Giving Feedback and Monitoring Performance

San College of Education

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By the end of this session the learner will be able to...

1. Compare and contrast different feedback models

2. Apply communication techniques enabling effective feedback to students

3. Appraise examples of feedback and identify potential improvements
Judgemental debriefings of the ‘olden days’….

• Focuses on the actions / inactions of others
• Learner is a mistake maker

Serious consequences:

• Humiliating
• Reduces motivation
• Learners are less likely to ask questions in the future
• Unprofessional

From: Rudolph et al. 2006
Discussion: Clinical Supervision can be described as.....

- Structured formal process
- Respectful (two way)
- Exchange of ideas
- Networking
- Regular
- Protected
- Focused support and development
- Based on practitioner experience and expectations
Performance Management

• ‘Managers and employees activities and outputs are congruent with the organisations goals’ De Cieri et. al (2008)

• Facilitates improvement by removing obstacles (insufficient training for example)

• Performance Appraisal is a management task / process

• Identifies the causes of poor performance
Performance Management is warranted when....

• Legal / regulatory breaches
• Policy breaches (IPC, WH&S etc..)
• Training deficiencies
• Other disciplinary issues
• Incongruent activities / tasks
Is the Clinical Supervisor:

A) Mentor
B) Coach
C) Manager / Supervisor / Team Leader

Answer: Potentially all of the above on any given day!

Is there a difference between the three roles?
A coach is a.....

- Subject matter expert
- Close observer who offers feedback
- Motivator
- Goal setter
- Willing to be unpopular
- Develops a sense of self belief amongst others
- Gives time and commitment and expects the same from the other parties

Driscoll and Yegdich (2007), p.121
The Clinical Coach offers feedback that is:

• Encouraging  
• Non-Judgemental  
• Respectful  
• Appropriate  
• Supportive  

Don’t forget to celebrate the wins!
“Mistakes are often the result of ‘intentionally rational’ actions” Rudolph et al. (2006)

It made sense to me at the time…

By doing ABC, I thought D might happen, but it didn’t. In hindsight…..
Principles of Effective Feedback

• Display non-judgemental: verbal and non verbal communication

• No second guessing the supervisors judgement

• Focus on the behaviour, not the person

• Be unambiguous about the impact of that behaviour

• Focus on the future
Giving Feedback continued….

- Think before you speak
- Script answers to students responses
- If you can’t think of a better way then don’t say it at all
How do I start this conversation....

Shall we...

How do you feel you are doing?

What would you do if...

Let's debrief for a few minutes...

What was the biggest challenge you faced today?
Look what your student did…

Let’s write a feedback script
Giving *Χλεαρ Ινστρυχτιονς* (clear instructions) to students

- Clarify the goals of the learning session
- Capture the attention of learners
- Practice appropriate skills and language
- Body Language plays a part too!
- Cater for their learning style
How do I give feedback?

Socratic Approach (Leading questions) – soft toned voice, to lead a trainee to something you are afraid to explicitly state.

Hamburger Method
(Commend / Review / Commend)
Too many Hamburgers are not good for you!

- Feedback is rarely timely – Criticisms must be timely!
- May sound false and manipulative
- A bad hamburger is a bad hamburger, no matter how much ‘sauce’ you add
- Student may not hear the negative due to the lettuce, beetroot and sauce
ABCDE Model

**Ask** – Yourself some questions: Is it worth giving feedback? Is it me causing the poor performance?

**Behaviour** – Be open re: what you’ve observed and what you want to talk about. Start with observations, not the conclusion

**Consequences** – Impact of observed behaviours on patients and colleagues
ABCDE Model continued…

**D**o – affirming or adjusting behaviours

**E**valuate – regular and low key (rarely formal)
Good discussions include:

• Open 2 way communication
• Active listening
• Private area
• Comfortable environment
• ‘Ah-ha’ moments
Giving feedback:

Group scenario
Scenario: I had high hopes for this student…I thought we connected. Same background, same sense of humour, same haircut …

Then, one day ….everything changed.

Student Penny was assisting a patient in the shower…
As clinical supervisor, I was listening at the door …as we all do!

Student Penny: Oh Mrs Jackson, you do have a terrible scar from your surgery. Who was the doctor that did that?
Patient, Mrs Jackson: Dr Slice and yes, it does look nasty

Student: Well Mrs Jackson, you aren’t the only one he’s ‘sliced!’ Mrs. Price in 105 has the same scar, and I was listening in the tea room and there are a lot more patients who haven’t been happy with their treatment….
In your groups:

• Discuss the characteristics you saw in each scenario

• Which supervisor characteristics are most effective?

• Create the most effective dialogue for giving feedback in this scenario

• Role-play this scene
Clinical Supervisors suffer from anxiety. Why?

Because they can’t save everyone, nor can they solve absenteeism, reduce burnout, and change the health of the nation (Sloan, 2005, p.920)
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