

## Empower Growth through Constructive Feedback

The Feedback and Development short course is designed to equip participants with the essential skills of providing and receiving developmental feedback while integrating key principles from Integral theory. This workshop is part of our Leadership Conversation Series.

The Feedback and Development aims to foster a more collaborative and open work environment where delegates can comfortably engage in meaningful dialogues for personal and collective growth. By mastering the art of constructive feedback and active listening, participants can contribute to a culture of continuous improvement, enhancing their team's ability to thrive and evolve.

Executives, Managers, and Emerging Leaders can gain a comprehensive understanding of constructive feedback mechanisms.



UCT  
Certificate Award  
100% Attendance

## What can you expect from this course

- Registered 1-day UCT Short Course.
- Learn the art of transforming feedback conversations into constructive interactions that inspire personal and professional growth.
- Acquire a deep understanding of feedback theory and how to effectively apply it in real-life leadership situations.
- Recognising the myths surrounding feedback, equipping you to navigate conversations that others might avoid
- Gain valuable insights into your own leadership contributions, fostering a greater self-awareness that can help address challenges effectively.
- Shift from conventional one-dimensional feedback discussions to more engaging and performance-enhancing interactions, ensuring an ongoing journey of improvement.
- All conversations are based on theoretical foundations of our Integral Coaching approach.

## Course outcomes

Are you aware that the most consistent factor linked to high-performing teams is the ability to give and receive feedback in a constructive way? And yet, do you ever struggle to find a way to develop and grow those around you / reporting to you?

If the answer is 'yes', then it is possible that you might have fallen prey to one of the myths surrounding the giving and receiving of feedback.

This workshop is designed to not only build your capacity to give and receive powerful feedback, it also focuses on showing you how to actively develop the person you are giving feedback to. Very often feedback conversations share information but stop short at co-creating a developmental path towards increased effectiveness and competence for the recipient. This results in conversations that can enable growth and development which benefits everybody

At the end of this course, students will be able to:

- clearly show how being skilful in the making of requests, promises and offers can be constructive, powerful and enhance capabilities and business results
- be more able to delegate and to get things done
- understand & appreciate the theory of Language as Action - Speech Acts
- create a collaborative and supportive context in which exploration, practice and self-assessment of the impact of these competencies can begin
- improve self-awareness and understanding of own contribution to leadership challenges
- appreciate how improving your usage of requests and promises can make you a more effective leader

## Content outline and assessment plan

This course has been designed to:

- Enable participants to recognise the myths around feedback and what it is that causes you and others to avoid this conversation sometimes at any cost
- Understand how to transform one-dimensional feedback into a rich engagement that can result in improved morale and performance going forward
- Share the flow of a powerful feedback & development conversation
- Explore what it is that you personally can do to improve your willingness to have this conversation, and then to handle it skilfully

You will leave the workshop not only having practiced giving and receiving a feedback & development conversation, but also having a toolkit to support you  
There is no formal assessment, however 100% attendance is required, which also include observation and experience of quality classroom participation by the lecturers.