



Enhancing Management of EPI Programs through strategic use of data in Nigeria

Leadership, Management and Coordination Support for the Expanded Program on Immunization

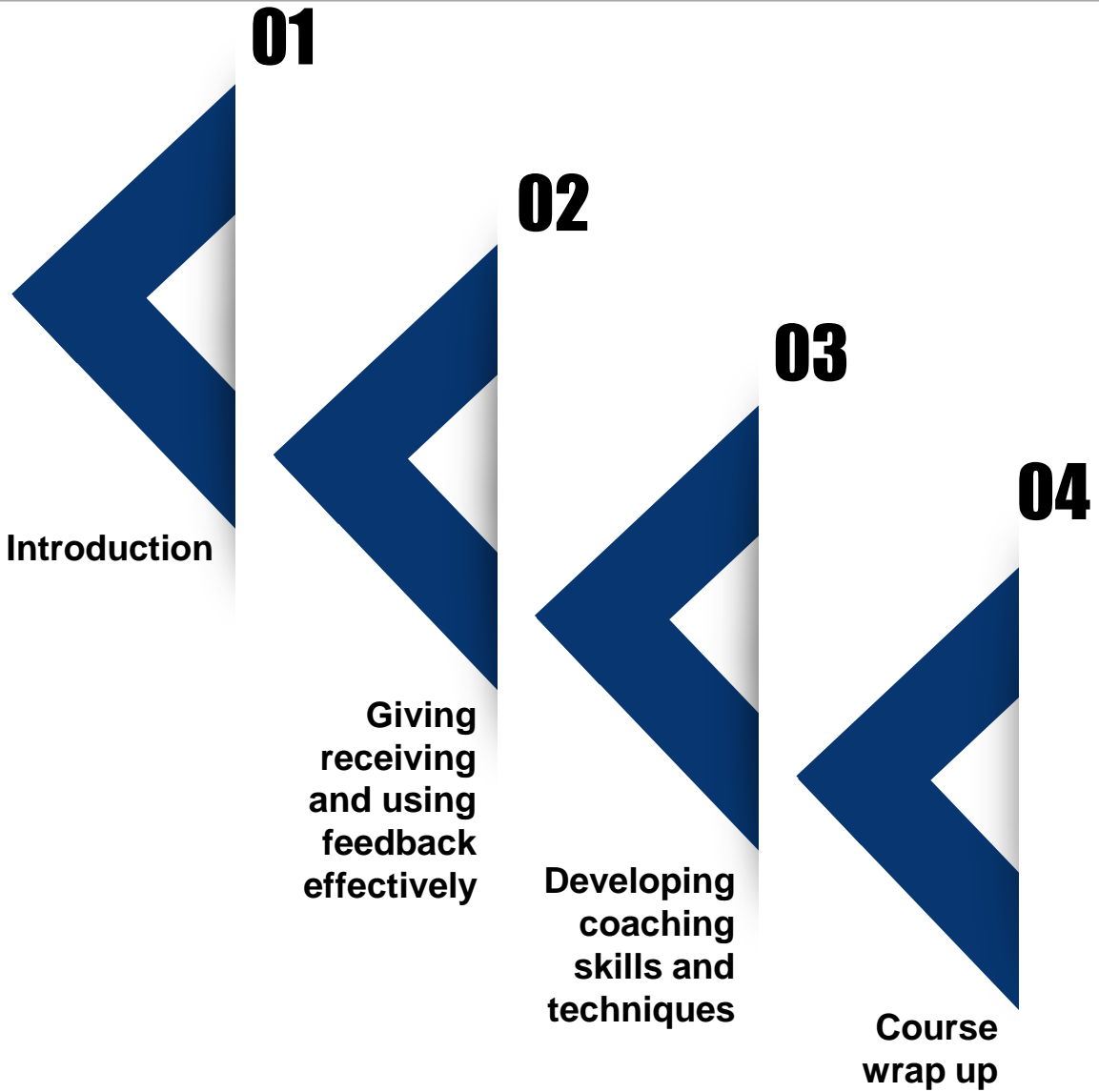


Course Title: Feedback coaching and mentoring

July, 2024



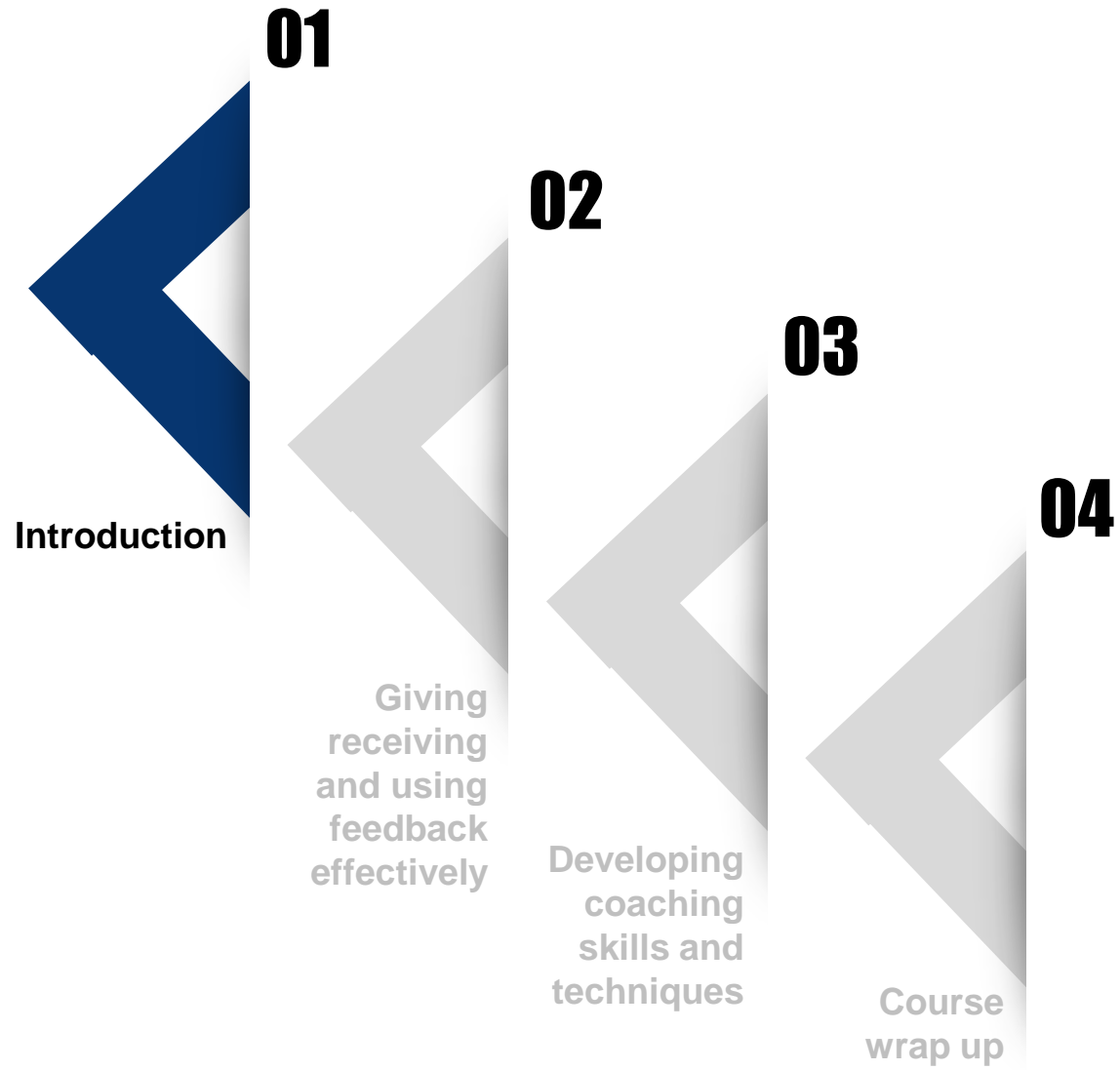
Course content



Before we begin...



Course content



What is feedback?

- ❖ Feedback is information that denotes how well a person is meeting a set goal —whether they're giving an effective presentation, leading a team, or creating a strategy.
- ❖ Being able to give feedback is a skill that is useful in our personal and professional lives
- ❖ The purpose of feedback is to help people thrive and excel



Good feedback should be:

- ❖ Specific
- ❖ Descriptive
- ❖ Timely
- ❖ Directed to issues not the person
- ❖ Followed upon
- ❖ 2-way

Regular feedback is necessary for continuous learning



Feedback is the breakfast of champions.
— *Ken Blanchard* —

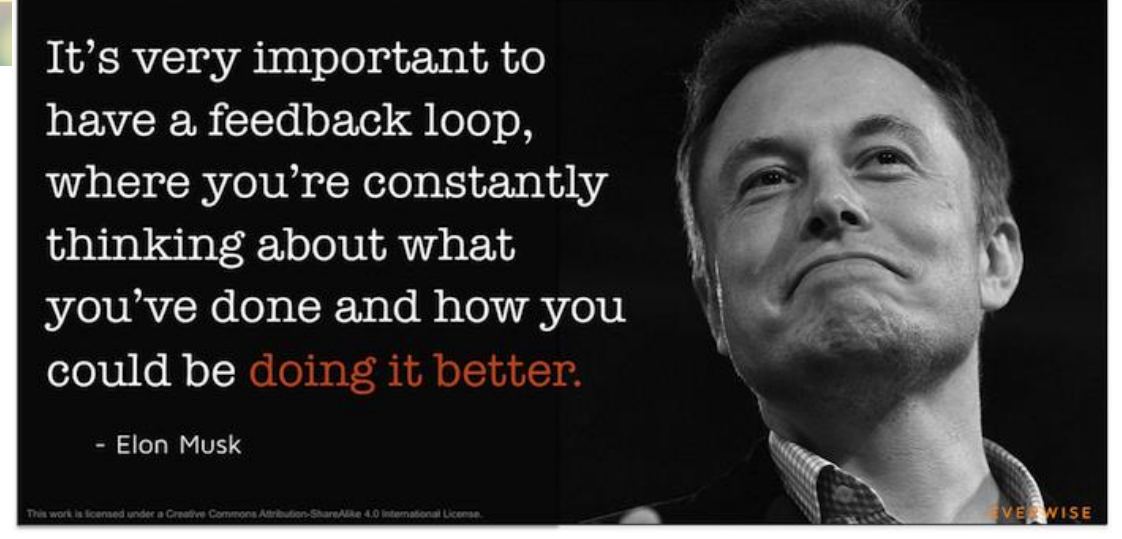


“We all need people who will give us feedback. That’s how we improve”
Bill Gates, Microsoft

FEEDBACK



• “The best way to look back is to get feedback”
— **Bernard Kelvin Clive**



It’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be **doing it better.**

- Elon Musk

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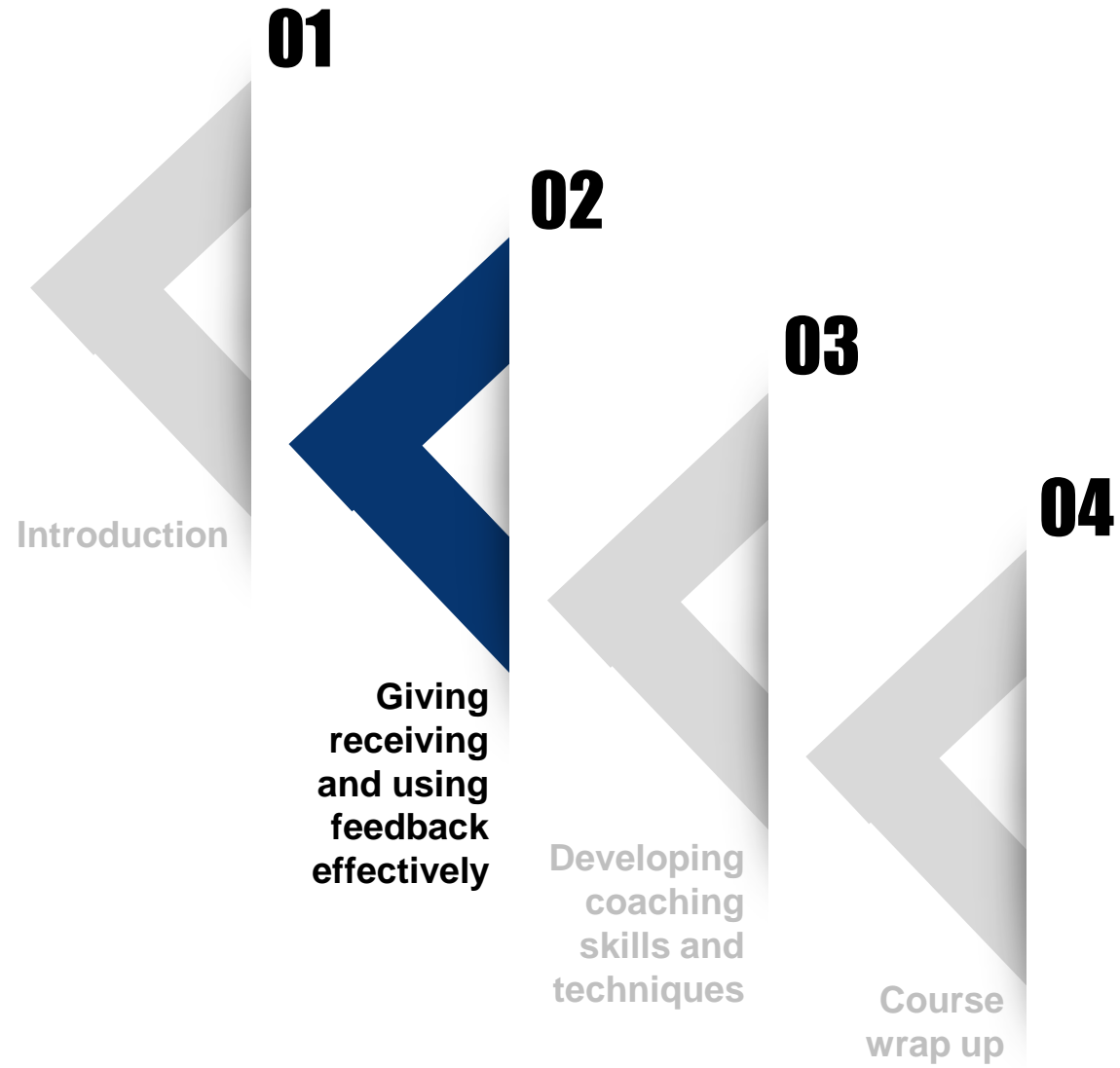
EVEWISE

Empirical evidence show that there is a direct correlation between feedback and work efficiency

- Companies who implement **regular employee feedback** have **turnover rates that are 15% lower** than for employees who receive no feedback (*Office vibe, 2014*)
- **43% of highly engaged employees** receive **feedback at least once a week** (*Clear company, 2016*)
- **92%** of respondents agreed that, “**Negative (redirecting) feedback**, if delivered appropriately, **is effective at improving performance**” (*Survey, Zenger and Folkman*)
- Managers who **received feedback** on their strengths showed **8.9% greater profitability** (*The Secret of Higher Performance, Jim Asplund and Nikki Blacksmith*)



Course content



Feedback can be categorized into three based on the performance of the person it is directed to



Positive feedback

Utilized when performance meets or exceeds set expectations

Good Bad



Redirection feedback

Utilized when performance does not meet set expectations and needs to be improved through training and other forms of employee support

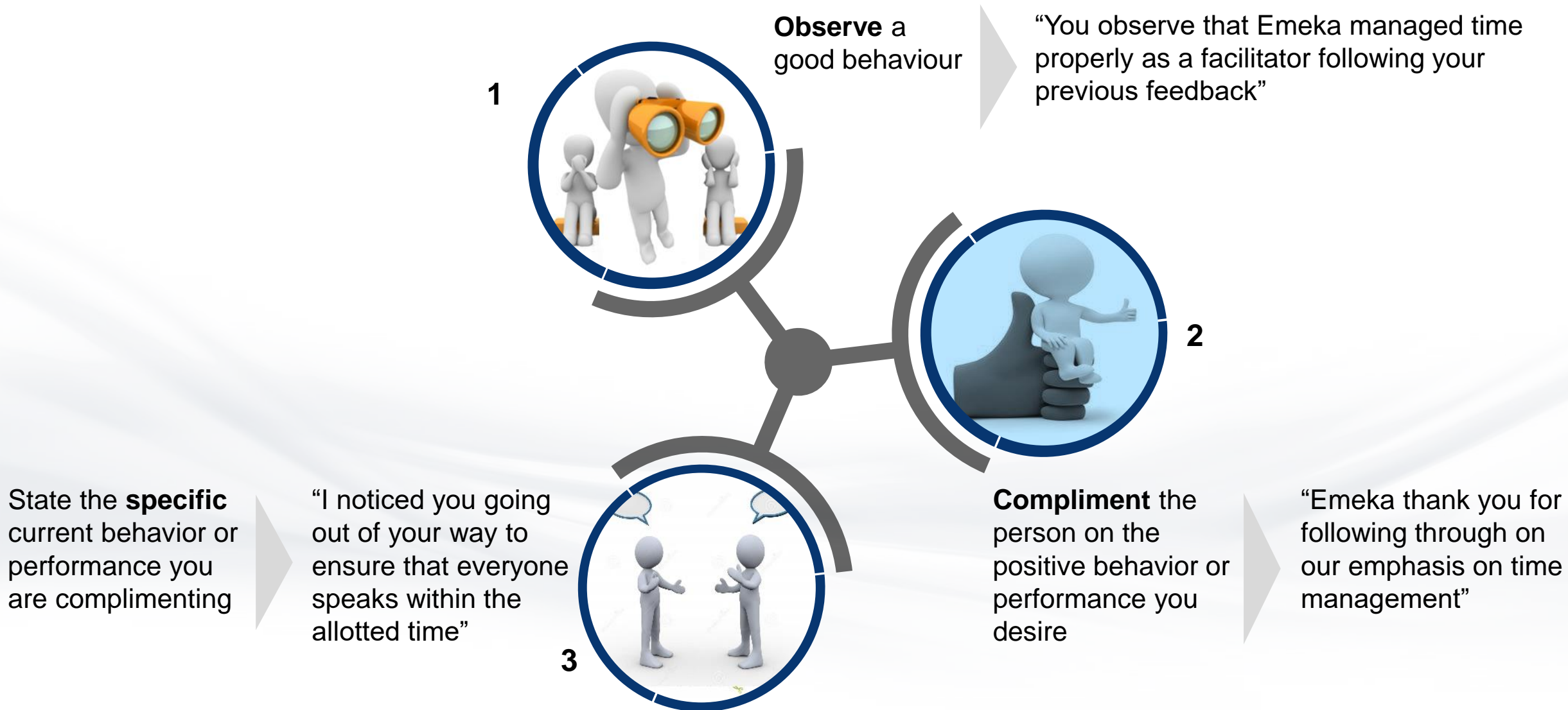


Negative feedback

Used when performance does not meet set expectations due to a poor attitude of the employee to their work

A positive staff performance warrants a positive feedback

Steps to giving positive feedback;



A mistake or error observed in staff performance requires redirection feedback and this can be given in six steps

- Step 1 State the purpose:** Begin with “I have a concern about how you respond to clients”
- Step 2 Describe specifically what you observed:** “Yesterday afternoon, I noticed that you kept raising your voice while speaking to Mr Femi”
- Step 3 Describe the implication:** “The client felt demeaned and it didn't speak well of our organization”
- Step 4 Provide opportunity for response:** “What do you think?”
- Step 5 Offer specific suggestion:** “I usually focus on the importance of clients to our business and it helps me control how I interact with them”
- Step 6 Summarize and express your support:** “I am glad we got to talk about this and I hope you reflect my feedback”

- Communicating a redirection feedback message is a challenge in most situations
- The employee must believe he or she is being treated fairly while recognizing that he or she must improve performance
- Ensure you provide the training, coaching and encouragement required for the person to succeed

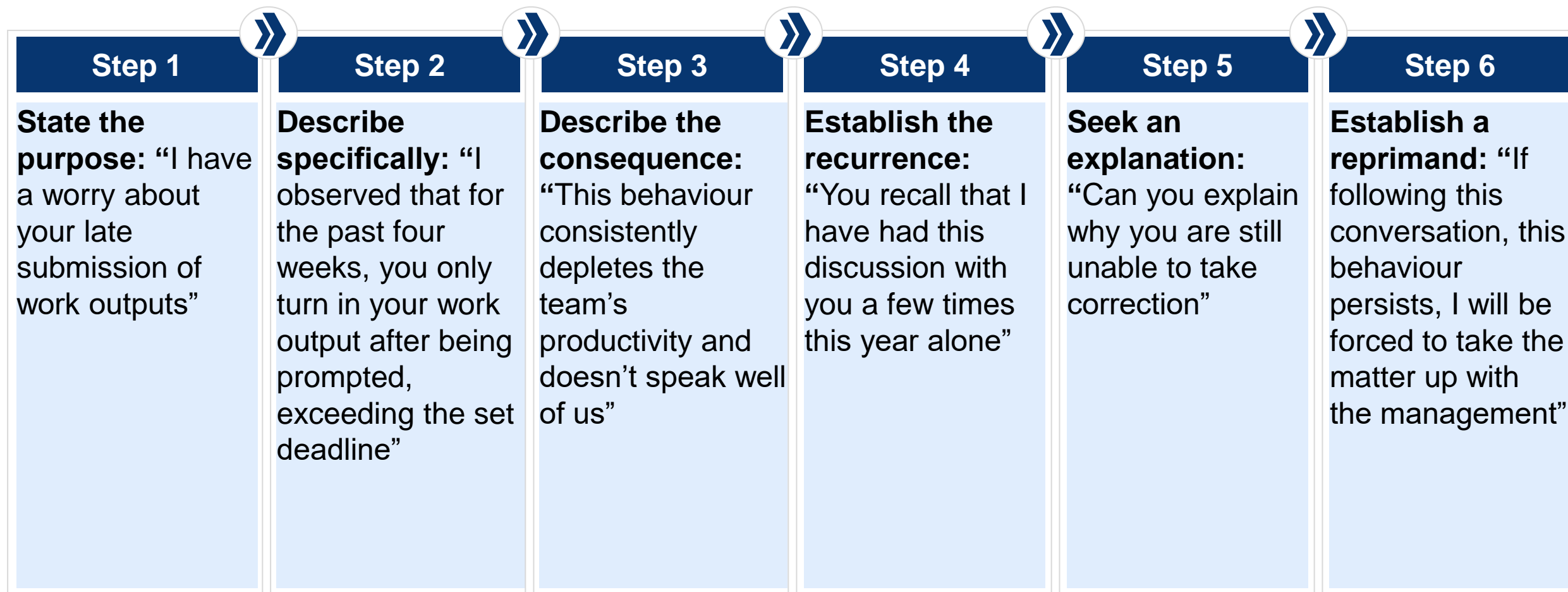
Give negative feedback only when there is a consistent poor performance and effort from staff

Rules for giving negative feedback:

- 01** Never use feedback to vent
- 02** Give negative feedback only as a result of poor effort level, commitment or concentration
- 03** Give feedback regularly don't wait till there is a poor performance
- 04** Coach the behaviours you would like to see
- 05** Uncover the root of the problem, take the time to clarify the link between the situation and performance failure
- 06** Deliver your feedback in person
- 07** Ask questions that prompt self-evaluation
- 08** Remove emotional and personal content

Be very careful while delivering negative feedback! Use redirection if there is any chance that the context may be the cause of the unsatisfactory performance

A negative feedback can be delivered effectively following these six steps



Generally, feedback can be structured following four main steps for effective delivery

Steps	Description
1. State your expectations	Describe the standards or expectations you have for the situation
2. Describe your observations	Tell the employee what s/he did that you want to give feedback on. Be Specific. Focus on behaviour. Give examples
3. Share your assessment	Describe how the behaviour impacted the department and/or Penn State. Be objective
4. Explain consequence	If the behaviour should be changed, offer suggestions on what to do differently or how to improve

Feedback may differ in delivery approach based on its type

Here are a few general rules to giving effective feedback

Feedback should be about behavior not personality

Only comment on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behavior!

Feedback should describe the implications of the person's behavior

Explain the effects of the behavior. Presenting feedback as your opinion on how the behavior affects the work makes it much easier for the recipient to internalize and accept.

Feedback should be as specific as possible

Think about specific occasions, and specific behavior, and point to exactly what the person did. Specificity is a critical component of effective feedback.

Feedback should be timely

Talk about it while everyone still remembers what happened. It's no good giving feedback on behaviors exhibited six months ago.

Feedback should be delivered in the right environment

Ensure the person is in the right frame of mind, and the environment is conducive for feedback. For example, an angry person won't want to accept feedback, even given skillfully. Wait until they've calmed down a bit



There is a right and wrong way of giving feedback

NOT EXHAUSTIVE

Advisable language

Issue/ situation

- “When you did..., I felt....”
- “I noticed that when you did..., it made me feel...”
- “I really liked the way that you did... and particularly... about it”

Suggest /give choices

- “What you could do is”
- “I think you should consider... ”
- “This could be done better by...”

Describe objectively

- “This document needs to have more detailed information”

Not advisable language

Command

- “What you should do is . . .”
- “You need to . . .”

Generalize

- “Your work is always sloppy.. ”
- “Everyone agrees you are a pain to work with...”

Abuse/ run down

- “You are hopeless at doing.. ”
- “You are quite unintelligent...”

Negative criticism

- “This has been done badly”
- “That document made no sense...”

What other examples of advisable and not advisable feedback language can you think of?

Activity 1:

- Let us take a look at the following feedback examples**
- Use the paper provided and write down all you think is wrong with them**
- Give specific suggestions on how to make it better**
- This is an individual assignment**

What do you think about this example of feedback

<https://www.youtube.com/watch?v=cWVjYI6Al4s>

Specific examples of non advisable feedback and how to better represent it

Not advisable feedback examples



- Your presentation is far from where it should be at this point. What are you doing to improve?
- Let's sit down and talk about all the ways you need to improve
- You're the only one who's ever behind on projects
- Your slow response time to my emails is frustrating
- If changes aren't made soon, we might need to evaluate your fit with the organization



Better way to present it



How can we better represent these feedback examples?

Specific examples of non advisable feedback and how to better represent them

Not advisable feedback examples



- Your presentation is far from where it should be at this point. What are you doing to improve?
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Better way to present it



- I remember studying and practicing my supervisors presentation a few years ago and it really sharpened my presentation skills
- Is there anything I can do to help you? How can I communicate better?
- Constantly submitting late work makes me think you don't understand our team's goals
- When you don't respond to my emails for a few days, it makes me feel like you're not committed to our projects. What do you think?
- I'm excited to see how you take on these new challenges. We all know you will do great

Here are a few common reasons people may be unreceptive to redirection or negative feedback

Reasons	Details	Recommendations
Confusion of behavior with identity	<ul style="list-style-type: none"> ▪ Misinterpretation of feedback to be like an attack to the individual's identity as a professional and not behavior 	<ul style="list-style-type: none"> ▪ Seeing feedback as a necessity towards your development will help you shake off these misconceptions
Belief in the fallacy of being well rounded	<ul style="list-style-type: none"> ▪ It's hard to shake loose from the mindset of being good at everything when in reality we aren't 	<ul style="list-style-type: none"> ▪ This is usually counterproductive at work as such we should do away with it
Lack of preparedness	<ul style="list-style-type: none"> ▪ Feedback comes to a number of us as impromptu and unexpected as such may prompt inappropriate receipt 	<ul style="list-style-type: none"> ▪ We should always be prepared for receiving feedback on all that we do as we are not perfect as such are prone to making mistakes

"Examine what is said and not who speaks."

- African proverb

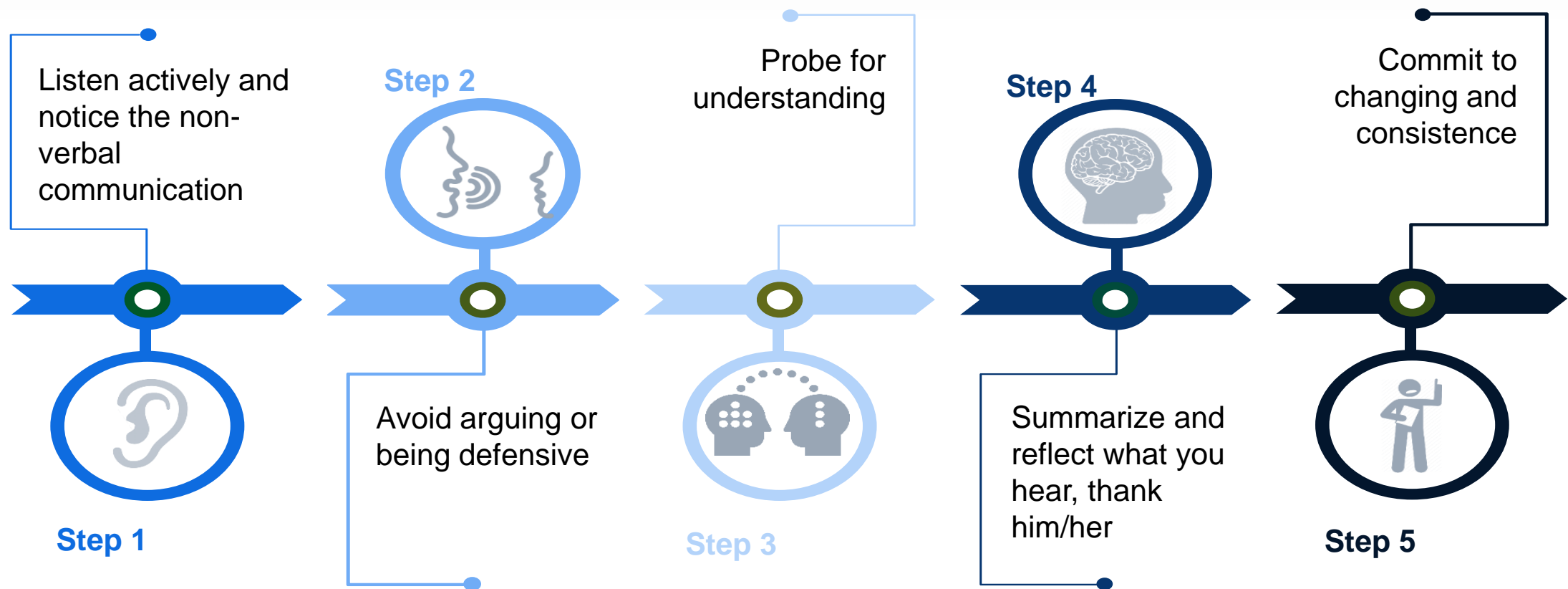
Exercise: Lets practice how to give feedback – how can you classify these examples of feedback

<https://www.youtube.com/watch?v=yGGMzicL6BM>

<https://www.youtube.com/watch?v=u0Da0f49SRw>

<https://www.youtube.com/watch?v=QowSqQrC5o8>

Follow these five steps of receiving feedback to attain success



How we initially react to feedback we receive can be the difference between success and failure

What do you think about receiving feedback

<https://www.youtube.com/watch?v=F3BbAk8cj6I>

Tips on how to improve performance after receiving negative or redirection feedback

Tips	Details
1 Embrace emotions	<ul style="list-style-type: none">▪ It is not unnatural to get upset when someone gives you negative feedback▪ Reach out to someone outside work and vent▪ Allow your emotions to subside before moving forward
2 Don't demonize	<ul style="list-style-type: none">▪ Be disciplined, avoid labeling someone else as evil because they gave you negative feedback▪ Think of it as a very awkward way of investing in you
3 Accept/reject	<ul style="list-style-type: none">▪ Sort through the feedback and determine what's actually worth tackling▪ Be very objective in determining whether or not a feedback is useful▪ Ensure that you communicate your reasons for rejecting certain feedback
4 Plan execution	<ul style="list-style-type: none">▪ Prioritize the accepted feedback and focus on the most time sensitive at a time▪ That is, what's the one thing that I need to address right now? What will make the rest of my life easier?
5 Commit to change	<ul style="list-style-type: none">▪ Contact the person who gave you the negative feedback, thank them for it, and schedule a time to meet▪ Tell them about your goal to change, and how you're measuring success

Exercise: Lets practice giving feedback



Now lets practice giving feedback

Instructions

- Divide participants into five groups to role-play feedback using the scenarios on the next slide
- In each group, a pair act out a feedback session
- All other participants observe and discuss what went well and what could be done better in the role play scenario
- Discussions should begin with comments on giving feedback and later receiving feedback
 - What worked well?
 - What was most challenging?
 - What should be done differently next time?

Now lets practice giving feedback

Scenario 1

Aisha is a new national youth service corps member attached to your department who hasn't had the opportunity to work on the "front lines" yet. The other day she stepped in for a colleague who called in sick and dealt with a notoriously difficult stakeholder with diplomacy and patience. As Aisha's direct supervisor, give her feedback

Scenario 2

You need to give feedback to Amaka. As her supervisor, you have observed that Amaka regularly shows up late, (office opens at 9:00am, Amaka usually comes by 10:15am), takes longer than an hour for lunch, and often is heading out the door by 3:45pm (office closes at 4pm). You noticed that this type of behavior seems to happen once in a while for other employees in the office, but seems like a daily practice for Amaka. Give Amaka feedback

Scenario 3

Toyosi has to give a presentation at a vaccine supply TWG meeting. There is one member of the other department that always makes sarcastic off topic comments after Toyosi's presentations that the other employees always laugh at. Toyosi feels the comments are meant to undermine his authority. The sarcastic co-worker has a lower rank than Toyosi but is not a subordinate and is in another department. You are Toyosi, give the other colleague feedback

Now lets practice giving feedback

Scenario 4

Mary is a junior staff within your department. Writing and sending emails and memos internally and externally is an important part of her job. Her writing lacks structure and is too wordy. People tend to delete her emails before they are read. Give Mary feedback

Scenario 5

Olamide is your immediate supervisor within your department. He constantly applauds the efforts of your subordinate in meetings while undermining your authority. He has never called you apart or given you redirection feedback on your work performance. You have decided to give him feedback

Finally try as much as possible to avoid the following feedback pitfalls



Reluctance to discuss problems openly and on a timely basis

Looking only at extreme behaviour, whether good or bad, and ignoring all other efforts

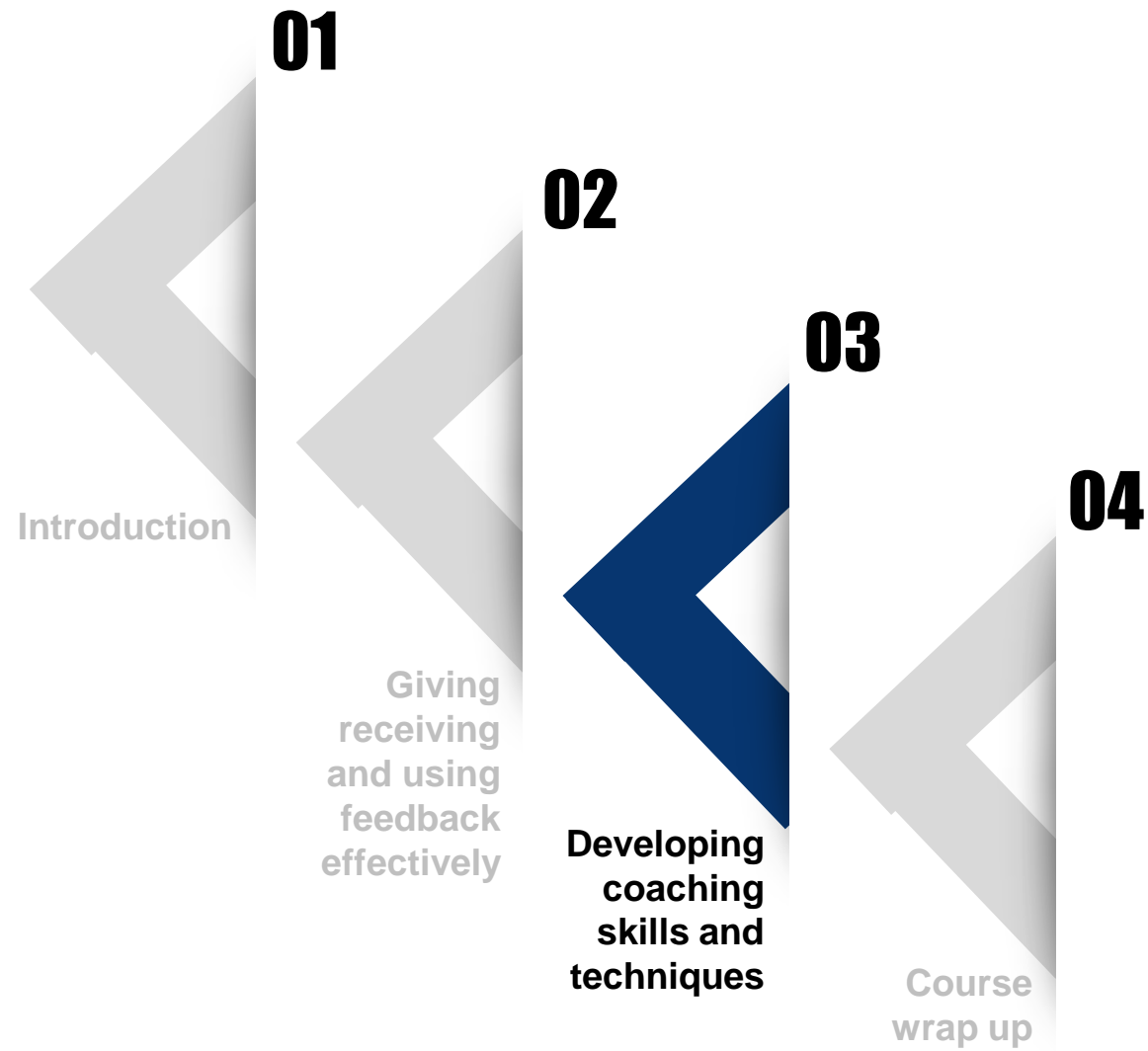
Getting so caught up in being tactful that your message gets lost

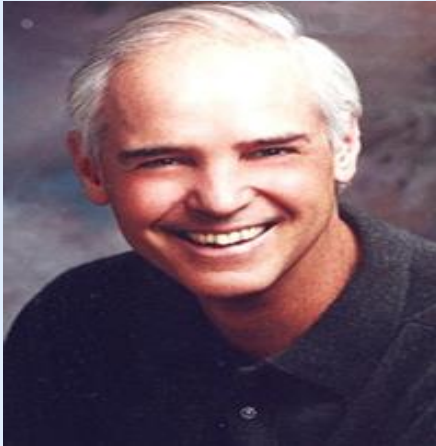
Comparing people to each other rather than against their own goals/ expectations

Giving feedback without inviting and listening to the employee's comments

Jumping to conclusions or making evaluations without facts

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*Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them –
Timothy Gallwey*

*A mentor is someone who allows you to see
the hope inside yourself – Oprah Winfrey*



What is coaching and mentoring?



Coaching is a form of development in which an experienced person, called a *coach*, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance.

Mentoring is a form of guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers



Both coaching and mentoring have some parallels and are aimed at improving performance

- A mentor or coach is an 'accountability partner' who works in their protégé's best interests. They bring a new approach to capacity building of the protégé
- Both mentoring and coaching take place independently of supervisors. They are open, honest relationships between them and their protégé
- Neither mentoring nor coaching is about teaching, instruction or telling somebody what to do
- The role of mentors and coaches is to ask their protégé the right questions to promote greater self-awareness and more informed decision making
- The role of mentors and coaches is not to solve problems, but to question how the best solutions might be found
- Mentoring or coaching process evolves over time. The aims are flexible and change as the protégé reaches the set goals and learns new behavior

Both mentors and coaches are 'critical friends' aimed at improving protégés although they might use different methods

Coaching and mentoring is important for personal and organizational development

To the organization...

Competitive advantage with more skilled and well-performing employees

Increased skill set and knowledge levels of the people

Enhancement of communication within the organization

Optimized utilization of human resources and smart succession planning

01

02

03

04

To the individual...

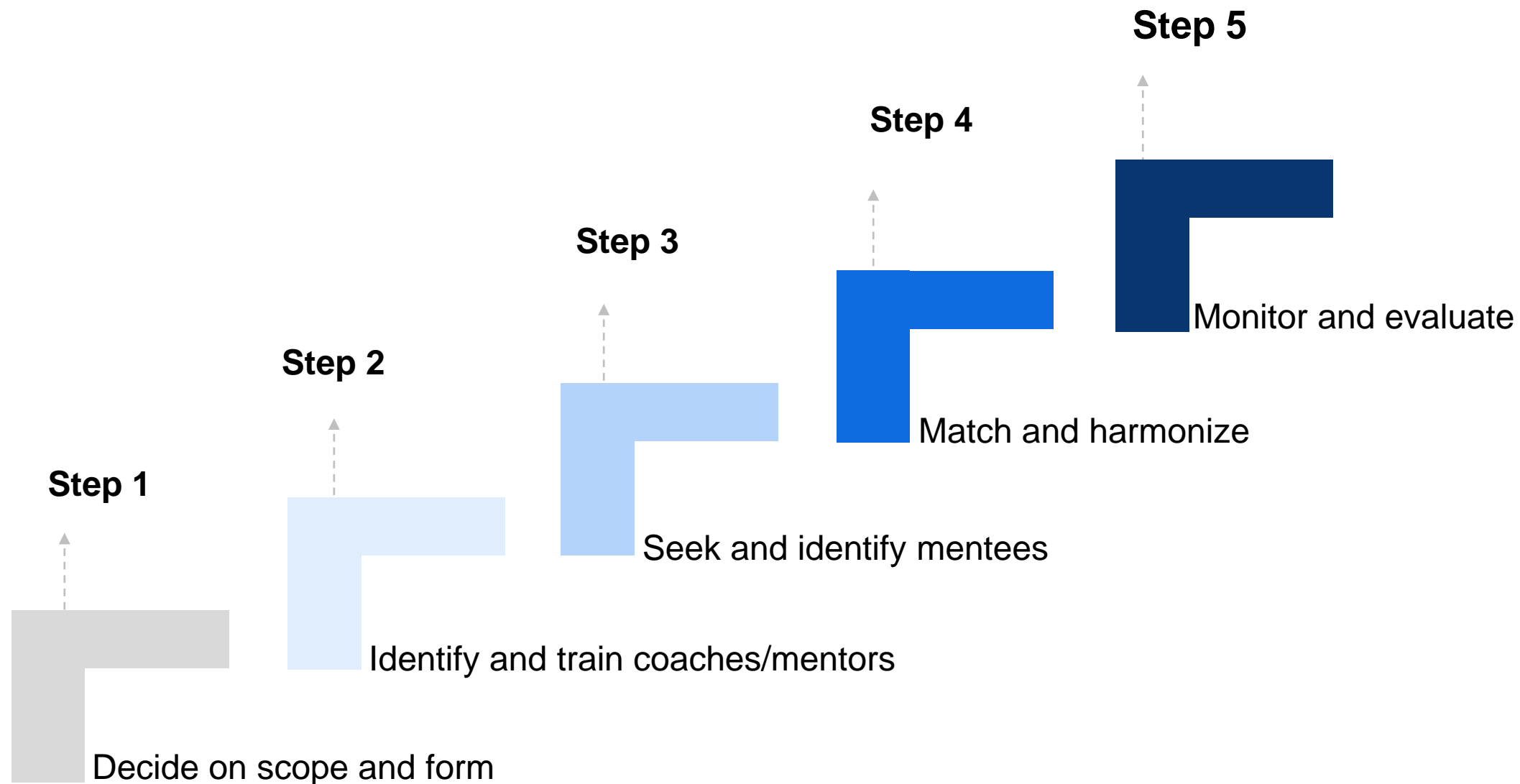
Mentoring and coaching can also provide the following to the



- Increased self-confidence
- Promotion of professional career growth
- Enhanced skills and problem analysis
- Focused attention in aspect of training and development
- Good relationship with the supervisor

Creating a coaching and mentoring program within your organization

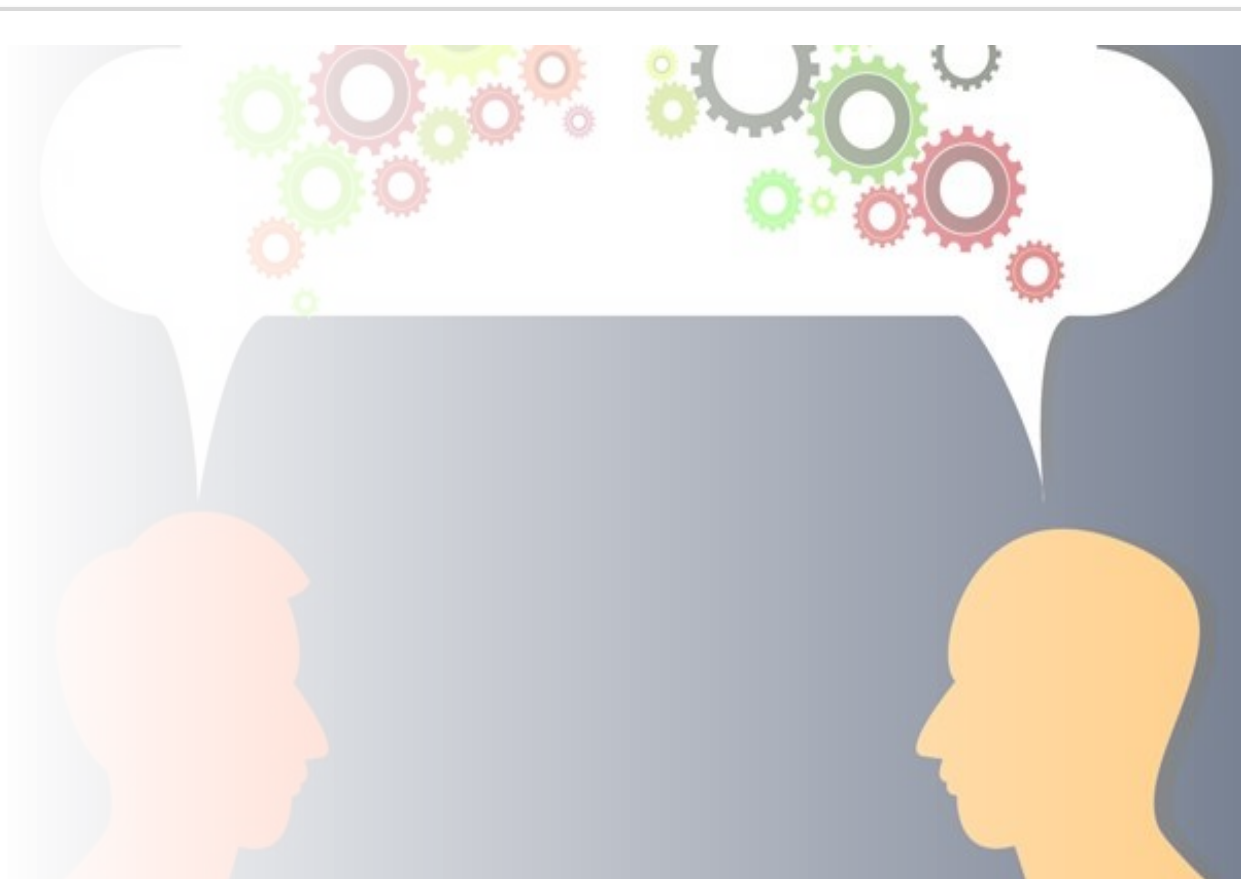
Five steps to establishing a coaching and mentoring session in your organization



Deciding and defining a scope for your coaching and mentoring program is the first step towards success

To define a coaching and mentoring scope, you need to do the following

- Take into account the needs of your organization and how coaching and mentoring fits its strategy
- Design your program to have specific responsibilities for both mentor and mentee
- Stipulate a formal structure as well as a regular time commitment for meetings
- Set SMART goals and objectives for the entire program and lay out steps required to achieve them



The second step requires you to identify and train your mentors for the program

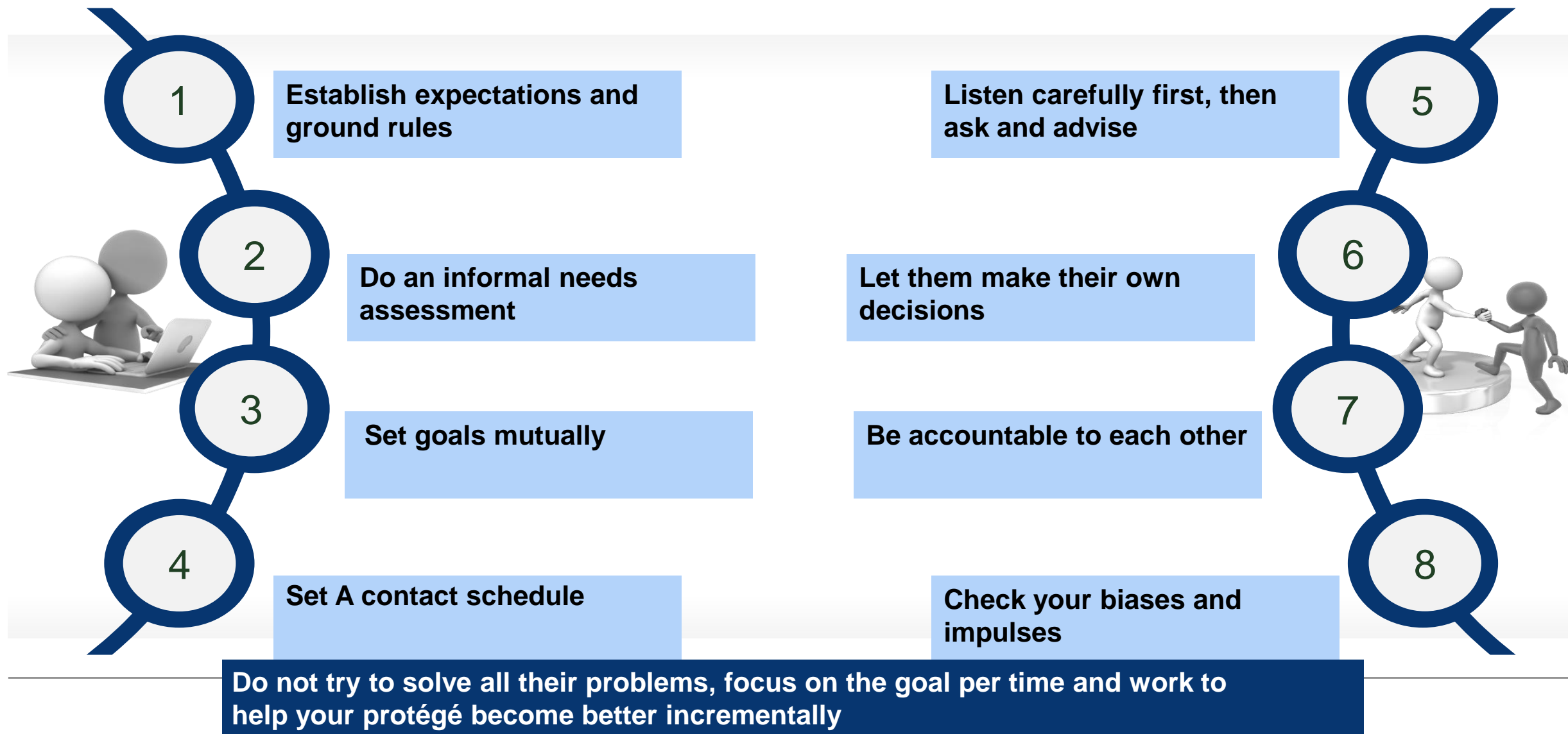
Standard criteria for mentor selection

1. They should be the most experienced and senior leaders
2. They should have passion for your organization's goals and mission
3. They should be accessible, open and flexible to new ideas
4. They should have a past history of bonding and motivating
5. They should have integrity, confidence and trust worthiness
6. They should be the highest performing staff of the organization

They will require training on...

1. Relationships in the workplace
2. Communication and behaviour motivation
3. Personal development
4. Planning and executing one on one mentoring activities
5. Different mentoring/coaching approaches
6. Sharpened coaching/mentoring technical skills such as conflict resolution, presentation skills etc.
7. Personality traits such as objectivity, perceptiveness etc.

If you are chosen to be a coach/mentor, be a great one



The third step is identifying potential mentees for the program

Here are a few criteria to guide you in selecting mentees

01

Staff wanting to improve their skills and abilities

05

Anybody developing a new career

02

Those on a 'fast track' career program

06

Staff or managers who want to change career direction

03

Staff who need to focus more on specific career paths

07

Individuals who respond better to alternative learning methods

04

Managers who have reached a career plateau and want to progress, but do not know how to

08

Staff or managers working through difficult issues

Ideally, every employee should have an opportunity to benefit from the program but scarce resources result in competition for the experience

The fourth step includes matching the pair and harmonizing the entire program



Identify the purpose of the program

This could be an increase in employee retention, an increase in employee satisfaction. Without clear purpose, organizations often make large assumptions in the matching process

Determine the type of matching

This could be self matching (mentees choose their own mentors), Admin matching (Admin assigns), Bulk matching (computer program matching a large pool at the same time) and hybrid matching (combination of more than one of the aforementioned)

Create profiles and criteria

Mentors and mentees fill out profiles. Based on the objectives of the program, these profiles will contain elements to enhance matching, such as mentee developmental goals, mentor competencies, job experience, educational background etc.

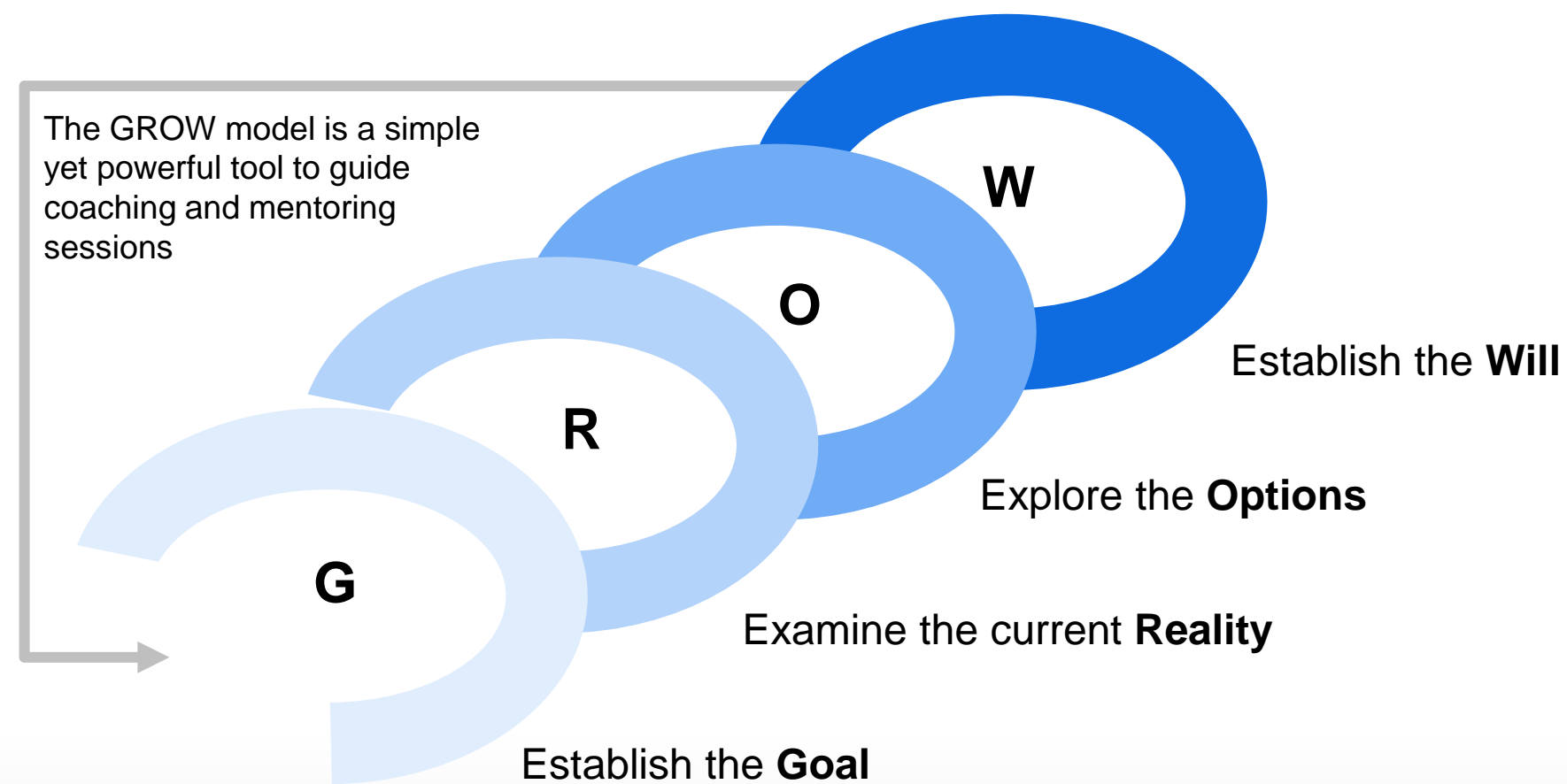
Provide instructions for the pair

Educating them on how to best conduct meetings, provide constructive feedback, and stay on track with individual goals will provide guidelines for the pairs to follow as the mentorship grows

Bringing people together creates great energy and enthusiasm, which will increase morale and help everyone to feel empowered and excited about continuing with the program

After a successful matching you can use the GROW model to conduct effective coaching and mentoring sessions

The GROW model of coaching and mentoring



Now let's use the grow model to structure coaching and mentoring

<https://www.youtube.com/watch?v=6f3X2PEsV-Q>

Finally, the fifth step like for every other program is managing the performance of the program

- It is helpful to seek informal feedback at all stages of the program so that any changes or problems can be addressed
- At the outset, the mentor or coach and protégé should agree the assessment and standards criteria to measure the program's success

Example of coaching program standard targets and evaluation

	Coaching Program
Objective	To work as an integrated team player
Standard targets	<ul style="list-style-type: none"> ▪ Communicate with other team members ▪ Propose ideas ▪ Share the workload ▪ Offer help to colleagues without having to be asked
Evaluation	70% of standard targets met. Very good progress on sharing workload and taking responsibility. Some good ideas put forward. Still not communicating ideas within the team as effectively as possible
Further recommendation	To take charge of a team project that will demand ongoing briefing sessions with the team if the project is to succeed

A mentoring and coaching program can prove very effective when your team share the same mentality

- Mentoring or coaching programs **will not work if they are not accepted by the larger team**
- You will need to apply the following points for mentoring and coaching to be accepted

Give out sufficient information about the benefits of mentoring and coaching

01

Define how progress can be reviewed

05

Things to do to ensure acceptance of the mentoring or coaching program

02

Clearly explain what mentoring and coaching can and cannot achieve

04

Clarify how and when the mentoring and coaching programs will be used

03

Clarify who can be involved in mentoring and coaching programs

An example: Mentoring

The situation

- Seun, who works in the Department of Planning, Research, and Statistics, indicates that she would like to learn more about management of finance for immunization as she has a degree in finance
- She isn't sure if she wants to change projects, but would like the opportunity to make an informed choice
- Seun talks to Sidney, her supervisor, about the possibility of a secondment in finance and accounts department
- Sidney approaches Ahmed from the HR department, to whom he introduces to Seun as a potential mentor
- He bears in mind the need for compatibility between mentor and protégé. Sidney and Seun agree some overall objectives and a timeframe for Seun's finance and accounts secondment
- They arrange a flexible timetable of practical experience for Seun within the finance and accounts department
- Seun and Sidney also discuss what should be done about her Department of Planning, Research, and Statistics workload during her secondment
- Seun goes on secondment in the finance and accounts department, with Ahmed as her mentor. Sidney then receives feedback from Seun and helps her to weigh up her career choices and decide what to do next

Ahmed's mentoring role involved:

- Being willing to take on the role of mentor to Seun
- Agreeing to the objectives of Seun's secondment
- Arranging relevant learning experiences for Seun, for example, briefings, attending presentations, observing client briefings, meeting finance staff, etc
- Introducing Seun to the finance and accounts department and providing an overview of the finance functions through the arranged secondment
- Receiving feedback from Seun, giving feedback to Sidney and making further recommendations

Finally try as much as possible to avoid the following coaching and mentoring pitfalls



Lack of structure and guidance

Lack of clarity of purpose Inability to manage program and ensure sustainability

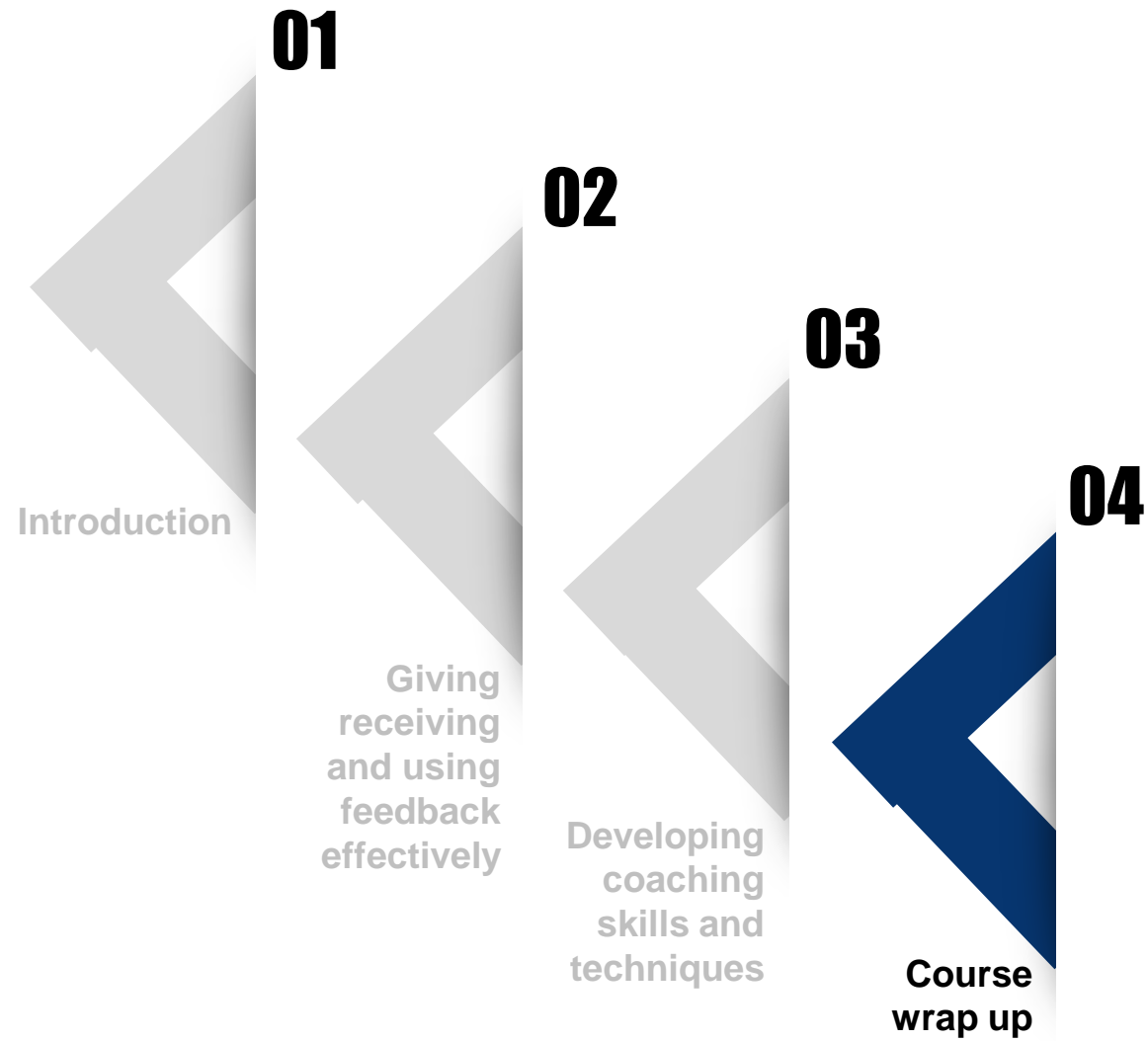
Lack of interest or support from management

People do not understand their roles

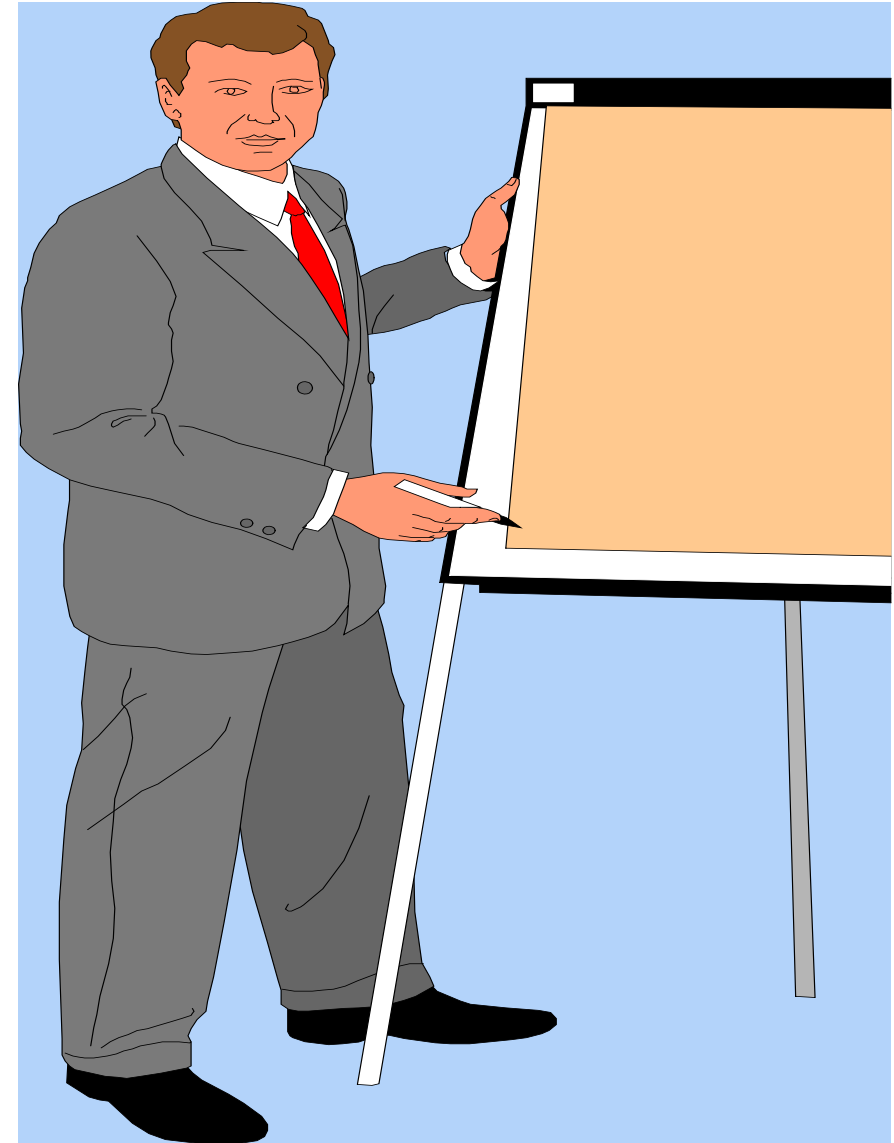
No training of 'how-to'

Inability to go to someone if the partnership is not working

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What are your
key takeaways?





*Thank
you*

