## Communication, coaching and feedback

| Timings | Section overview | Content of that section |
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| 9.30am-9.50am | Workshop introduction | Workshop aims, objectives, house rules, Covid-19 awareness, programme overview, why the programme is running, why great leadership is important to HTC etc.<br><br>**Activity-icebreaker**: A simple reflection activity where learners will be asked 1) The one top thing they believe makes a great leader 2) what they personally want to take out of the programme.<br><br>**Activity-Setting up the secret spy**: Learners will be given a card with someone else's name on it. Throughout the workshop, they need to secretly observe them as at the end of the session, they will be giving them feedback on their performance in the workshop. Feedback should be both positive and developmental but for the sake of this activity, we are only going to ask for the positive. |
| 9.50am-11.00am | An introduction to communication | **Activity-Gossip:** In this communication activity, each member of the group is given a handout which contains a series of statements. Group are given no further instructions and it is up to them to work out what they have to do. This activity can only be completed if communication is effective. Debrief at the end to draw out learnings.<br><br>**Activity-folding paper:** Learners will all be given a piece of A4 paper and read out some instruction that involve folding and ripping. This activity shows that although we think instructions are clear, they sometimes can be interpreted in different ways. Debrief at the end to draw out learnings.<br><br>A brief NLP session on 'how we all see the world differently' will follow the previous activity. Images, videos and discussion will solidify the learning.<br><br>The final area in this section will focus on Mehrabian's model of communication (words, tone body language). The overall learnings will be that email isn't always the |

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| | | best form of communication, body language is important and tone of voice matters. The following 'mini' activities will be facilitated to get these points across.<br><br>**Activity-Mehrabian percent's?** Learners will be individually asked what is most important when communicating face to face? Words, tone or body language? How does this change over the phone or via email? Why is all of this important?<br><br>**Activity-I didn't say she stole the money:** How can tone change the meaning of one simple sentence?<br><br>**Activity-Body language matters:** How does negative body language impact two way communication? |
| 11.00am-11.15am | Morning break | |
| 11.15am-12.30pm | Feedback | **Activity-Challenging paradigms:** At break, a selection of image cards will be placed on the floor. Learners have to pick the card they best believe describes their leadership style and explain why. Most learners will say 'I think this is me' as feedback on their behaviours is rarely given. Debrief at the end to draw out learnings on the importance of feedback.<br><br>A further trainer led discussion of paradigm shifts will be facilitated by the trainer and a video will be played to highlight the importance of feedback. Stephen Coveys see/do/get model will be introduced here to highlight the importance valuing feedback.<br><br>A discussion around asking for feedback will happen here focusing on importance, culture at HTC, effects of no feedback and feedback supporting the organisational values.<br><br>**Activity-How does feedback make us feel:** The trainer will read out some feedback statements and the learners need to write down how the feedback would make them feel if they received it. This activity will draw out what good and bad feedback look like. |

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| | | At this point, the learners will be introduced to the AID model of feedback (Action, Impact, Do). The trainer will give examples on how this feedback model can be used.<br><br>**Activity-Using Aid**<br>Learners will be put into small groups and given the opportunity to either 1) discuss real life feedback opportunities and practice giving feedback using the AID model 2) discuss real life feedback opportunities and discuss how you could give feedback using the AID model. |
| 12.30pm-1.00pm | Lunch | |
| 1.00pm-2.30pm | Coaching | **Activity-what are our goals:** Using some simple mental magic, learners will be guided to write down a selection of business and personal goals that they have. These will be used later in the coaching sessions.<br><br>Using facilitation, Q&A, discussion and stories, we'll now look at what coaching actually is, what coaching isn't and when done properly, the value that coaching generates.<br><br>**Activity-True and false:** In small groups, learners need to work out with of the statements are true and which are false in regards to coaching. We used to give out cards but in this Covid-19 world, all statements will be on handouts.<br><br>**Activity-Skills and qualities of an effective coach:** In this simple but effective activity, learners will be encouraged to identify some skills, qualities and attributes of effective coaches. These will be shared, documented and discussed if needed.<br><br>**Activity-Coaching made simple:** Learners will at this stage get the opportunity to do some coaching with their colleagues. In 2's, learners will take turns to ask the question, 'why?' linked to the answers on the previous activity. For example, 'why is good listening an important skill to have as a coach?'. |

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| | | At this point, the trainer will introduce the learners to the coaching model GROW explaining how it works and also, giving a brief example of how you can coach someone using the model.<br><br>**Activity-What questions can we ask in the GROW model:** Learners will be shown a selection of coaching questions wither on the PowerPoint or in handout. They simply need to workout at which stage of the GROW model they would ask the question. |
| 2.30pm-2.45pm | Afternoon break | |
| 2.45pm-4.10pm | Coaching | **Activity-Using the GROW model:** Lin small groups, the learners will get the opportunity to coach their colleagues on the goals that they identified just after lunch. |
| 4.00pm-4.30pm | Workshop wrap up | **Activity-Secret spy reveal and feedback:** Learners will reveal who they have been secretly spying on in the workshop and give them feedback using the learnings from earlier on and the AID model.<br><br>**Activity-Personal action planning:** Learners will get the opportunity to capture and share actions that they are going to set themselves based on the content, discussions and learnings on the day.<br><br>**Activity-One last bit of coaching:** In small groups, learners will coach their colleagues around the actions that they have set. They will be asked to used the TED coaching bomb for this (tell me what you have set, explain to me how you are going to action it, describe the intended impact). |