

Coaching and Providing Feedback

Building Management Skills for Prevention Professional Video Series



New England (HHS Region 1)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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Solutions-Focused Coaching

- ✓ Focuses almost exclusively on the solution rather than the problem
- ✓ Mindset: People are not 'the problem' - instead, people *have* problems
- ✓ Coaches ask *coachees* to think about what they want to achieve and then helps them plan how to get there
 - This takes a positive approach to change so it is more motivational for the *coachee*
 - This focuses on success and moving forward one step at a time, so *coachees* feel more entitled to make something happen
 - This is a collaborative approach, with input from both the Coach and *Coachee*
- ✓ Assumes that people are capable of solving their own problems
 - This can increase a *coachee's* self-confidence, self-reliance, and positivity about being in control of their success
- ✓ This can be just one of your coaching tools

The *OSKAR* Coaching Model

Outcome

- Shared objective for coaching session
- The desired coaching outcome

Scale

- How close the *Coachee* currently is to the desired outcome, scale of 0-10

Know-How

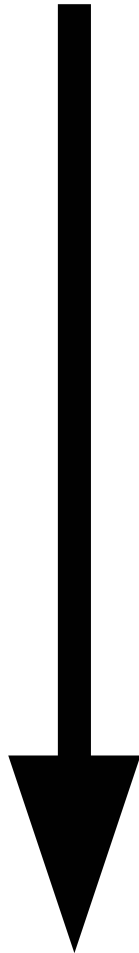
- What actions has the *Coachee* already taken & what skills, knowledge, and attributes does the *Coachee* already possess that will help the outcome?

Affirm + Action

- Coach offers feedback about how *Coachee's* current strengths/resources can help with the outcome
- What's next, to make further progress?

Review

- Happens at the start of follow-up session(s)
- Coach & *Coachee* review the action *Coachee* has taken, decide what's improved, and look at what needs to happen next to improve even further



The OSKAR Coaching Framework: Getting Results by Focusing on *Solutions*

Outcome

This also can be Objective. This is what you and your team member want to achieve from the meeting or coaching session – resolving or addressing the specific challenge or issue. It is the difference that you and the coachee want to see as a result of this coaching session.

- A shared Outcome – a desired Outcome on which you and your Coachee agree to pursue.
- What you and the Coachee want to achieve – long, medium, and/or short-term
- It specifies how the Coachee will know the coaching session/s has been useful
- The “perfect” scenario
- You ask the coachee to suppose that suddenly and miraculously overnight the goal was achieved, the problems vanished -- the typical questions you might ask at this stage could include the following:
 - *What one thing do you want to get out of this session? (If this session is open to any issue)*
 - *What do you want to achieve?*
 - *I want you to imagine that you have attained your goal. What changes do you see in your working environment?*
 - *You've come into work today to find that this problem has vanished. What changes have occurred? What does that look like? What's different?*
 - *Are there times when the solution is already present, or something similar? Can you identify what is different about these times?*
 - This leads to a discussion not merely about results, but also about the small and visible signs that the results are starting to happen, something that helps the coachee visualize their desired outcome.

Scale

This is where you and your Coachee identify how close your team member is to achieving the desired Outcome. You and the Coachee rate the Coachee's current state on a scale of 0-10 (where zero (0) is the complete opposite of what you and the Coachee want to accomplish, and 10 is successful Outcome attainment). How far from the Outcome (10) has the Coachee already achieved? To present a more motivational tone, try to focus on the glass being half full here, rather than half empty. A score of 6 means the Coachee already has **climbed** to 6; **not** the Coachee has **come up short** by 4 rating points.

- Bear in mind that s/he immediately might rate her/himself at 10, so be prepared to be honest about how you rate your team member, too.
- If performance standards or more informal expectations exist, you and the Coachee should take those into consideration when selecting the rating
- This is a “measure” of the extent to which the current situation already shows elements of the desired Outcome
 - The current situation is rarely zero.
 - Often there is already some limited progress towards the outcome even at the very beginning of the process.
- The typical questions you might ask at this stage could include the following:
 - *On a scale of 0 to 10, with 0 representing the worst it has ever been and 10 the desired Outcome, where would you put the situation today?*
 - *If 0 is no achievement and 10 is complete goal achievement, where are you right now on the scale?*
 - *You are at "N" now; what did you do to get this far?*
 - *How would you know you had got to N+1? What would you be looking for to see improvement happening?*
 - *What does improvement look like?*
 - *What does successful Outcome accomplishment look like?*

Know-how

This step help your Coachee discover their resourcefulness. Know-how includes the skills, knowledge, qualifications, and attributes that enable this team member to move forward, towards the shared Outcome/goal. With the Scaling phase, you identified how far along the 1 – 10 scale the Coachee currently is. Now you have to help the coachee identify what factors already are contributing to getting the situation incrementally closer to the outcome, no matter how small the improvement. This involves you and your team member focusing on what's already working well, what is already positive about her/his actions, skills, behaviors, and attributes.

- Say your team member is already achieving five on your 0-10 scale. That's great. One question you can ask here is, *"What actions are you already taking to achieve this score?"*
- Other questions you might ask at this stage could include the following:
 - *What are your strengths? Or, what strengths have enabled you to make the kind of progress that you already have experienced?*
 - *What would other people say you do well?*
 - *What is already helping you perform at a rating of higher than zero (0)?*
 - *What knowledge do you currently have that helped you get this far?*
 - *What resources do you already have?*
 - *What resources do you already have access to?*
 - *What skills do you currently have that are helping you?*
 - *What attitudes do you currently have that are helping you?*
 - *Under what circumstances does the Outcome already happen for you - even a little bit? What did you do to make that happen? How did you do that?*
- It is important that you and your Coachee not focus the conversation, at this point, on what the Coachee does NOT possess or canNOT do. Focus, instead, on a more objective analysis of what resources the Coachee already possess to make progress towards the “perfect” or “ideal” situation, the Outcome.
- If you identify a necessary resource that the Coachee currently does not possess, see if you and your Coachee can identify ways to **get** that resource, using some of the Know-how to which the Coachee already has access. For instance, if my Coachee needs better presentation skills, I (one of his/her resources) might find training and/or practice opportunities for my Coachee to improve in that area. In others, words, if something is missing, the Coachee has other resources to address this – the glass is ½ full.
- Remember, the search for know-how may be extended to include the coach, other people, and other teams. Some of the Coachee’s strengths may come from her/his relationships with others who can be of great help to the Coachee. Other people and all that they possess may be a resource to your Coachee.

Affirm + Action

Here, the Coach helps the Coachee feel resourceful and empowered before choosing a small next-step. Affirm his/her existing strengths/resources and any progress s/he already has made towards the Outcome. You may start by saying something like, “I’m impressed by . . . (then, the Coach affirms the know-how you gleaned in the know-how stage).” You **then** need to focus on the Actions s/he needs to take to progress even further to accomplish the desired Outcome. These can be small actions that, step by step, allow the Coachee to make progress and get closer and closer to the Outcome.

- The sort of questions you might ask at this stage could include the following (notice how each Affirmation is followed by a call to Action):
 - *I think the way you handled that situation shows how to take the customers’ needs into consideration when making decisions. What would it take to help you continue on that path? What makes that challenging to do? How can I help?*
 - *Your communication skills show others your very real empathy for the situations of others. How can you use your communication skills to build more trust between you and your new team member?*
 - *Others inside our team see you as mindful and thoughtful before offering your opinion. How might you use that strength to convince Chris to accept your proposed solution?*
 - *Your ability to stay focused in such a complex situation makes you a valuable team asset. What can you do to keep focused in future similar situations? What have you learned from the past situations?*
 - *Your determination is what will see you through, to the end Outcome. In what additional ways can you move closer to the Outcome – what will that take/require? What can you do to make that happen? What can I/others do to help you make that happen? How can I help/support you and your efforts?*
 - *The amount of support your team provided in that situation is outstanding. What can you do to leverage their resources in this new situation?*
 - *You have navigated some very difficult situations. In what new ways can you capitalize on your strengths to address this current Outcome?*
 - *What would you like to do next? What is your next step?*

- Will it simply be a case of him/her doing more of the same or perhaps doing something differently? Your focus throughout the session should be on what next steps or Actions, however small, will work best and what help you or your organization can offer her/him.
- Even if you identify something that the Coachee needs to improve or work on, the goal here is to help the Coachee see that s/he (perhaps with some help?) is capable of making personal improvements, is capable of trying something new, is capable of taking control of this situation and making a difference, one step at a time.
- Recognizing these qualities helps to build the coachee's self-belief, self-confidence, and self-value, as well as enhancing the relationship between you and the coachee.
- It's easier for a Coachee to see this type of manager as a professional resource and supportive of the Coachee's success.

Review

This review process normally happens at the start of each follow-up coaching session. You both review the action your team member has taken, decide what's improved, and look at what needs to happen next to improve even further.

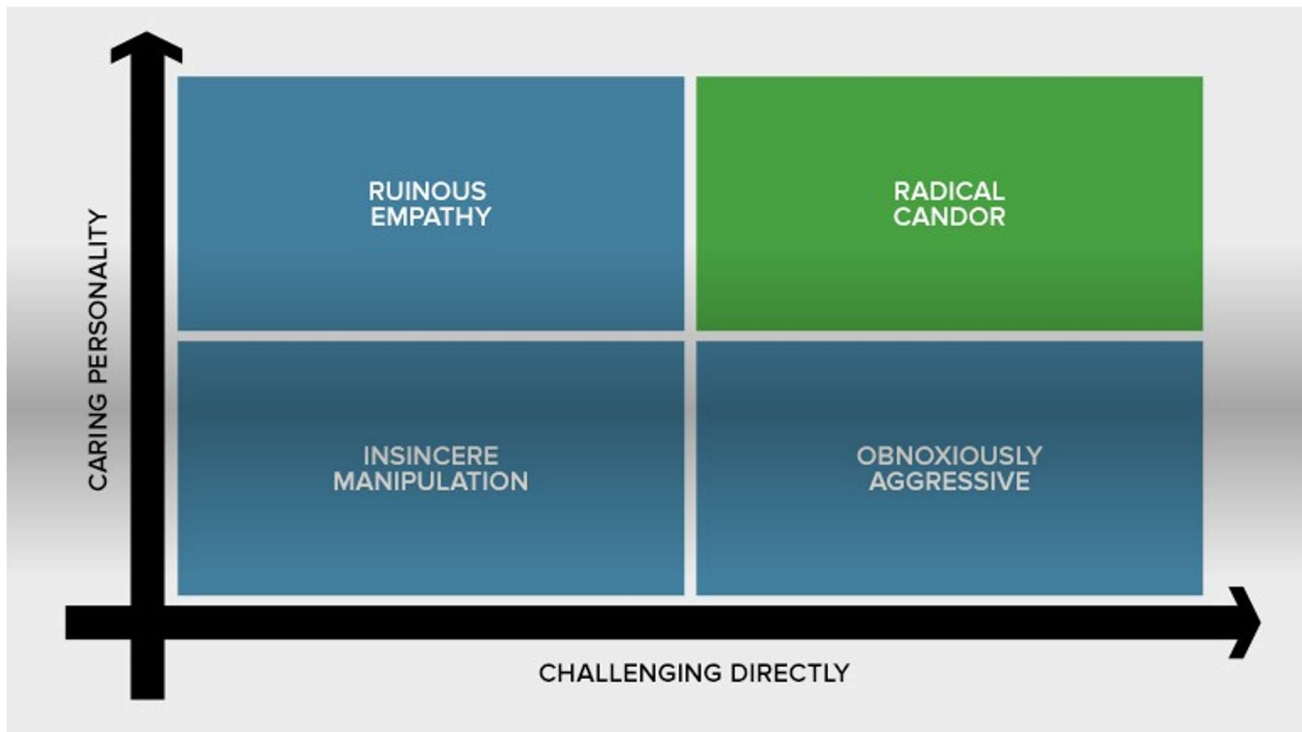
- This process should emphasize the positives or successful outcomes, even if there's still a way to go to achieving the final outcome/goal.
- Ask your team member what changes s/he believes were successful and offer suggestions about what to change next.
- Here, you still can focus on strengths. When you identify a necessary improvement, the follow-up question could be, *“What similar experiences have you had that could help in this situation?”* or *“You identified your willingness to accept a certain amount of risk as one of your strengths. How could that help you in this situation?”*
- You should ask *“What is better?”* rather than whether a particular action was carried out, or what happened. This keeps the focus on the things that are moving the process in the right direction, towards the desired Outcome. For instance, *“What kind of progress have you made”* is better than *“Why didn’t you try harder?”* or *“How could you let that happen?”*
- You can go back to the scale to find out how much things have improved and what has helped the most, provided the emphasis remains on reviewing the positives.
 - Perhaps you could say to the Coachee, *“So, you told me that you would rate yourself a 3 on a scale of 1 – 10 when we first started discussing this. Now, you believe you have achieved a 7 on that same scale. What has happened that allows you to move yourself up 4 points?”*
 - You don’t have to avoid addressing problems. If your Coachee has experienced a setback, your response could be *“What would you like to do to turn this around?”* or *“How could you use your professional network to address this – who might have some advice or insight that would help you?”* Again, the glass is ½ full, *“You/we can do this. There’s a solution here, we just need to find it or find someone who can tell us what the solution is.”*

- Other typical questions for the Review could include the following:
 - *What has improved? What kind of improvements have you seen?*
 - *What did you do to successfully make that change or improvement?*
 - *What do you think will change next?*
 - *What would you like to work on next?*
 - *What are your next steps?*
 - *So, where do you go from here?*
 - *In what additional ways can I help or support you?*
 - *What have you learned along the way – about yourself, about the situation, about the people involved?*
 - *How can what you've learned help you in the future? How do you see yourself using this in the future? Where else might you use your insight? With what other issues might this help you or help others?*
- This Review process can continue until your Coachee meets, or exceeds, the agreed upon Outcome goal.
- Once the Outcome goal is accomplished, take the time to review what you've learned, what your Coachee has learned, how far your Coachee has grown, and perhaps what s/he would like to accomplish next.
- Take some time for personal learning, as a Coach. Ask your Coachee, *“What could I have done differently to help you? When we tackle something like this again, in the future, what should I continue doing that you found helpful this last time?”*
- Your shared momentum might carry you into another collaborative opportunity.

Inspired by the work of Paul Z Jackson and Mark McKergow, The Solutions Focus: Making Coaching and Change SIMPLE.

Mastering the Art of Constructive Feedback

- *Ruinous Empathy* (too much caring, not enough challenging)
- *Obnoxiously Aggressive* (not enough caring, too much challenging)
- *Insincere Manipulation* (not enough of either, sometimes marked by passive-aggressive behaviors, backstabbing, non-specific feedback with little regard for the relationship, criticism that is neither clear nor kind, fake praise for political purposes, etc.)
- **Radical Candor** (the right blend of both)



Best strategy: Integrating evaluative feedback (such as performance appraisals) with developmental feedback designed to improve performance. Developmental feedback is more forward-looking and relationship oriented. It relies on coaching, guidance and mentoring rather than judging and criticizing.

Developmental feedback looks forward to what we [the coach and the person being coached] can do to improve and create a better picture for the future. It is a continuous process that takes place in real time throughout the year.

Kim Scott (2017). Radical Candor: Be a Kickass Boss Without Losing Your Humanity. St. Martin's Press, NY, NY.

Giving Constructive Feedback

Constructive Feedback can be “negative” (feedback about a situation in which something has gone wrong or has been done incorrectly) or “positive” (feedback about a situation in which something has gone right, or someone has successfully accomplished a task; celebrating someone’s accomplishments). In either case, consider the following suggestions to be sure the feedback helps the recipient or allows them to celebrate successes, correct mistakes, or improve their performance:

- Deliver feedback in private; consider where the best place would be for the recipient to hear your feedback
- Be sure to include both positive and negative feedback if the feedback is in response to both positive and negative performance; BUT, don’t use a feedback “sandwich:” positive + negative + positive ... this gives twice as much positive feedback, so the recipient may not focus on what needs to be corrected; this may appear too “gimmicky” and, therefore, insincere; this may lead the recipient to expect something negative as soon as s/he hears something positive is every time you deliver feedback you use the same “formula”
- Focus on the recipient’s behaviors and performance, not their personality
- Be specific, using concrete examples
- Eliminate judgmental labels (“You have a bad attitude”) from your feedback
- Realize that the recipient may not see their behavior the same way you do; so, ask for the recipient’s perspective and be open to a different interpretation, if appropriate; however, performance still must be the goal
- Be sure that you understand your purpose in providing this feedback before you deliver the feedback – and be sure you are doing it for the right reasons (e.g., to offer support, rather than to get something off your chest)
- Tell the recipient your purpose in providing the feedback
- Connect your feedback to the recipient’s or their team’s goals, mission, purpose, performance measures, etc.
- Consider telling the recipient the impact of their behavior/performance; if something needs improvement, discuss the impact that will result from the improvement
- If something needs to improve or change in the recipient’s behavior/performance, be sure that they have control over the causes of their mistakes; you cannot expect improvement when the recipient has no control over what is causing their poor performance or errors
- Be proactive, focus on improvement (“where do you go from here, what needs to be done differently, how can I help”)
- Rather than “right” and “wrong,” either you are “right” or “you learn something from your mistake and come back stronger as a result” – come into the feedback discussion with your own attitude that will help this situation
- Provide feedback at the right time; as close in time to the situation as possible, unless one or both of you need time to calm down or reflect on the events
- Protect the recipient’s dignity by demonstrating respect and professionalism

- Deliver the feedback when you are calm and clear-headed
- Be aware of your body language and make sure your nonverbal behaviors are consistent with your spoken message/feedback – avoid telling the recipient that you are open to their opinion and then roll your eyes when they tell you their opinion
- Consider rehearsing the feedback, if you think that might help you to be confident or stay focused on using the correct words and tone during the actual conversation
- Consider the recipient and design the feedback to meet their unique needs – no one size fits all

Remember, this list of suggestions or ground rules is not comprehensive. Add to, delete from, or modify these ideas, depending on you, the recipient, and the feedback situation. You may want to add other ideas below:

