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?