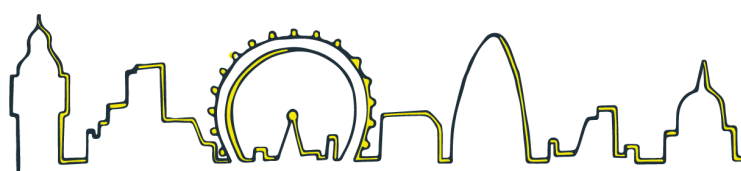# Giving Feedback Module

This training session is one of the preceptor development modules which is intended for us as short training workshops or as part of a team meeting. Although it will take around an hour and a quarter if used in its entirety, it can be shortened (or lengthened) with the use of role play.

An alternative is to take out one of the models or to take out reflective coaching.
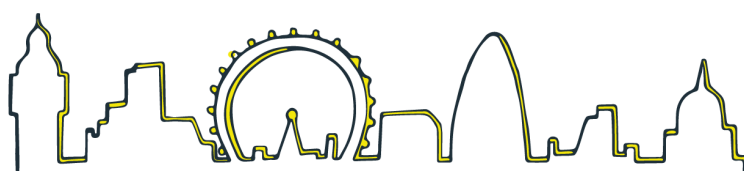
This trainer guide provides a lesson plan with approximate timings, content and activity which accompany the PowerPoint presentation. Each slide has additional notes to assist the trainer, where required. These are provided in this guide. Role play scenarios are included at the end of this guide.

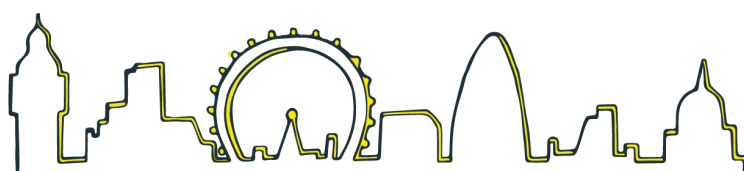| Timings	Slide	Activity	Trainer Notes
5 mins	2 & 3	Trainer Introduction	Introduce the workshop Go through objectives Go through topics
5 mins	4	Trainer	Ask delegates what 'feedback' is, who they should give feedback to and why we give feedback. Go through the quotes on the slide
5 mins	5	Trainer	Go through the Johari window and stress how useful it can be in feedback and self-awareness. Ask delegates what they think of it
10 mins	6	Small group work	Get delegates to work in pairs or small groups and ask them to consider the rules of giving feedback
10 mins	7	Group discussion	Feedback from small groups and list on flipchart. Compare with rules on slide 7
5 mins	8	Trainer	Introduce Kipling's Men – consider how these are used in feedback. Emphasise the 'what' is the key message
5 mins	9	Trainer	Introduce IAID model. Provide detail on each stage and give an example
25 mins	10	Pairs	Role play situation in pairs using real life situations or role play scenarios. Suggest 10 minutes each side. Observe as far as possible and provide feedback. General wrap-up and discussion on how it went, how they found the framework. Emphasise that it takes time and practice using a model but soon becomes a habit
5 mins	11	Trainer	Review objectives and summarise learning. Questions and close

Notes for slides:

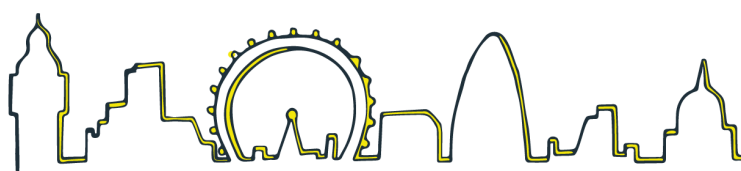| Slide	Trainer notes
4	Ask why people give feedback and who to. Remind delegates that feedback is needed by EVERYONE. Feedback is about giving information to help another person to develop or improve. The purpose of feedback is to enable another person to develop an insight into their performance and to encourage learning through experience. Feedback may fall into different categories: Positive feedback– recognizing someone's contribution and offering praise which in turn motivates Constructive feedback – offering constructive insight into a behavioural response or an incident with the aim of developing the individual Negative feedback – finding fault with someone's performance without the opportunity to look at ways to develop. Very demotivating for the individual and lacks any real purpose for the recipient Informative feedback – providing information about performance either directly to an individual or to another person. This should be factual based on personal observation. Feedback will be given in different situations which may include: Precepting a newly registered nurse Training or coaching an individual Mentoring a student or learner Appraising a member of staff Feedback may be given to staff or others for whom you are responsible, to your peers or colleagues, to managers or anyone who asks for feedback.
5	Developed by Joseph Luft and Harrington Ingham in 1955, Johari's Window considers the four domains that make up a person. Through an understanding and self-awareness, we can develop our personalities and our relationships with others. Feedback is essential in understanding and developing the 'blind self'. Empowering others through delegation and positive feedback encourages people to explore the 'unknown self' The four domains are: • Hidden self – this is the area known only to oneself – secret hopes, dreams, thoughts, fears that are not shared with everyone • Known self – this is the public face and the personality that other people know. It will include strengths, knowledge, skills, way people look and interact with others. This area is known by oneself and by others • Blind self – this is the blind spot – the areas we do not know about ourselves. These may be negative aspects of which we are

Slide	Trainer notes
	unaware of positive qualities in those lacking self-esteem. In giving feedback, we are addressing this area • Unknown self – this is the area unknown to self and others – it can only be explored through opportunity and a willingness to try new things Not all the domains will be the same size – some people are very private people who do not like to share with others; some are very public people who are open and disclose a lot about themselves. Johari's Window is helpful in giving feedback and useful as a self-awareness tool. It can be used as a blank grid for someone to complete for themselves and identify areas of development and growth.
6	Consider the rules of giving feedback – what should people do, what shouldn't they do. Afterwards discuss findings, list on flip chart before going to next slide
7	Review some of the rules of giving feedback • Care about what you say and how you say it • Give feedback as soon as feasible • Only give feedback to develop another person and never to make yourself feel better • Be clear, concise and specific with recent examples to illustrate the feedback • Be positive, constructive and objective whilst sticking to the facts • Praise where appropriate • Avoid the word 'but' and negative language • Avoid confrontation • Feedback should not be judgmental or accusatory • Use positive language • Focus on present and future – not the past • Explore alternatives, share ideas and look for way forward together • Use your own experience to suggest alternatives • Focus on behaviour not personality and attitudes that can be changed • Own your feedback • Involve the individual in their feedback by asking questions and listening • Feedback should enable and empower an individual • Always summarise at the end to confirm the feedback and any agreed action
8	**What** – consider the feedback you need to give. What are the key messages? What is the situation? What examples do you have? What sort of feedback is it – positive, constructive, negative, informative? **Where** – all feedback should be given in a quiet place without interruption,

Slide	Trainer notes
	particularly constructive or negative feedback. Whilst some people say praise and positive feedback should be given in front of others, this is not advised as others may feel less valued, whilst the recipient may feel embarrassed **When** – consider the timing. Feedback should be given as soon as possible to an event whilst it remains fresh giving time to prepare the approach, however consideration should be given to the timing of the feedback for the individual, with thought for how they may be feeling, ie if they have just come from a long shift or difficult interaction **How** – consideration for how the feedback will be given with examples that may be provided, thought for the vocabulary being suited to the recipient. Feedback should be given with sensitivity and creating a dialogue involving listening and questioning. Feedback should be clear and concise, avoiding generalization **Why** – feedback should only be given to help someone to develop or do things more effectively, to improve a situation or to make people aware of certain information or standards **Who** – think about the person who is receiving the feedback, consider how they will feel and react, ensure you are prepared for their reaction. Also consider to whom you should give feedback
9	**The IAID Model of Feedback** This model provides a four stage process through which to conduct a meaningful feedback session. By beginning by asking questions, engaging with the individual and providing the opportunity for them to offer their views and perspective, the facilitator is empowering the individual. When an individual admits that a situation could have been handled better, they are owning the problem and taking responsibility. They are demonstrating a level of self-awareness and a willingness to consider change. INPUT - Ask for their input – comments, perceptions and opinions. This empowers individuals to own responsibility for the concern ACTIVITY - Identify the activity and consider both positive and negative behaviours. Remain objective and impartial, describing without emotion IMPACT - Identify the impact of the action in terms of service and others, with consideration of why this needs development DESIRED OUTCOME - Identify changes or what should happen. Look at alternatives and way forward. Consider action plan for future, support needed and when you will review
10	Ask people to work in pairs or triads. One is the feedback-giver, another is the receiver and the third is the observer. Ask them to feedback to each other afterwards. Observe where possible. After session go through the model with them and discuss any concerns

The following are scenarios for role play although it is usually more effective if delegates can come up with real life situations.

Feedback – Scenario one

Lisa is an efficient and valued preceptee. She gets on well with everyone, staff and patients, and is usually very reliable. However over the past month, she has been late on several occasions without a valid excuse. This is beginning to cause problems with the team and the work. You need to address this

Feedback – Scenario two

You overhear your preceptee on the telephone at the nurse's station discussing a patient quite loudly. There are visitors waiting here who can overhear. You need to address this.

Feedback – Scenario three

Your preceptee does not share information readily with you. He avoids questions you are asking, replying he is too busy and you are concerned that he does not have the appropriate level of understanding for a newly registered nurse. How will you address this?

Feedback – Scenario four

You observe your preceptee talking to an elderly patient who has asked for assistance and hear her say "I am too busy love, you are not my only patient you know." How will you feedback to her?