



# Sample AAIM Workshop Proposal

*Includes core submission fields and provided as a reference*

## **Submission Title**

Be Kind and Clear: Deliver High Quality Feedback to Your Learners Using “Radical Candor”

## **Submission Description**

Giving effective feedback to our learners is one of the most important parts of our role as medical educators, but we’ve all had “feedback fails”—times we didn’t give needed feedback because we were afraid of hurting feelings or times when we gave feedback in a way that ended up causing defensiveness. In this workshop, we will discuss giving feedback using a simple framework from the New York Times Bestseller “Radical Candor” by Kim Scott, who was a highly successful leader at Google. The Radical Candor framework is mapped out on two axes, Care Personally and Challenge Directly. The framework asserts that the most effective feedback must combine both—be both kind and clear. In this workshop, we will start with an overview of the Radical Candor framework. We will learn how to land in the sought after Radical Candor quadrant, as well as how to avoid the Ruinous Empathy quadrant, in which you can be nice in the moment but undermine in the long run, and the Obnoxious Aggression quadrant, in which you deliver criticism without sensitivity and cause defensiveness. We will present several skits of feedback gone wrong, then discuss in small groups why the feedback went poorly through the lens of the Radical Candor framework, and practice delivering it more effectively. We will end with discussing actionable takeaways of how to deliver effective feedback in the context of this framework. Workshop participants will leave feeling more confident in delivering both on-the-fly and end-of-rotation feedback.

## **Learning Objective 1**

Describe the Radical Candor framework for giving effective feedback, including the Care Personally and Challenge Directly dimensions.

## **Learning Objective 2**

Differentiate between features of ineffective and effective feedback through application of the Radical Candor framework in group discussions with other workshop participants based on mock skits.

### **Learning Objective 3**

Formulate optimally effective in-the-moment and end-of-rotation feedback based on workshop skills in future clinical teaching.

### **Audience**

This workshop will be useful for any clinician educator who gives feedback to learners, and additionally for any clerkship or residency program leaders who are tasked with faculty development and interested in improving the quality of feedback given to their learners.

### **Innovation**

This workshop will provide practical application of a well-known framework by breaking down its components and providing deliberate practice through mock skits. Participants will have the opportunity to reflect on their own successes and challenges and learn from experiences of other participants.

### **Deliverables**

Workshop participants will be provided with a handout summarizing the Radical Candor framework for giving feedback and a basic checklist that can be used to evaluate their own feedback terminology prior to delivering feedback to check if they're using either effective or red flag language.

### **Content Track**

Faculty Development

### **Review Audience**

Residency Program Directors, Associate Program Directors, Core Faculty (APDIM)