STM 109
Feedback and Coaching
v22.4.21

Objectives:

1. Participants will learn to clearly communicate performance benchmarks and organizational expectations with their subordinates.

2. Participants will learn to share constructive feedback with their subordinates.

3. Participants will learn how to coach and motivate their subordinates.

Session #	Objectives	Activities
1	To clearly communicate performance benchmarks and organizational expectations with their subordinates.	Icebreaker: Feedback Quadrant Instruct the participants to create a quadrant in their notepads and label the 4 sections as - Works all the time, Works mostly, Works sometimes, Works rarely. Allow them time to think of the strategies they use to provide feedback and support to their subordinates and register them in the appropriate section. Have a discussion on some of the strategies that work for the majority of the participants. Also discuss, why some strategies are not as effective as others and how can we change our approach to get positive outcomes. Discuss how our daily efforts are guided by performance benchmarks and organizational expectations which may vary from territory to territory. Concentric Circle of Expectations: Instruct the participants to draw 3 concentric circles. In the first circle, they need to list expectations that are non-negotiable, in the second one those that are somewhat negotiable, and in the last one those that are negotiable. Role Play: Divide the class into 3-4 groups. Each group needs to prepare a meeting session where the leader will communicate expectations clearly and get an

| | | agreement/commitment of his/her subordinates.

Note for the Trainer: After each presentation share feedback, discuss strategies to overcome challenges, coach, and guide as needed. |
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| 2 | How to share constructive feedback | Request participants to classify their subordinates in 4 broad categories - High Skill - High Will, High Skill - Low Will, Low Skill - High Will, Low Skill - Low Will. Ask them how they share feedback with staff from each category.

Declarative knowledge* Procedural Knowledge= Performance
Declarative Knowledge- THE WHAT. Facts, principles, and goals I need to know. Understanding my tasks requirements or you say knowing your job description.
Procedural knowledge- The HOW. What skill sets do I need to be effective at the job- cognitive, physical, perceptual (ability to perceive), mobility, and interpersonal
Motivation- THE WHY. To be able to reason behind a decision or an instruction. Constant practice leads to success.

Breakout Rooms:
An Office Scenario:
https://www.youtube.com/watch?v=1AtT8a1EJ6k

Share the link to the given video and ask them to discuss what they learned from it in breakout rooms. Then, discuss it with the whole group. How to share feedback with difficult staff?

Focus on the following areas:
1. Providing space for disagreements regarding the observation
2. Holding the feedback session right after the performance
3. Focusing on actions/performance rather than the person
4. Remembering to appreciate progress no matter how insignificant it seems
5. Setting realistic and achievable |

		expectations/timelines 6. Genuine appreciation 7. Value of facts and details - Instances 8. Time management 9. Consequences of withholding negative feedback Developing a personal model of sharing feedback: Instruct the participants to rethink about the 4 categories of staff and design a model of feedback for each one of them. Form groups of 4-5 and let them compare and contrast their models. End the session by sharing a model of feedback. The secret to giving great feedback: https://www.youtube.com/watch?v=wtl5UrrgU8c
3	How to coach and motivate	**Identify the qualities of a coach** Icebreaker: Ask participants to share the name of their favorite 'on-screen' or 'off-screen' coaches. Give hints like Kabeer from 'Chakh De India', Mr. Han from 'The Karate Kid', Bhuvan from 'Lagaan', etc. They must also share what they like most about these characters/people. **Similarities and differences between feedback and coaching** Ask participants to compare and contrast coaching, and identify scenarios where each one is best suited. **Models of Coaching:** **https://positivepsychology.com/coaching-models/** Discuss the following models of coaching: 1. GROW 2. CLEAR 3. OSKAR Google Assignment - Apply one of the coaching models to your subordinate.

		The Miracle Question Discuss how to use the miracle question to help subordinates think of out-of-the-box solutions. **When Feedback and Coaching don't work** https://www.td.org/insights/do-your-employees-need-coaching-or-mentoring
4	Practice Time	**Application** Form pairs. Give feedback/coaching scenarios to each pair. They need to practice feedback/coaching. Scenarios: 1. How to coach someone who is more experienced and already has good ideas to improve performance? 2. How to stay away from normalization based on historical data, and have the self-belief that outcomes can be improved. Notes: 1. Feedback is not based on the knowledge and tenure of other staff. 2. Feedback is not designed thoughtfully but based on immediate observations. Historical knowledge should be considered in feedback design. 3. Detailed questioning should be done to know if the feedback should be on knowledge or intent.