

Giving good feedback

Principles:

- Remember that it is for the benefit of the recipient;
- Choose the right time and the right environment;
- Describe a person's behaviour, not their personality;
- Reinforce specific good behaviour;
- Concentrate on what can be changed;

In practice:

- Give clear comments with specific examples;
- Discuss the behaviour, not the person;
- Refer to positive points before raising any negatives;
- Advise on how the trainee can improve;

Being constructive means:

- Start with a concrete and specific experience;
- Allow the trainee to reflect on it first;
- Identify strengths before weaknesses;
- Distinguish between *wants* and *needs*;
- Negotiate the educational plan;

Pendleton Principles for Feedback

1. Questions allowed only to clarify facts;
2. Appraisee says what they thought went well;
3. Appraiser says what they thought went well;
4. Appraisee says what was not done well, what could be improved upon, and how;
5. Appraiser says what was not done so well, and suggests improvements;

Ref: Pendleton D *et al.* (1984)
The consultation: an approach to learning and teaching. OUP

Setting Objectives

- S - Specific** - should specify what learners want to achieve
- M - Measurable** - be able to measure whether learners are meeting the objectives or not
- A - Achievable** - are the objectives achievable and attainable?
- R - Realistic** - can learners realistically achieve the objectives with the resources available?
- T - Timebound** - by when should the learners have achieved the set objectives?