

GM Synergy

Coaching Skills



WORKSHOP OBJECTIVE

To provide staff with the tools and techniques to become great coaches, enabling them to help students unlock their own potential and achieve their personal goals

AGENDA

- 
- Why coaching?
 - Listening
 - Questioning
 - Coaching models
 - Difficult conversations

MENTORING/COACHING APPROACH



| Mentoring | Coaching |
|--|---|
| Answers questions | Asks questions |
| Steps in and provides care | Steps back and allows the student to learn by providing care |
| Is watched by the student | Watches the student |
| Directs the student's learning | The student demonstrates what they've learnt (usually self-directed) to the coach |
| Shows the student how | Is shown how, by the student |
| Allocates work to the student | Is allocated work by the student |
| Talks | Listens |
| Does the same work as before, but with a student | Works differently, while coaching the student |
| Identifies individual learning opportunities in the ward environment | Uses the whole ward as a complete learning environment |

COACHING CONVERSATIONS



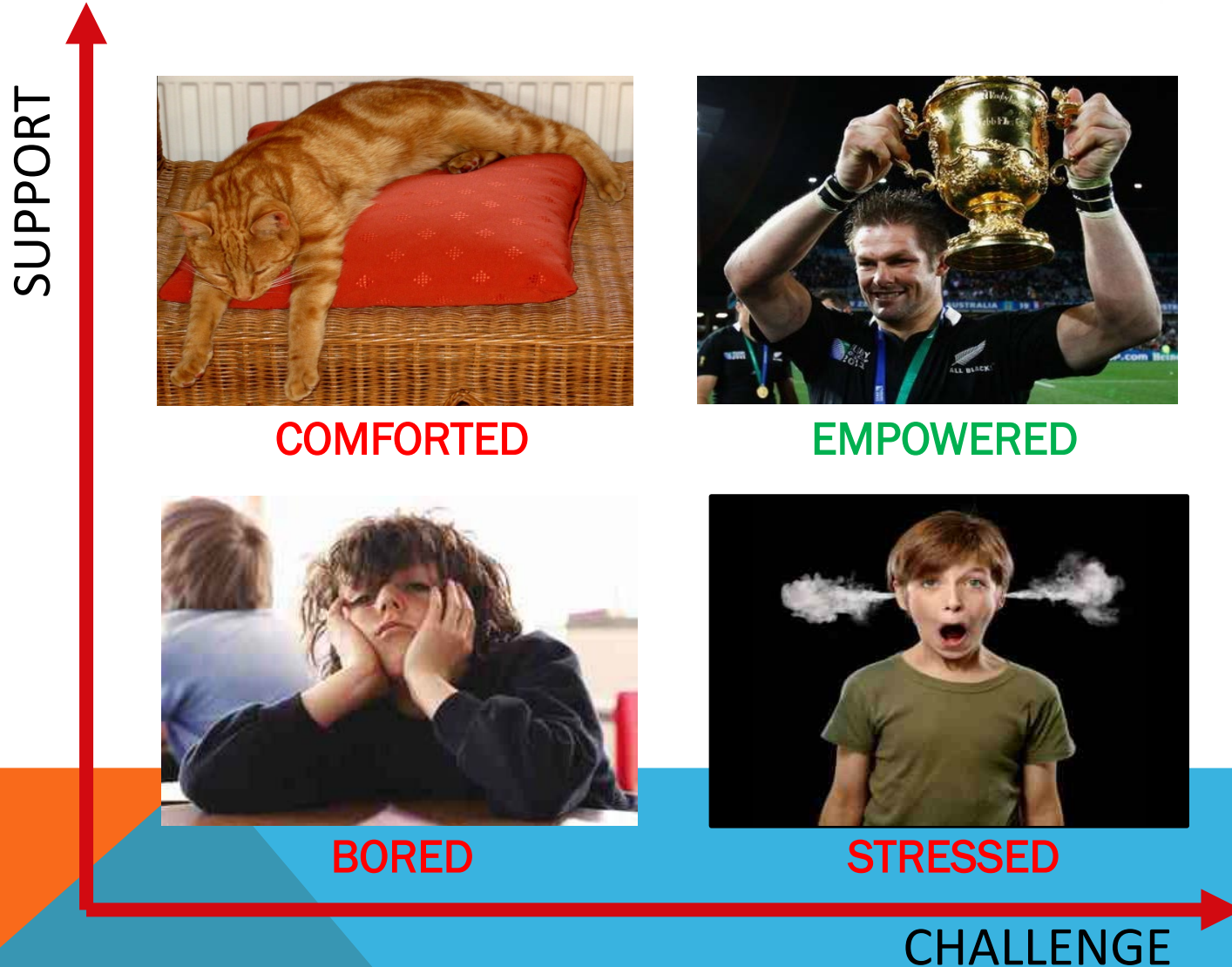
- How it works handout
- CLiP videos embedded within the link below:
- **INITIAL MEETING** Students learning needs and application of the learning log
- **TASK:** Coaching as applied to changing of a dressing
- **FEEDBACK:** Coaching as applied to changing of a dressing

<https://healthacademy.lancsteachinghospitals.nhs.uk/collaborative-learning-in-practice-toolkit>

SPECTRUM OF COACHING SKILLS

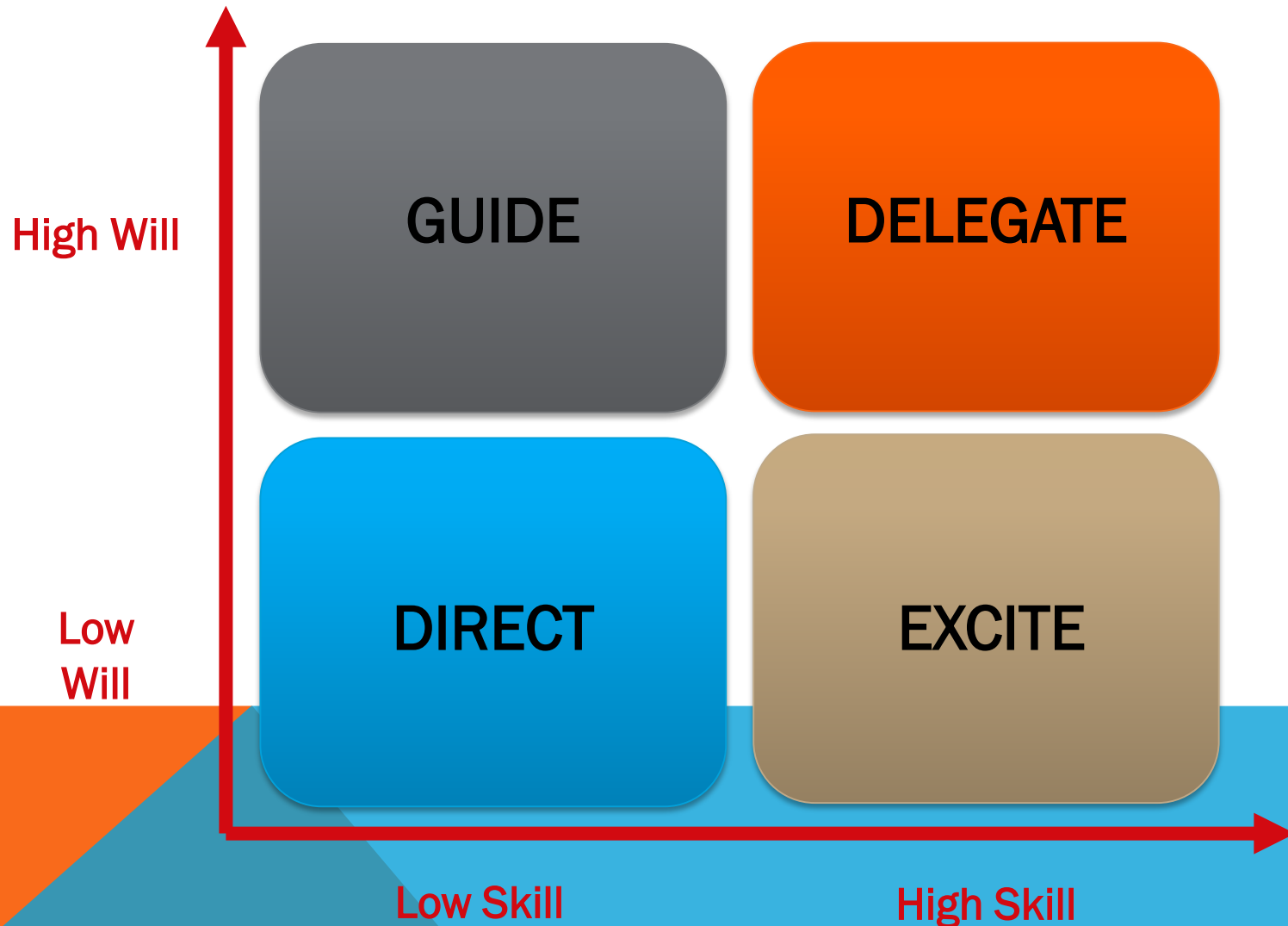


CHALLENGE AND SUPPORT

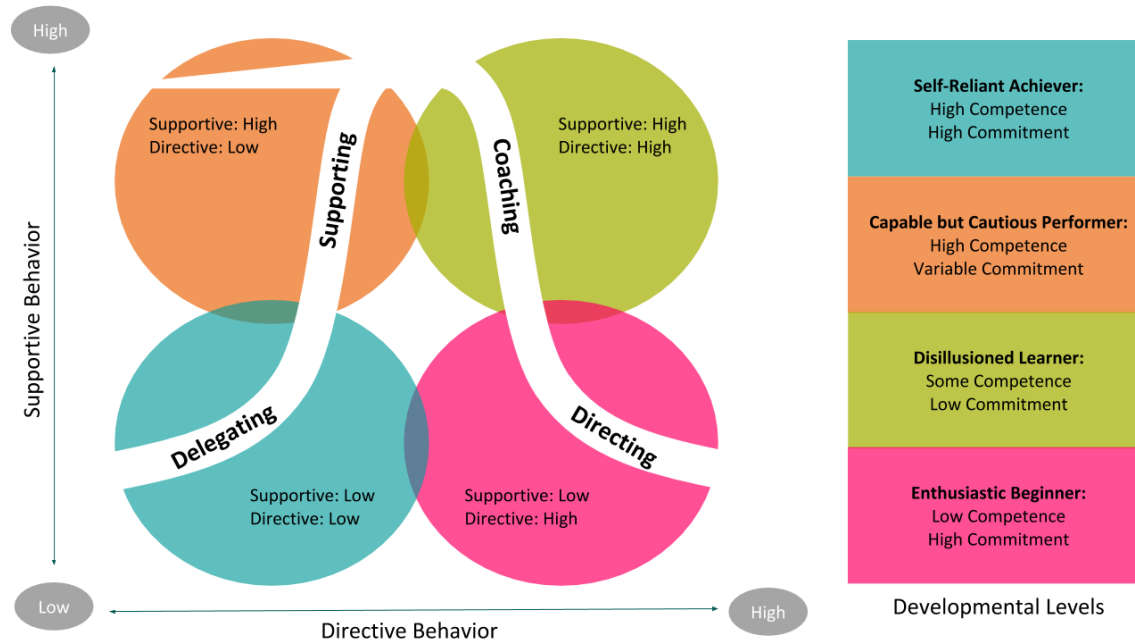


Adapted from: Blakey, J., Day, Ian, CIPD, & Ebrary, Inc. (2012). *Challenging coaching: Going beyond traditional coaching to face the facts*. London ; Boston: Nicholas Brealey Pub.

SKILL AND WILL

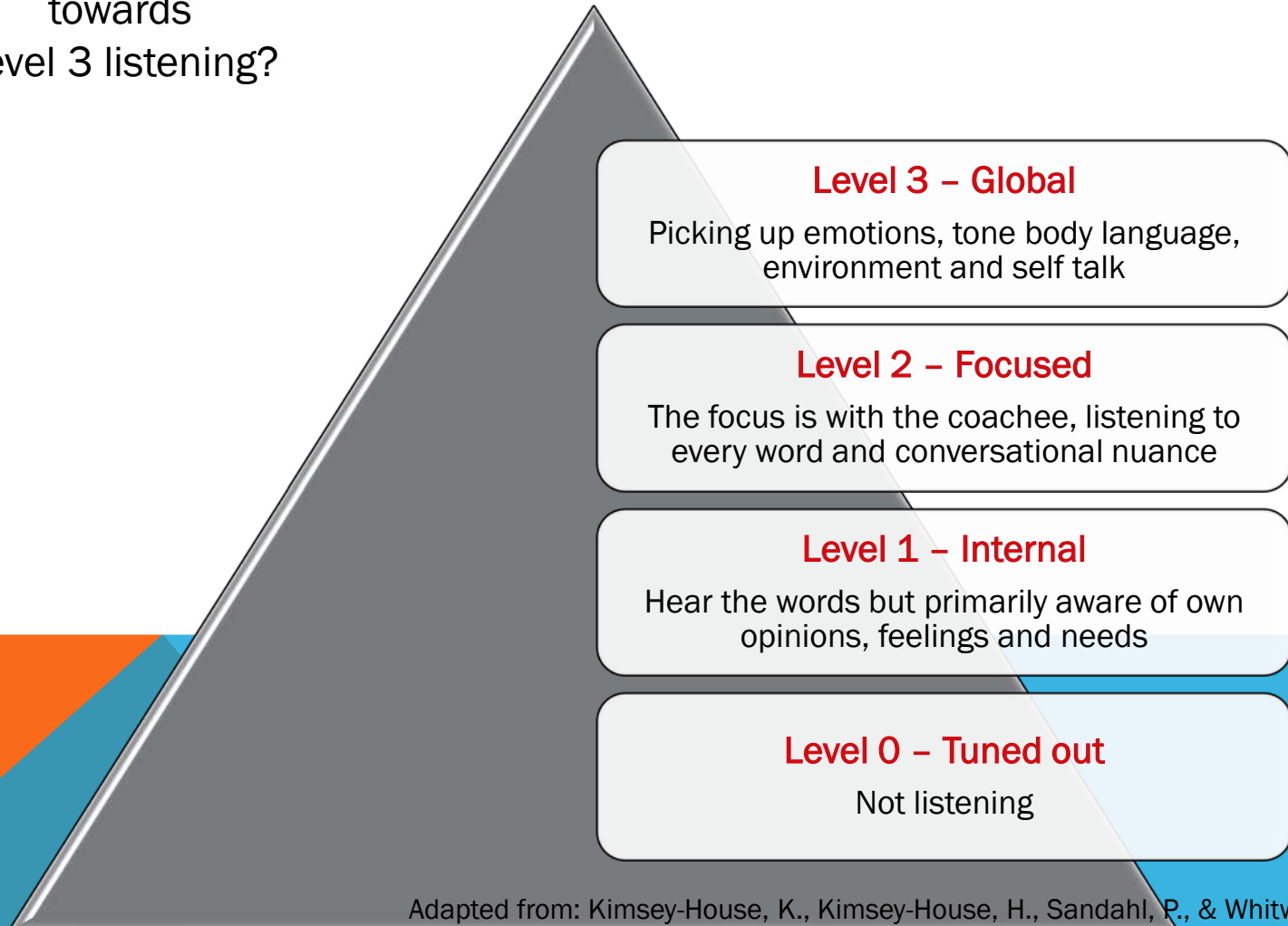


SITUATIONAL LEADERSHIP



LEVELS OF LISTENING

What are your personal actions to
advance
towards
Level 3 listening?



QUESTIONING SKILLS

EFFECTIVE COACHING QUESTIONS

Open

- (to promote discussion)

What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)

Probing

- (to follow up on what has been said)

Can you tell me more about...?

Focussed

- (to establish the real situation and real actions to be taken)

What were your feelings at the time?
What action will you take?

Leading Questions
(to be avoided!)

Don't you think it would be better if...?
Why don't you do the following...?

BASIC FEEDBACK

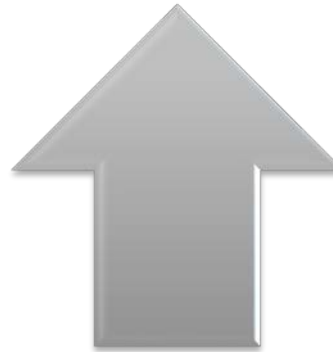


What went well



BE POSITIVE!

Even better if



RADICAL CANDOR

When you care about someone but don't challenge them.

Praise – not specific; unclear on what was good

Criticism – sugar-coated and wishy-washy. Few challenges; want to avoid awkwardness.

You care 'too much' and don't challenge

When you don't care about someone and don't bother challenging them.

Praise – insincere and motivated by personal gain.

Criticism – insincere and infrequent

Don't care about person and don't challenge

When you care personally and challenge directly.

The ideal state to generate solid trusting relationships and high performance.

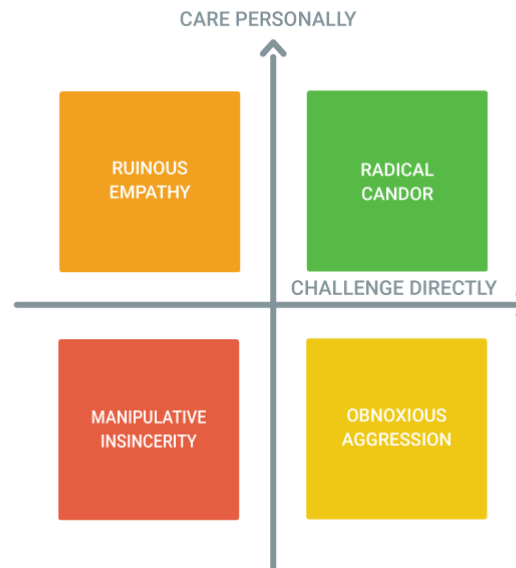
Care personally, challenge directly

When you challenge someone but don't care about them.

Praise – doesn't feel sincere. Belittling compliments.

Criticism – isn't delivered kindly. Horrible comments & no care for feelings.

Freely challenge but don't care about hurting feelings



THE MODEL IN ACTION: CLINICAL SCENARIO'S



S.M.A.R.T. Goals

- **Specific**
- **Measurable**
- **Achievable/Action-oriented**
- **Realistic**
- **Time-bound**

Image from <http://aspirekc.com/Blog/2015/01/05/need-more-focus-try-the-grow-model/>

Whitmore, J. (2009). Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership (4th ed.). London: Nicholas Brealey.