

# 回饋技巧

兒童醫療大樓

往市公所第二停車場  
約200公尺車程約3分鐘

陳祖裕

醫學研究大樓

YOUR HOSPITAL

卓越彰基

品質國際

CHANGHUA CHRISTIAN HOSPITAL



彰基第四停車場

內停車場

# 大綱

---

- 前言
- 回饋的目的
- 有效的回饋
- 兩觀念與三絕招
- 總結

# 為何要回饋？

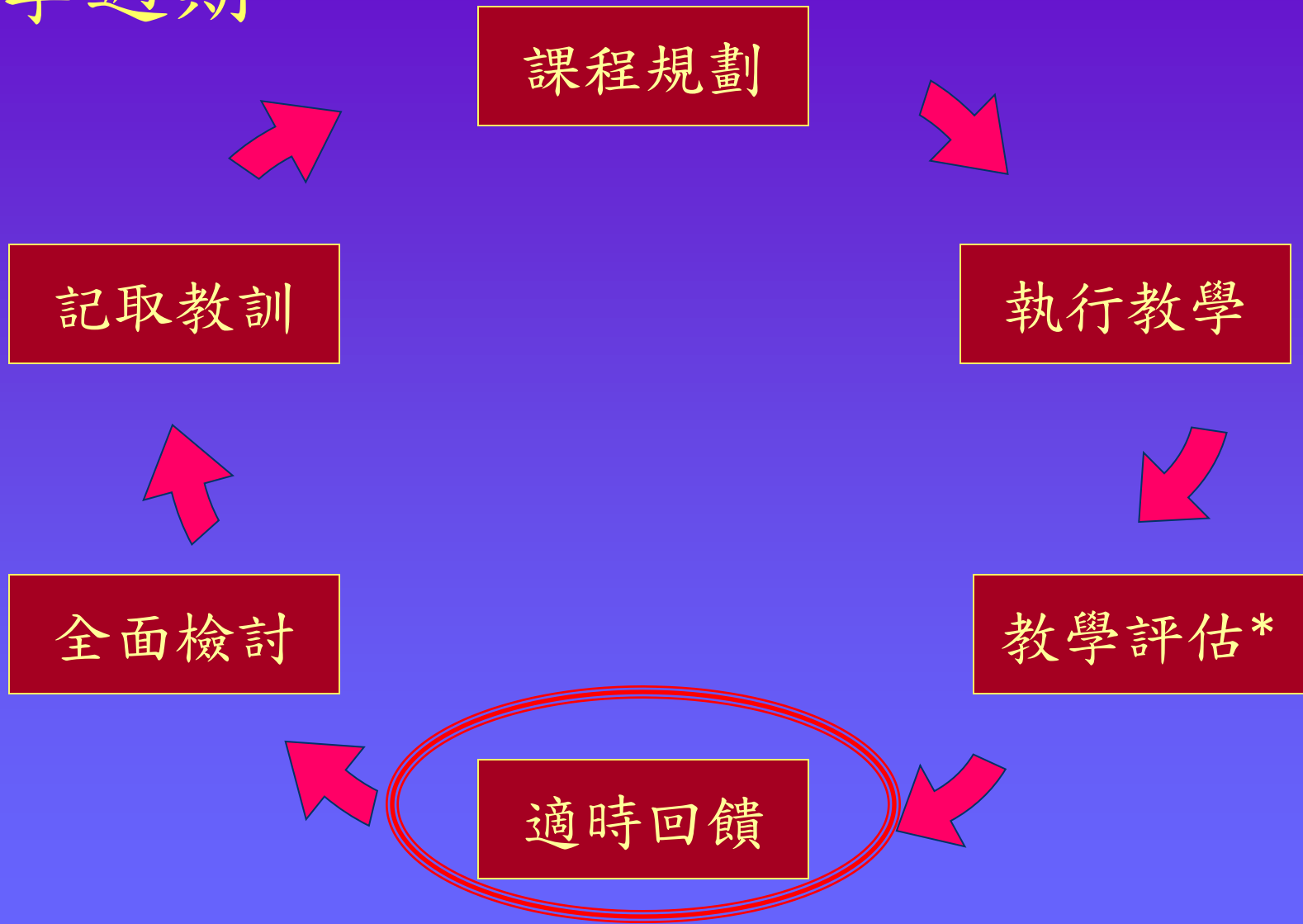
---

- ❑ 教育課程必須包括評估方法
- ❑ 評估之後必須作有效的回饋

## 臨床教學（Stanford 7）

- ❑ 開始：營造教學氣氛、溝通教學目標
- ❑ 進行：控制課程進行
- ❑ 加強：激發自導學習、促進明白記憶
- ➔ 結束：評估教學成果、**回饋學習成效**

# 教學週期



\* 評估：學員、教師、課程

# Mini-CEX

---

- 由美國內科學會發展推薦
- 教師、學員、共同照顧的病人
- 觀察例行診療行為〔七項〕（15－20分鐘）
- 描述性回饋（5－10分鐘）
- 多次評量

# Direct Observation of Procedural Skills (DOPS)

---

- 考官觀察考生在病人身上執行 procedures
- 考題為各種急性照護所需之處置技巧
- 由受訓者選擇時間、考題和觀察者
- 所需時間：視不同技能而定，通常評估 15分鐘、回饋討論5分鐘

# OSCE的分類

---

- ❑ Formative OSCE
- ❑ Summative OSCE

沒有  
回饋

立即  
回饋

只有兩三分鐘

# 大綱

---

- 前言
- 回饋的目的
- 有效的回饋
- 兩觀念與三絕招
- 總結



# 回饋的目的

---

- ❑ 知道甚麼做得不好
  - ❑ 為改善學員的程度
- ❑ 知道甚麼做得好
  - ❑ 保持良好的行為
- ❑ 不斷進步
- ❑ 發展新的技巧能力

# 對動物的回饋

---

□ 紅蘿蔔 vs. 棍子

# 對人的回饋

---

- 紅蘿蔔 vs. 棍子？
- 自尊心
- 叛逆期/成就期
- 防衛心
- 拒絕溝通
- 回饋失敗

要達成回饋目的  
先要防範防衛心

# 大綱

---

- 前言
- 回饋的目的
- 有效的回饋
- 兩觀念與三絕招
- 總結

# 某師培中心提出的想法...

teachthought  
WE GROW TEACHERS

## 20種提供有效回饋的方式

1. 回饋應該具有教育意義
2. 回饋意見應要及時提供
3. 對學生的個人需求保持敏感度
4. 問4個問題：
  - (1) 學生可以做什麼？
  - (2) 學生不會做什麼？
  - (3) 學生的表現跟其他人相較如何？
  - (4) 學生怎樣能做得更好？
5. 回饋應參照技能或特定知識
6. 提供回饋，讓學生能達到「既定目標」
7. 採取一對一方式
8. 可用口語、非口語及書面形式
9. 每次專注於一種能力
10. 為學生/班級調整學成之日期
11. 教導學生如何互相提供回饋
12. 要求學長提供回饋
13. 讓學生做筆記
14. 使用筆記本記錄學生的進度
15. 在課程開始時進行開學測驗、報告或填寫評論卡
16. 使用便利貼
17. 給予真正的讚揚
18. 「我注意到.....」
19. 提供模式或例子
20. 邀請學生給你回饋

# 某師培中心提出的想法...



## Teaching Strategies: The Right Way to Give Feedback

By: Janelle Cox

- 使用「回饋三明治」策略
- 考慮個人需求
- 確保回饋及時
- 盡量使用例子
- 每次只評論一項技能
- 追蹤學生進度
- 必須提問

# 某師培中心提出的想法...

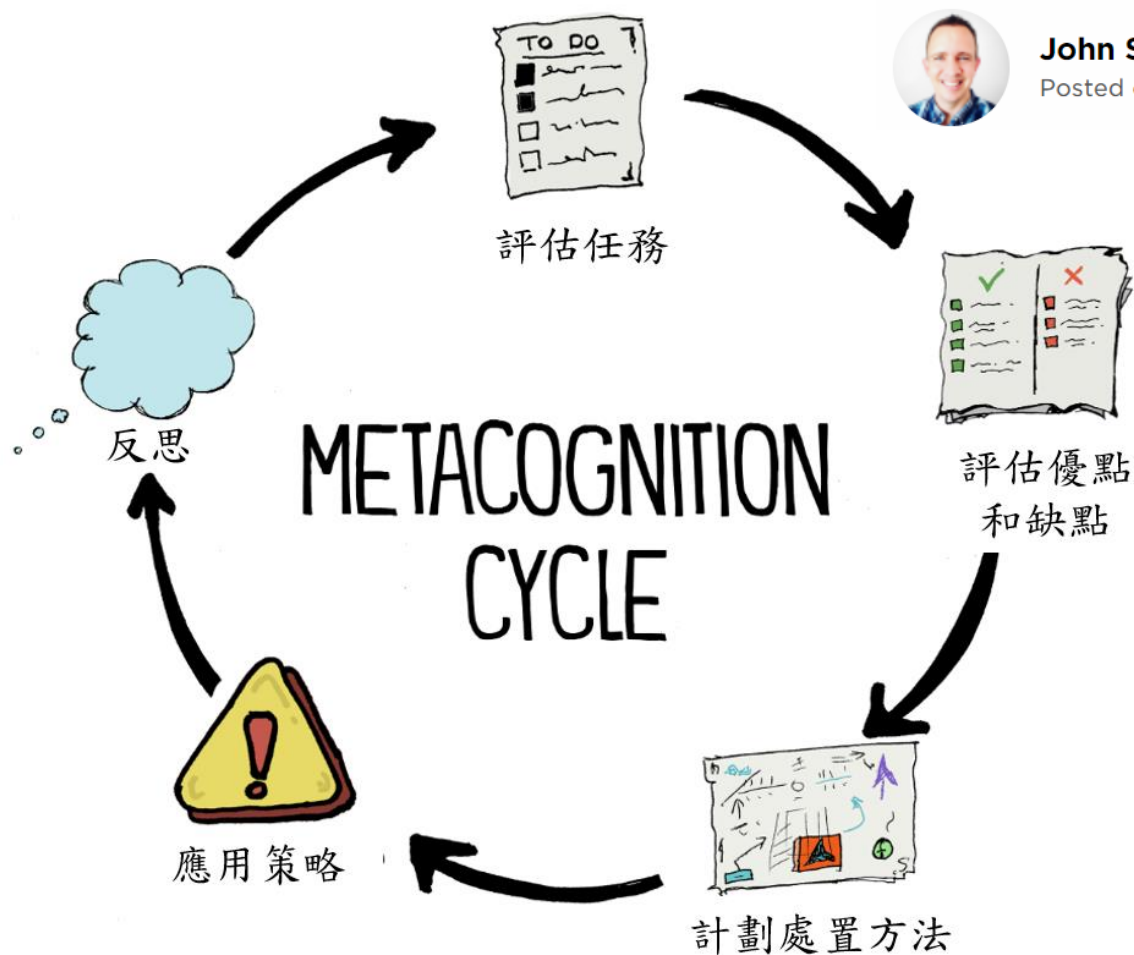


## Seven Strategies for Improving Student Feedback



John Spencer

Posted on May 25, 2018





# Seven Strategies for Improving Student Feedback



**John Spencer**

Posted on May 25, 2018

- #1. 解釋回饋的目的
- #2. 不要在回饋中提供評分
- #3. 在課堂上提供修訂做法的時間
- #4. 建立從回饋到修訂的橋樑
- #5. 使用回饋工具的組合：
  - 追蹤目標
  - 自我反思
  - 口頭回饋使用句子詞幹 ( sentence stems )
  - 結構化回饋
  - 學生問卷
  - 自我評估評分指標
  - 檢核表
- #6. 組合多樣化
- #7. 讓回饋可見



## 26 SENTENCE STEMS for meaningful conversation in the classroom

### CLARIFYING

1. Could you give me your thesis in one sentence?
2. Is it your position that...
3. To be clear, you're saying that...
4. I'm confused when you say Z, Can you elaborate?

### PARAPHRASING

5. Put another way, you're saying...
6. So you're saying that...
7. Is it fair to say that you believe...
8. I hear you saying that...

### AGREEING

9. I agree with Y because...
10. Z's point about X was important because...
11. The evidence for Z is overwhelming when you consider that...
12. X and I are coming from the same position.
13. Despite disagreeing about Y, I agree with Z that...

### DISAGREEING

14. I see it differently because...
15. The evidence I've seen suggests something different.
16. Some of that is fact, but some of it is opinion as well.
17. I agree that Y, but we also have to consider that...
18. We see Z differently.

### BUILDING ON

19. Y mentioned that...
20. Yes—and furthermore...
21. The author's claim that Z is interesting because...
22. Adding to what X said,...
23. If we change Xs position just a little, we can see that...

### SUMMARIZING

24. Overall, what I'm trying to say is...
25. My whole point in one sentence is...
26. More than anything else, I believe that...

# 某師培中心提出的想法...

## 回饋：John Hattie透露第一個秘密

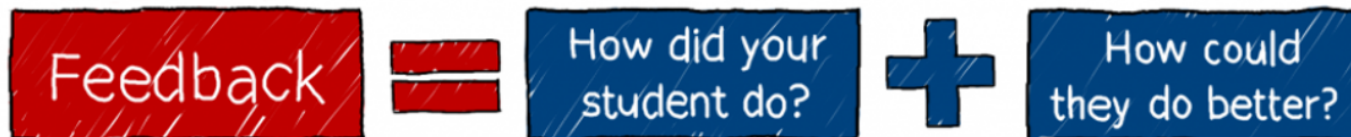
如何為學生提供有效的回饋：基本原則

回饋是您提供給學生的信息，可以幫助他們縮小他們目前所做工作與他們能做工作之間的差距。回饋的目標是為學生提供他們洞察力來幫助提高績效。

問題的答案，如何向學生提供有效的回饋？

涉及兩個步驟：

1. 告訴學生他們目前的表現水平
2. 告訴他們可以做些什麼來改善



## 如何提供學生有效的回饋：選項

在考慮如何向學生提供有效回饋時，您始終應該記住基本原則。回饋涉及告訴學生他們是如何完成的，以及他們如何改進。

然而，雖然如何提供有效回饋的基本原則始終不變，但您可以使用不同形式的回饋。

您可以使用四種回饋方式來幫助您的學生。包括：

1. 肯定他們做得很好。
2. 糾正和指導。
3. 指出關鍵過程。
4. 指導學生對自己的努力作出批評。

在考慮到這些來決定如何向學生提供有效的回饋變得有點複雜。在做出選擇時，您需要考慮：

- 任務的性質
- 學生的能力和經驗水平

要做到這一點，您需要了解更多有關每個選項的信息。

# 如何提供學生有效的回饋

---

- ❑ Option 1 – Affirm What They Do Well
- ❑ Option 2 – Correct & Direct
- ❑ Option 3 – Point Out the Process
- ❑ Option 4 – Coach the Student to Give Feedback to Themselves



## Welcome to PMCV

The Postgraduate Medical Council of Victoria actively seeks ways to improve the educational and training opportunities available to support the welfare and career development of doctors who have recently graduated or commenced work in the Victorian health system. Through our work we aspire to promote safe, high quality and accessible healthcare and a sustainable, highly motivated and effective medical workforce. [Read More »](#)

### Quick Links

**Term Dates**  
[>> Find out more](#)

**Computer Matching Service**  
[>> Find out more](#)


### Event Calendar

< **December 2018** >

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Announcements



- Education Committee
- Position Description Guidelines
- Teaching on the Run
- Clinical Leadership in Practice Program
- Indigenous Culture Workshop
- Australian Curriculum Framework
- PHEEM** 
- Feedback Tool-Kit
- Professionalism Project
- Research Incentive Grant
- Events
- ShareME
- BAD Behaviour Project
- Medical Educator Resources
- Mentoring Programs - Resources

**Education**

- Education Committee
- Position Description Guidelines
- Teaching on the Run
- Clinical Leadership in Practice Program
- Indigenous Culture Workshop
- Australian Curriculum Framework
- PHEEM
- Feedback Tool-Kit

## Assessment & Supervision

The Council of Victoria (PMCV) provides leadership and works closely with stakeholders to enhance the professional development of pre-occupational doctors which is informed by research, innovation and best practice. The professional development of pre-occupational doctors and educators of pre-occupational doctors is supported by the provision of relevant programs and resources. The Council is involved in teaching, training and supervision.

Standards of pre-occupational medical education, assessment and supervision for Australian and New Zealand graduates

Australian Curriculum Framework for Junior Doctors (ACF)

3. Supporting and training educators working with Victorian pre-occupational doctors
4. Supporting and training supervisors working with Victorian pre-occupational doctors
5. Supporting simulation based training for pre-occupational doctors throughout Victoria

A photograph showing a row of medical professionals, including doctors and nurses, in profile, looking towards the right. They are in a clinical setting, with a computer monitor visible in the background.

## Training, developing and inspiring early career doctors

[Home](#) ▶ [Education](#) ▶ [Feedback Tool-Kit](#)

### About the Feedback Tool-Kit

The **PHEEM** (Postgraduate Hospital Educational Environment Measure) instrument is a forty statement item questionnaire to evaluate the clinical learning environment and has been used in a number of Victorian hospitals since 2006. Virtually without exception, the statement items that relate to feedback – I get regular feedback from seniors- and - the clinical teachers provide me with good feedback on my strengths and weaknesses – rate relatively poorly with little evidence of improvement over the years, despite a raised awareness about supervisory requirements.

In a survey of supervisors in 2014, it was identified that a key concern of supervisors is how to give feedback to address poor performance, and to negotiate an action plan for improvement. The Feedback Tool-Kit has been prepared by a project team comprising Ms Jennifer Ah-Kion (Latrobe Regional Health), Dr Brendan Condon (South West Healthcare), Ms Helen Enright (RCH), Ms Paula Gray (Western Health), and Ms Marilyn Bullen (PMCV) to address these concerns. While it contains basic information about feedback, it primarily focuses on ways to ensure feedback is effective, even when faced with difficult and often tricky situations.

The Postgraduate Medical Council of Victoria (PMCV) aims to support the education, training, welfare and career development of doctors who have recently graduated or commenced work in Victoria. It aspires to promote safe, high quality and accessible healthcare and a sustainable, highly motivated and effective medical workforce.



## Training, developing and inspiring early career doctors





## 2. Elements of effective feedback

- 經常  
及時 ➤ **Frequent** - Feedback should be given regularly
- 適切 ➤ **Timely** – Ideally, feedback should be given close to the time of observation rather than later
- 針對行為 ➤ **Appropriate** – Feedback should be matched to the learners expected level of skill / knowledge
- 平衡 ➤ **Behaviour specific** – Feedback is given about the observed behaviour rather than the person
- 互動 ➤ **Balanced** – Feedback should include both positive and corrective components
- 建設性 ➤ **Interactive** – Feedback should be an interactive exchange between teacher and learner
- 標示 ➤ **Constructive** – Feedback should include solutions for areas of weakness and the learner should be involved in negotiating an action plan for ongoing learning and follow-up
- 合宜場景 ➤ **Labelled** – Ensure your learner understands that you're giving feedback by labelling it. Otherwise the message may be lost. (eg. Can I give you some feedback?)
- 合宜場景 ➤ **Appropriate setting** – Positive feedback is effective when highlighted in the presence of patients or peers, but corrective feedback should be given in a more private setting

## 2. Elements of effective feedback

### Other factors to consider when giving feedback:

**Non-verbal cues** – Be aware of the non-verbal behaviour that the feedback recipient might exhibit, such as nervousness, fear, anger, withdrawal etc. When giving feedback it's important to be aware of your own non-verbal behaviour that could send negative cues to the feedback recipient, such as anxiety, disappointment, anger, frustration etc.

Avoid giving feedback if either you or the feedback recipient are in a state of emotional turmoil – the outcome will not be successful!

**Ensure your message is clear** – State exactly what you mean. If you are not clear / explicit then the feedback recipient may overlook or misinterpret the message you're trying to get across. Ensure you are consistent with your messages.

- \* 在回饋時的非口語行為可送發負面訊息給學生
- \* 在您或學生正值情緒亂時不要進行回饋

## 2. Elements of effective feedback



### 接受回饋

回饋可以被認為是一種禮物 – 它為接收者提供了改善、成長、感到關心和重視的機會。如果滿足以下條件，則回饋接收者將從回饋中獲得更多收益：

- 樂於接受新思想和觀點 – 積極接受回饋而不是輕視
- 傾聽且不打斷 – 專注意及專心於說的是什麼
- 了解消息 – 若不清楚則請求澄清
- 邀請幫助改進的建議
- 反映並決定要採取的措施 – 評估接受或忽略回饋的價值和後果
- 致謝 – 感謝提供回饋的人



### 主動聆聽

主動聆聽對於回饋的提供者和接收者都是寶貴的屬性，因為它有助於促進有效的雙向對話。主動聆聽包括保持良好的眼神交流、保持開放的身體姿勢，使用澄清問題和總結討論的要點。

主動聆聽的障礙包括：

- 想說話而不願聽
- 考慮下一步要說什麼
- 專注於對話的一個面向，結果是得到了錯誤的想法
- 誤解
- 遇到不喜歡或不感興趣的討論主題便不專注
- 過度使用專業用

## 4. Some suggested methods for giving feedback

### Pendelton's Model

In 1984, Pendelton developed a model for giving feedback in the clinical education setting. The model can be applied to group or individual feedback on performance observed at first hand or on video.

Pendelton模式	優點	困難
<ol style="list-style-type: none"><li>1. 檢查學習者是否準備好接受回。</li><li>2. 澄清任何信息/事實。</li><li>3. 詢問學習者他/她的長處-確保他們知悉表現的優點而避免出現缺點。</li><li>4. 討論什麼做得好，並添加你自己的觀察結果（如果有小組觀察演練，請詢問小組進行得如何）；目的也是保持他們的優點。</li><li>5. 讓學習者說出什麼做得不夠好，以及下次他們會怎樣做。</li><li>6. 討論什麼做得不夠好，添加你自己的觀察和建議（如果有小組觀察績效，請小組發表他們的觀察和建議）。</li><li>7. 制定改進行動方案。</li></ol>	<ul style="list-style-type: none"><li>✓ 為學習者提供評估自己的執業的機會，甚至允許關鍵點成為共識。</li><li>✓ 允許觀察者建立對學習者初步的觀察。</li><li>✓ 確保優、缺點並論。</li><li>✓ 處理細節。</li><li>✓ 沒有經驗的教師也感到容易使用。</li></ul>	<ul style="list-style-type: none"><li>✗ 優點和缺點可能很難分開，儘管它旨在保護學習者，但卻是僵化和人為的。</li><li>✗ 堅持這個公式會打斷思考過程，並可能導致重要點的丟失。儘管學習者可能會希望優先探索他需要改善的回饋部分，但仍須按部就班依規劃而行，這可能會降低優點回饋的有效性。</li><li>✗ 對相同的表現進行四個單獨的對話可能耗時效率低，會令優先的議題無法作更深入的探討。</li></ul>

## 4. Some suggested methods for giving feedback

### SET-GO Model

The SET-GO model was adapted from Kurtz *et al.* (1998) and uses an agenda-led, problem-based analysis for descriptive feedback. The model can be applied to group or individual feedback on performance observed at first hand or on video.

SET-GO 模式	優點	困難
<p>回饋是依據：</p> <ol style="list-style-type: none"><li>1. 我看到什麼 描述的、特定的、非判斷的。 如有必要，教師給予一兩個項作提示。</li><li>2. 您還看到了什麼？ 描述接下來發生什麼事件？</li><li>3. 你怎麼看？ 轉由學習者提出看法及如何解決問題。教師鼓勵學習者解決問題。</li><li>4. 我們能否闡明我們想要實現的目標？ 採用成果導向方法。</li><li>5. 對於如何達成目標有哪些提議？ 如果可能，提出建議和替代方案。</li></ol>	<ul style="list-style-type: none"><li>✓ 描述性的回饋乃非判斷性、具體而針對行為。</li><li>✓ 由學習者主導。</li><li>✓ 為學習者提供一個反思自己的表現並找到問題解決方案的機會。</li><li>✓ 賦予學習者能力並降低防衛心態。</li></ul>	<ul style="list-style-type: none"><li>✗ 對於缺乏經驗的教師，可能會苦於令回饋內容取得平衡們。</li><li>✗ 缺乏教師發展回饋技巧所需的客觀性/專一性。</li></ul>

## 4. Some suggested methods for giving feedback

### Advocacy-Enquiry Model

The Advocacy-Enquiry model is used as a debriefing tool in simulated learning environments. Feedback and debriefing are similar in that both require two-way dialogue between the supervisor and learner, but feedback is largely related to improving performance and debriefing is largely related to promoting understanding. Advocacy aims to create shared understanding and direction, turn words and ideas into coordinated action, and move collective thinking forward. Enquiry, as an adjunct to advocacy, is a method of engagement. Attentiveness and curiosity, along with active listening, are important tools for effective enquiry.

倡導-查詢模式	流程：倡導-查詢	例子
<ul style="list-style-type: none"> <li>發現導致行為的想法和思維過程。</li> <li>幫助學習者找到提高績效的方法。</li> </ul>	<p><u>觀察</u>事件或結果 評論所觀察到的</p> <p><u>主張</u>我們的立場</p> <p><u>探索</u>學習者思考（他們的框架*）和他們認為導致觀察到的事件或結果的行為背後的驅動因素</p> <p><u>發現</u>學習者解決問題的方法以及複製積極成果的方法</p>	<p>指導員向受訓者回饋他們在創傷復甦處理的表現。指導員注意到，對於創傷病人，受訓者一再將頭部CT優先於其他影像檢查，而更多資深醫師則基於病人不穩定而認為CT禁忌。</p> <p>在詢問需要早期頭部CT掃描的原因時時，受訓者評論說低血壓可能是由於頭部失血造成的。（這根本不正確，因顱內損傷的失血量不足以引起低血壓，應伴隨其他失血。）</p> <p>受訓者還說，他們在意對腦損傷機率很高而導致生活品質較差的病人執行CPR。</p> <p>透過了解受訓者的思維架構，指導員可以糾正有關低血壓和顱內損傷的知識落差，並探索影響受訓者行為的態度。</p> <p>這突顯出為什麼共享的理解對於績效管理至關重要。</p>

Frames\* are in the minds of the learner and supervisor. They include assumptions, feelings, goals, knowledge, situational awareness and context.

## 7. Feedback traps 回饋陷阱

### Personal feelings / friendships 感情用事

Don't let personal feelings cloud the delivery of feedback. It is important to stay neutral and consistent when giving feedback.

### Procrastination 拖延

Don't put off giving feedback for a 'better time'. Feedback is most relevant and effective when it is given in a timely fashion. This is particularly so when negative feedback is required as it gives the feedback recipient the opportunity to instigate any changes required.

### Watering down the message 淡化訊息

If the feedback recipient becomes distressed it is tempting to water-down the message or fail to convey the message entirely. This is not helpful to either the feedback provider or feedback recipient.

### Overloading 過量

If there are several issues to be addressed, rather than overloading the feedback recipient with feedback on all of them, select 2-3 that are the most important. It is much easier for the recipient to successfully address a few identified areas for change than being faced with a dishearteningly long list.

### Using unclear or insensitive words 語意不清

Avoid using labels to describe behavior. Words such as "unprofessional" or "irresponsible" are ambiguous and unclear and do little to help the feedback recipient understand what you are looking for. Try to eliminate extreme words such as "always" or "never". These words often trigger a defensive reaction. Avoid words that convey value judgments or personal attacks such as "good," "bad," "stupid," or "incompetent." These words reflect an interpersonal style that undermines the value of the feedback.

# 有效的回饋

Kaprielian, *Fam Med* 1998;30:406-7.

---

- ❑ 要有計畫
- ❑ 優缺點兼顧
- ❑ 針對特別的行為表現
- ❑ 具建設性
- ❑ 須有時效
- ❑ 簡明扼要
- ❑ 尊重隱私



# FAST Feedback

---

- **F**requent
- **A**ccurate
- **S**pecific
- **T**imely

不完整

Bruce Tulgan, *FAST Feedback*, 1998

# 回饋四法寶 (STDS)

---

- **S**pecific (特定性) → 具體內容避免空泛的評價
- **T**imely (及時性) → 提供及時有效的回饋
- **D**escriptive (描述性的內容) → 避免判斷性言語
- **S**andwich (回饋三明治) → 先從正向的回饋做起

不但不完整  
而且有重複

# 大綱

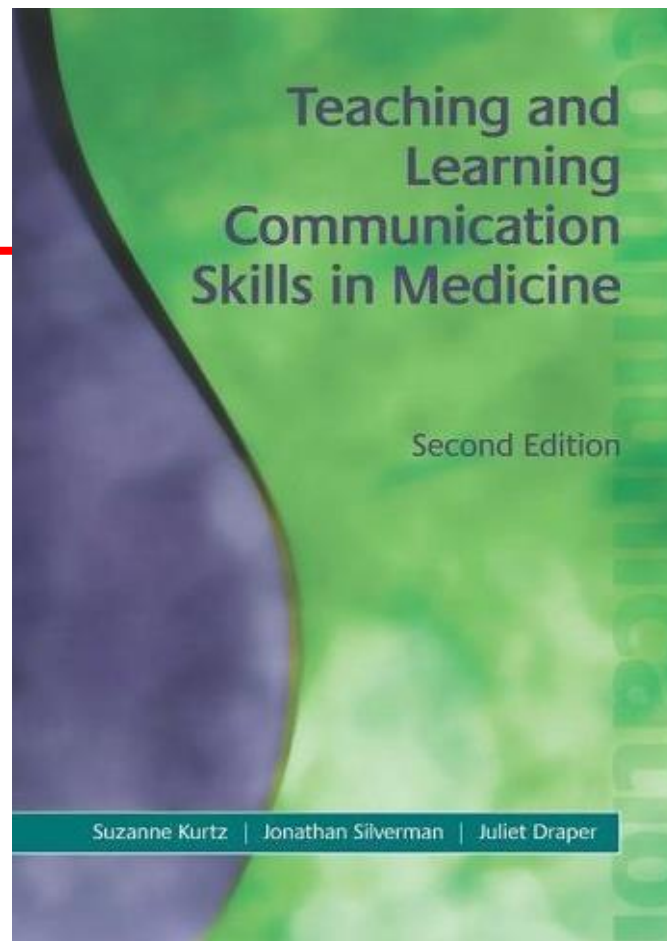
---

- 前言
- 回饋的目的
- 有效的回饋
- 兩觀念與三絕招
- 總結

# 兩觀念與三絕招

---

- 兩觀念
  - 尊重
  - 及時
- 三絕招
  - 三明治
  - 描述
  - 分享與互動



已知最佳的回饋策略  
可把之前的資料忽略

# 兩觀念

---

## □ 兩觀念

- 尊重

- 及時

## □ 三絕招

- 三明治

- 描述

- 分享與互動

# 兩觀念：尊重

---

- ❑ 在病人面前？
- ❑ 在同事面前？
- ❑ 在學弟/妹面前？
- ❑ 在其他醫療人員事面前？
- ❑ 在其他不相干人員事面前？

# 兩觀念：及時

---

- 即時 vs. 及時
- 如果與尊重相衝突...

# 兩觀念與三絕招

---

- 兩觀念
  - 尊重
  - 及時
- 三絕招
  - 三明治
  - 描述
  - 分享與互動



# 三明治

---

- ❑ Give **positive** comments initially.
- ❑ Ask the student what they thought went well and what they thought went less well.
- ❑ Ask in what ways they could improve the “less well” stages.
- ❑ Give some practical tips or suggest some instructional material which might help.
- ❑ Highlight any other aspects which could be improved but which the student did not initially identify.
- ❑ If necessary arrange a date for another assessment after more practice has been undertaken.
- ❑ End by **positive** feedback on things the student did well.

(Scottish Council for Postgraduate Medical and Dental Education )

## 三明治

---

- Give **positive** comments initially.
- Ask the student what they thought went well and what they thought went less well.
- Ask in what ways they could improve the “less well”

最先和最後要講的  
一定都是優點！

- End by **positive** feedback on things the student did well.

(Scottish Council for Postgraduate Medical and Dental Education )

# 描述

- ❑ Feedback
  - ❑ 應 descriptive
  - ❑ 不是 judgmental 或 evaluative
- ❑ 避免用：好、壞、對、錯等字眼？
- ❑ 只分 helpful 或 not helpful

你從開始時就很糟糕，你根本沒有注意病人。

你在開始面談時看著筆記本，而你和病人之間並沒有眼神的接觸。

開始時就很棒，真厲害！（不知好在那裡！）

開始時你全神貫注地凝視著病人，從你的面部表情可以看出你很關注她所說的話。

## 描述的例子

你能輕易地問到病人的病史，我覺得你使用的方法很棒。  
(general, not helpful in learning)

你開始時問了一些問題，然後讓她自己述說。每次她停下來，你都等了好幾秒鐘，並發出“uh huh“，她就繼續講下去。這樣的確能讓她用自己的言詞來告訴你她的問題和心中的恐懼。

真糟糕，你好像在給學生上課，不是解釋病情。

當你向她解釋狀況時給了她許多資訊，詳細地講述連續兩分鐘沒有停頓。她沒有問任何問題，但我注意到她有40秒的時間在皺眉。你認為怎樣？

## 描述（續）

- ❑ 回饋要 specific，不宜 general – 用描述

你似乎不是很有同理心。

我在外面觀看，我看不出你對她的憂傷有何感受。因為當你在聆聽她的故事時，你的面部表情並沒有變化，也沒有其他的肢體語言。我覺得她並不知道你有沒有在聽她講話。

- ❑ 回饋要聚焦於行為，而非人格 – 用描述

你沒有禮貌啊！

有好幾次病人講話講到一半你都插咀，並用手勢阻止病人繼續說話；而在病人講話時，大多數時間你沒有看著他。

# 分享與互動

---

- ❑ 回饋是：分享資訊，不強迫接受
  - ❑ 學員有權選擇最適合自己的方式
  - ❑ 誘導而非強迫
- ❑ 分享 + 互動 ⇒ 檢查學員對回饋的解讀
  - ❑ 請學員說出他的想法（如：「您覺得怎樣？」）
  - ❑ 要注意是否有誤解
- ❑ 分享 + 互動 ⇒ 能注意回饋的量（以 recipients 可用多少而非 givers 想給多少為考量，overloading 會降低成效）
- ❑ 分享資訊 ⇒ 只給可以改變的事項作出回饋

# 有效的回饋

---

## □ 三明治

- PNP ⇒ 吸引注意、優缺點兼顧、增加接受

## □ 描述

- 客觀 ⇒ 避免主觀判斷引起的爭議
- 對事不對人 ⇒ 減少傷害，增加接受
- 特異性高 ⇒ 較易抓到重點

## □ 分享與互動

- 不強迫接受 ⇒ 有考量機會
- 互動 ⇒ 避免誤解，且不會過量
- 分享有效資訊 ⇒ 具建設性，針對可改變之事

原則上...

PNP

描述

分享互動



也可以...

PNPNP

描述

分享互動

過多了...

PNPNPNPNP

描述

分享互動

# 大綱

---

- 前言
- 回饋的目的
- 有效的回饋
- 兩觀念與三絕招
- 總結

# 總結

---

- ❑ 五項以上，難以記憶
- ❑ 兩個觀念，尊重優先
- ❑ 三種技巧，知易行難

謝謝聆聽  
敬請賜教

