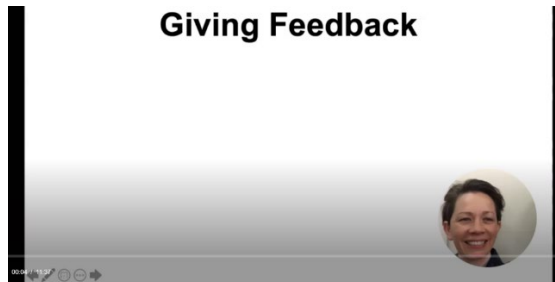


Session 6 Giving Feedback

Giving constructive feedback is a critical component in the practice education/ supervisory role. It can range from something as simple as an encouraging observation to a more structured written statement in the learners practice assessment document such as PARE (usually following verbal discussion). Firstly, click on the link or video to watch the video:

<https://media.salford.ac.uk/Player/ce698ee1>



Additional information

Constructive feedback is such a powerful tool which has potential to accelerate a learners learning but if done incorrectly can be destructive to the learner - supervisory relationship, to the learners confidence and if not done at all, can result in unchecked poor and even unsafe practice potentially putting patients at risk.

Basic feedback is identified in the diagram below and as practice educator/supervisor you should provide learners with opportunities to explore the feedback that they have been given around their practice learning and the impact that it has had on their learning and development- help them to move forward.

Graded practice - If you are supporting students who have their practice graded it would be helpful to apply the language used in the grade descriptors which can be found on the practice assessment document PARE document (where applicable). This will support the Practice assessor to award an overall grade. For example, if the grading band is 60 - 69 and the grade descriptor is "good", then this is the appropriate terminology to use when giving feedback. This will avoid confusing the learner for example if learners are informed, they are excellent and then are awarded a grade which does not reflect the description.



Radical Candour

Kim Scott (2017) identifies four management style categories;

1. **Obnoxious Aggression,**
2. **Ruinous Empathy,**
3. **Manipulative Insincerity and**
4. **Radical Candour**

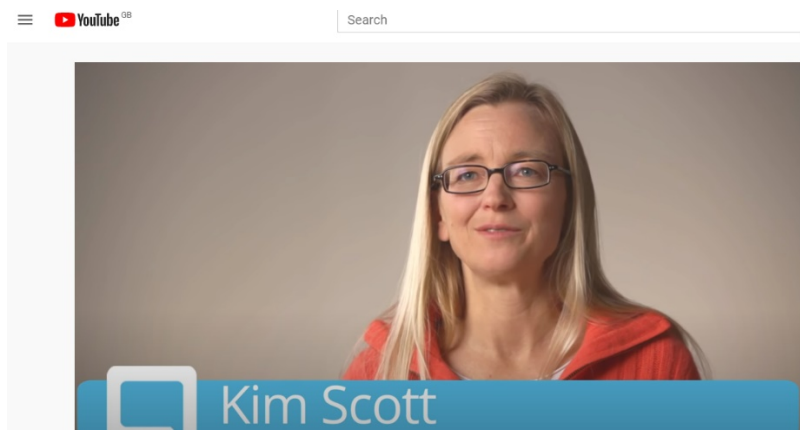
(see table below) and considers how these styles impact on team building and team cohesion. In short radical candour (the goal) as applied to learner supervision requires the practice educator/supervisor to set the right tone by offering direct and honest [constructive] criticism, being genuine when offering praise and be kind and respectful when delivering and receiving criticism (feedback) whilst remaining open to change. When applied to coaching conversations candid feedback is more likely to have the intended impact on our learners in terms of their personal development than vague or superficial feedback or outright destructive criticism.

<p>Obnoxious Aggression</p> <p>Known as brutal honesty (front stabbing) and includes direct challenges whilst failing to show you care about them personally, insincere praise and unkind criticism</p>	<p>Ruinous Empathy</p> <p>Wanting to spare someone's feelings so fail to tell them something they need to know. You care personally but fail to challenge directly. Includes non-specific praise so person is unclear about what went well, vague or sugar-coated criticism or saying nothing at all 'if nothing good to say, say nothing at all'.</p>
<p>Manipulative Insincerity</p> <p>Known as Backstabbing and includes insincere praise, being complementary face to face but criticizing behind the persons back. You neither care personally nor challenge directly and can be passive aggressive.</p>	<p>Radical Candor</p> <p>You care personal and challenge directly whilst being sincere, kind, specific and clear.</p>

Activity 1.

Watch the two videos by Kim Scott that explains this further. Do consider your practice educator/supervisor role when watching.

Click on the video or the link to watch the first video: <https://youtu.be/rFgu0nOHCcE>



Click on the video of the link to access the second video: <https://youtu.be/4yODaILQ2IM>



After this session do review your knowledge, skills and behaviour and your learning needs. Look and map against any professional requirements such as the NMC practice educator/supervisor role requirements, linking to the NMC practice supervisor self-declaration.