

Giving Feedback

***“Feedback is the breakfast of champions”
Boris Becker***

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:

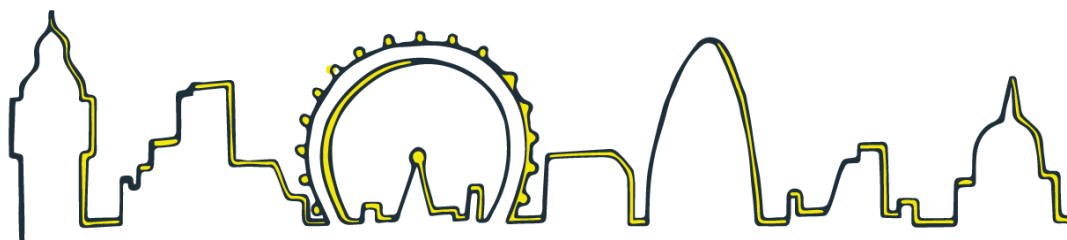
- Positive feedback – recognizing someone’s contribution and offering praise which in turn motivates
- Constructive feedback – offering constructive insight into a behavioural response or an incident with the aim of developing the individual
- Negative feedback – finding fault with someone’s performance 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

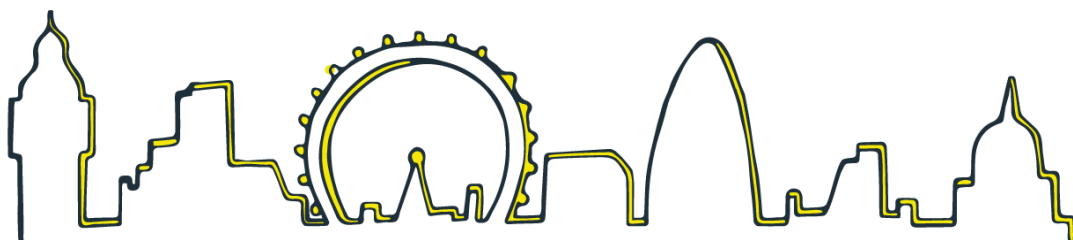
Feedback may be given to staff or others for whom you are responsible, to your peers or colleagues, to managers or anyone who asks for feedback.

It is important to balance positive feedback with constructive feedback to avoid the individual feeling demotivated. The ‘feedback sandwich’ is a popular way of providing feedback in which you begin with the first slice of bread which is positive, then move onto the filling which is the constructive and finish with the second slice of bread which is positive.



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

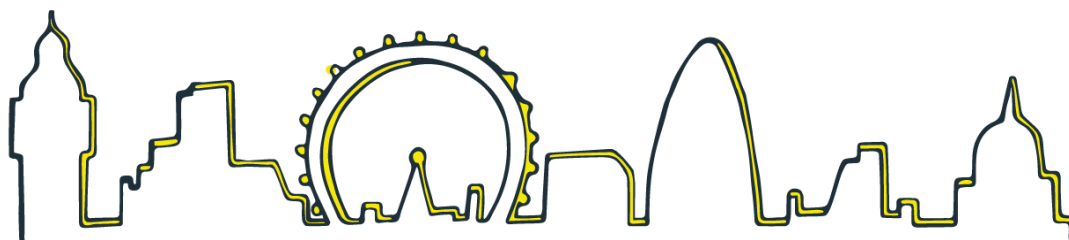


Kipling's Men - Feedback

**“I keep six honest serving men: they taught me all I knew.
Their names are What and Where and When, How and Why and Who”**

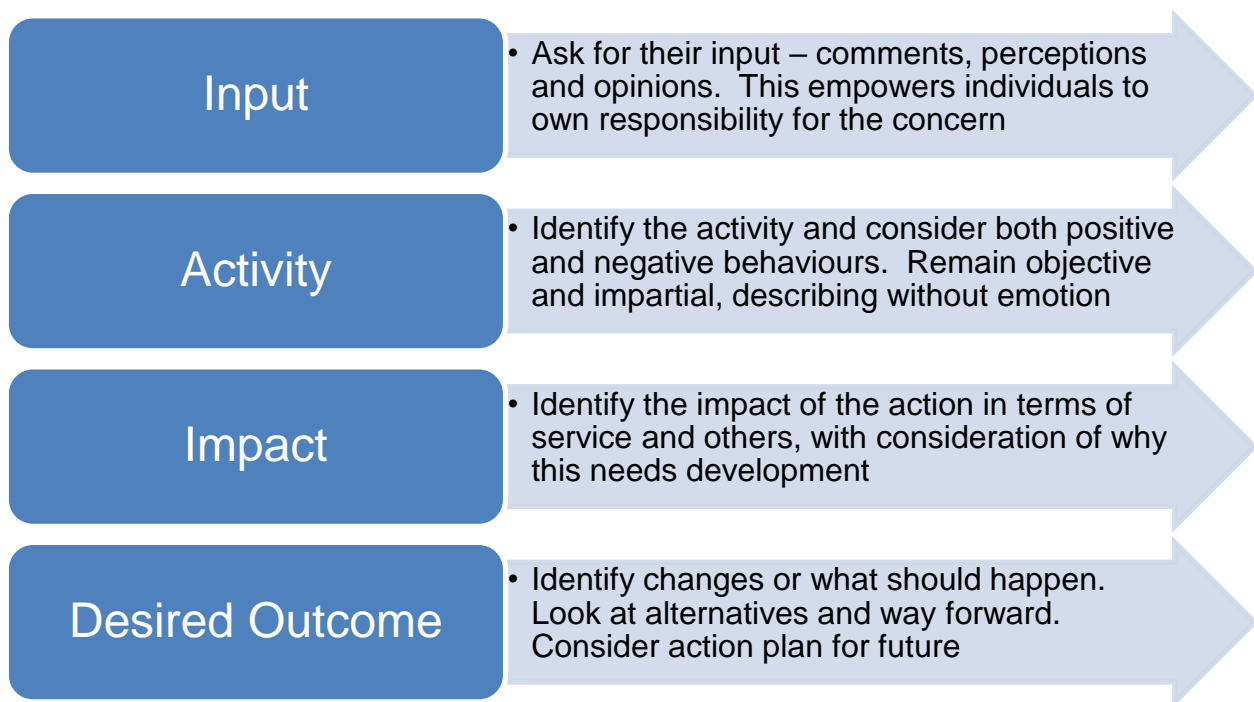
The Elephant's Child, Rudyard Kipling (1865-1936)

- **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, 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

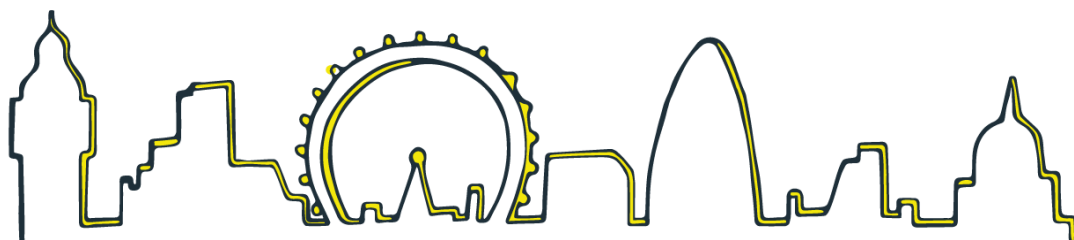


The IAID Model of Feedback

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.



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