



# The role of feedback and coaching ICF in learning, leadership and life



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"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine-worker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another"

Nelson Rolihlahla Mandela





# Learning outcomes

- Outline the 7 principles of learning
- Learn to deliver constructive feedback
- Understand the role of coaching in continuing education
- Display ability to develop and improve performance of faculty members
- Recognise the differences between coaching and mentoring

*“Tell me and I forget,  
Teach me and I remember,  
Involve me and I learn”*



# What is learning?

A change in  
behavior which comes about as  
the result of an experience

# 7 Principles of Education

**Based on needs**

1

**Motivates to learn**

2

**Relevant**

3

**Interactive**

4

**Provides feedback**

5

**Promotes reflection**

6

**Leads to verifiable outcomes**

7



# Feedback

- A very important teaching tool
- One of the principles of learning
- Based on observation
- Promotes reflection
- Useful only if translates into action
- Should be used regularly

# What is feedback?

- Information describing a student's performance in a given activity
- that is intended to guide their future performance in that same or in a related activity
- Positive
- Negative



# Why is feedback important?

*“It’s not just what you say  
but  
how you say it”*

*Bad teachers “complain”*

*Good teachers “explain”*

*But*

*Great teachers “Inspire”*



# Why is feedback important?

- Students who receive regular feedback perform significantly better
- (Scheidt, Lazoritz et al, 1986, Stillman, Sabers & Redfield, 1976/1977)
- Feedback is one of the most important qualities of a good preceptor, second only to clinical competence
- (Wolverton & Bosworth, 1985)

# Models of feedback

- Pendleton:
  - highlight the positives
  - Creates a safe environment
- ALOBA (Silverman)
  - Agenda led
  - Outcome based
  - Analysis
- SET – GO
  - What I Saw
  - What Else did you see
  - What do you Think
  - What Goals are we trying to achieve
  - Any Offers on how to achieve the goal



# Feedback – The AO Model

- “WWW” approach
- Should always be positive:
  - what went well
  - what could be done differently

# Steps when providing Feedback

- A. What went well
- Ask “What went well”
  - accentuate the positive
- Describe what went well from your point of view
  - accentuate the positive and give objective comments

# Steps when providing Feedback

- B. What could be done differently
  - Ask “what the learners would do differently next time”
    - positive approach
- Confirm what you would do (like them to do) differently next time
  - e.g.: “Let me tell you what I would do if I was doing this”
  - Instead of: “when you do..., you should...should not....”



# Feedback

Feedback must be “FAST”:

- F - Frequent
- A - Accurate
- S - Specific: pick out the behavior
- T - Timely: at the right time

# The “IMPROVE” model

- I - Identify objectives
- M - Make a friendly environment
- P - Performance / prioritize
- R - Respond
- O - Objective
- V - Validate
- E - Establish a plan

# Receiving feedback

- Be open minded
- Avoid defensive mindset
- Counter argument
- Receive it positively

# Benefits of feedback

- Evaluate own performance
- Understand preceptor's expectations
- Encourage to try new skills
- Makes preceptor's work easier
- Facilitates communication
- Makes evaluation process easier



# Barriers to feedback

- They know what they are doing
- Is this an anomaly?
- I don't have time
- The awkwardness

# 6 Core Competencies

- Patient Care
- Medical Knowledge
- Communication Skills
- Practice Based Medicine
- Systems Based Medicine
- Professionalism

# Feedback v/s evaluation

- Setting (informal/formal)
- Timing (timely/scheduled)
- Basis (objective/objective)
- Content (observation/observation)
- Scope (specific action/performance)
- Purpose (improvement/grading)

# Summary

- Ask “What went well”
- Describe what went well
- Ask “what would do differently next time”
- Confirm what you would do differently next time



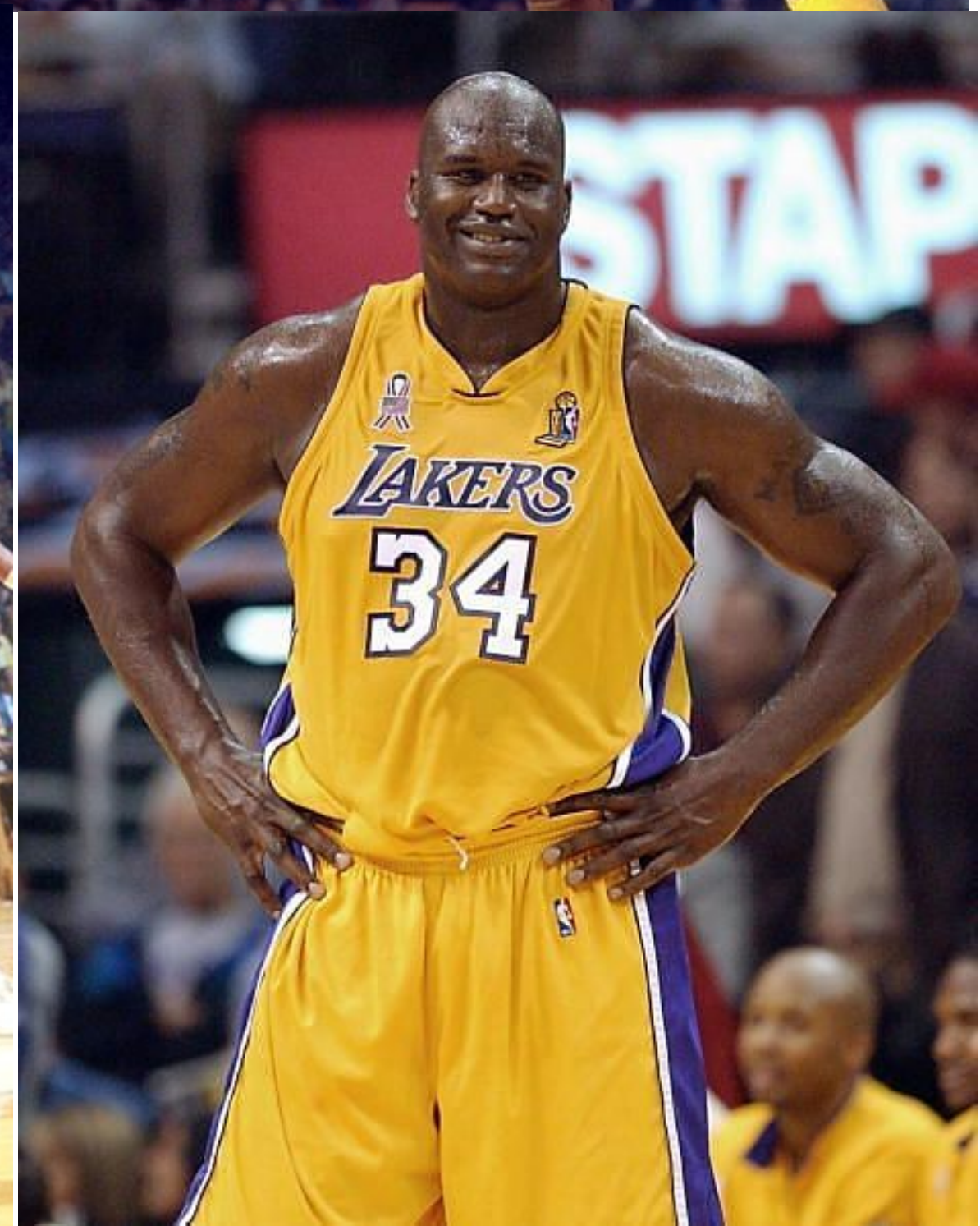
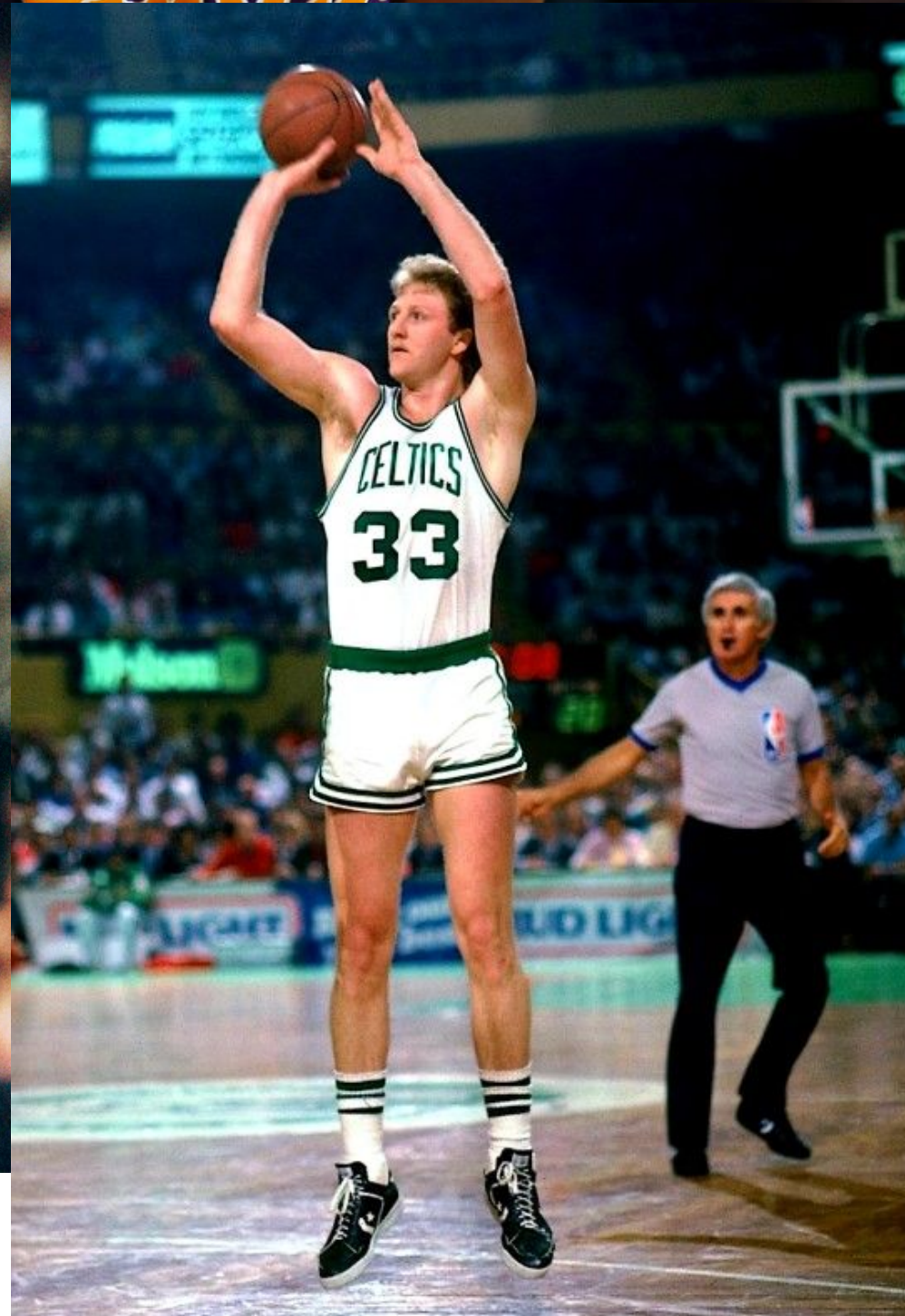
"What we learn  
with pleasure  
we never  
forget."

- Alfred Mercier













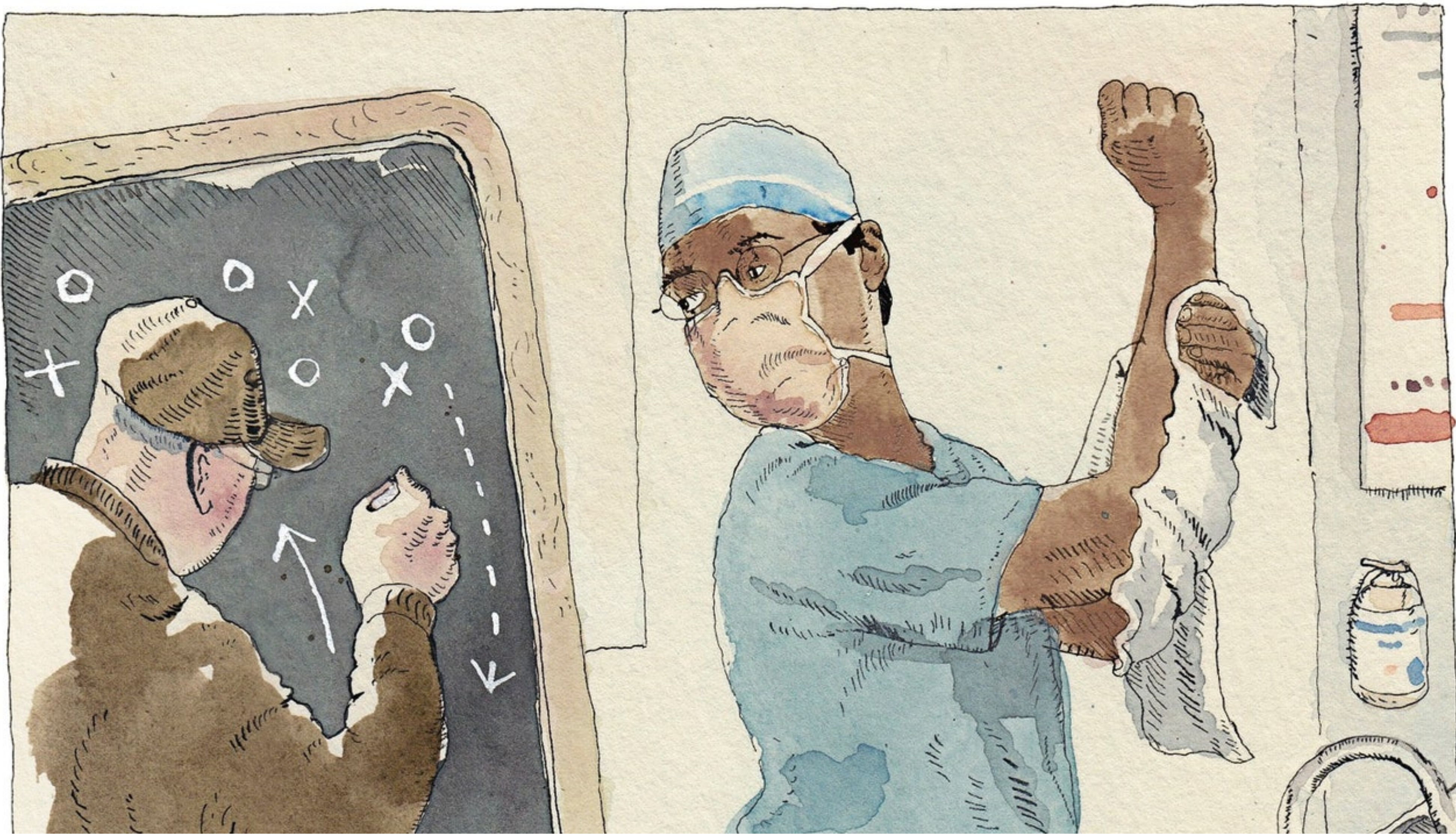
Success is peace of mind  
which is a direct result of  
self-satisfaction in knowing  
you did your best to become  
the best that you are capable  
of becoming.

John R. Wooden, Head Basketball Coach, Emeritus, UCLA



# One of the greatest Coaches in history of Basketball

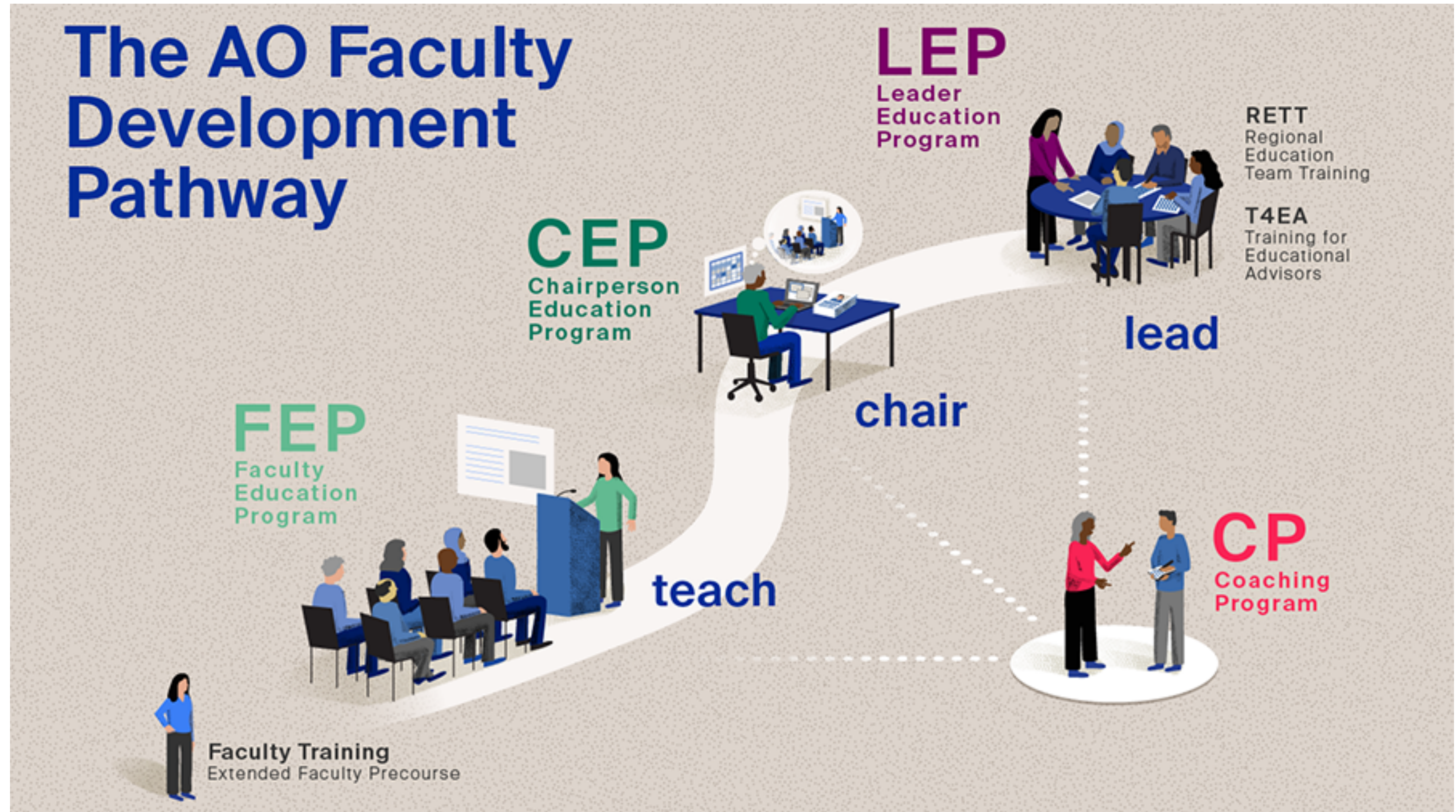




***“Personal Best” - October 3, 2011, The New Yorker Magazine***



# Acknowledgement to the AO Foundation





*“You cannot teach a man anything.  
You can only help him discover it within  
himself”*

*Galileo Galilei*

# Coaching - definition

- A collaborative, solution focused, result oriented and systematic process, which facilitates the enhancement of work performance, life experience, self directed learning and personal growth
- Partnership with clients
- Client driven agendas
- Focuses on setting goals, creating outcomes and managing personal change

*“A Coach is someone who tells you what you don’t want to hear, who has to see what you don’t want to see, so you can be who you always knew you could be ”*

*Tom Landry*



# The role of a coach

- Encourage client self - discovery
- Discover, clarify and align with what the client wants to achieve
- Elicit client generated solutions and strategies
- Hold the client responsible and accountable

You are not one person, but three:  
The one you think you are; The one  
others think you are; The one you  
really are.

# Goals of coaching

- Encompasses the idea of unlocking potential
- To achieve the best performance
- Concept is paramount to consistently assessing faculty educators
- Encouraging high quality instruction
- Enabling change

*“Coaching is a profession of love.  
You can’t coach people unless you love them”*

*Eddy Robinson*



# Purpose of coaching

- Inform
- Recognize
- Guide
- Motivate
- Assist
- Develop
- Empower



# Role of a coach

*“It takes two to speak the truth – one to speak and one to hear”*

*Henry David Thoreau*

- Maximize individual strengths
- Overcome personal obstacles
- Reach full potential through continuous learning
- Work towards performance goals
- Develop productive teams

*The biggest communication problem is that we  
do not listen to understand.  
We listen to reply*

# Effective coaching

- Listening actively
- Asking the right questions
- Advocating your opinions
- Giving feedback
- Receiving feedback
- Building agreement forward



*“Listening is such a simple act. It requires us to be present, and that takes practice. We don’t have to do anything else. We don’t have to advise, or coach or sound wise. We just have to be willing to sit there and listen”*

*Margaret J Wheatley*

# Coach is an ALLY



- A sks questions
- L istens actively
- L earns about your strengths, challenges & goals
- Y our resource, feedback, recognition



*“Probably my best quality as a Coach is that I ask a lot of challenging questions and let the person come up with the answers”*

*Phil Dixon*



# 4 modes of inquiry

- Pure inquiry
  - *To get a picture of the Coachee's thought process*
  - *Demonstrate commitment*
- Diagnostic inquiry
  - *Engage coachee in reflection*
  - *Guided questioning*
- Confrontational inquiry
  - *Interjecting with direct questions*
  - *Suggesting alternative approaches*
- Process oriented inquiry
  - *"Are we getting anywhere?"*
  - *"Are my questions helpful?"*

# Coaching is not

- Therapy
- Consulting
- Mentoring
- Training
- Athletic development

# Types of coaching

- Numerous disciplines
- Leadership
- Executive
- Business / organizational
- Life vision & enhancement
- Overlap occurs
- Find your niche



# Why do we seek a coach?

- Increase self esteem / self confidence
- Optimize individual / team work performance
- Improve communication skills
- Manage work / life balance
- Expand career opportunities
- Increase productivity

# How to find / hire a coach?

- Credentialed Coach finder
- Geography is a factor
- Virtual / telephonic engagement
- Ask for a call / interview
- Ask background questions
- Request for a reference
- Connection counts

# What to expect?

- Written coaching agreement
- Assessments / pre work
- Emphasis on powerful questions
- Accountability for your goals and actions



# Benefits of coaching

- Improves quality & productivity
- Boosts enthusiasm and morale
- Strengthens relationships and communication
- Increases job satisfaction
- Improves teamwork
- Builds trust and enhances loyalty

# Is it essential?

- A means for learning
- A guiding process for someone towards their goals
- Mutual sharing of experiences
- Help to create agreed upon outcomes
- NOT
  - An opportunity to correct individual behavior
  - Being an expert with all answers











# Checklists in coaching

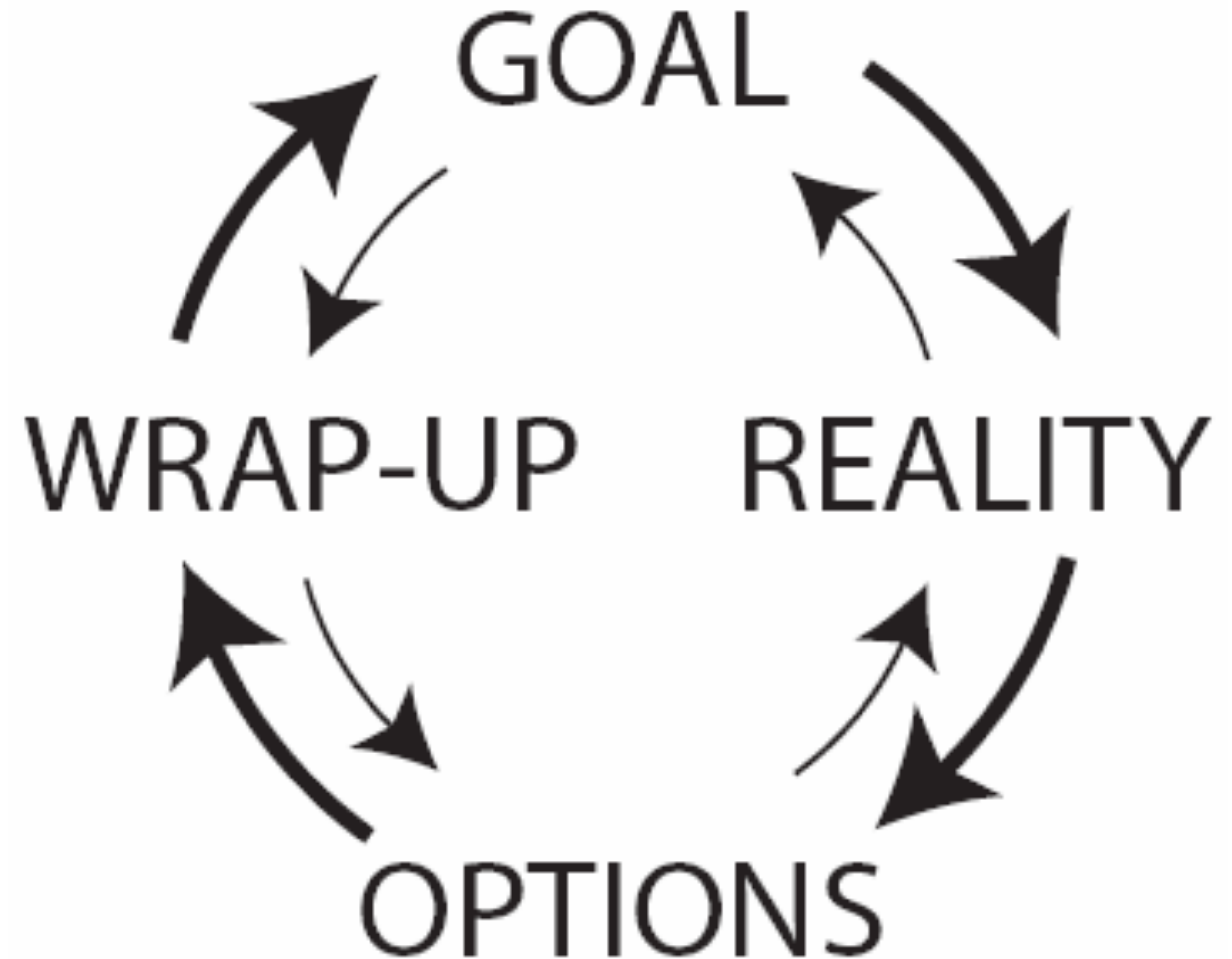
- How do I identify what to coach on?
- How do I raise awareness?
- Identify strengths & weaknesses?
- Move forward constructively?
- The „WWW“ model
- The GROW model

# The “GROW” model

- Goal
  - Set the goal for the coaching session
- Reality
  - Use questioning skills to raise awareness of the present
- Options
  - Help shift perspective towards action and solutions
- Wrap up
  - Gain commitment to action steps

# The “GROW” model

- Rush to closure
- Intolerance of ambiguity
- Quest for certainty
- Telling not asking





# Action steps

- Ensure the coachee writes down their action plan
- If it ain't written – it ain't coaching!!!

# Current evidence

- There is weak- to medium-strength evidence
- to support coaching as a method of improving doctor well-being and enhancing non-technical skills
- the evidence base is limited as a whole
- This review identifies strong evidence to support coaching as a method to improve technical skills
- There is great scope for further studies investigating the power of coaching in medical students and doctors

What do we know about coaching in medical education?  
A literature review: Ben Lovell, Med Educ. 2018 April 52(4):376-390

Coaching done well may be  
the most effective  
intervention designed for  
human performance

Atul Gawande

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# Checklist: Lecturer—Faculty coaching

## Key Educational Principles

1. Based on needs   2. Motivates to learn   3. Relevant   4. Interactive   5. Promotes reflection   6. Leads to verifiable outcomes   7. promotes feedback

Criteria	 Went well	 Next time
Engage audience early and demonstrate enthusiasm motivation and relevance		
Clear structure with set dialogue and closure. Timing		
Understand learner needs and experience		
Make content meaningful pegged to learner level of experience with relevant cases and examples		
Stick to 3–5 learning outcomes with evidence		
Show visual aids which supported the lecture and which were clear		
Demonstrate appropriate eye contact, gestures, body language and positioning		
Use appropriate pace, volume, modulation and diction		
Presentation was at the correct level for the course participants		
Clear links to other course elements & effort to promote reflection/feedback		
Finish with a clear take home message		

# Checklist: Practical Director—Faculty coaching

Key Educational Principles

1. Based on needs   2. Motivates to learn   3. Relevant   4. Interactive   5. Promotes reflection   6. Leads to verifiable outcomes   7. promotes feedback

Criteria	 Went well	 Next time
Optimal room setup and environment. Check videos and equipment		
Understanding learner needs and experience		
Creation and application of clear time-table leading to good time management		
Enthusiastic introduction with clear definition of course linkage, timelines & learning outcomes		
Chunking of practical with defined objectives for each chunk		
Appropriate use of visual aids which are clear		
Clear handovers to table instructors/huddle		
Demonstrate control of practical ensuring attention during videos		
Use appropriate pace, volume, modulation and diction		
Accurate observation of practical ensuring problems are identified and solved		
Clear summary with links to other course elements		

# Checklist: Discussion groups—Faculty coaching

Key Educational Principles

1. Based on needs   2. Motivates to learn   3. Relevant   4. Interactive   5. Promotes reflection   6. Leads to verifiable outcomes   7. promotes feedback

Criteria	 Went well	 Next time
Optimal room setup and environment		
Understanding learner needs and experience		
Clearly defined faculty roles		
Enthusiastic introduction with clear definition of learning outcomes		
Well selected cases which have been prepared by faculty		
Clear visual aids which support the discussion group		
Demonstrate appropriate eye contact, body language and positioning		
Involve as many participants as possible		
Appropriate open questions—closed when necessary. Focus on case objectives		
Time management whilst meeting learner expectations		
Clear summary with links to other course elements		



*“The level of thinking that got you where you are is not adequate to get you where you want to go”*

*Albert Einstein*



# Coaching v/s Mentoring



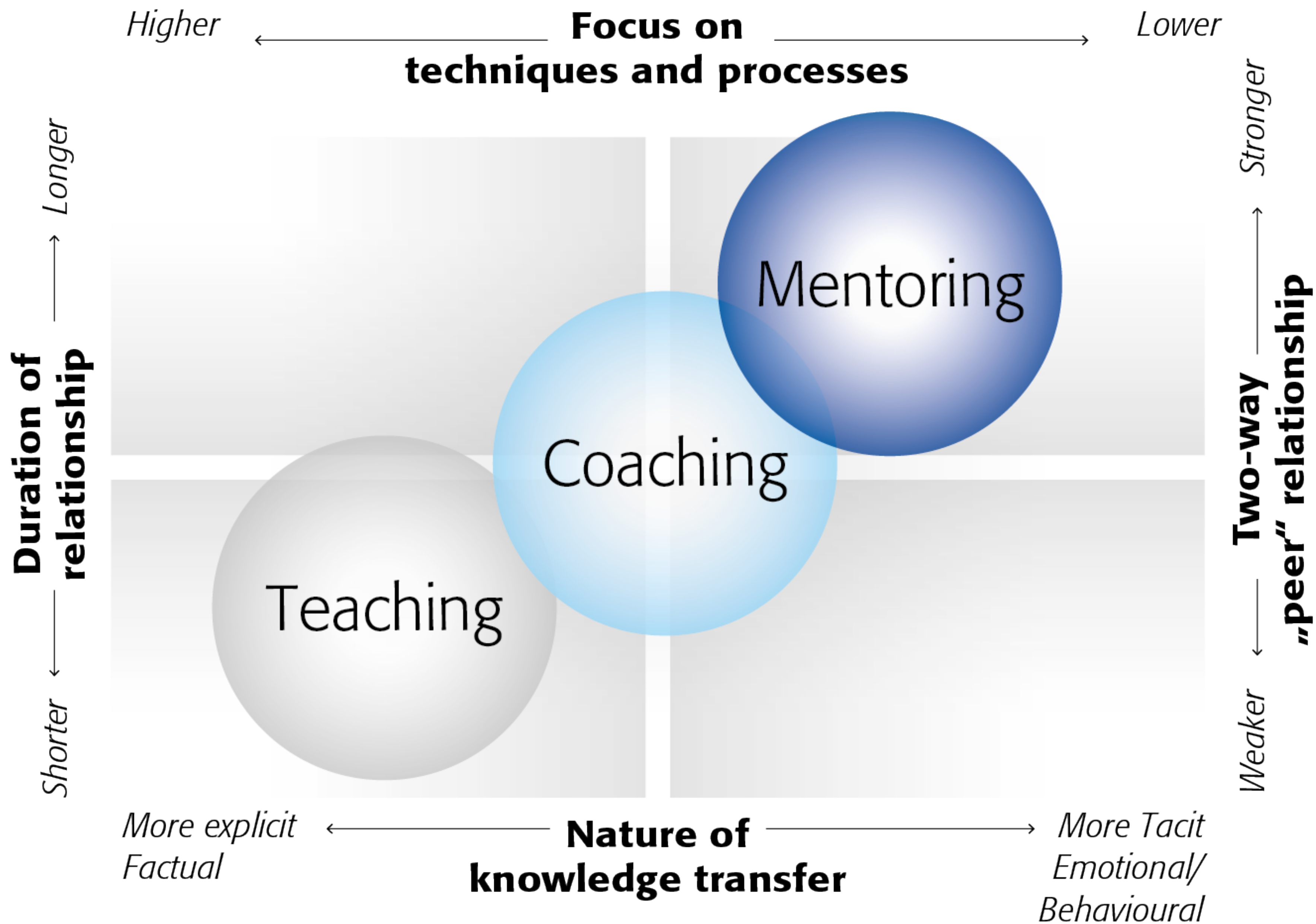


# Mentoring

- A confidential, non-judgmental relationship
- Between two individuals
- Ultimate goal of encouraging the mentee
- to take charge of their own development.

# Mentor

- Less formalized role
- Works specific to learner's needs
- Mentor usually an expert in the field
- Shares experiences
- Provides advice and recommendations
- Guides learner's plans

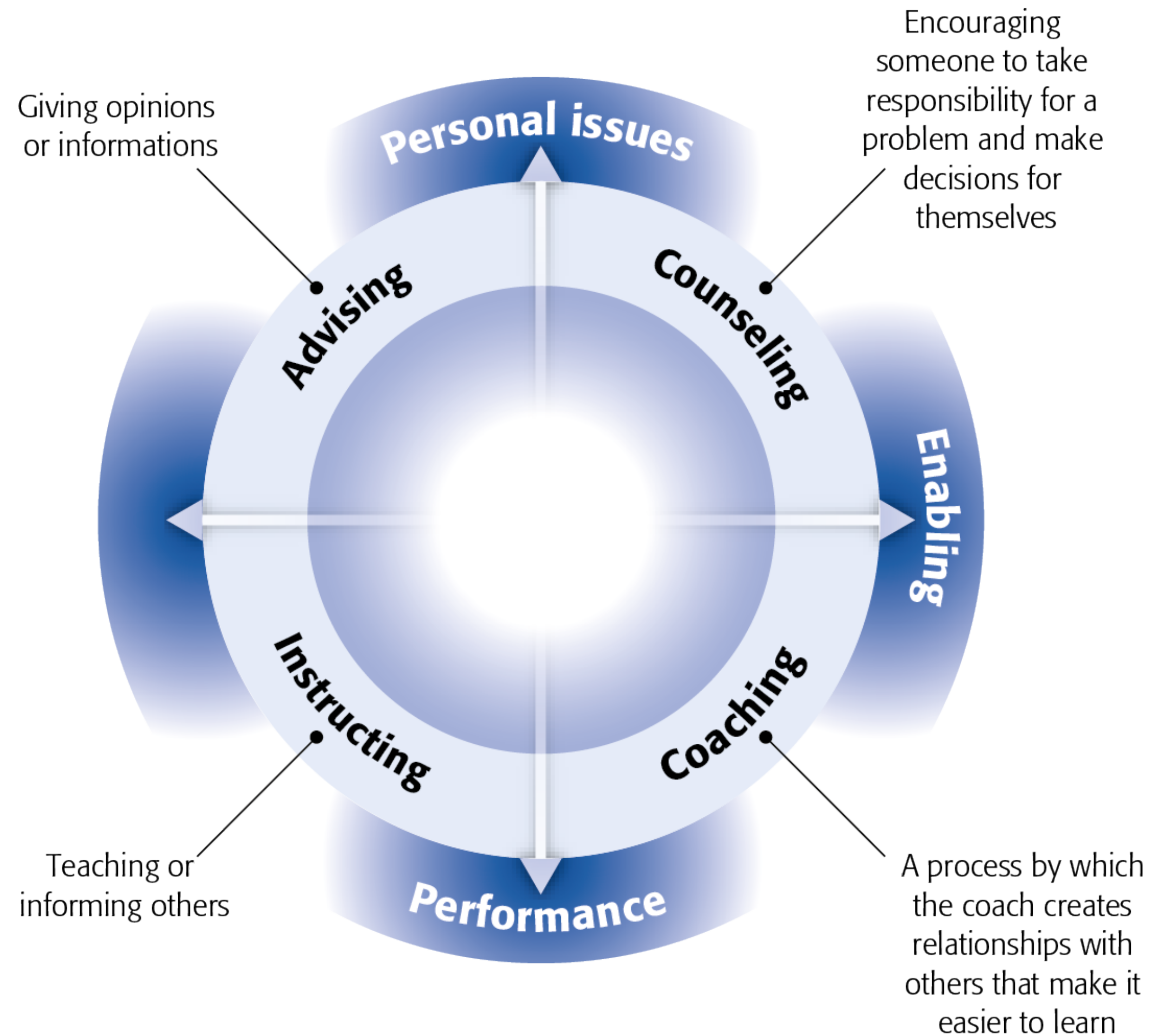




# Mentoring

- Developmental partnership
  - Knowledge
  - Skills
  - Information
  - Perspective
- Foster personal & professional growth
- Power of mentoring
  - Creates one a kind opportunity
  - Collaboration
  - Goal achievement
  - Problem solving

# Mentoring



## **Mentoring**

Helping people realize their potential.

Can combine elements of giving advice, counseling and coaching

# Coaching & mentoring

	Mentor	Coach
<b>Key Role</b>	Advisor	Teacher
<b>Focus</b>	Individual	Performance
<b>Role</b>	Facilitator with no agenda	Specific agenda
<b>Relationship</b>	Self-selected	Position
<b>Arena</b>	Life	Task related