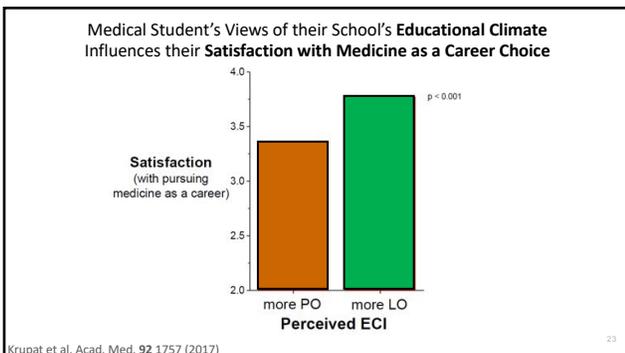
Students felt less supported, less encouraged, less motivated and expected to do worse in the course – even when the professor expressed support for the student and complimented their other strengths.

Rattan et al. J. Exp. Soc. Psych. 48 731 (2012), college and STEM PhD TAs 21

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Individuals with a Learning Orientation have lower levels of burnout

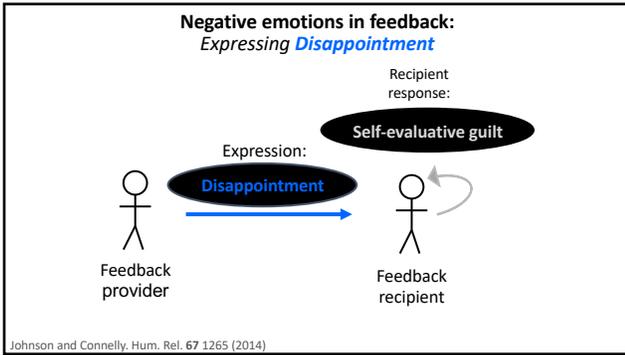
Dahlin et al. Med Teach. 29 43 (2007)  
Nerstad et al. Scand J Psychol. 59 661 (2018)  
Tuominen-Soini et al. Learning and Instruction 18 251 (2008)

Individuals have less burnout when their leaders have a Learning Orientation

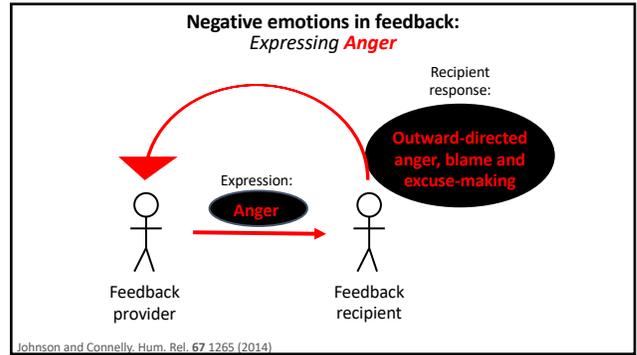
Sijbom et al. J. Pers. 87 702 (2019)  
Pensgaard et al. J. Sports Sci. 18 191 (2000)

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**Negative emotions in feedback:**

The diagram shows a feedback provider on the left and a recipient on the right. Below them is a table titled 'How the RECIPIENT tends to respond'. The table has two rows: 'Disappointment' and 'Anger'. The 'Disappointment' row is highlighted in blue, and the 'Anger' row is highlighted in red. The columns represent different factors: Likeability & Competence, Perceived threat, Evoked Emotion, Focus on, Prosocial behaviors, and Negative behaviors.

What YOU show	Likeability & Competence	Perceived threat	Evoked Emotion	Focus on	Prosocial behaviors	Negative behaviors
Disappointment						
Anger						

Johnson and Connelly, Hum. Rel. 67 1265 (2014)

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**Thanks for your attention**

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