

# The Elements of Small Group Coaching and Feedback: Giving Them What They Need/Want

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# Your Day Job vs Coaching/Facilitation?

How are they Different?

## How to Prepare for Coaching: 5 STEPS

### 1. Review the Learning Objectives

# Before the Session

## How to Prepare: 5 Steps

### 2. Other preparation tasks **Before Each New Session**

- Know the case or cases
- Know theory of the case or cases, possible themes and story structures
- Consider group dynamics

# How to Prepare: 5 Steps



3. Know goals/objectives for individual breakout session

- Specific and performance based
- Related to skill
- Enough time

But Not Too Many

## How to Prepare: 5 Steps



4. Make certain your goals are realistic

- Not “drive by” - better to learn one or more skills well

E.g., Cross

# How to Prepare: 5 Steps

- 5. Coordinate with Co-facilitator
  - Roles - some shared
    - Individualize as dynamics call for
  - Clarity on who lead is

# Create an Effective Learning Environment



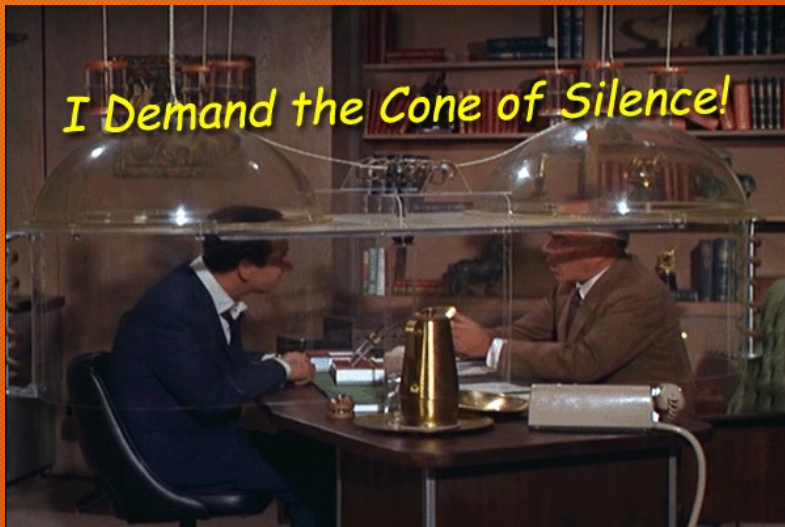
- Create Expectations for Effective Group Functioning
  - Ok to take risks
  - Ok to fail

# Create an Effective Learning Environment

I'm not being  
rude.  
You're just  
inSignificant.

- Create Expectations for Effective Group Functioning
  - Respectful comments
  - Nothing personal

## Create Expectations for Effective Group Dynamics and Functioning (common sense rules)



- What people do or say in the room stays in the room
- Why? Sound fair?

## Expectations and Environment (continued)



Photo by [Cristina Anne Costello](#) on [Unsplash](#)

- Everyone participates in everyone's case
  - Learn from each other
  - Keep everyone engaged

## Expectations and Environment (continued)



- Ask questions
  - Why? Sound Fair?

# Beginning Small Group Coaching - the First Breakout Group



Introductions -  
(including  
yourself)

## Beginning Small Group Coaching - Subsequent Breakout Groups



Pose Questions  
concerning  
plenaries  
or  
demonstrations

## Other Small Group Coaching Principles/Techniques

Promote individual styles

## Other Small Group Coaching Principles/Techniques



Each participant

- relatively equal time to perform

## Other Small Group Coaching Principles/Techniques

### Before starting individual performances

- how does cross advance theory of case?
- what are your goals?

## Other Small Group Coaching Principles/Techniques

Targeted re-  
performance



# Other Small Group Coaching Principles/Techniques

- **Selected Small Group Coaching/Facilitation Techniques**
  - **Beer with a Friend** (interviewing, jury selection)
  - **Fairy Tale Time** (particularly for opening and closing)
  - **Red Light, Green Light** (for direct, cross and interviewing)
  - **See Me, Feel Me** (for a number of skills practices)
  - **Sweet Little Somethings** (for direct, cross, interviewing)
  - **Tagged In** (for almost any skill practice)
  - **You're so Cold** (for cross)
  - **Taking a Different Role** (witness perspective, lawyer as client)

# Coaching Decisions About Common Problems



Refusal to accept a concept, goal or technique

- No risk situation
- Leap of faith
- Let them do it wrong way (get group confirmation) and re-perform

# Coaching Decisions About Common Problems



- When: should a coach/facilitator interrupt a performance?

# Coaching Decisions About Common Problems



- When: should coach/facilitator demonstrate the “correct way” to do something?

# Coaching Decisions About Common Problems



- When: should a coach/facilitator use war stories?

# Feedback During and at End of Performance



- A dialogue and discussion, not a lecture

## Giving Feedback at End of Performance

Participants learn from their  
own insights and other  
students - (you control  
content by posing questions)

## Feedback

Must focus on specific, objective things done or not done well

What criteria use?

1. Elements of the skill
2. Theory/Defense Story
3. Elements of Persuasion

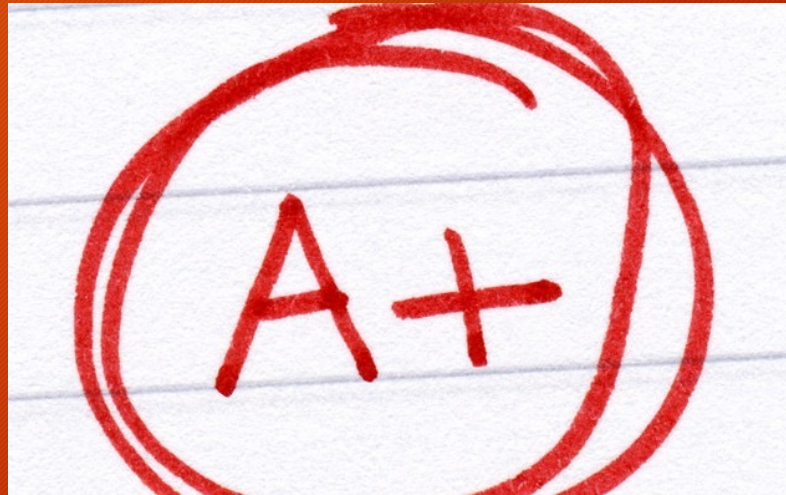
## Giving Feedback At End of Performance

Approach: what you did well,  
and how you can make it that  
much better

## Giving Feedback At End of Performance

To the student  
who performs

well



## Giving Feedback At End of Performance

To the student  
who performs

poorly

