

# WHAT IS feedback?

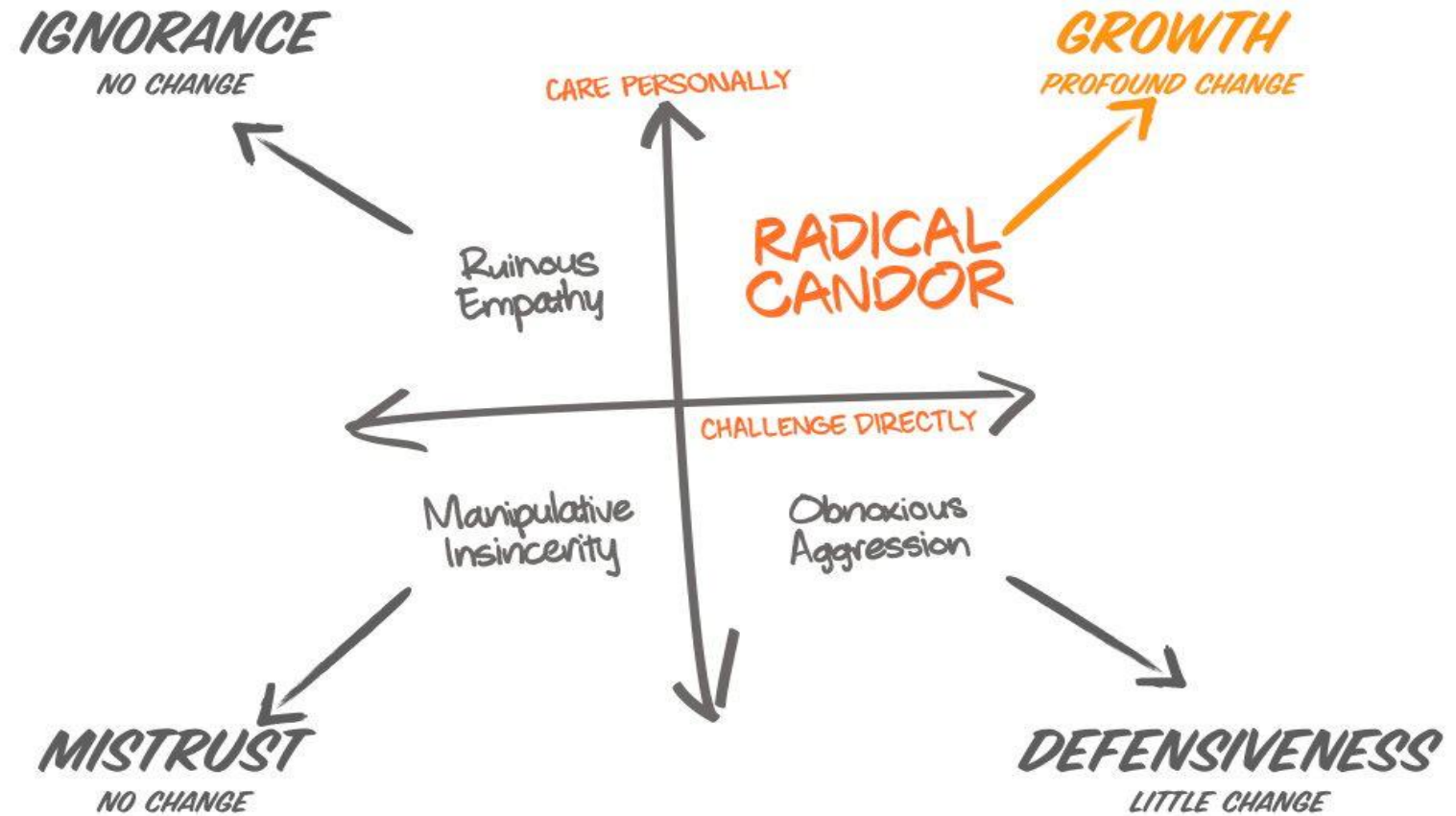
## AFFIRMATIVE

Helps reinforce when someone has done something well. More than just praise as it highlights specifically what was good so they can replicate the behaviour

## DEVELOPMENTAL

Gives information on what someone needs to improve upon





### Questions:

1. What behaviours are you displaying with feedback conversations?
2. What is the impact on you, them, the relationship, the team and the organisation?
3. Which, do I need to increase?:
  - o Showing I personally care
  - o Giving more direct challenge
4. Culturally where are STFC? What behaviours have you observed?



# COMMON FEEDBACK MISTAKES

1

The feedback judges individuals, not actions

4

Negative feedback gets sandwiched between positive messages

7

The feedback goes on too long

2

The feedback is too vague

5

The feedback is exaggerated with generalities

8

The feedback contains an implied threat

3

The feedback speaks for others

6

The feedback psychoanalyses the motives behind behaviour

9

The feedback uses inappropriate humour

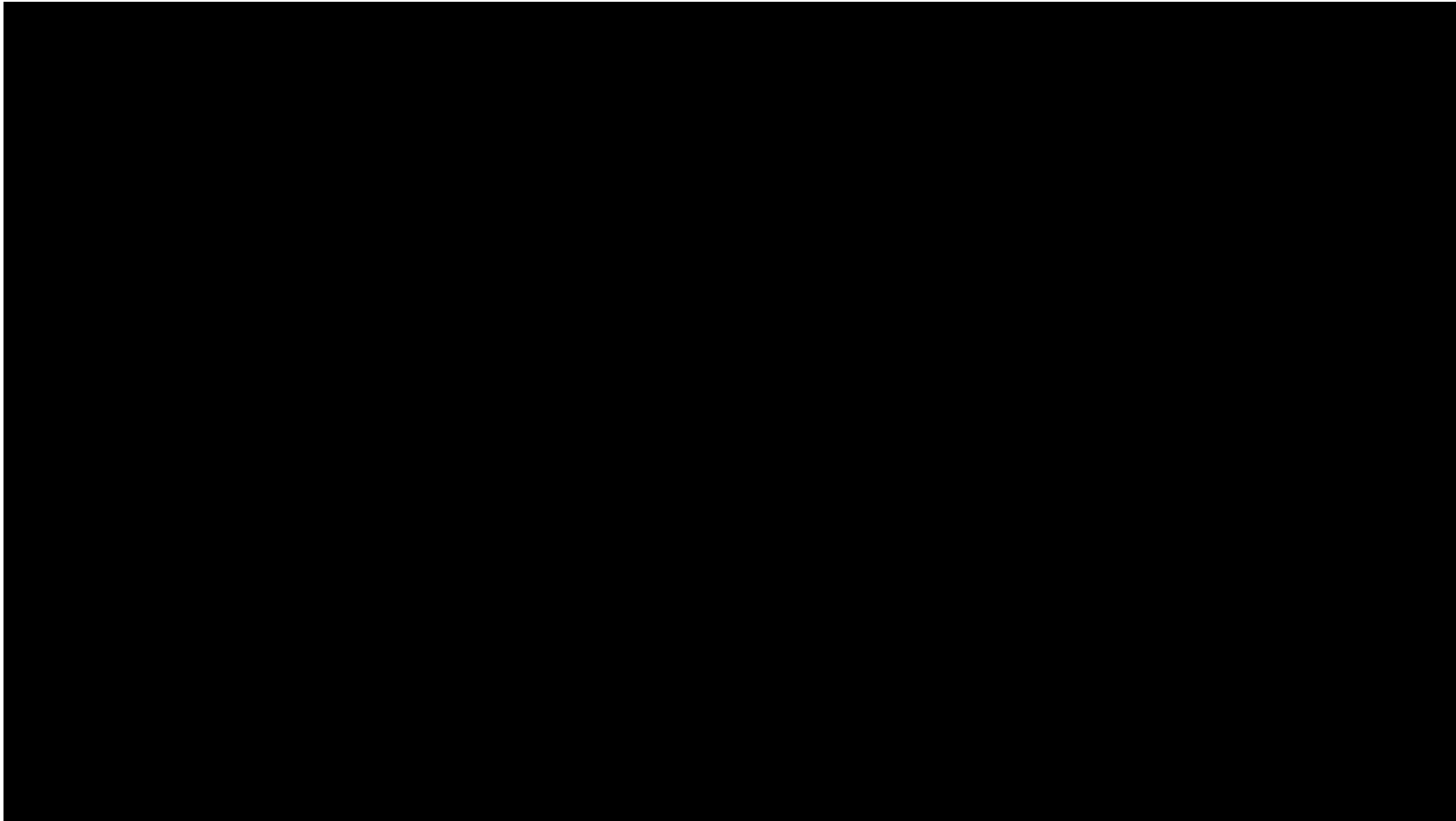
10

The feedback is a question, not a statement



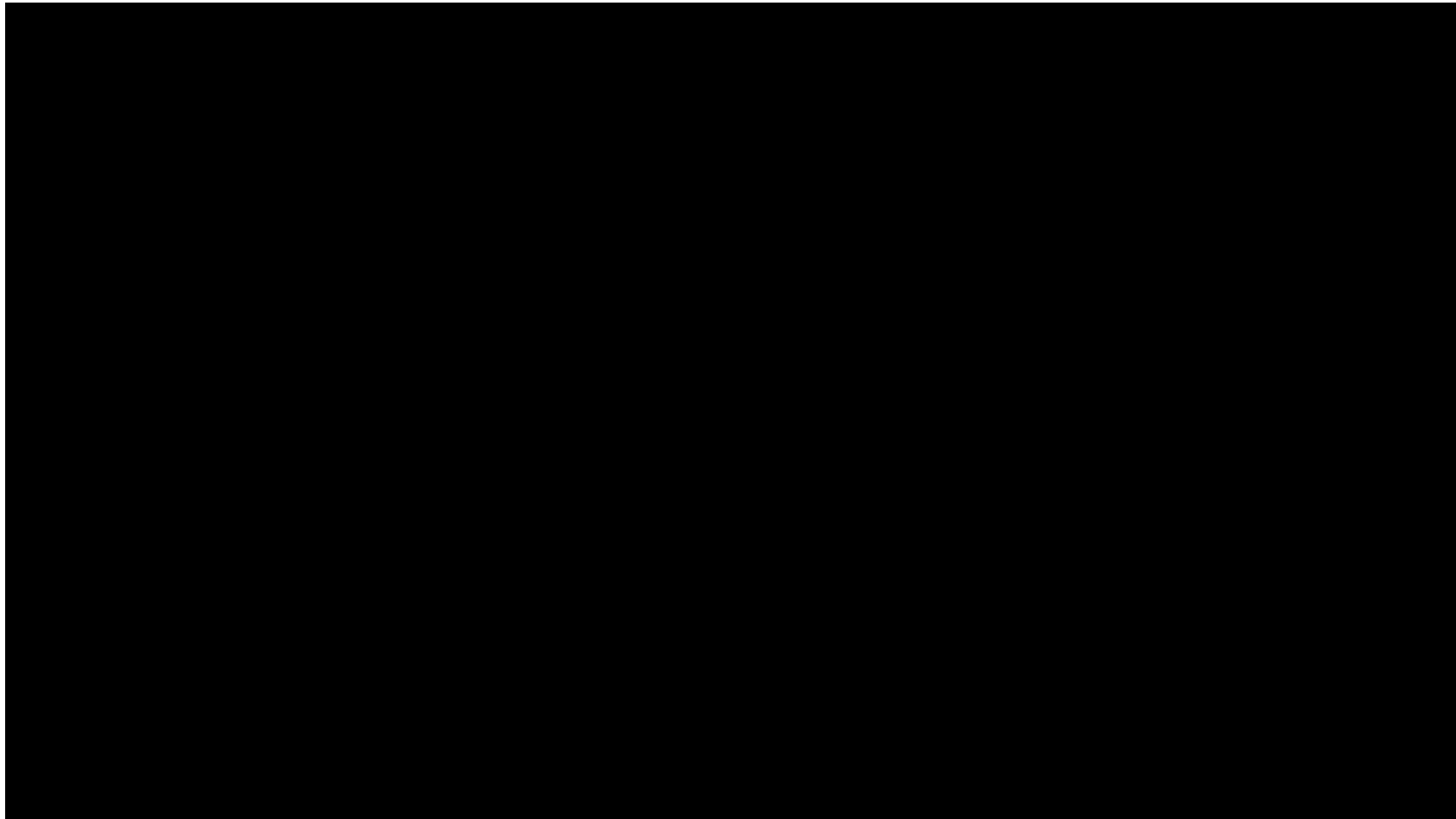
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What feedback mistakes does Tim make?  
How do you think the feedback 'landed'?  
How does Ian respond?  
What might be the impact on the relationship?





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# W.O.R.D FEEDBACK MODEL

Get a 'micro-yes'

When delivering feedback, structure your message using the 'WORD' Model. The WORD Model works for both affirmative and developmental feedback and helps make your feedback specific and positive. It helps us to get win - win outcomes with others.

WHEN

Describe when you observed them  
- set the context

OBSERVATION

Be specific and describe what you  
saw or heard them doing (rather than  
making judgements)

REACTION

Explain your reaction to their behaviour -  
the impact of this behaviour on you,  
others and on their own success

DO

What would you like them to do differently  
(if developmental feedback) or carry on doing  
(if affirmative feedback). This can be used as a  
question to the person as well as a statement.

Avoid any judgement



## Get a 'micro-yes'



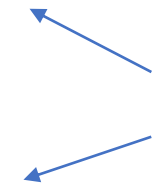
**'Micro-Yes'** – *“Would you be interested in hearing my thoughts on how we make the team meetings even better?”*

**W** – *“During the team meeting last Friday”...*

**O** – *“Dave shared an idea about the trains. I saw you use a 'stop' hand gesture. We didn't discuss the idea any further, and after that Dave didn't contribute anything to the meeting”.*

**R** – *“I felt uncomfortable because Dave looked upset by it and seemed to 'check out' after that”.*

**D** – *“I'd like you to allow a bit more time and space in meetings when people have new ideas. By doing that I think you'll get more from your team”.*

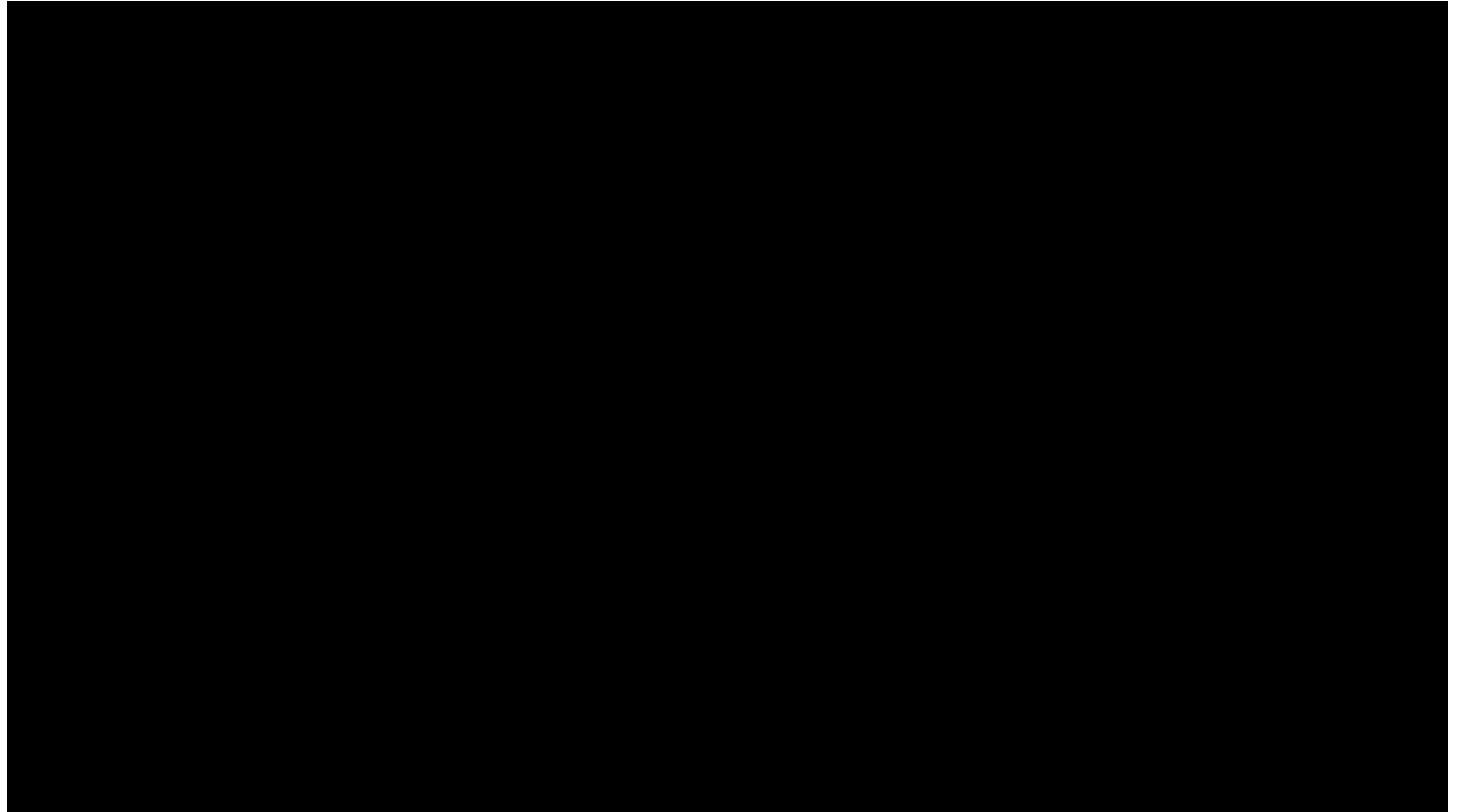


Avoid any judgement





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In what way has Tim improved?  
How do you think the feedback 'landed'?  
How does Ian respond?  
What is the impact on the relationship?





# REACTIONS TO FEEDBACK



## REACTION

## SUGGESTIONS TO HANDLE THE REACTION

### DENIAL

(often accompanies the initial shock of feedback)



Continue to reiterate the facts and provide specific examples

### EMOTION

(ranges from embarrassment to being upset or angry)



Empathise with the individual

### RATIONALISATION

(finding excuses for the behaviour)



Challenge by asking what would they do differently next time

### ACCEPTANCE

(the message is beginning to sink in)



Offer encouragement to try new approaches/behaviour

### CHANGE

(behaviour changes as a result of the feedback)



Support and guide



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# THE SHADOW I CAST...

As a colleague / fellow learner on ADP

MY  
LEADERSHIP  
BEHAVIOUR



HOW IT 'LANDS'  
ON OTHER  
PEOPLE



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# THE SHADOW I CAST...

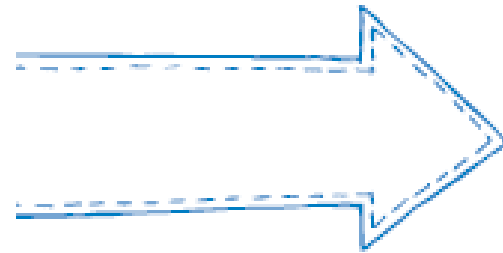
As a colleague / fellow learner on ADP

- ★ When I am at my best, what is it like to be around me?
- ★ What impact do I have on you?
- ★ When I am not at my best, what is it like to be around me?
- ★ What impact do I have on you?

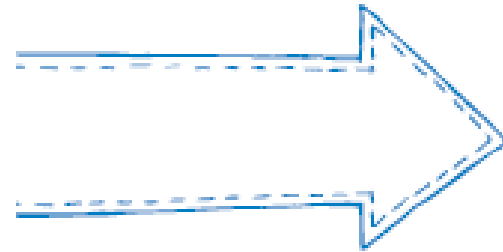
What is your 'Even Better If' for me?



# THE SHADOW I CAST...



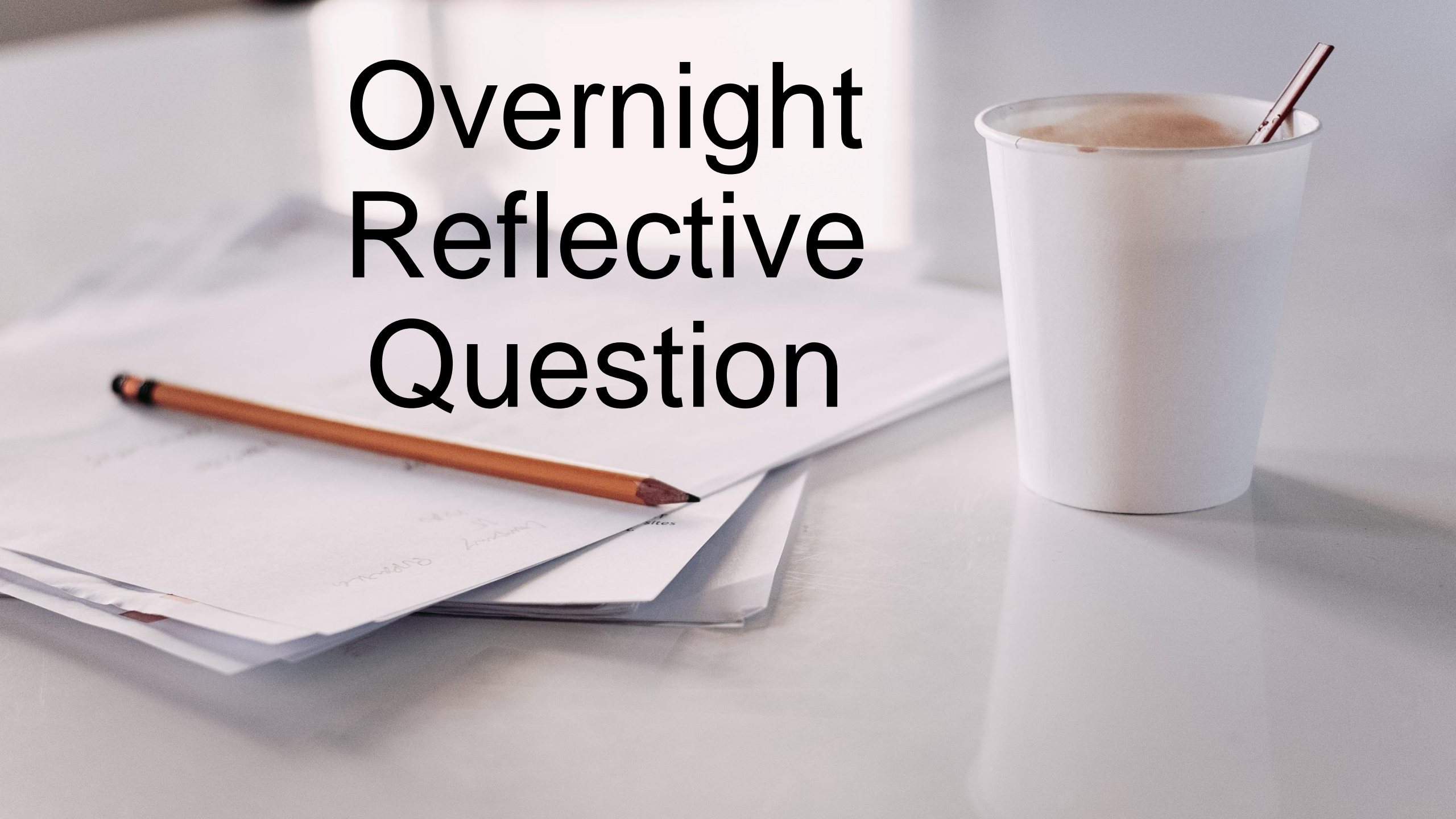
Which feedback pleased you the most?



Which feedback surprised/ concerned you that might require change?



# Overnight Reflective Question





# Outline for ADP Delivery & Results Workshop day 2

- Check-in – reflect on previous day Tim & Anne
- Intro to Coaching Tim
- Key Coaching Concepts Tim
- Coaching the ‘Inner Game’ Tim
- Coaching demo / films Tim & Anne
- Coaching practice and Feedback Tim & Anne
- Developing Others Tim
- Big Conversations contd Anne
- Conscious Practice Tim & Anne



# DEFINITION of coaching

COACHING IS UNLOCKING AN  
INDIVIDUAL'S POTENTIAL TO  
MAXIMISE THEIR OWN PERFORMANCE

## OUTCOMES

- ★ People succeed in the task and they know it
- ★ They have learned something and they know it
- ★ They feel more confident about their ability to perform in the future... however little

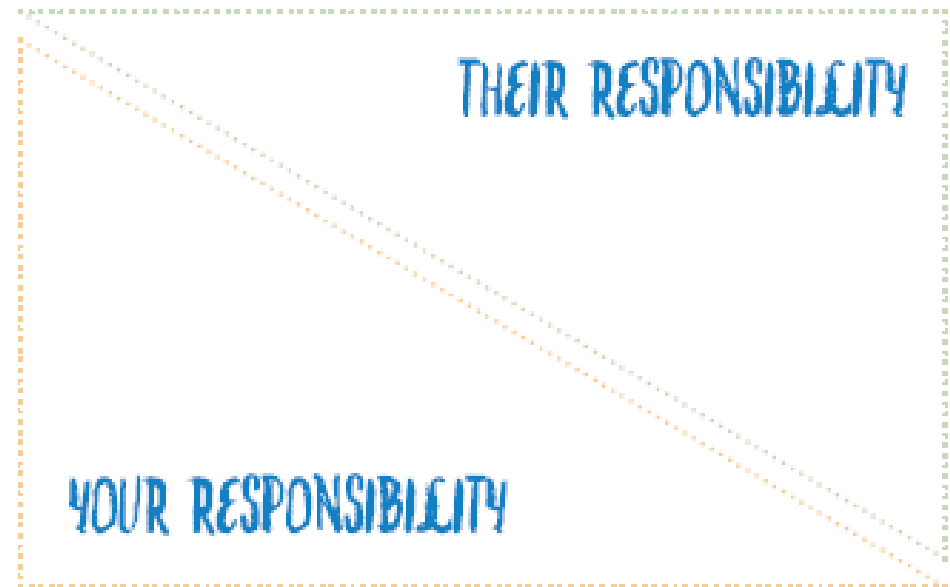


# COACHING principles

- ★ Individuals have, within them, most of the resources they need... but might not know it
- ★ A coach helps an individual learn from their experience, rather than advise, tell or teach
- ★ An individual owns and feels responsible for their own issue
- ★ During coaching, coach and individual are equal – irrespective of roles
- ★ Good coaching builds trust



# OWNERSHIP MODEL



Tell   Instruct   Advise   Guide   Support   Coach

Increasing ownership and responsibility



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# HELPING styles



# Skills of a coach



# LISTENING LEVELS



- ★ Talking over each other
- ★ Waiting for the other to draw a breath

- ★ Conversation ping pong
- ★ Comparing what they say to your perspective

- ★ Coming up with solutions
- ★ "Fixing them"

- ★ Curiosity
- ★ Focus on them/their needs
- ★ Listen to understand



# Common Pitfalls in Coaching

**1** Jumping in with one's own ideas and solutions

**2** Telling, rather than asking

**3** Making assumptions based on superficial information

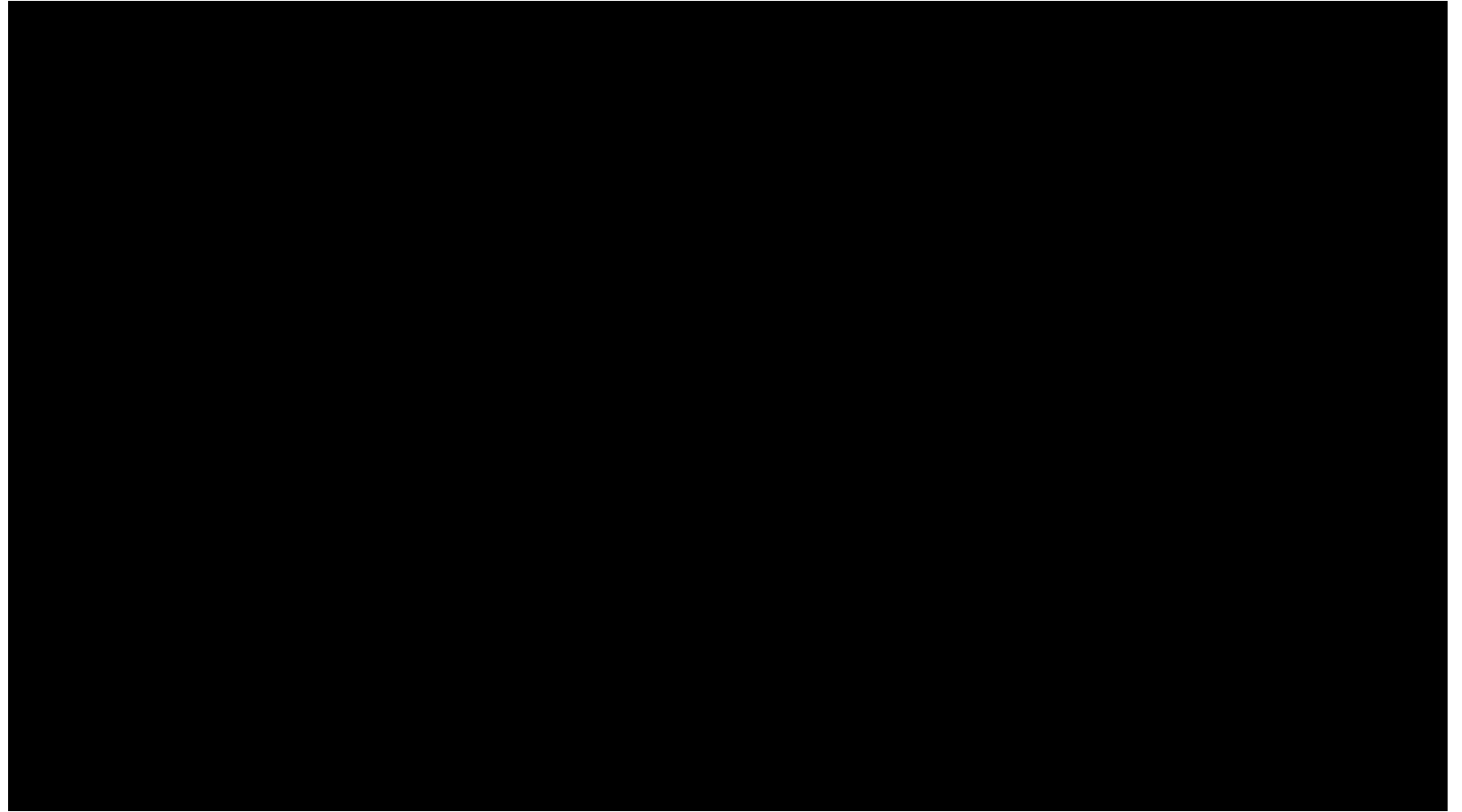
**4** Not probing for deeper information

**5** Not listening

**6** Following your goals rather than their agenda



# Coaching demo 1



- What do you notice about Ian? What common pitfalls does he fall into?
- What impact does the conversation have on Anne?
- What would you suggest he does differently



# INNER GAME of coaching



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# Coaching: 'Inner Game interferences'

*Example 1: "I'm not senior enough to have influence in this meeting"*

*Example 2: "If I ask for help, it will look like I'm not coping well, and I might lose my job"*

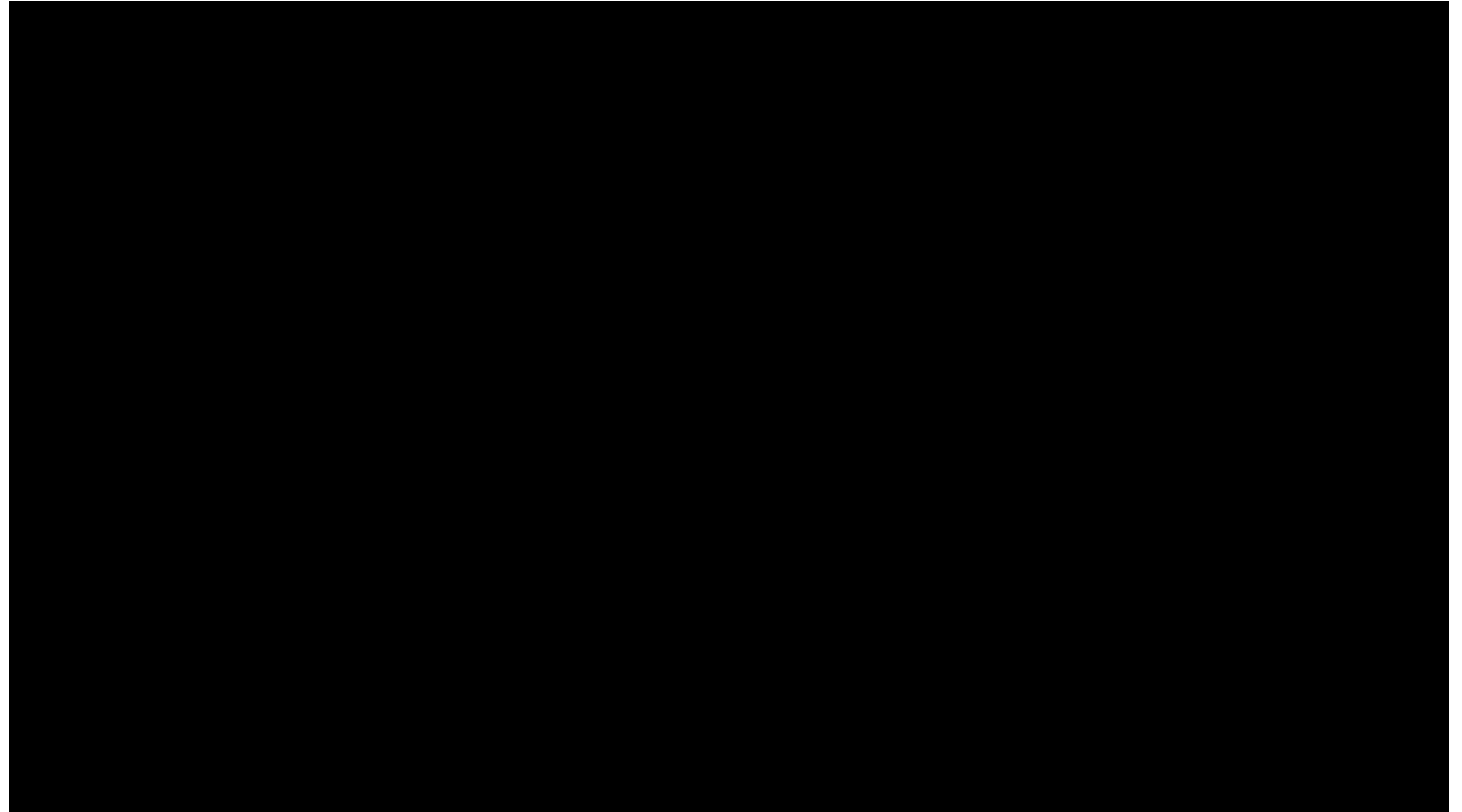
*Example 3: "I'm not a confident presenter so I can't go for that promotion"*

What questions might you ask to help someone work through these inner-game interferences?





# Coaching demo 2



- What does Ian do that helps / hinders Anne?
- How could he have explored her 'inner game' even more?
- What would you suggest he does differently?



**G**OAL

FOR THIS  
CONVERSATION

**R**EALITY

DETAILS, FACTS,  
MORE INFO!

**O**PTIONS

- WHAT COULD YOU DO?
- IDEAS

**W**RAP UP

- WHEN CAN YOU DO IT?
- WHAT DO YOU NEED?



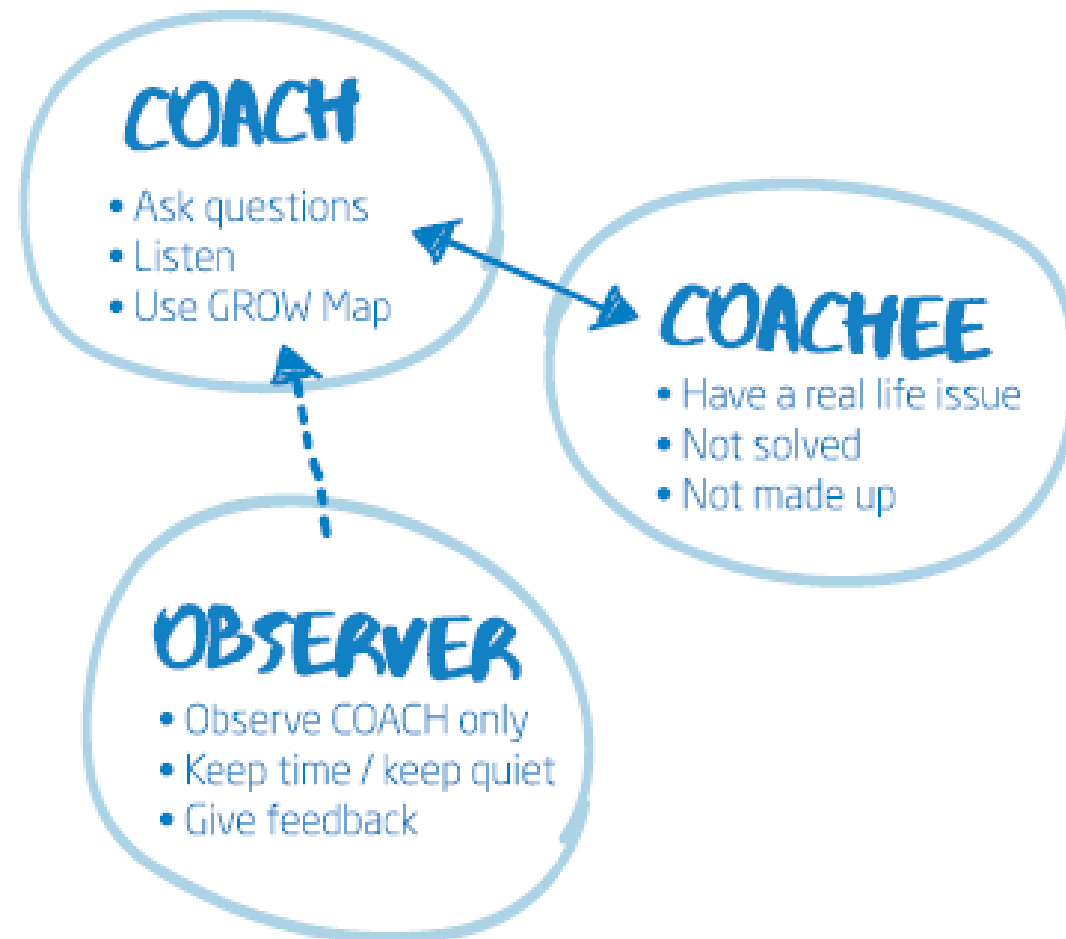
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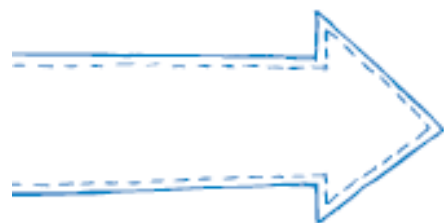
A photograph of a desk setup. In the foreground, a white paper cup filled with coffee and a brown paper sleeve is on the right. To its left, a stack of papers is on the desk, with a wooden pencil resting on top. The background is softly blurred, showing a white mug and a window with light coming through. The word "Break" is centered in a large, black, sans-serif font.

Break

# COACHING TRIO PRACTICE



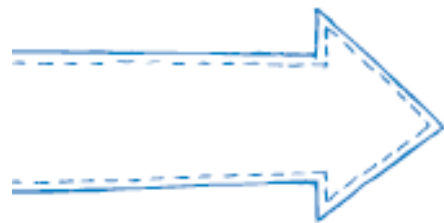
# Two minute COACHING



If I asked you to score your performance today out of 10, what would it be?



What makes it that score?



What would make it 10 out of 10?



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# Delivering Results Conscious Practice

With whom do you need to have a coaching style conversation for delivery?

