



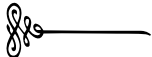
Trainer Skills Course for Anti-Trafficking Trainers

Lesson 2

Feedback and Debriefing

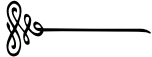
Trainer Notes





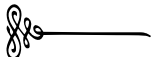
Duration of Instruction

The lesson will be student centred and student lead.



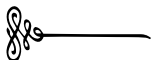
Prior to the Lesson

Set up the classroom. Ensure there are sufficient registration forms, participant lesson notes, notebooks, pens and pencils for each participant. Ensure that the classroom walls are clear of documents. Ensure that all course planning is completed.

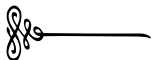


Material, Equipment, and Logistics

White board, flip chart paper, markers, LCD Projector, Participant notes

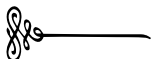


References



Lesson Goal

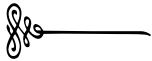
The goal of this lesson is to provide participants with an overview of how to debrief an exercise or event and to gain practical experience of conducting a debrief.



Performance Objectives

At the conclusion of this lesson, participants will be able to:

1. Define feedback
2. Evaluate the benefits of giving and receiving feedback
3. Identify all aspects of feedback
4. Apply the structured model of giving feedback
5. Watch a demonstration of feedback being given
6. Give/receive feedback to/from a colleague
7. Describe the term 'Debrief'.
8. Apply the debriefing model
9. Interpret a debrief



Introduction

The giving and receiving of feedback is an important trainer tool, but one that must be thoroughly understood by the trainer in order to be effective in its use. This lesson aims to pass on this understanding to the participant.

☞ Performance Objective 1: Define Feedback

I. Feedback

Feedback can be defined as the process of giving back information or a response to another person for the purpose of development. It should not be seen as a form of criticism, therefore it requires a great deal of thought before being given.

☞ Performance Objective 2: Evaluate the benefits of giving and receiving Feedback

Group Activity:



The trainer should split the class into three groups and each group should discuss one of the following questions. They should then prepare a presentation flipchart to inform the group of their findings.

The trainer will debrief both the content and presentation method.

1. What are the advantages of giving feedback?
2. What are the dangers in giving negative feedback?
3. What are the implications of not giving feedback?

Presentations should be kept for future use.

☞ Performance Objective 3: Identify all aspects of Feedback

Group Activity:



The trainer will hold a plenary discussion regarding all aspects of the purpose of feedback and what it should contain.

II. The Purpose of Feedback

The purpose of giving feedback is to help another person to be more aware of his/her behaviour and how it affects others.

It helps Police staff to continue the development of skills and abilities required to be effective in their job. Feedback should always be given supportively and is most effective if:

- Requested rather than imposed
- Directed to something the person can change
- A manageable amount
- Immediate if possible
- Focused on behaviour in a non-evaluative way

Giving and receiving feedback demands a commitment to self-development from all parties. It should not be given lightly or with any intention other than the increased self-awareness and development of the recipient.

☞ *Performance Objective 4: Apply the structured model of giving Feedback*

III The Structure of Feedback

Feedback should be:

A. Specific

Avoid general comments such as “That was good”. Instead say what was good. Try to comment on observable behaviour. Avoid commenting on something a person can do nothing about, or on their apparent motives or shortcomings.

B. Non-Judgemental

Do not judge the recipient of feedback, or use it to score points against him/her. Do not use it as an excuse to criticize or blame the participant for any weaknesses identified in his/her performance. Do not use it to moralise or preach to them nor turn it into a lecture. Maintain a professional attitude towards the recipient at all times.

C. Achievable

Ensure that all aspects of feedback given are on performances achievable by the participant. Do not expect the participant to have worked the impossible or beyond his/her skill level or knowledge.

D. Proximate

When giving feedback regarding a perceived weakness in performance, simply explain what the weakness was and not how bad it was. Keep all feedback, both on strengths and weaknesses, to a level commensurate with the abilities of the recipient.

E. Supportive

Always be supportive in the way feedback is given. Having someone only making comments regarding weaknesses in whatever action or performance of a duty by another can cause that other to have a bad emotional reaction. In any performance by a professional, there will be strengths as well as weaknesses, all deserving of comment. Feedback is not criticism; it is a balanced review of all aspects what has been done and how it was done. Emphasize building strengths rather than improving weaknesses, as the easiest way for a participant to improve is to use the strengths he/she already has.

F. Evidenced

All feedback must be evidenced by the person giving it, particularly when relating to a weakness in the performance. The recipient must know and fully understand how and why the person giving the feedback came to his/her conclusions in both strengths and weaknesses.

IV. Giving Feedback

The following is a list of tips, but not all need to be followed every time feedback is given. Some are general guidelines whilst others refer more specifically to formal post interview or appraisal feedback.

A. Give positive feedback before any developmental comments

Most people respond to praise, encouragement and recognition. The phrase 'negative feedback' should be avoided if possible and the term 'developmental feedback' used instead. Preface developmental feedback with a positive statement, and it is more likely to be favourably received. Example: "I'm very pleased with the way you have settled in, you are really very popular with your colleagues. I do feel though that you need to take more care with your written work."

B. Encourage

If the trainer likes something about a participant, or feels that they have done something particularly well, the trainer should recognise this, give positive feedback and encourage them to build on their strengths. The trainer should always try to end the feedback on a positive note.

C. Concentrate on what can be changed

The trainer should direct the feedback only towards things that an individual can do something about.

D. Give details

Detailed feedback gives more opportunity for learning. Example: "The way you phrased that question was helpful to the participant because it gave him/her the opportunity to explain."

E. Allow the other person to accept or reject your feedback.

The trainer cannot impose beliefs, opinions and attitudes on others. At best, demands for change are met with initial resistance, and at worst with intransigence and a feeling of resentment. Skilful feedback offers the person information about himself/herself, which he/she can consider and from which he/she can learn. Whether or not the feedback from the trainer is acted upon is a matter for the decision of the receiver.

F. Offer alternatives

Turn negative feedback into positive suggestions. Example: "It would save time if you collated all the information first rather than....."

G. Take responsibility for feedback

Avoid "You are...." Statements which suggest universally agreed opinions of the other person. Start with "I think...." or "In my opinion...." It is important to take ownership of proffered feedback.

H. Be aware that things may change as a result of your feedback

There is always the chance that the recipient will be annoyed or hurt by negative feedback, or that the relationship between the trainer and a participant might change as a result. The trainer needs to think about this before giving feedback.

I. Ask whether or not they agree with the feedback given

The trainer should give the person a chance to think about and discuss the feedback in his/her presence. The recipient is unlikely to act upon feedback with which he/she disagrees.

J. Ask if he/she has been told something similar before

If he/she has, the feedback given will reinforce the fact that some kind of change is needed. If the recipient has not, it will at least establish that the issue is between just the trainer and the participant.

K. Ask him/her to suggest alternative forms of behaviour etc.

The most positive step towards setting a clear objective about change is to enable the other person firstly to acknowledge the need for change and secondly, to reach his/her own conclusion about how things could have been done differently.

In General:

- Leave the recipient with a choice, but try to make him/her aware of the implications if they do not learn from, or act upon the feedback.
- Respect the other person's feelings, beliefs and opinions.
- The trainer must check that he/she has been heard and understood correctly.
- Be aware that things may not change as a result of feedback given.
- Ask him/her to specify what he/she intends to do differently, when he/she will put it into practice and how he/she can find out if it has been effective.
- Ask him/her to consider the consequences of not acting upon negative feedback.

V. The Feedback Sandwich

Feedback should always be given as a "sandwich". That is, start with something positive and end in the same way, thus leaving the recipient in the right frame of mind wanting to improve and develop.

☞ Performance Objective 5: Watch a demonstration of feedback being given.

Group Activity:



Both trainers will be involved in giving a demonstration as to how feedback should be given. Participants will then be given an opportunity to give their own feedback.

☞ Performance Objective 6: Give/receive feedback to/from a colleague.

Group Activity:



Participants will be formed into Triads to allow feedback to be given regarding their participation in the creation of the class contract. The third member of the triad will then give feedback to the original provider.

Introduction

Much of the learning obtained from events in the classroom and other planned exercises is actually identified during the debriefing session that is held immediately after the conclusion of any such exercise. Ineffective debriefing can lead to loss of learning by the participant and can be an opportunity lost by the trainer to achieve the aim and objectives of the lesson as a whole.

☞ *Performance Objective 7: Describe the term 'Debrief'.*

Group Activity:



The trainer should facilitate what is meant by the term “Debrief”, and then introduce the Debrief Model. Each part of the model should be thoroughly discussed to ensure that all participants understand the

terms and the model.

VI. Debriefing

Much of the learning obtained from events in the classroom and other planned exercises is actually identified during the debriefing session that is held immediately after the conclusion of any such exercise. Ineffective debriefing can lead to loss of learning by the participant and can be an opportunity lost by the trainer to achieve the aim and objectives of the lesson as a whole.

Debriefing can perform vital functions. It can inaugurate the period of reflection which helps participants make sense of their experiences and evaluate more objectively what its value to them has been.

Simply put, a debrief is a process in which events, operations or exercises that have taken place are re-visited and examined in detail by questioning to see if the objectives of the operation were achieved, and if so, could anything be done better. Alternatively if the objectives were not achieved, a debrief will attempt to identify the reasons why, and what could be done to ensure that things are done differently next time.

In the training environment, debriefing is a reflective process that examines the objectivity and effects of participants’ endeavours to practice their newly learnt skills and abilities. It can equally be applied to any occurrence in the classroom or the plenary in the event of unwarranted or inappropriate behaviour by a participant. This review process also includes any emotions felt by the participant and any other person affected by the actions of the participant.

☞ *Performance Objective 8: Apply the Debriefing Model.*

VII. The Debriefing Model

There are many different types of debriefing models in existence that deal with many different situations. This particular debriefing model has been selected as an appropriate one for the modern trainer when debriefing group work and other classroom activities. It can easily be adapted for many other uses.

The debriefing model is split into 3 stages with the actual debrief taking place between stages 1 and 2. These stages are:

1. **Drawing Out**
2. **Building**
3. **Action Plan**

Each stage is also broken down into three parts. These are known as:

1. **Content**
2. **Process**
3. **Feelings**

A. Drawing Out

Content

This first part of the debriefing process is to find out exactly what was supposed to happen, how it was supposed to happen and why it should have been done that way. The questions asked by the interviewer at this time should include ‘What was the objective of the action?’ ‘How did you intend to do it?’ ‘Why did you choose this method?’ etc.

Process

This is the part of the Drawing Out process that explores exactly what did happen as opposed to what should have happened, why and how this occurred in this way. Questions to be asked in this section may include ‘What actually happened?’ ‘What did you actually do or which methods did you actually use?’ ‘Why did it happen in this way?’

Feelings

The concluding part of stage 1 is where the feelings of the person being debriefed are explored. The affective is one of the three zones of learning, and much can be obtained by looking at the feelings of those involved. Questions could include ‘How do you feel about what happened?’ ‘What are your thoughts?’

It is at this point that the actual debriefing has taken place. It is quite probable that the Drawing Out stage has been full of negatives, especially when things have not gone as planned and therefore it is now time to build up the interviewee in a positive way.

B. Building

Content

The initial part of stage 2 begins with finding out what the interviewee thinks may have happened if other factors had been involved and how things may have been done differently. Questions may include ‘What if....?’ ‘What may an alternative be?’ ‘Why not....?’ ‘What other methods may have been used?’

Process

The process then looks at how any new ideas that surface may be used or considered, and how these may be developed for future use. It is better to try and obtain as many alternative suggestions as possible. Questions in this part could be ‘How might these ideas develop?’ ‘How could you develop them?’ ‘Which idea makes more sense and why?’

Feelings

In the final part of stage 2, the interviewer should find out what are the feelings about any suggested new methods, especially if a new way has been thought of that would have eliminated any problems associated with what actually did happen. A simple question may be ‘How would you overcome any feelings related with the new methods?’

C. ACTION PLAN

Content

It is at this time that the interviewee makes an action plan as to which method or plan to use the next time a similar objective is contemplated. There may be several choices from which to select the most appropriate. Questions may include ‘What alternatives are there?’ ‘Which method would you choose and why?’

Process

The interviewee is then asked how they would put this plan into practice.

Feelings

Last but by no means least, the feelings about the new plan are explored, and questions in this part could be ‘What thoughts do you have about new ideas?’ ‘What have we learned?’ ‘How do you feel now?’

☞ Performance Objective 9: Interpret a Debrief.

Group Activity:



The trainer should have the class form Triads. One student will debrief another on their performance in the class so far, the third acting as observer. The observer is to give feedback to the person conducting the debriefing. Change over the observer to the next group, who then becomes the person who is conducting the debriefing session and the former subject becomes the observer. Repeat so that all have acted in each capacity. The trainers should make up any odd numbers within the group.

Trainers should sit in on triads to monitor progress.