REFLECTION AND FEEDBACK GUIDES

REFLECTION GUIDE

1. Description of the situation: What did I do? What did I think?

The situation is considered in detail. What exactly happened? Who were they and what did they do? What have I done? What was my role? What was I thinking while doing this? What happened after all?

2. Identifying emotions: How did I feel? What were my feelings?

What crossed my mind while experiencing these and how did I feel? What emotions did I feel: resentment, anger, fear, etc. Have there been other occasions in my life where I felt the same emotions? Can I encounter such situations in the future?

3. Why did this happen? Why did I feel like this?

The situation is clarified by considering in detail and analyzing the emotions. Howt was the situation for me and others? Why did this happen? Why did things turn out like this? Why did I feel like this? What has been caused?What factors were caused by me, other people, and the environment?

4. What are the results of the condition for me and others?

How did this development of the situation influenced the process and the outcome? How have I and others been affected by the situation and what conclusion have we reached?

5. What did I do well?

The situation is reviewed. What did I do that was effective? Why do I think it is effective?

6. Could I have done differently?

Factors affecting the condition are considered. What can I do better? (Considering not enough attention and care, not done, forgotten, etc.) Could I have managed the matters differently? What can I do or specifically do when I encounter a similar situation in the future? Why do I do this? Wwhat are the possible consequences?

1.Focus feedback on behavior rather than the personality

We should focus on what a person does. It is required that we should use words describing behavior rather than person. For example we might say a person who is interviewing very fast with a patient "talked very fast in this encounter," rather than that he/she "is a person who talks incoherent". When we talk in terms of "personality traits" it implies inherited, constant qualities difficult, if not impossible, to change. Focusing on behavior implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments about his behavior than his "traits".

2. Focus feedback on observation rather than inferences

Observations refer to what we can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations. When inferences or conclusions are shared and it may be valuable to have this data, it is important that they be so identified.

3. Focus feedback on description rather than judgment

The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments' arise out of a personal frame of reference or values, whereas description represents neutral reporting.

4. Focus feedback on descriptions of behavior in terms of "more or less" rather than in terms of "good or bad"

The "more or less" terminology implies a continuum on which any behavior may fall, stressing quantity, which is objective and meaningful rather than quality, which is subjective and judgmental. Thus, eye contact of a person may fall on a continuum from less to more, rather than "good" or "bad".

5. Focus feedback on behavior related to a specific situation

Feedback should refer to behavior placing in the "here and now" rather than to behavior in the past. What you and I do is always tied in some way to time and place. Feedback is generally more meaningful if given as soon as appropriate after the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

6. Focus feedback on the sharing of ideas and information rather than on giving advice

By sharing ideas and information we leave the person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information. When we give advice we tell him what to do with the information, and in that sense we take away his freedom to determine for himself what is for him the most appropriate course of action. Thus, we should share ideas and information rather than on giving advice and give them freedom in order to decide themselves.

7. Focus feedback on exploration of alternatives rather than answers or solutions

The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept our particular problem. We should explore alternatives that person have rather than go around with a collation of answers and solutions for which there are no problems

8. Focus feedback on the needs of the recipient

The feedback provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

9. Focus feedback on the amount of information that the person receiving it can use

Feedback should include the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give. To overload a person with feedback is to reduce the possibility that he may use what he receives effectively.

10. Focus feedback on time and place so that personal data can be shared at appropriate times

Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback. Excellent feedback presented at an inappropriate time may do more harm than good. 11. Focus feedback on what is said rather than why it is said The aspects of feedback which relate to the what, how, when, where, of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of "motive" or "intent". Thus we should focus on what is said rather than why it is said.