

Session 7

Giving Feedback

(65 minutes)

Objectives

Understand the principles of feedback
Feedback model
Understand how to give constructive feedback

Resources

- Copy of Appendix 7.1 cut into seven cards



Trainer input

Introduce the session and explain that it will look at how we can provide feedback to enhance the development of the individual being mentored or coached

Trainer poses the question; “What is feedback and why is it important?” And takes comments from the floor.

Explain what is being offered is not a formal review but as a mentor or coach the main aim is the personal development of the individual.

(5 Minutes)



Trainer input

Keys to the coaching feedback model are:

- Ask people for their feedback before you give yours.
- Ensure people give themselves positive feedback to help them recognise their strengths
- Make sure you give authentic positive feedback where it is deserved.
- Give people the chance to tell you what they would do differently or what they would do again.

How the feedback model works with the GROW model

Goals	1. What would you like to achieve from this conversation?
Reality	2. What did you notice about your performance? Use the word notice as its less personal. 3. What did you like about what you did? If necessary, encourage or tell them what they did well. 4. What I liked. Offer authentic, specific and positive feedback whenever you can.
Options or obstacles	5. If you could do it again what would you do differently? This is an opportunity to learn from past experience. 6. Can I make a suggestion? This is your opportunity to deliver your own feedback for their development.
Will or way forward	7. What will you do about it in the future? Discuss some ideas and agree action.

(10 minutes)



Trainer input

Trainer explains:

there will be times when as a mentor or coach you will have to give feedback. Many people find it difficult to give feedback both positive and negative. As we have discussed, people will be more receptive if they have provided their own feedback. Ask specific questions if you think they have left anything out.

(2 minutes)



Task

Each group of learners is given a pack containing the seven principles of feedback written on card (Appendix 7.1). Working as a group, they arrange the cards in a hierarchy of importance, so all other learners can see them once complete.

Discuss the importance of this hierarchy and identify any other areas that may have been discussed.

(10 minutes)



Trainer input

Trainer explains in more detail the 7 principles of Constructive Feedback utilising as required the hierarchy identified by the learners.

(5 minutes)



Trainer input

Summing up

- Thank the learners for their work on the seven principles, noting that it is challenging to place the principles in a definite hierarchy, except the first - Start with the positive.
- Remind the learners that this process of providing feedback always take longer than expected. It is very important to ensure that there is always sufficient time with their mentee or coachee to complete the process
- Link feedback to GROW and always ask the mentee or coachee to give themselves feedback
- Feedback must always be timely.

(10 minutes)



Task

Learners work in pairs to consider how to provide feedback to a fictional person based on the scenario below:

You identify that your mentee, an excellent potential leader named Kevin, has been disengaged over the last few weeks. Kevin is normally enthusiastic but has been late to your sessions, and unprepared for them. His DC has fed back to you that he has fallen out with one of the other young people in his district.

Once learners have discussed this, they will role play giving feedback, taking in turns to play the role of Kevin.

(20 minutes)



Trainer input

Review of Session

Trainer to ask questions of learners and explains:

- Providing feedback is a critical skill of the role of mentor or coach.
- Constructive feedback is a skill and will continually develop.
- Giving feedback is not an end itself, but the beginning of a new agreement between two people.

(3 minutes)

Appendix 7.1 – Seven principles of constructive feedback

1. Start with the positive

Explain that it is essential to first identify a positive aspect to feedback on, to ensure that the mentee or coachee is in a receptive situation. We tend to exaggerate the negative feedback we receive and do not take on positive feedback.

- What I liked was...
- You are always good at ...

2. Be specific

The use of the correct words are very important. Suggest it is best not to be judgmental. Stating facts and being specific is more appropriate. For example, the following are too vague

- That was great
- I liked that – or I didn't like that

So to be specific say

- I liked the way you ...
- The way you handled that difficult conversation with x was well executed because ...

3. Refer to behaviour that can be changed

This is important in two aspects. It must be something within their control that they can changed.

4. Seek/offer alternatives

Explain that it is important for the person to attempt to identify for themselves how they can resolve the matter. If they are struggling to find the answer, then it would be appropriate to offer suggestions. Hint at the quiet leadership model in Session 6 which they have read in the pre-read material.

- What did you like about what you did?
- If you could do it again what would you do differently?

5. Be descriptive rather than evaluative

Explain this is reinforcing the message of being specific, as above.

Describe what you saw and heard, be curious but don't apply your own interpretation.

6. Own the feedback

Own the feedback as coming from you, and not from a third person.

Offering the thoughts of others diminishes the relevance of the feedback.

- I think you did that well
- What would have worked better for me was ...

7. Leaving the recipient with a choice

Explain that it is important in this role that the opportunity is always given to the person to choose to accept the feedback or not.