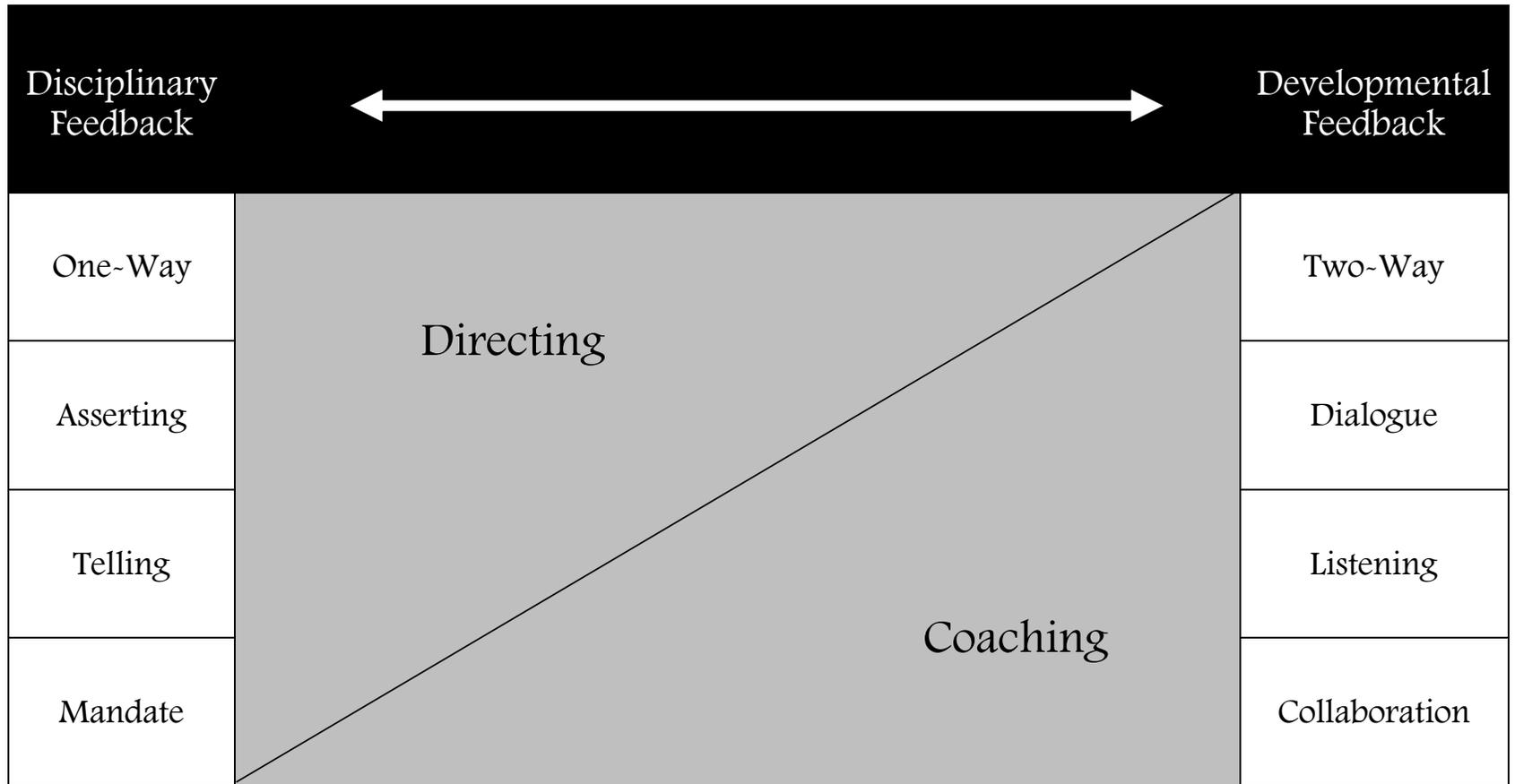


KEYS Productive Feedback: Manager as Coach

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Feedback Continuum



Developmental feedback is a balancing act between advocacy and inquiry.

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Coaching is a partnership where the manager role shifts from directing and monitoring an employee's results to facilitating learning and growth led by the employee.

Checklist approach of performance feedback (did you do x and y)



Talk about where and how the employee can grow and be more effective

Ways to accomplish this

1. Work in partnership with the employee to explore:
 - Where are you now & where do you want to be?
 - What is going well & what contributes to those successes? How can we build on that?
 - What is challenging and what factors contribute to that? How can we address that?
 - What tools, resources and skills/knowledge would enhance the employee's effectiveness? How can each of you contribute to moving forward in those areas?
2. Use a facilitative approach in your conversations -- ask questions to help the employee come to his or her own discoveries vs. asserting your opinions, advice, recommendations or solutions. Inquiry precedes advocacy.
3. Provide on-going feedback and interactions to continue the dialogue about the employee's progress. In particular ...
 - Use active listening skills including: attending, reflecting, paraphrasing, open and reinforcing body language, acknowledging responses, minimal interruptions and movements, open-ended and probing questions)
 - Help people reflect and learn from their successes and failures
 - Engage the employee in exploring alternatives (ask them to generate ideas & solutions, build on their ideas, uncover and test underlying assumptions, etc.)
 - Encourage people to expand beyond their comfort zone
4. Foster a working environment conducive to learning and growth
 - Role model the behaviors & attention to growth and development you want to encourage
 - Provide opportunities for staff to grow and develop new skills sets; reward appropriately.
 - Integrate "wheel of learning" stages in your management & development activities: analyzing an experience/situation (reflecting), generating alternatives/options (connecting), settling on a course for action (deciding) & putting into action (doing)

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Inquiry Techniques: increasing your understanding of others' perspectives and thinking

Encourage others to share their thinking

Technique		Conversation Starter
Find out what data and assumptions they are operating from.	>>	What leads you to conclude that? What data do you have for that? What causes you to say that?
Use un-aggressive language. Ask in a way which doesn't provoke defensiveness, or "lead the witness".	>>	I'm interested in your thinking about this issue – can you share more of your thinking about (xxxx). I really want to understand where you are coming from on this.
Draw out their reasoning. Find out as much as you can about why they are saying what they are saying.	>>	What were the other alternatives considered, and what was more appealing about this option over the others? How does this relate to other concerns or issues? What implications does this have for other issues or what comes next?
Explain your reasoning for asking, and how it relates to your own concerns, hopes, and needs.	>>	I'm curious about your assumptions here because ...

Compare your assumptions to theirs

Technique		Conversation Starter
Ask for broader contexts, or for examples	>>	How is it similar or different from ... ? What would this look like in action – has it been used in other situations and how did it work?
Check your understanding of what they have said. Listen for the new understanding that may emerge. Don't concentrate on preparing to counter the other person's argument or promote your own agenda/ideas.	>>	So what I hear you saying is ... I understand this to mean
Ask what has led the person to that conclusion	>>	How did you arrive at this view? What information or assumptions are driving your opinions that I might not understand or have considered?
Explore, listen, and offer your own perspective in an open way	>>	Have you considered ...? How does (xxx) relate to what you are thinking/point of contention?

Advocacy Techniques: helping others understand your perspectives and thinking

Make your thinking process visible

Technique		Conversation Starter
Share your assumptions, and what they are based on	>>	Here's what is behind my thinking ... I assumed that ... because ...
Make your reasoning explicit	>>	I think this because ...
Give examples of what you propose, even if they're hypothetical	>>	An example would be ...
As you speak, keep in mind other people's perspective on what you are saying.	>>	What do you think? How does that sound to you?

Publicly test your conclusions and assumptions

Technique		Conversation Starter
Ask others to consider your thinking/rationale, assumptions and data	>>	What do you think about what I just said? What flaws are there in my reasoning? What have I overlooked or forgotten? What might I have missed/misunderstood?
Refrain from defensiveness when your ideas are questioned. If what you are advocating for is worthwhile, then it will only get stronger by being tested.		That's interesting. Thanks, I'll keep that in mind.
Share where you are least clear in your thinking. Rather than making you vulnerable, it can defuse the force of advocates who are opposed to you, and invite improvement.	>>	Here's one aspect I'd like help thinking through ... I could really benefit from your ideas about ...
Even when advocating: listen, stay open, and encourage others to provide different views.	>>	How do you see this? How do you think others will see this?

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Additional Facilitative Techniques for Keeping Conversations Productive

What's Happening		Technique for Redirecting
Strong views are expressed without any reasoning or illustrations	>>	I'd like to understand more. What leads you to believe ...
The discussion goes off on an apparent tangent	>>	I'm unclear how that connects to what we've been saying. How do you see it as relevant?
Someone reacts strongly or negatively to what has been said	>>	When you said (restate what was said) ... I had the impression you were (feeling/emotion). If so, I'd like to understand what upset you.
Others appear un-influencable	>>	What would need to happen for you to be able to support part/all of the idea? What is important that is not being addressed by this? Where are you willing to compromise to get other things that are important to you?
There is inconsistency or confusion	>>	If I understand you correctly, you're saying that ...