Feedback/Feedforward/Coaching

Feedback & Feedforward

Feedback is information provided after performance - it includes comments, suggestions, and/or evaluation of performance provided after the activity. The most effective feedback is provided in a timely manner, is devoted to observed behaviors, is specific and helps the recipient understand how to perform more effectively.

Feedforward is information provided before performance - it includes description of expectations and the timing and method of evaluation of performance provided before the activity.

Feedback does not have to be provided by a coach or mentor - it may be provided by a supervisor or peer, a responsible individual or friend - and may come in the midst of the clinical or learning setting or may be provided later in private. It may feel supportive but does not have to be supportive to be effective feedback. Feedforward is typically provided by a supervisor or teacher and most effectively at the very beginning of the learning experience. It may be very basic or quite detailed. It should be clear and should always include some time for checking for comprehension.

Coaching

Effective coaching provides support, encouragement, constructive suggestions, specific means for improvement and accountability for the learner and the coach. Coaching usually works best when there is a valued relationship but does not require an established or deep relationship to be useful. Coaching may involve constructive feedback but sometimes is based more, or only, on providing support and/or motivation. Coaching may occur from superior to subordinate or from peer to peer.

Coaching always involves permission and engagement from the recipient. Good coaching often leads to more coaching and more improvement in the learner.

What's It All Mean?
- *Many times difficult learners have not received sufficient or effective FEEDFORWARD and/or FEEDBACK.*
- *Difficult learners often have not received effective coaching!*
- *Many times the uncaring (unmotivated) learner is a product of the conflict between the Model of the learner as dependent/passive.*

VERSUS
- *The psychological need of adult learners to be self-directed.*

Motivation is the KEY to Adult Learning!!

Adapted from The Ohio State University Wexner Medical Center, Dealing with Difficult Students: The Slow, the Rude and the Uncaring by John D. Mahan, M.D.