

FACILITATOR GUIDE

Feedback and Coaching

Trainer Certification Program

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Course Overview

**Total Course
Duration**

150 minutes

Audience

The participants of this training are Trainers.

**Course
Objectives**

At the end of this module, the Trainers should be able to:

- List the benefits of feedback and coaching
- Identify the instances to provide feedback and coaching
- Apply the best practices and techniques in providing feedback and coaching

This activity gives the Trainers an opportunity to apply the techniques and best practices on Feedback and Coaching through practice.

This area is focused on the CTO under:

- Provide clarification and feedback
 - Stimulate and sustain learner motivation and engagement
-

Training Preparation

Preparation Checklist

Ensure that you have the following items during the training:

- ☐ Standard classroom setup with computers and a projector
- ☐ Facilitator Guide (Feedback and Coaching FG)
- ☐ Participant Guide – A sufficient number to be distributed to the class (Feedback and Coaching PG)
- ☐ Access to Trainer Tools
- ☐ Speakers /Projector
- ☐ Easel Sheets or Flip Charts (should always be placed in front, visible to everyone in the class)
- ☐ A flipchart containing the Time-Based Agenda
- ☐ Make sure there is a computer with all the required tools—this must be attached to a projector
- ☐ Writing implements

Facilitator Tip

Before you deliver:

- ☐ Ensure that a projector is available.
- ☐ Review the topics and its corresponding instructions to ensure a smooth flow of discussion.
- ☐ Review the scenarios for each role-play to ensure that the targeted skills and behaviors will be met.
- ☐ Ensure that the items in the checklist are available and in good working condition.
- ☐ Cover all topics in the order that they are presented.

During training:

- ☐ Review the topics and its corresponding instructions to ensure a smooth discussion flow.
 - ☐ Observe participants as they demonstrate.
 - ☐ Encourage participation.
 - ☐ Ask participants to make use of the Real-Time Observation Form during demonstration activities.
-

Key Icons

The table lists the names and descriptions of the icons used in this module.

Icon	Name	Instruction
	Objectives	<i>State learning objectives</i>
	Agenda	<i>State class agenda</i>
	Activity	<i>Conduct an individual, paired or group activity</i>
	Best Practices	<i>Relay best practices related to target skills and behaviors</i>
	Debrief	<i>Check for understanding of concepts introduced in an activity</i>
	Module Time	<i>Note module runtime</i>

	Demonstration	<i>Show the ideal way of doing a process</i>
	Mechanics	<i>Note presentation slide numbers or document pages that will be referred to in the module section</i>
	Video	<i>Screen a video clip</i>
	Preparation	<i>Mark off items in the preparation checklist</i>
	Key Point	<i>Highlight key teaching points</i>
	Closing	<i>Wrap up the module and set expectations for next steps</i>

Time-Based Agenda

Topic	Duration
Introduction and Learning Objectives	2
Feedback 101	10
Principles of Giving Feedback	10
What is Coaching?: A Review	3
Linking Coaching to the Learning Process	16
Barriers to Giving Effective Coaching	10

Feedback and Coaching Facilitator Guide

Receiving Feedback		10
Best Practices		5
Review		7
Your Turn!		75
Feedback and Coaching Practice	<i>60</i>	
Feedback and Coaching Debriefing	<i>15</i>	
Wrap-Up		2
	Total	150

Introduction



Duration: 2 minutes

Feedback and Coaching, slides 1 - 3



Provide an Introduction

LAUNCH Feedback and Coaching presentation and **DISPLAY** slide 1.

STATE

This module focuses on the techniques in providing and delivering an enhanced learning experience through proper feedback and coaching.

Learning Objectives



Present Learning Objectives

DISPLAY slide 2, Learning Objectives

REVIEW Objectives

By the end of this course, Trainers should be able to:

- List the benefits of feedback and coaching
 - Identify the instances to provide feedback and coaching
 - Apply the best practices and techniques in providing feedback and coaching
-

This area is focused on the CTO under:

- Provide clarification and feedback
 - Stimulate and sustain learner motivation and engagement
-

Module Agenda



Present Module Agenda

DISPLAY slide 3, Agenda

STATE

This module will cover the following topics:

- Feedback 101
We will define what coaching is, the benefits of implementing and providing feedback and who can provide feedback.
 - Principles of Giving Effective Feedback
We will discuss the ways for trainers in giving effective feedback.
 - What is Coaching?: A Review
Let's look back to what we know about Coaching...
 - Linking Coaching to Learning Process
... and discuss how coaching is administered in a classroom setting.
 - Barriers of Giving Effective Feedback
-

Not everyone is comfortable in giving feedback. This section will lay out the common barriers in giving effective feedback.

- **Receiving Feedback**
The focus in this module has mainly been about giving effective feedback and coaching to learners, but it is also helpful to think in a structured way about how feedback might be received.
 - **Best Practices in Feedback and Coaching**
In this section, we will share some best practice on providing feedback and coaching.
-

Feedback 101



Duration: 10 minutes
Feedback and Coaching, slides 4 - 7

What is Feedback?



Duration: 3 minutes
Feedback and Coaching, slide 4



Discuss What is Feedback?

DISPLAY slide 5, What is Feedback?

ASK

What is feedback?

GATHER responses. You may write them on an easel sheet or on the board.

CLICK to display slide content.

DISCUSS the following key points on feedback:

- Feedback is an essential part of learning and development. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.
- Feedback can be seen informal, as in day-to-day encounters between trainers and learners or trainees, between peers or between colleagues; or formal as a part of a written or clinical assessment.
- Feedback is part of the overall dialogue or interaction between a trainer and a learner, not a one-way communication.

ASK

If we don't give feedback, what does learner gain, or indeed, assume?

SOLICIT answers.

THANK the participants for their inputs.

DISCUSS the following key points:

- They may think that everything is okay, and that there are no areas for improvement. Learners value feedback, especially when it is given by someone credible who they respect as a role model, or for their knowledge, attitudes, or competence.
- Failing to give feedback sends a non-verbal communication in itself and can lead to mixed messages and false assessment by the learner of their own abilities, as well as a lack of trust in the trainer.

CHECK for understanding.

Why is Feedback Important?



Duration: 3 minutes

Feedback and Coaching, slide 6



Discuss *Why is Feedback Important?*

DISPLAY slide 6, *Why is Feedback Important?*

ASK

Why is feedback important?

GATHER responses. You may write them on an easel sheet or on the board.

CLICK to display slide content.

DISCUSS the following key points:

- Feedback is important to the ongoing development of learners in any line of businesses.
- Many customer relations situations involve the integration of knowledge, skills, and behaviors in complex and often stressful environments with time and service pressures on both trainer and learner.

EMPHASIZE the following key points:

- Feedback is central to developing competence and confidence at all stages of their careers.
 - In almost any organization, feedback on skills, behaviors, and attitudes are regularly and routinely assessed by using a workplace-based assessments. Such tools may include multi-source feedback, observations of performance and case-based discussions. Feedback is a critical element of all these assessments.
 - Feedback is vital and that the most effective and helpful feedback is based on observable behaviors.
-

Who Gives Feedback?



Duration: 4 minutes

Feedback and Coaching, slide 6



Discuss Who Gives Feedback?

DISPLAY slide 7, Who Gives Feedback?

ASK

So, who do you think can provide feedback?

GATHER responses. You may write them on an easel sheet or on the board.

CLICK to display slide content.

STATE

The following may give feedback in a training or learning environment:

- Trainers
- Peers
- The learner themselves
- Colleagues

ASK participants:

- Give some examples of the type of feedback these people may give.
-

-
- Are there any issues for learners in receiving feedback from the groups/individuals listed above?
 - Who else can give feedback

TRANSITION to the next session:

The next topic covers techniques in addressing any learner issues in receiving feedback and ways to provide proper feedback.

Principles of Providing Effective Feedback



Duration: 10 minutes

Feedback and Coaching, slides 8 - 13



Discuss Principles of Providing Effective Feedback

DISPLAY slide 8 through 13 in turn, Principles of Providing Effective Feedback

Facilitator Note:

The slide should show an empty slide, only with the slide title. Click the mouse to show each bullet point on cue. Move on to the next slide whenever necessary.

STATE

Whether you are giving formal or informal feedback, there are a number of basic principles to keep in mind.

DISCUSS and **PROVIDE** sample scenarios and best practices, based on your experiences for the following principles:

1. Give feedback only when asked to do so or when your offer is accepted.
 2. Give feedback as soon as possible, after the event.
 3. Focus of the positive.
 4. Feedback needs to be given privately, especially if it's a feedback on AFIs. Feedback is only given as a whole or to the entire class, if the activity was for the entire class. Give feedback privately if it only addresses a single person and/or a trainee.
 5. Feedback needs to be part of the overall communication process and development dialogue. Use skills such as rapport or mirroring, developing respect and trust with the learner.
 6. Stay in the "here and now"; don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors.
 7. Focus on skills and behaviors that can be changed, not personality traits.
 8. Talk about and describe specific behaviors, giving examples where possible and do not evaluate or assume motives.
 9. Use "I" and give your experience of the behavior ("When you said..., I thought that your were...")
 10. When giving negative feedback, as how it can be done in another better way, or ask what's best for the learner which in turn would affect the learner's environment positively.
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-
11. Feedback is for the recipient, not the giver – be sensitive to the impact of your message.
 12. Consider the content of the message, the process of giving feedback and the consistency between your verbal and non-verbal messages.
 13. Be clear about what you are giving feedback on, and link this to the learner's overall professional development and/or intended program outcomes.
 14. Do not overload – identify two or three key messages that you summarize at the end.
 15. Encourage reflection. This will involve posing open questions such as:
 - Did it go as planned? If not, why?
 - If you were to do it again, what would you do the same way next time, and what would do differently? Why?
 - How did you think the trainee's felt? What makes you think so?
 - What did you learn from this session?

STATE

Emphasizing that responding to the sender's communication is vital and that feedback is fundamental to effective communication.

What is Coaching?



Duration: 3 minutes

Feedback and Coaching, slide 14



Discuss What is Coaching?

DISPLAY slide 14, What is Coaching?

Facilitator Note:

The slide should show an empty slide, only with the slide title.

ASK

As we have all been coaches in one way or another, what is coaching?

SOLICIT answers.

CLICK to show slide content.

STATE

Coaching is a conversation between you and an agent, and as with any conversation, it is a give and take communication; you give feedback and open a dialogue, there is a goal for the conversation – to recognize the strengths and acknowledge the AFIs, on both skills and behaviors.

Briefly **DISCUSS** the following key points:

-
- Skill
This depends on the experience, training, understanding, or role perception
 - Will
This depends on desire to achieve, incentives, and confidence

TRANSITION to the next section.

Linking Coaching to the Learning Process



Duration: 16 minutes

Feedback and Coaching, slide 15



Discuss Linking Coaching to the Learning Process

DISPLAY slide 15, Linking to the Learning Process

STATE

It is very important to ensure that the feedback given to the learner is aligned with the overall learning outcomes of the program, teaching session or customer relations activity in which the learner is engaged.

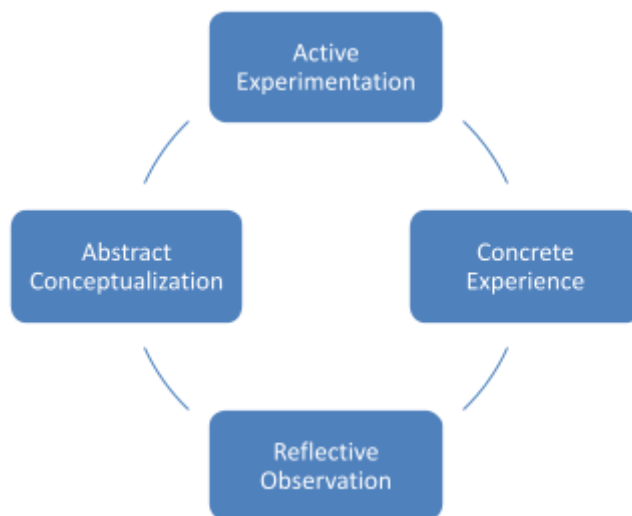
Briefly **DISCUSS** the following key points:

- Giving feedback can be seen as part of Experiential Learning
- Kolb (1984) proposed that learning happens in a circular fashion, that learning is experiential (learning by doing), and that ideas are formed and modified through. These ideas underpin the idea of the reflective practitioner and the shift from novice to expert which occurs as part of professional development.

STATE

The learning cycle requires four kinds of abilities or learning contexts:

DISCUSS Kolb's Learning Cycle and SHARE best practices based on your experience:



1. Concrete Experience

Learners are enabled and encouraged to become involved in new experiences.

2. Reflective Observation

This gives learners times to reflect on their learning.

3. Abstract Conceptualization

Learners must be able to form and process ideas and integrate them into logical theories.

4. Active Experimentation

Learners need to be able to use theories to solve problems and test in new situations.

DISCUSS the following key points:

- Kolb's learning cycle is similar to the "plan-do-reflect-act" cycle which is often used in appraisals
- Hill (2007) identifies that feedback plays an important role in helping learners move around the cycle. For example, feedback supports the process of reflection and the consideration of new or more in-depth theory. Through a process of negotiation, feedback can also help the learner plan productively for the next learning experience.
- If we consider that one of the tasks of those giving feedback is to help the learner achieve their learning goals, then Hill suggests that we need to start with an understanding of:
 - Where the learner is in terms of their learning, the level they have reached, past experience, and understanding of learning needs and goals
 - The learning goals in terms of knowledge, technical skills and attitudes. You may observe more than one of these learning domains at the same time.

STATE

During the observation, our task is to identify where and how far the learner has travelled towards the learning goals, where they may have gone off track and what further learning or practice may be required.

CHECK for understanding.

ANSWER questions that may arise.

Barriers to Giving Effective Coaching



Duration: 10 minutes

Feedback and Coaching, slides 16 and 17



Discuss Barriers to Giving Effective Coaching

DISPLAY slide 16, Barriers to Giving Effective Coaching

Facilitator Note:

The slide should show an empty slide, only with the slide title. Click the mouse to show each bullet point on cue. Move on to the next slide whenever necessary.

STATE

These are the common barriers for trainers to giving effective coaching:

DISCUSS the following barriers and **SHARE** best practices based on your experience:

-
- A fear of upsetting the trainee or damaging the trainer-trainee relationship
 - A fear of doing more harm than good
 - Trainee being resistant or defensive when receiving criticism. Poor handling of reaction to negative feedback can result in feedback being disregarded thereafter
 - Feedback being too generalized and not related to specific facts or observations
 - Feedback not giving guidance on how to rectify behavior
 - Inconsistent feedback from multiple sources
 - A lack of respect for the source of feedback

STATE

These are the common barriers for trainees to receiving effective coaching:

DISCUSS the following barriers and **SHARE** best practices based on your experience:

- Close-minded
- Fear of poor attitude and Know-It-Alls
- Jumping to conclusions

STATE

Other aspects between the person giving feedback and the recipient include differences in sex, age or educational and cultural background. These are not necessarily obstacles, but they may make feedback sessions strained and demotivating.

There are a lot of barriers to receptions but as a trainer one must be able to break or neutralize these barriers in order to coach.

CHECK for understanding.

ANSWER questions that may arise.

Receiving Feedback



Duration: 10 minutes

Feedback and Coaching, slides 18 - 20



Discuss Receiving Feedback

DISPLAY slide 18, Receiving Feedback

Facilitator Note:

The slide should show an empty slide, only with the slide title. Click the mouse to show each bullet point on cue. Move on to the next slide whenever necessary.

STATE

The focus in this module has mainly been about giving effective feedback and coaching to learners, but it is also helpful to think in a structured way about o feedback might be received. You can help prepare the learners (and yourself) for receiving feedback by providing opportunities for them to practice the guidelines we have on our list.

The aim of developing an open dialogue between the person giving feedback and the recipient is so that both parties are relaxed and able to focus on actively listening, engaging with the learning points and messages, and developing these into action points for future development.

Here are the guidelines for receiving constructive feedback.

CLICK mouse to show first bullet item.

DISCUSS the following guidelines and **SHARE** best practices or sample scenarios based on your experience:

- Listen to it, rather than prepare your response or defense.
 - Ask for it to be repeated if you did not hear it directly clearly.
 - Assume it is constructive until proven otherwise; then consider and use those elements that are constructive.
 - Pause and think before responding.
 - Ask for clarification and examples if statements are unclear or unsupported.
-

-
- Accept it positively (for consideration) rather than dismissively (for self-protection).
 - Ask for suggestions of ways you might modify or change your behavior.
 - Respect and thank the person giving feedback.

CHECK for understanding.

ANSWER questions that may arise.

Best Practices on Feedback and Coaching



Duration: 5 minutes
Feedback and Coaching, slide 21



Discuss Best Practices on Feedback and Coaching

DISPLAY slide 21, Best Practices on Feedback and Coaching

Facilitator Note:

The slide should show an empty slide, only with the slide title.

STATE

Observations over a period of time or for specific purposes are typical when coaching occurs. Trainers should always be observant and attentive to each trainee's performance and progress.

If ongoing feedback and coaching has been carried out regularly, then the formal feedback and coaching sessions should not contain any surprises for the learners. Feedback can be given on a one-to-one basis or in small groups. The structure for giving feedback will be agreed between you and the learner(s), and may follow one of the models we have discussed earlier. It is also important that both you and the people to whom you are giving feedback are fully prepared for the session.

These are the best practices on feedback and coaching:

CLICK the mouse to show each bullet point on cue. Move on to the next slide whenever necessary.

DISCUSS the following best practices:

1. Prior to a formal feedback session, you should:
 - Ensure the learner is aware they are to receive feedback or coaching, so clearly define the purpose of the feedback session prior to or at the outset of the session
 - Collect any information you need from other people
-

-
- Summarize the feedback and ensure you know the positive aspects and areas for improvement are listed, with supporting evidence
 - Make sure you know how the feedback relates to the learning program and defined outcomes

2. Setting the scene

- Create an appropriate environment
- Clarify your ground rules with the trainees – what part of the skill or behavior the trainee is to concentrate on, when you will interrupt, what other trainees are to do, how the trainee can seek help during the session, and so on.
- Agree a teaching focus with the student
- Make notes of specific points

3. During the formal feedback session, you should:

- Redefine the purpose and duration of the feedback or coaching session
- Clarify the structure of the session
- Encourage the learner to self-asses their performance prior to giving feedback
- Aim to encourage a dialogue and rapport with the trainee
- Reinforce good practice with specific examples
- Identify, analyze, and explore potential solutions for poor performance or deficits in practice

4. After the session, you should:

-
- Complete any outstanding documentations and ensure the learner has copies
 - Carry out any agreed follow-up activities or actions
 - Make sure that opportunities for remedial work or additional learning are arranged
 - Set a date for the next feedback session, if required

CHECK for understanding.

ANSWER questions that may arise.

Review



Duration: 7 minutes
Feedback and Coaching, slide 22



Conduct a Review

DISPLAY slide 22, Review.

STATE

This is an opportunity for learners to review what they have learned from this module through a written activity.



PROVIDE Instructions

1. ASK participants to accomplish Page 10 of their Participant Guide.
2. Participants have only 5 minutes to finish the exercise.

Debrief the activity

GO round robin to get answers to the questions.

CHECK for clarity.

Your Turn!



Duration: 75 minutes

Feedback and Coaching, slide 23



Conduct the Activity

DISPLAY slide 23, Your Turn

GIVE the learners 3 minutes to read the Principles of Providing Effective Feedback, and review How to Coach. This information will be used as a checklist when the practice will start:

- If it's a Feedback session, the learner has to get at least 12 checks from the checklist to get at least 80% score.
- If it's a Coaching session, the learner should practice the session and discuss best practices without scoring.

Facilitator Note:

By the end of this practice session, the participants should have at least two (2) 80% to assess whether the techniques and best practices for Feedback and Coaching were understood.

STATE

The objective of this activity is for you to apply the best practices and techniques in providing feedback and coaching and to score an average of 80% on all the practiced scenarios.

PROVIDE instructions to the activity:

1. **ASK** the learners to go to page 12 of their guide. Give the learners 3 minutes to read and answer the scenarios. Learners have to identify whether the scenario is an opportunity to give feedback or provide coaching.
-

2. **PAIR** the participants. If you have an odd number of participants, you have to join in for everyone to have a chance to practice.
3. **USE** the scenarios on page 12-17 for learners to practice.
4. **GIVE** the class the following timelines to practice the scenarios:
Feedback - 5 minutes | Coaching – 10 minutes
5. **LET** the pair debrief each turn, before moving on to the next learner and next scenario.



SCENARIOS:

- a. *Trainee coming in late three times in the third week – on the second day, after the first 15-min break of the 4th day, and after lunch on the 5th day.*
 - b. *Trainee having a challenge understanding a particular topic*
 - c. *Trainee's performance has Trainee missing training classes in two instances*
 - d. *Trainee has not been actively participating in class*
 - e. *Trainee has been overly participative*
 - f. *Trainee has been has been behaving disruptively in class by making negative side comments*
 - g. *Trainee has disturbing body odor*
 - h. *Trainee caught sleeping in class two times*
 - i. *Trainee showing cues of demotivated to learn*
 - j. *Trainee's performance has dove, from exceeding expectations to did not meet expectations*
-

-
- k. *Trainee's performance has trended up, from did not meet expectations to exceeding expectations*
 - l. *Trainee has been disrespectful to you*
 - m. *Trainee has been obsessively questioning your credibility to the point of mocking and sarcasm*
 - n. *Trainee has not been improving based on written assessments*
 - o. *Trainee has been getting high grades based on oral and written assessments.*

Debrief the Activity



GO round robin in the class to ask what challenges they have experienced in the following areas:

- a. In giving feedback
- b. In listening to the response of the recipient
- c. In understanding the response of the recipient
- d. In responding to the response of the recipient's on the feedback
- e. In attaining the goal and objectives for conducting the feedback; *and why these challenges were present.*

GO round robin in the class to ask what strengths they have experienced in the following areas:

- a. In giving feedback
 - b. In listening to the response of the recipient
 - c. In understanding the response of the recipient
-

-
- d. In responding to the response of the recipient's on the feedback
 - e. In attaining the goal and objectives for conducting the feedback; *and why and how these strengths were possibly manifested.*

GO round robin in the class to ask what can be done better the next time they give feedback.

CLARIFY questions/issues raised.

USE the same questions in the same flow (except that change 'feedback' to 'coaching') to debrief Coaching.

Wrap-up



DISPLAY slide 24, Wrap-Up

REVIEW Objectives

That's it!

You should now be able to:

- List the benefits of feedback and coaching
 - Identify the instances to provide feedback and coaching
 - Apply the best practices and techniques in providing feedback and coaching
-

