

FEEDBACK TECHNIQUES FOR COACHING



Learning outcomes

This module will help coaches understand the different ways of providing effective feedback. It will evaluate how feedback techniques can be adapted to suit various different learning styles and situations, to create a positive outcome

This module will cover:-

- What is feedback?
- What role does feedback play in the learning journey
- How should feedback be delivered?
- Different ways of delivering feedback
- Consequences of poor feedback
- Learning scenarios
- Learning activity



What is feedback?

Feedback is about listening actively, taking the time to analyse and then thinking of the best possible solution to perform better.

It provides positive criticism and allows us to see changes and shifts in performance, to improve focus and results.

It brings people together and creates a healthy communication flow.

Feedback needs to be delivered in the best way to suit the learner and the environment. The coach must adapt their delivery method of feedback to ensure the most positive outcome is achieved.

Feedback promotes personal and professional growth. Without regular, transparent and supportive feedback, learners will feel isolation and become detached from the learning process.



What role does feedback play in the learning journey?

Constructive and positive feedback can improve a person's confidence, self-awareness and enthusiasm for learning.

By engaging with feedback, the learner will gain a deeper understanding of the situation and improve their performance.

Immediate feedback has the potential to help performance, promote motivation, self-regulation, and self-efficiency, allowing a person to reduce the distance between their current performance and desired goals.

Feedback also creates reflection on the situation or task that has been completed. Reflection and feedback work hand in hand to improve performance.



How does reflection aid feedback?

Reflection is reviewing an event or performance, but making no judgement and helps coaches to develop elite coaching knowledge.

It helps to initiate change and creates links between theory and practice

It also improves the decision making process and the understanding of the practice of coaching process

Types of reflection include:

- Reflection in action – reflecting during the coaching process
- Reflection on action – reflecting after the coaching session
- Critical reflection- what could be improved next time?



How should feedback be delivered?

An acronym to think about when delivering feedback is **BOOST**.

Feedback should be:-

1. B alanced
2. O bjective
3. O bserved
4. S pecific
5. T imely

As feedback should BOOST the learner it is essential that it has all these elements included.

To productively give feedback a coach should:

- Create a safe environment
- Be positive
- Be specific
- Be immediate
- Be honest but not disrespectful



The 'Feedback Sandwich'

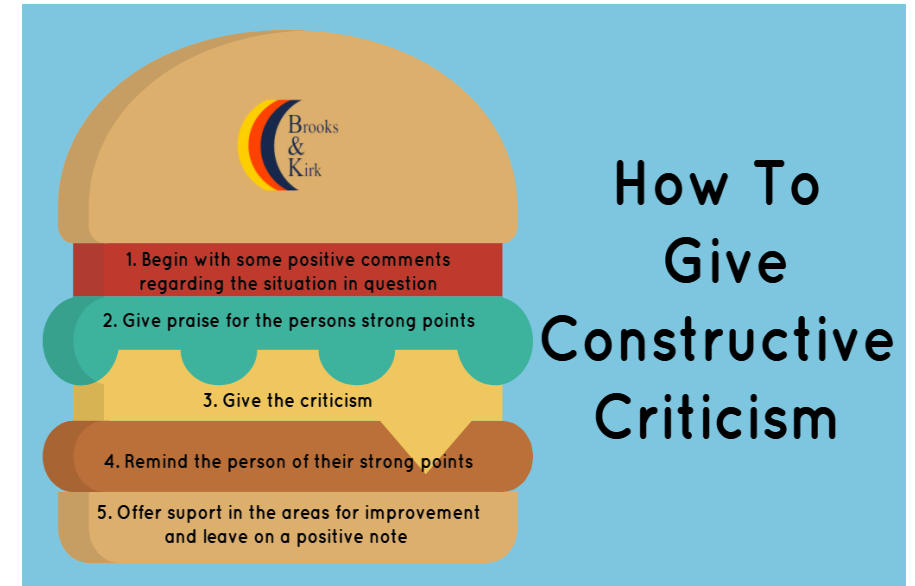
The feedback sandwich method is a form of feedback that wraps negative feedback in praise.

The feedback discussion starts with positive comments on performance, followed by areas for development, before reminding the receiver of their strong skills throughout the coaching session.

Conclude by offering support in the areas that can be developed and end on a positive smiley note to take forward into the next session.

Allow the learner to give feedback to the coach and on their own performance and be involved in their reflection.

Always remember to pick one or two key points for development no more. As this will overload the learner and can create a negative impact and leave them feeling defeated!



Different ways of delivering feedback

It is the role of the coach to deliver feedback in the most appropriate way at the optimum time.

Consider how the learner likes to learn and adapt delivery methods to allow the learner to continuously develop.

Learning styles include:

- Visual - where learners like to learn by watching demonstrations or videos of good practice, or reading to improve their knowledge
- Auditory - learning by receiving verbal feedback or listening to a podcast
- Kinaesthetic - learners need to be active and learn by practical experiences, doing a task and learning from doing it incorrectly or well.



Tools for the visual learner

Visual learners learn best by seeing or reading. Useful ways to support visual learners with feedback can include:

- Filming or taking photos of them carrying out a task.
- Demonstration - observe the coach, or another staff member competing the task you want them to achieve.
- Use software for example 'Coaches Eye' to pin point feedback to discuss.
- Signpost useful links – webinars or practical demonstrations.



Tools for the auditory learner

Auditory learners learn best by having conversations or listening to others. Helpful ways to support auditory learners with feedback can be:-

- Have a professional conversation face to face or via phone Software (Coaches Eye) with feedback recorded over performance
- Cut out all background noise from music, television or other conversations to help learner to focus on feedback
- Lectures and tutorials are helpful methods of learning and inclusive feedback
- Make a taped recording using rhymes and jingles to improve memory retention of feedback
- Pod casts are useful feedback tools for auditory learners
- Signpost links such as online workshops, webinars and seminars



Tools for the kinaesthetic learner

Kinaesthetic learning is learning by feel or touch. Kinaesthetic learners need to practically complete a task to learn from that process.

Feedback techniques could include:

- Buddy up with a more senior rider
- Observing or working with a jockey coach
- Feedback from someone they respect, for example the trainer or senior member of staff



Consequences of feedback not being diverse or accurate

Poor feedback can leave the learner feeling negative about the situation.

They may take it personally and become despondent, dwelling on the situation.

Poor feedback techniques can impact on the coach's reputation leading to a lack of retention among participants.

Inaccurate and irrelevant feedback can lead to an unsafe coaching environment or put the learner at risk.



Scenarios

The image on right shows a stable management session on learning the muscles of the horse

Delivering effective feedback

1. With a complex learning outcome, a coach may use a range of styles to deliver feedback, to ensure retention in learning and understanding.
2. Demonstrate the task and allow the learner to be involved. Keep the session practical as opposed to just explaining the muscles.
3. Compare and contrast the illustrated horse to a text book picture.
4. Show a short video of how the horse moves to back up your explanation of the feedback you have given from the learners thoughts.

Check retention at subsequent training sessions



Scenarios

An example of giving poor feedback

1. Giving negative feedback in front of colleagues or fellow students – *always give negative feedback in a positive way and in private*
2. Losing focus and allowing emotion to take over – shouting- angry gestures – *retain a professional approach to giving feedback*
3. Not allowing the recipient to respond to feedback – *consider how the recipient may respond to feedback and adapt your delivery to become emphatic and effective.*
4. Giving generic feedback – *make all feedback specific. When giving negative feedback explain what went wrong, why and how it can be done better next time*

