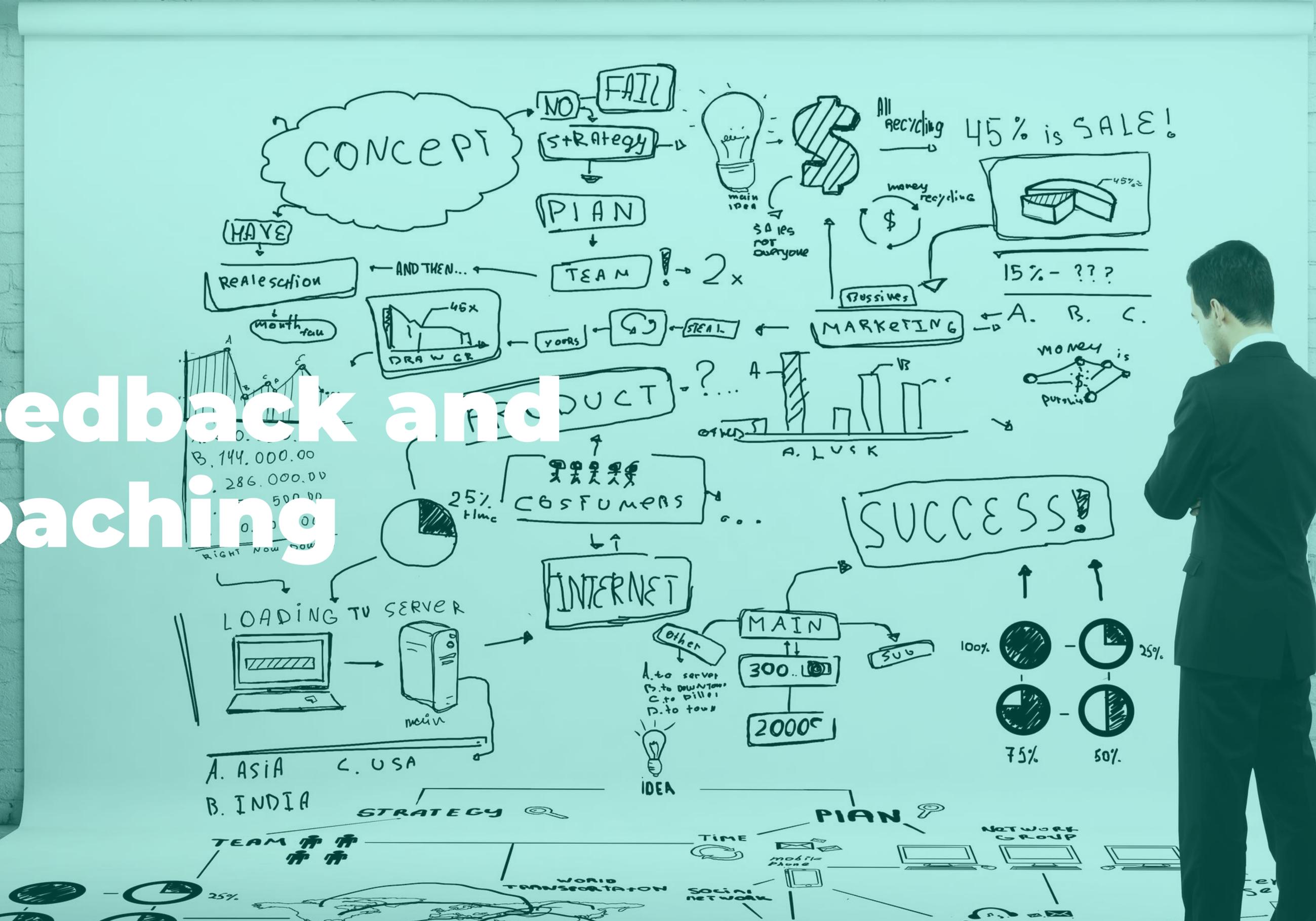


Feedback and Coaching



Feedback

The first hard and fast rule of observational feedback is to provide it as close to the initial observation as possible.

This is for a number of important reasons: The staff member may worry about what has been observed and become resistant or defensive without reason. The observed behaviour may need rectifying quickly.

The staff member's memory of the event observed is freshest closer to the time and this really helps when feeding back. Quick, immediate and balanced feedback should be motivational, contribute to development and drive performance.

The best coaches do not just tell staff members "Do a better job next time", he or she shows the staff member how to do a better job or equips them in some way to achieve this: "This is what you did, and this is how we can improve..."

The key rules of feedback are:

- Be accurate, honest, granular and add value.
- Provide a take away (in the form of actions) that helps the staff member improve.
- Help staff members reach the next level of performance.

Providing Observational Feedback

Pre-positioning prior to delivering observational feedback means employees understand the structure of what you are doing and improves buy in and receptivity.

You want to ensure your employee understands what is going to happen, the format of the feedback and what you and they are going to aim to do. Ensure the focus of your feedback is development.

Pre-positioning doesn't mean that you are tipping your staff off, and if approached correctly, shouldn't mean staff become defensive or prepare for an argument. Before you deliver any feedback it is best practice to look to your notes and begin to structure what you are going to discuss. There may be a number of points to cover but remember: you can only raise so many actions before a staff member has way too many points to work on.

Prioritise your feedback so that you can focus on the bigger/ more critical areas first and then move down your list. For example, if you have multiple areas of development but a couple of compliance issues, the focus of your feedback will need to be compliance, this doesn't mean you can't discuss other areas though.

Obtain your staff members perception

The staff member goes first: They give their perception of what they did, with the positives first, followed by any development areas.

This means the staff member has to talk first and starts to establish the rhythm of coaching, most of the talking should be coming from the staff member. Remember to try and work to an 80/20 ratio.

E.g. Tell me what you thought was good about your call. What do you feel you need to work on to improve?

Asking the staff member helps establish whether they are actually aware of development areas or are working under the assumption that what they are doing is correct. It also helps pull out 'off topic' issues as staff members may bring up actions outside of the context of your observations.

Ideally, feedback should be given as close to the initial observation as possible. If this is not the case for whatever reason, it may be best to ask the staff member for 'generalised feedback' to avoid dragging out a session where your staff member struggles to recall a specific activity.

Providing your perception

Once the staff member has finished, the coach then gives their perception.

Again they start with the positives and then work towards the development areas, giving balanced observational feedback, evidenced by their audit document.

You can use the structure:

- What you observed (specifically)
- The effect this had (to the customer, business, colleagues)
- Specific best practice or development within the observed behaviour (be granular)

There are no 'Bad' parts, just 'opportunities to develop'. Often this section will be the coach agreeing with what the staff member has said! Which is not a bad thing at all.

Reach consensus

Next, the coach and the staff member look at what they have identified as 'development areas'.

At this point the coach needs to really drill down on why the staff member needs development here, what has caused this development area etc.

Is this an action that the staff member can undertake alone? Will the staff member require support / coaching? E.g. We agree on these observations...So, what do we need to work on? OR What are we going to work on? It is important that the staff member is collaborated with during this stage and that they are still the one doing the talking.

A collaboratively agreed development plan is more likely to be followed as it was the staff members idea!

Action planning

A man in a dark suit stands with his back to the camera on a high-rise balcony. He is looking out through a large glass window at a city skyline. The window reflects the sky and other buildings. The balcony has a wooden railing and a few small items on it. The overall scene is bright and professional.

This is where we start to plan actions for the staff member and for the coach to undertake in order to address any shortfalls in either performance or behaviours as raised in the initial observation.

Action planning should occur 'in the moment' as it is a collaborative process but that doesn't mean you can't come to a session with an idea of the actions you think will be appropriate.

At this point in the process, you and your staff member should have identified the areas that require development, reached consensus, and are now focused on who to improve in these areas.

Think in terms of the employee needing to either Stop, Start or Continue. The actions you set should ensure that they are Clear on how this should happen, Capable to put this action into place and Motivated to succeed.

The SMART Model



Specific

What do you want / does the staff member want to do? Metrics should support this. How, How Much. By When ? E.g. I want to improve my NPS score to be above the team's average.

Measurable

How will you, as a TL, know when the goal has been achieved? What does the staff member need to have achieved ? E.g. I will need to improve by 2.3

Achievable and Realistic

Is the goal achievable? Is this in line with the business needs/ goals? Can the staff member reasonably be expected to hit the target/ goal ? E.g. I know this is achievable as I have previously attained this score .

Time Bound

By what date should we reassess these goals and the achievement against them ? E.g. By the end of the month I will have achieved this goal.

Coaching

Coaching is simple in concept: Show the person you are coaching what to do, then get them to do it.

The methodology you use may vary and the style, content and purpose will change, but essentially the basic coaching loop remains the same. When planning coaching, always consider this. Coaching is intended to build and grow skills in staff members.

To do this effectively, you must show the staff member what you want, how you want it, then get them to demonstrate that they can do what you want, before reinforcing this behaviour through repetition and positive reinforcement.

There are four stages of Coaching:

- The Coach articulates and/or provides a demonstration of the desired skill
- The staff member demonstrates the desired skill
- The Coach provides observational feedback
- Repeat the above steps until YOU are satisfied The key to successful coaching is repetition.

The first step of coaching is for YOU to show the staff member what you want them to actually DO.

In your feedback and follow up sessions you have agreed there is a development area, so you now need to break down that development into a set of easily copied actions you can showcase. Coaches effectively transfer knowledge by deconstructing, then explaining what they have just demonstrated.

Did the staff member understand? Find out by deconstructing your skills demonstration with them collaboratively. If you are using an expert role model or audio/video demo, pause the demonstration and explain what is happening, you don't have to play the whole thing!

You have a powerful tool in recordings so make it work for you.

To Demonstrate and Articulate, you can use:

- You, the Coach, demonstrate the skill you wish the staff member to replicate
- An expert role model demonstrates the skill you wish the employee to follow
- Audio/Video examples or demonstrations

Demonstrate and Articulate

Demos

The staff member should always then practice the desired skill you have just demonstrated to them. Ask them: “Show me what you have learned”. The simplest way for them to do this is to repeat back the behaviour, dialogue or information for you to observe and/or check.

Off Broadway Technique

Plays don't make it to Broadway until they have proven themselves. They run smaller shows off-Broadway to ensure everything works. With coaching this is the same principle, we want our staff to be great, so let them test things out where the audience is smaller and more receptive. Roleplaying is an excellent tool to use in these instances as most times you may not want the staff member interacting with clients whilst they work things out.

Live

Staff can demonstrate actions or behaviours 'live' as part of coaching. You can demonstrate what you want a staff member to do and then allow them to repeat back 'live' with a customer/ stakeholder/ colleague. Be wary of undertaking this if the coaching activity is around a compliance activity or action that could detriment the customer.

Couples

In group coaching sessions, you can pair staff up to roleplay together, this is especially useful if you have a large team. In this instance, you would demonstrate the action you want to be performed, then pair off staff to demonstrate this to each other, back and forth.

Providing Feedback

Observe your staff member showcasing what you have coached before providing observational feedback.

- What did the staff member think was good about what they just did? Just like observational feedback, your staff member should go first to pull out any development and motivate them to open up.
- What does the coach think? Positives First, then Development Next, you give your thoughts, again starting with the positives before giving balanced developmental feedback.
- What did the staff member think they need to change/ improve? Let the staff member tell you, based on the feedback so far, what they think they should stop, start or continue.
- What needs to change this time around? Reach a consensus on what needs to change by giving your opinion, then discuss how you will show the staff member what to do.

Repeat, Repeat, Repeat

Repeat the previous three steps until YOU are confident the skill has been embedded.

Do not end the coaching session until the staff member can copy your desired behaviour to a reasonable standard. Coaching activity is recorded on a coaching log. Best practice would be that the staff member receives a copy of this to ensure they are fully aware of their obligations post coaching.

Your coaching log serves two purposes:

- To record in detail what you did to support your staff member.
- To record the next steps. This could be more coaching, actions (including targets), or training.

ALL coaching should be recorded. The rule you should work to is: If it isn't written down, it didn't happen.