

Facilitator Guide



GM Synergy Coaching Skills Workshop

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Focus for this session: Coaching Skills Workshop	Link to previous learning: Mentorship / Supervision / AHP / NVQ / Practice Educators
Resources:	
<ul style="list-style-type: none">▪ Register▪ PowerPoint presentation▪ Attendee resource pack▪ Flip chart, flipchart pens	
Health & Safety:	
<ul style="list-style-type: none">▪ May need to move furniture to facilitate group work▪ Trailing electrical cables could pose a risk▪ Standard housekeeping rules to be reiterated	
Length of Session:	
<ul style="list-style-type: none">▪ 4 hours maximum▪ Face to face session	
<i>NB: No lesson outline is provided as it is expected that the length and content of the session will be dependent on the needs of the attendees.</i>	

Workshop Rationale

This workshop aims to provide all staff in the pilot areas with an opportunity to develop their knowledge and skills in relation to the coaching model of support for students in practice.

It will facilitate open discussion of the fundamental key principles of coaching and an examination of the similarities and differences between coaching and mentoring, recognising current good practice. Staff will also be able to discuss any concerns they have in implementing this approach.

Presentation Slide Notes

Slide 1: Welcome

Facilitator to welcome the group

Review standard housekeeping with group

Activity Ask the group in pairs to discuss their intended outcomes from the session (for up to 3 minutes); feedback to group, responses to be recorded on Post-it notes or flipchart paper, for review at the end of the session.

Slides 2-3: Aims of the day

By the end of the session you should be able to:

- Understand and align to the specific purpose of the Greater Manchester Synergy project
- Gain additional tools to add to your current role
- Define the role of a coach and understand the similarities and differences between coaching and mentoring
- Enhance existing mentoring skills and gain confidence to be able to apply core coaching skills to support students
- Support reflective practice
- Support students in setting their own appropriate goals and meeting practice placement competencies
- Understand the importance of a coaching conversation between a coach and a coachee

Slide 4-5: What is the GM Synergy project?

Facilitator to discuss the concept with the group and refer attendees to the GM Synergy Project Placement Guidance: *The Four W's and How*, in the resource pack.

Background Information

The changing landscape of health care education, including the recognised need to increase the number of nurses across Greater Manchester, has made it necessary to change the way in which practice placements are structured and managed. Based on the principles of the University of East Anglia's Collaborative Learning in Practice (CLiP™) placement model, and learning from the implementation of this at Lancashire Teaching Hospitals NHS Foundation Trust, a coaching style practice placement model bespoke to Greater Manchester has been developed; this is the GM Synergy Project.

The placement model will be based upon coaching ideologies, with a strong emphasis on patient-centred care and peer learning. Feedback from students and practice staff where CLiP™ has been implemented has been very positive, with students reporting increased confidence and satisfaction. Implementing the model will increase placement capacity significantly for all learners, enabling student nurse numbers across Greater Manchester to grow in accordance with workforce needs.

Slide 6: Who's involved?

During the pilot stage, the Greater Manchester (GM) Synergy Project is being implemented in partnership with 10 clinical areas across the following trusts:

- Bolton Hospitals NHS Foundation Trust
- Central Manchester NHS Foundation Trust
- University of South Manchester NHS Foundation Trust
- Pennine Acute NHS Trusts

The following Higher Education Institutes that provide nurse education are also involved in the project:

- The University of Manchester
- Manchester Metropolitan University
- University of Salford
- University of Bolton

The project is supported by Health Education England (HEE) working across the North West.

It is envisaged that the project will commence in a number of pilot areas in autumn 2017.

What support can I expect?

- Coaching training will be provided
- The PEF team will be there to support you and students in practice
- ULL and HEI support

Slide 7

The Synergy project learners will continue to be allocated a named mentor; they will also be supported on a daily basis by an allocated daily coach.

The learning process will be supported by the link lecturer, practice project lead and PEF team.

Slide 8-12: How will it work?

The facilitator will outline the key features related to how this model will work in practice and will explain the coaching day in detail.

- Pilot areas have been identified and support / training will be provided to staff
- Placement areas will be allocated up to 20 students in the allocation process
- Mentors will be allocated to up to 3 students each

Slide 9: The Coaching day: Start of the shift

- Coach-guided patient allocation
- Negotiated daily plan / expectations
- Negotiate frequency of reviews / how often you will catch up
- Exploring learning opportunities, following the patient journey

At the start of each shift coaches will be identified and allocated students across each year (the mentor may also act as coach).

Students will meet with their coach and discuss learning needs for the day.

Students will provide care to patients with direct support and supervision from the coach(es)

Slide 10: Learning Log

Facilitator to refer attendees to the sample copy of the Learning Log in their resource pack and outline its structure based on the *GROW* model.

- The GM Synergy learning log is based on the *GROW* model
- This helps to direct students to focus on specific learning objectives, related to their placement learning outcomes, included within their Placement Assessment Documents
- The students take responsibility for their learning and meeting their outcomes, with the support of the coach. The learning logs are kept on the ward throughout the student's placement; they can be viewed and used by the student's mentor at any time to help inform them in the assessment process of the student.

Slide 11: Mid-Point Review

- Allow the student to lead
- Apply coaching questions and skills; support your student to critically reflect, integrating theory and practice
- Continuous observation (be available / look available) consider where you are positioned so you are able to observe the student(s) in practice

Students will remain supernumerary during this process and will not be included in the staff numbers.

Staffing on the placement area will remain the same as usual.

Slide 12: End of the shift

- Allow student to lead the review
- Apply coaching questions and skills
- Assess learning based around the students' learning objectives
- Support your student to critically reflect on what they have learnt
- Plan for the next learning opportunity

Coaches will feedback to the mentor on a regular basis via agreed channels.

Mentor will meet regularly with student(s) and discuss ongoing learning needs, etc.

Students are encouraged to avoid working long day shifts whilst in a Synergy area.

Slide 13: Student Benefits

Discuss the student benefits with the group and ask them to consider any other benefits for them and the organisation.

- Increased opportunity to develop clinical judgement and decision making skills
- Peer learning
- Support from the wider team
- Feeling a part of the team valued for their contribution
- Improved confidence, improved performance

Patient Benefits

- Improved staff to patient ratio.

Staff Benefits

- Time to support learners in practice
- Encouraging students to be a part of the team
- All team members supporting the student

Organisation

- Recruitment, evidence from Lancashire Teaching Hospitals shows that those wards engaged in CLiP were highly regarded; the students wanted to work in these areas
- Increased morale and motivation of staff
- Students feel better prepared and able to function as a first level nurse with confidence at the point of registration; this could potentially reduce the preceptorship period

Slide 14: NMC (2008) Standards to support Learning and Assessment in Practice

NMC (2008) Standards to Support Learning and Assessment in Practice are still upheld. Individual learning outcomes remain unchanged. Each student will be allocated a named mentor for assessment purposes.

The mentor is responsible for:

1. The initial, mid and final interview
2. Monitoring progress, identifying learning needs and opportunities and working with the student at various points
3. Signing off the placement outcomes

Coaching adds to, and enhances, student support in practice, and works in conjunction with mentoring.

NMC (2008) [Standards for Learning in Practice and practice.](#)

Slide 15-17: What is coaching?

Facilitator to discuss some of the key principles associated with coaching and outline the differences and similarities between mentoring and coaching. Reinforce that those present already have many of the skills required and may well be using a coaching style in their supervision.

Coaching is a process of learning, through an individual person who will teach through probing questions, rather than through *directing*, helping to motivate and empower the learner. When coaching is implemented effectively it enables learning and development to occur and helps an individual's performance to improve. The ultimate purpose of coaching is self-actualization (reaching one's potential, empowerment).

One fundamental skill of the coach is asking the right questions, in the right order, to prompt reflection, identify assumptions, and motivate thoughtful action; open-ended questions help to facilitate this process. Furthermore, this approach to questioning invites contribution and assigns value to the opinion, experience, and knowledge of the person being asked.

Mentoring is different. Mentoring is the process of a qualified, skilled person transferring their knowledge and skills to a less knowledgeable person – known as the *mentee*. The mentee will progress, gaining knowledge and skills; the mentor retains the assessment function.

Slide 18-20: Video

Activity: Show each clip and ask the group to analyze the coach / student interaction and the learning process.

First Clip: Beginning of the day

- Coach and student negotiate the day and the patient caseload
- Discuss specific learning outcomes and learning log
- Students engaged in care delivery
- Coach prompts and questions the students' background knowledge and understanding and encourages peer teaching
- Coach offers constructive feedback and praise

Second Clip: Mid-point in the day 14.00hrs

- Meeting to discuss progress and reflect on learning so far
- Coach links learning to the patients' presenting symptoms
- Mentor asks questions and extends knowledge.

Third Clip: End of the day

- Coach asks students to comment on what they have learnt
- Mentor probes how they would alter their practice in light of what they have learnt.

Debrief

- Coach highlights the benefits of peer teaching/learning
- Coach discusses some of the challenges with the coaching model in 'letting go' (*step-up step-back* model)
- Coach emphasises the importance of maintaining supervised practice; students consulted the coach if unsure
- Coach reflects on her developing skills

Slide 21-24: Coaching Benefits

Facilitator to draw on the key points emerging from the video and the exercises above and explore the benefits of coaching, with particular emphasis on coaching styles, matching 'skill and will' so that the coaches' style of interaction is matched to the student's readiness to learn. Motivation, challenge and support should also be considered.

There is a growing body of evidence showing the effectiveness and impact of coaching both within and outside academia. Coaching is highly valued in the corporate sector, with 90% of organisations in the UK and 93% in the USA using coaching interventions that result in improved performance, confidence, motivation and effective leadership.

Although less commonly adopted within HE, there are a rising number of examples of Universities offering one-to-one coaching with varying degrees of internal and external training (Vitae review 2012
<https://www.vitae.ac.uk/vitae-publications/reports/coaching-report-2012-vitae.pdf>).

Early evaluation of HE coaching programmes for postgraduate students and staff at all stages of their academic careers shows increased self-awareness and self-discovery, confidence, communication skills, increased project completion, lower stress and improved working relationships.

Slide 22: Coaching styles

Activity: Facilitator to discuss with the group how the coach can modify their style of support.
Ask the group to think about their preferred style and why. Pairs share ideas and feedback to the group.

Note that coaching styles are predominately very pull / non-directive.

Activity: Ask the group in which situations it's better to be non-directive or directive
A balance between these two extremes is likely to be the best. Explore the following with the group:

Directive mentoring and coaching

A directive approach involves a transfer of wisdom, where the mentor or coach provides advice or direction, probably based on their experience and expertise. This is a widely-recognised, fairly traditional approach.

Advantages include:

- Mentee benefits from shared experience
- Mentee benefits from mentor's hindsight
- Mentee can be given a solution
- Mentor feels rewarded by sharing wisdom.

Disadvantages of directive approach:

- Mentee has less ownership of outcomes
- Mentee may be less committed to action
- The solution might not be 'right'

Non-directive mentoring and coaching

A non-directive approach allows the student to formulate their own solutions and actions as a result of skilled listening and questioning from the mentor or coach.

Advantages of non-directive approach for the mentor or coach:

- Mentor / coach does not need to be an expert in the field
- Mentor / coach is open-minded and asks open questions
- Mentee / coach has ownership of the solution
- Mentee / coachee has greater commitment to action
- The solution is more likely to be 'right'

Disadvantages could be:

- Longer time to reach an outcome
- Missed opportunity to benefit from another's experience
- Mentee / coachee may simply want to be given the answer

Slide 23: The Skill and Will Matrix

Facilitator explains the model and how it can be utilised so that the coaches' style of interaction is matched to the coachees' readiness for a particular activity. Coaching takes place when there is a particular situation, issue or task that the coachee needs help with.

The skill / will matrix requires a coach to assess the coachee's level of skill for dealing with the situation, issue or task and also their level of 'will'.

- **Skill depends on experience, training and understanding**
- **Will depends on desire to achieve, incentives, security and confidence**

The matrix works by plotting the level of the coachee's skill against their will, either high or low, in order to determine the appropriate style of interaction for the coach to adopt.

Landsberg, M. (2015) *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. Profile Books.

Slide 24: Challenge and Support

Facilitator to discuss: how support and challenge impact on learning and empowerment; how to match the levels of support and challenge to the learners' knowledge, experience and motivation.

Activity: Ask the group for their own personal experiences of being in these situations and how they felt.

Bored – No impact / no support / no challenge

Comforted – Feels cosy / builds dependence / no challenge

Stressed – Focused on short term results / erodes self-confidence / high challenge / no or little support

Empowered – Delivers high quality results / builds self-esteem / increases performance / high challenge / high support

Slide 25-26: Planning the Coaching Day

The GROW Model

Refer attendees to the Grow questions in the resource pack and explain the principles of the GROW model.

How to apply the model in practice.

Explain how to structure a coaching session using the GROW Model. You will have looked at this in relation to the learning log so this is an opportunity to expand and reinforce the point.

1. Establish the Goal

First, you and your student(s) need to look at the behaviour / skill that you want to change / develop, and then structure this change as a **goal**.

Goals should ideally be Specific, **Measurable, Attainable, Realistic, and Time-bound**.

Facilitator to discuss with the group the type of questions they might use when doing this and to refer to the handout to generate discussion. Some questions are identified below:

- How will you know that your student has achieved this goal?
- How will you know that the problem or issue is solved?
- Does this goal fit with your students overall objectives?

2. Examine the Current Reality

Next, it is important to ask the student to describe their current reality. This is a crucial step. Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively. Ask your student to tell you about his current reality; the solution may start to emerge.

Coaching questions:

- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

3. Explore the Options

Once the coach and the student have explored the current reality, it's time to determine what is possible. Coaches help the student form as many good options as possible, then discuss these and help the student decide on the best ones.

The coach can offer their own suggestions in this step, but need to let the student offer suggestions first, and let them do most of the talking. It's important to guide in the right direction, without actually making decisions.

Coaching questions:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

4. Establish the Way Forward

By examining the current reality and exploring the options, the student will now have a good idea of how they can achieve their goal.

The final step is to get the student to commit to specific actions in order to move forward towards their goal. In doing this, they will be helped to establish the will and boost their motivation. Explore beliefs, values and attitudes that impact on learners and motivation.

Coaching questions:

- So, what will you do now, and when?
- What else will you do?
- What could stop you moving forward?
- How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly?

Monitoring Progress

Finally, coach and coachee decide on a date when they'll both review progress. This will provide some accountability, and allow the student to change approach if the original plan is not working.

Activity: The GROW model

Facilitator asks the group to get into pairs: one person acts as a coach, one a coachee.

The coachee can use a real goal example from life / work (get fitter, better relationship with boss, etc.). The coach should use the questions from the GROW model handout.

Debrief Discuss with the group what it felt like to be a coach / coachee; refer to the challenge and support matrix: It might be helpful to link this to the analogy of learning to drive and driving instructor as coach.

Whitmore, J. (2014) *Coaching for Performance* 4th edition London: Nicholas Brealey.

Slide 27: How We Learn: The Kolb Learning Cycle Kolb, D. (1984) *Experiential Learning*. Englewood Cliffs, NJ: Prentice Hall.

Activity: Using the exercise that just completed in pairs, discuss how the GROW model and Kolb learning cycle can be used together to promote learning.

- | | |
|-----------------|--|
| DO | Engage in the learning experience
(The coachee engages in a process of familiarisation with an experience or skill). |
| REFLECT | Evaluate and analyse the learning experience
(The coachee explores, reflects and ‘unpacks’ the issue to help the coach) |
| CONCLUDE | (LEARN) Extract learning from the review stage
(The coachee makes new insights, connections, understands and makes sense of experiences, supported by coaches). |
| PLAN | Apply learning to future experience
(The coachee uses learning and works with the coach to explore options, makes changes, formulate goals and plans leading to action) |

Slide 28-29: What are the necessary skills for coaching in practice?

Activity: Facilitator to ask the group what skills they think are needed; write these on flip chart. Tease out similarities and differences between coaching and mentoring, reinforcing that the group already have many of the skills required. Good mentoring and coaching complement each other, providing a rich learning experience. Build on this feedback by discussing the point's noted below:

- The most important attribute of any coach is that they want to help the person or people they are coaching to learn.
- A good coach doesn't see themselves as an expert able to fix all problems and having all the answers. Instead, they see themselves as supporting the *process* of learning.
- Coaches generally have high emotional intelligence: they're good at understanding and relating to people, and they're interested in people. You have to genuinely want to help others develop to become a really good coach. It's no good just paying lip service to the idea.
- Coaches need to be able to show empathy and be good at building relationships.
- Good coaches also have strong communication skills.
- Coaches are good at gathering information and then clarifying it for the person being coached.
- They generally have strong listening skills including active listening skills; they don't jump in straight away with the answer but rather make sure that they've fully understood the issue by reflecting and clarifying.
- Similarly, coaches have usually taken time to develop strong questioning skills. It's been said that coaches should never offer opinions, but instead only ask questions to guide the person being coached through the issue.
- Coaches and coaching leaders give space and time for people to try things out.
- They are skilled at providing feedback and using tact and diplomacy.

Read more at: <https://www.skillsyouneed.com/learn/coaching-skills.html>

Slide 30: Active listening

Facilitator to highlight the importance of active listening and discuss the key concepts noted below:

Active listening is a communication technique used in counselling, training, and conflict resolution. It requires the **listener** to fully concentrate, understand, respond and then remember what is being said.

Active listening is more than just hearing what is being said - it means being **attentive** to what someone else is saying, with the goal of understanding the feelings and views of the person. Paraphrasing, summarizing, questioning and clarifying are **examples** of **active listening** techniques.

Slide 31-32: Listening Activity

Activity Slide 31: Ask the group to recall the name(s) of people they consider to have really listened to them and consider the following questions:

- How did you feel?
- What did you think?
- What did you learn about yourself when someone really listened?

Ask the group if anyone has written the name of the person who they don't like (usually nobody!). Then ask if the people they have written fit any one of these categories: liked by them, loved by them or respected by them. The response normally is yes. Even if someone writes the name of the person whom they don't like, that person will come in the group of people respected by the participant. Elicit the 'so what'...those who are most influential to us have great listening skills!

Activity Slide 32: Ask the group to discuss in pairs and feedback the skills they feel are required for active listening and the barriers to effective listening.

Enabling active listening:

- Presence (concentration)
- Verbal (prompting, tone of voice, summarising)
- Non – verbal (posture, eye contact, paralinguistic)

Barriers:

- Too much talking
- Emotional states
- Seeking to control and dominate
- Needing to be right and looking good!
- Playing fix it
- Assuming what you've done before you can do again

Slide 33: Facilitator to ask the group to get into pairs and having explored what is required for effective and skilled listening to engage in the following activity.

- One group member describes their personal actions to advance towards skilled listening, i.e. enabling active listening and reducing the barriers.
- The second group member is the listener, listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behaviour.
- After 3-4 mins, listener summarises the three or four main issues or criteria that they have heard the talker express. Then one minute to review how close the listener was to what the talker said and feedback on how well they demonstrated active listening behaviours (what specifically was good / helpful / unhelpful?).

Slide 34-37: Questioning Skills

In this section the facilitator explores another key coaching skill.

This involves the types of questions we ask, factors that promote good questioning and effective coaching questions.

Great questions really enable the focus to be on the coachee; the facilitator can draw on those identified earlier in the GROW model exercise.

Bloom's (1956) cognitive taxonomy (which has been updated from the original) is one approach that the coach / mentor can use to help plan and formulate higher order questions. The taxonomy develops initially with remembering, understanding, applying, analysing, evaluating and creating.

Bloom, B.S. (Ed.). Engelhart, M.D. Furst, E.J. Hill, W.H. Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Slide 35: Purpose of asking questions

To obtain information

The primary function of a question is to gain information – ‘*What time is it?*’

While you are asking questions you are in control of the conversation

To test knowledge

To encourage further thought

Questions may be used to encourage people to think about something more deeply.

Express an interest in the other person

Questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.

To clarify a point

Questions are commonly used in communication to clarify something that the speaker has said.

Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.

To explore the personality and or difficulties the other person may have

Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing

Slide 36 Activity: In pairs ask the group to write down on a flip chart or Post-it notes 'what is required for good questioning?' Some key points to discuss:

Being Structured

By giving some background information and reasoning behind your motive for asking questions the respondent becomes more open to questions and understands why you are asking them.

In most cases the interaction between questioner and respondent will run more smoothly if there is some structure to the exchange.

Use Silence

Using silence is a powerful way of delivering questions.

As with other interpersonal interactions pauses in speech can help to emphasise points and give all parties a few moments to gather their thoughts before continuing. A pause of at least three seconds before a question can help to emphasise the importance of what is being asked. A three second pause directly after a question can also be advantageous; it can prevent the questioner from immediately asking another question and indicates to the respondent that a response is required.

Pausing again after an initial response can encourage the respondent to continue with their answer in more detail. Pauses of less than three seconds have been proven to be less effective. Non-verbal communication also plays a significant part in any conversation.

Encouraging Participation in a group setting

This can be at least partially achieved by asking questions of individual members of the group. Encourage but do not force quieter members of the group to participate.

Slide 37: Effective Coaching Questions

Facilitator to discuss the importance of effective coaching questions. The focus now moves onto more specific detail around coaching questions.

Asking coaching questions, rather than telling, is the best way to mentally engage students. As a coach you are looking for the highest possible engagement from your student, so asking coaching questions becomes one of the most important means of communication. Coaching questions need to evoke awareness and responsibility with your student. Random questioning will not work.

The GROW model helps you pick the right questions to improve your performance as a coach. Effective questioning can be broken down into two parts:

1. Asking the right coaching questions
2. Asking coaching questions in the right order

Summary: At this point it is useful for the facilitator to encourage the group to consider all of the key aspects in the coaching relationship (listening, asking questions and reflection) and how they would be applied. Cuttlebuck et al (2006) have developed a model based on seven stages to coaching conversations. The facilitator can explore these stages with the group, drawing on the previous information and activities.

The seven coaching conversations, from Clutterbuck, D. and Megginson, D. (2006). *Making Coaching Work: Creating a coaching culture*. CIPD. McGraw-Hill Education

1. Coach: pre-meeting
2. Coachee: pre-meeting
3. Coach: during the conversation
4. The spoken dialogue
5. Coachee: during the conversation
6. Coach reflects after conversation
7. Coachee reflects after conversation

Slide 38-43: Situational Leadership

Facilitator to explain the theory behind situational leadership and illustrate how it can be applied in practice, talking through each of the five slides.

These depict the different levels of supportive behaviour and direction aligned to the student's level of competence, skills and confidence at different stages of their development.

Leadership in this context means knowing that no one style of coaching / mentoring and supporting students in practice is best.

Effective coaches/mentors adapt their style according to the individual needs of the student and the practice situation.

Using Hersey and Blanchard's model of leadership, coaching/mentoring is based on the assessment of the developmental level and confidence of the student in particular situations.

- This assessment guides the coach/mentor to the selection of the most appropriate style of support
- The style will take account of the amount of guidance and direction (task behaviour) and social emotional support (relationship behaviour) required to mentor the student effectively

Activity: Pairs discuss and feed back to the group how useful they feel this model will be in practice?

References

- Hershey, P. and Blanchard K. H. (1977). *Management of organisational behaviour*. 3rd edition Englewood Cliffs, N.J.: Prentice-Hall.
- Hersey, P. (1985). *The Situational Leader*. New York, NY: Warner Book.

Slide 44-46 Feedback

Slide 44: Facilitator emphasises the importance of constructive feedback in any learning event, providing direction, promoting critical reflection and action. As Cantillion et al (2008, p.1294) comment:

'Without feedback good performance is not reinforced and poor performance may be repeated at the expense of patients and colleagues'

Cantillion, P. and Sargeant, J. (2008). Giving feedback in clinical settings. *British Medical Journal* **337**, 1292-1294.

Slide 45: Coaches' engagement in supervision, giving and receiving feedback and reflective practice helps provide evidence for revalidation where appropriate.

Slide 46 Activity: In pairs, the group reflect on an experience of receiving positive feedback or on negative / absent feedback; they should consider how it affected them.

Slide 47-48 Pendleton's (1984) Model

The facilitator explains the model which is based on a structured conversation about performance between a teacher (coach/mentor) and a student. Its intention is to enable students to identify what they need to develop and what can be maintained.

1. Positive aspects,
2. Areas for improvement,
3. Action plan
4. Summary

Pendleton, D. (1984). *The consultation: an approach to learning and teaching*. Oxford University Press.

Slide 49-50: Supporting the failing student

It is important to reinforce that the NMC (2008) Standards for mentor supervision are still active. The mentor remains responsible for the ongoing assessment of the student's progress, implements action plans where necessary, and signs-off the students' outcomes at the summative point.

Slide 50

Illustrates how the model works in practice, with particular focus on assessment.

Slides 51-53: Let's hear from...

Coaches, students and patients give their views on the CliP model in practice

Slide 54: Summary / Review of expectations from the start of session.

Slide 55: Any Questions?