The role of feedback and coaching 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

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

- 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
One of the greatest Coaches in history of Basketball

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.
Acknowledgement to the AO Foundation

The AO Faculty Development Pathway

CEP
Chairperson Education Program

FEP
Faculty Education Program

LEP
Leader Education Program

RETT
Regional Education Team Training

T4EA
Training for Educational Advisors

CP
Coaching Program

Faculty Training
Extended Faculty Precourse
“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
QUALITIES OF A GOOD COACH

- Positive & Enthusiastic
- Knowledgeable
- Observant
- Good Communicator
- Good Listener
QUALITIES OF A GOOD COACH

- Respectful
- Empowering
- Supportive
- Patient
- Tactful
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?
Coaching done well may be the most effective intervention designed for human performance

Atul Gawande
### 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

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

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

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

Helping people realize their potential.
Can combine elements of giving advice, counseling and coaching
## Coaching & mentoring

<table>
<thead>
<tr>
<th>Key Role</th>
<th>Mentor</th>
<th>Coach</th>
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</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Advisor</td>
<td>Teacher</td>
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<tr>
<td>Role</td>
<td>Facilitator with no agenda</td>
<td>Specific agenda</td>
</tr>
<tr>
<td>Relationship</td>
<td>Self-selected</td>
<td>Position</td>
</tr>
<tr>
<td>Arena</td>
<td>Life</td>
<td>Task related</td>
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