Providing Feedback – scenarios and reflection

Why not try and think about how you might feedback to someone in the following situations. Remember the feedback should be…

- Clear
- Owned
- Regular
- Balanced
- Specific

Scenario number 1
You have a member of staff who is considering applying for a promotion and you feel that although they have excellent clinical skills they are lacking in some leadership qualities.

They avoid involvement in critical situations for example:

- Problems set-ups that need liaison with other departments for example
- physics department, clinicians etc.
- Treatment unit breakdowns including dealing with distressed patients

   Consider how you would give this member of staff the feedback that will help them progress in this area:

- How would you start the conversation?
- What examples might you give and how would you phrase them?
- How are you going to build in points where they can respond and give
- their opinion?
- How do you think the conversation might progress?
- How might they respond?
- What outcome are you hoping for?

Scenario 2
You have a student on your unit who you perceive is not taking an active role in treatment delivery.

In your experience…

- They are getting the room ready, cleaning the equipment, fetching
- patients, keen to run errands for you i.e. taking patients to clinics,
- fetching equipment from other departments etc.
- They are happy to talk to patients and patients comment on how
- helpful the student is
- In the room they tend to stand back, study the plan/ treatment details
- or pass equipment to staff

Consider how you would give this student the feedback that will help them progress in this area:

- How would you start the conversation?
- What examples might you give and how would you phrase them?
- How are you going to build in points where they can respond and give
- their opinion?
- How do you think the conversation might progress?
- How might they respond?
- What outcome are you hoping for?