



U.S. President's Malaria Initiative



Session 18:

# GIVING FEEDBACK



# Session Objectives

By the end of this session, you will be able to:

- Explain the importance of giving feedback to trainees and those you supervise
- Demonstrate giving focused and specific positive feedback
- Demonstrate giving clear constructive feedback



# Basic Principles

- Feedback is an integral part of adult learning
- Feedback is directed at skills not personal characteristics
- Feedback is not negative criticism
- Feedback includes both what worked well and what could be improved



# Feedback: Basic Principles

- Use the first person: “I think” “I saw” “I observed”
  - Describe what you observed and be specific
  - State facts, not opinions, interpretations, or judgments
- Address what a person did ...
  - “You skipped several important steps of the client interview.”
- ... not your interpretation of his or her reason for doing it.
  - “I know you want to finish quickly because it’s almost lunchtime, but you skipped several sections ...”



# Feedback: Basic Principles

- Don't be judgmental or use labels
  - Avoid words like “lazy,” “careless,” or “forgetful”
- Don't exaggerate or generalize:
  - Avoid terms like “you always” or “you never”
- When making suggestions, use statements like:
  - “You might want to consider ...”
  - “Another option is to ...”
  - “It can be helpful to ...”



# Key Points

- Feedback should include positive and “how to improve” commentary
  - Be descriptive, objective, and nonjudgmental
  - Focus on the individual’s actions
- Knowledge about a subject is a prerequisite for effective teaching, but **learning** is more often a result of how knowledge is communicated



# When to Give Feedback

- You can provide feedback at any time:
  - As the trainee is performing the skill
  - Immediately afterward
  - At the break or end of the day
- **But**, don't wait too long
  - The closer the feedback is to the actual event, the more likely the trainee will remember it





# Feedback Requires Active Listening

- Essential component of active listening
- Truly listening to what the other person is saying
  - **Not** thinking about what our response will be
  - **Not** thinking about what we want to say next
  - **Not** thinking about buying tomatoes on the way home ...





# Practice – Role Plays

## **Scenario 1:**

You are checking the mosquito specimens you have received from one of the communities. You notice that the vials are labeled inconsistently. In some cases, the label does not include the mosquito species; in other cases, the label is missing the date or the location of the collection. As the supervisor, you need to give this community mosquito collector feedback on the importance of consistently accurately labeling each vial. How would you do this?



## Practice – Role Plays (continued)

### **Scenario 2:**

You have discovered that a community mosquito collector isn't always completely charging the CDC Light Trap battery before setting it up in a house. As the supervisor, you need to give this mosquito collector feedback on the importance of fully charging the battery so that the power doesn't run out during the night. How would you do this?