

Using Feedforward To Change Manager's Daily Interactions with Staff

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Introductions

Feedback

- Primary vehicle to improve performance
- Problematic:
 - Damaging to relationships;
 - potential to decrease performance



From Feedback to Feedforward



The Feedforward Interview : Step by Step

- Introduction
- Story
- Peak
- Condition
- Feedforward



Activity

Practice feedforward

Role play & debrief

Distribute 'cheat sheet' – interviewer handout

Cheat sheet

1. Introduction

2. The story

Could you please tell me a story that happened at your work, during which you felt happy, energized, in flow, even before the results of your actions became known?

3. The Peak

What was the peak moment of this story? What did you think at the peak moment?

4. The conditions

What were the conditions, in yourself, others, and the organization (physical, temporal) that allowed this story to happen?

5. Feedforward

Recall the conditions that allowed you to feel so positively toward your work. To what degree do your plans for the immediate future take you closer to, or further away from, the conditions that allowed you to feel the what you described?

Practical mechanisms



Personal Resources

Building of positive affective and cognitive states (Lyubomirsky et al., 2005)

Relational Resources

Production of social inclusion flexibility and connectedness (Waugh & Fredrickson, 2006)

Manager insights into subordinate (Kluger & Nir, 2010)

Evidence

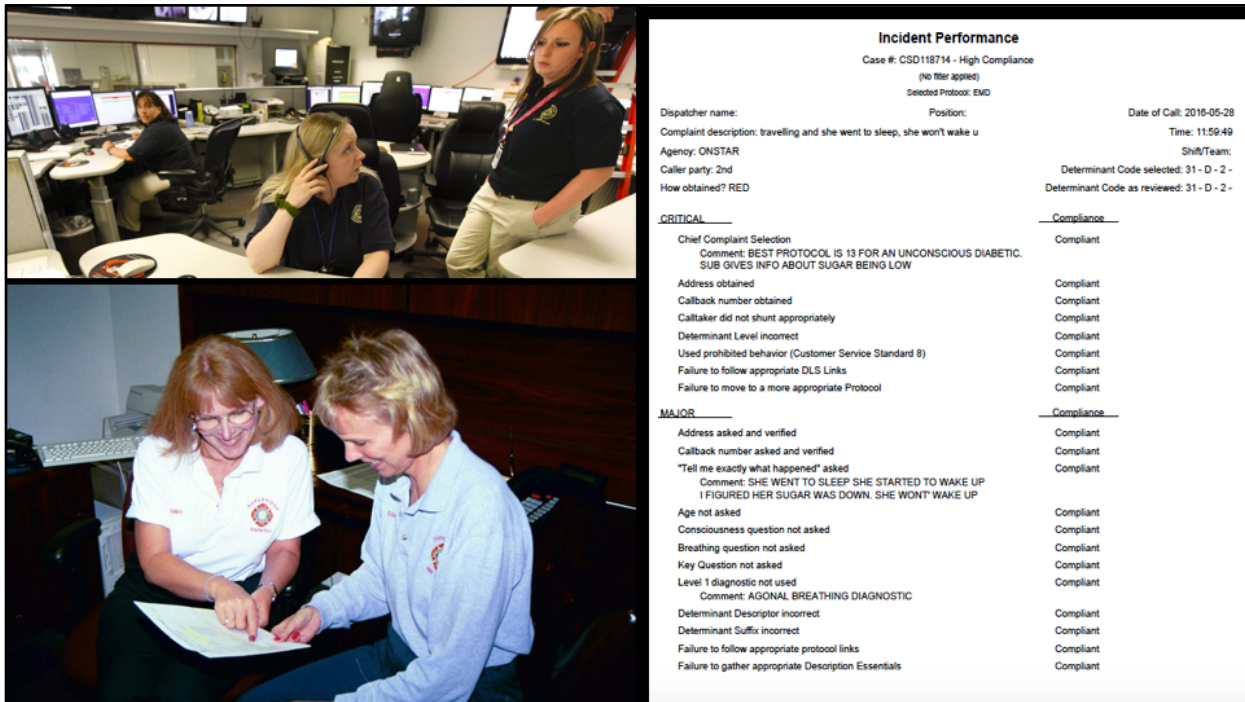
- FFI, when used prior to a traditional PA, reduced employee defensiveness to the review (Kluger & Nir, 2010)
- FFI improved interpersonal relationships in a case study (Bouskila-Yam & Kluger, 2011)
- Employees who engaged in FFI with their manager were observed by an anonymous peer to perform significantly better on the job four months later than employees who received the company's traditional performance appraisal interview (Budworth, Manroop, & Latham, 2015)

Still untested...



FFI

- Stress
- Empirical study of relationship quality



The feedback that that the dispatchers receive
Real time VERBAL corrective--Very little time to provide recognition of a job well done.
Call Reviews WRITTEN
Face to face reviews of past performance VERBAL
I have worked very hard to ensure that it focuses on the positive.
Brought Appreciative Inquiry into it. Ensured that the written feedback focused on the positive and the in every call reviewed there was something that was done well and that is what we commented on this more that the necessary corrective feedback. So we really strived to catch them doing it right and let them know they had been caught
So I was pretty proud of myself for revamping the QA process to really focus of "positive" feedback.
That was until I attended this conference two years ago in Ottawa and heard Marie Helene speak about feedforward.
As I listened to her, all sorts of lightbulbs went off in my head and I wondered if this technique could be applied to the highly structured world of emergency dispatcher and 911 call reviews.

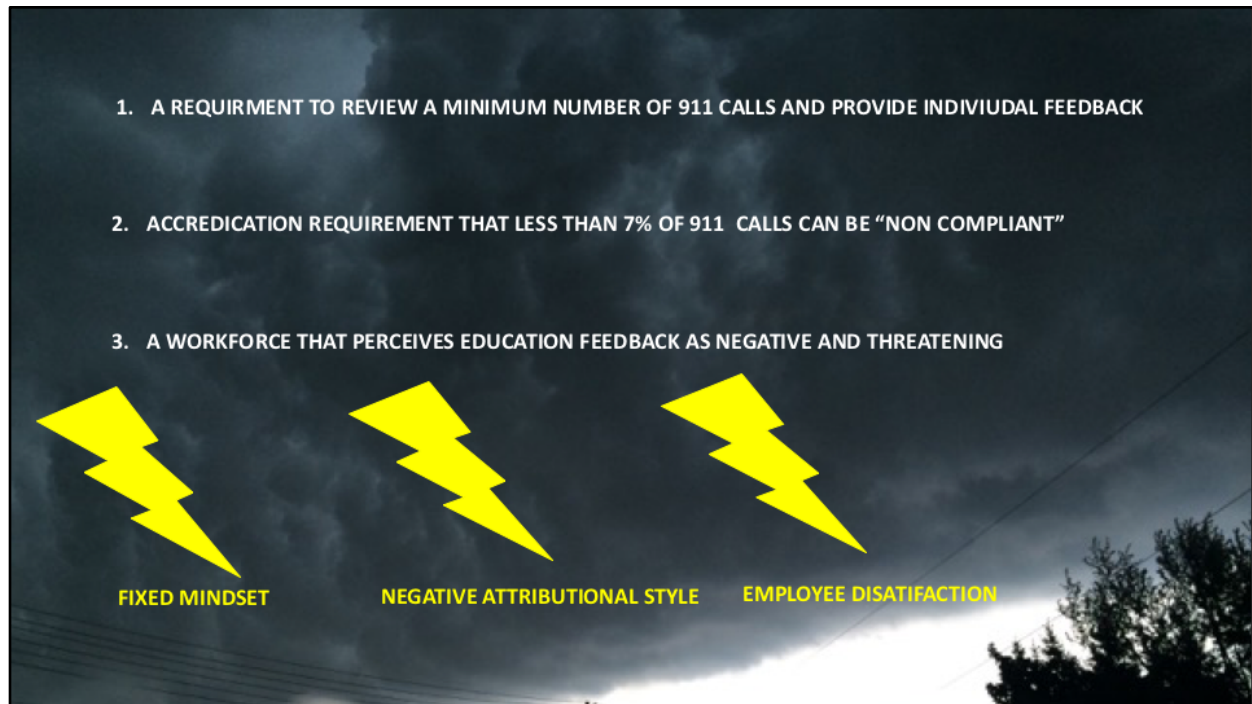
https://www.youtube.com/watch?v=aVEI_QZOWJg



Let me show you this world of emergency dispatch:
Play Video



So on top of this already incredible difficult job, there is a highly structured and mandatory QA process that requires a 1-3% random review of 911 calls. Certified QA specialists listen to the 911 call and apply a rigorous set of performance standards to it. They get an average of 4 calls per month reviewed and these calls have to meet a very high threshold of performance. Many emergency dispatchers perceive this as negative and complain that it focuses on the mistakes and not what they are doing well.



This is also a culture of people who have a very low tolerance of error both in themselves and in their colleagues. They expect perfection and when they do not receive perfect call reviews they can be incredibly frustrated.

Even when my supervisory staff are mindful of the Emergency Disaptcher's propensity to focus on the negative and prepares a meeting that is 90% "this is what you are doing great, keep it up" and 10% "here are some tips to improve these small areas" the employee leaves the meeting and ALL they remember is the 10% educational feedback they got and report to others that they were just given a dressing down and told how much they suck at their job

It is a fascinating place to study extreme negativity bias in action

So we have a group of people who, as a collective, tend to exhibit a fixed mindset and negative attributional style and hate receiving feedback.

FEED FEEDBACK FORWARD

What I want to do is interrupt this cycle of feedback confirming a preexisting negative feeling towards the required audit process.

Marie's presentation at the last CPP got me thinking:

What if, instead of sending reports that detail their performance on past calls, my team of superintendents reviews this information, identifies all the great things the Emergency Dispatcher is doing as well as noting the errors that require education to correct,

THEN

the supervisor meets for a face to face and asks the emergency dispatcher to share a 911 call where they really felt like they did a good job and made a difference. Using the feedforward process, the supervisor can ask powerful action-oriented questions that allow the emergency dispatcher share their personal story and to identify strengths. The supervisor can re-inforce positive performance and then ask the emergency dispatcher to brain storm ideas on how to bring these strengths into *future* performance.

This isn't all fluff and no substance. The supervisor may have a very important educational point that needs to be addressed, but after the emergency dispatcher has been able to share her successes while taking a 911 call there is now room for the supervisor to enquire what strengths and strategies the emergency dispatcher can use *on future 911 calls* to ensure it is done correctly

THE CURRENT WAY

Supervisor: *On this call you took last week, the caller said, 'My dad is sick'. You didn't ask for any more information. It is important to ask what symptoms the patient has so you have all the information you require to assess the call correctly. Next time make sure to clarify when a caller gives you vague information, okay?"*

Emergency Dispatcher outside voice: *Okay*

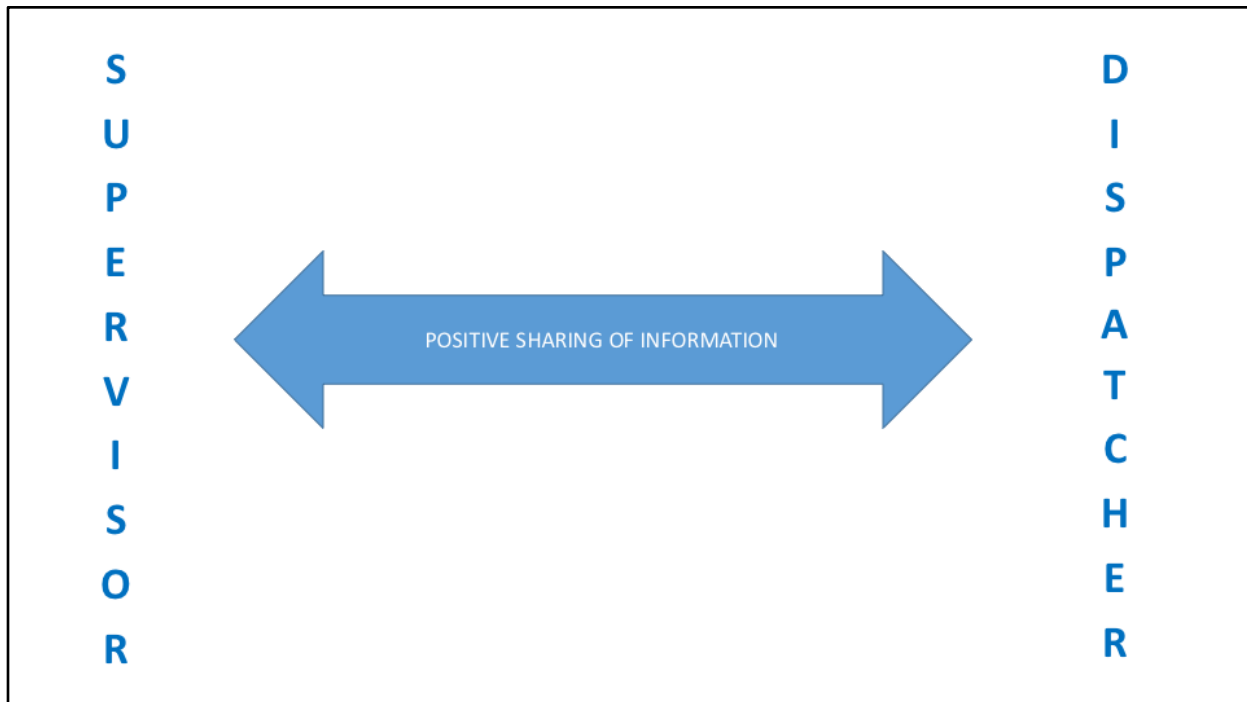
Emergency Dispatcher inside voice: *Whatever*

THE FEEDFORWARD WAY

Supervisor: *In that story you just shared you really got to the heart of the issue and used several key strengths. If you have a caller who provides vague information what strategy could you use to clarify this?*

Emergency Dispatcher: *Well like we just talked about I was really direct and clear. So I would just ask the caller 'exactly what symptoms is he having?'*

Supervisor: *Yes! Exactly, that would provide more information for you to work with.*



Which conversation is the ED going to feel is more positive?
Which one do you think would elicit a lasting change in behaviour?

This benefits both the supervisor and the emergency dispatcher
The supervisor is hearing a story about a time the Emergency Dispatcher (ED) did a great job on a 911 call and is asking powerful questions to draw out the strength possessed by the ED that allowed her to perform at such a high level.
This will positively impact how the supervisor views the ED.
The ED now know that the supervisor knows about her great performance and she was able to tell the supervisor about it in her own words.

The supervisor has also had to look at the EDs work and identify what she is doing well on prepare discussion points about educational opportunities in a new way. This is no longer an easy sit down and go over the errors and tell her what she should have done. This is a thoughtful discussion on how to use the strengths we know she already has to bring her performance to an even higher level in the future—which she has complete control over.
This is turn provides motivation in the employee rather than frustration and feelings that her hard work is not recognized

Discussion

- Thoughts on the paramedic context
- Would this fit into your own organization?
- Other ideas? Implications?