

Session 1 Why Coaching Conversations

Adopting a coaching style to practice learning provides learners with the opportunity to take responsibility for their own knowledge acquisition. For example, in relation to nursing, midwifery, the role of the practice supervisor as set out in the Part 2 NMC (2018) standards is to:

- Role model and facilitate learning of students through independent participation
- Raise and respond to competency and conduct concerns
- Supervise, support and provide feedback to students
- Contribute to assessment and progress decisions made by assessors.

All health care professions require quality practice education, supervision and assessment. This in turn promotes optimal patient care, achieved through improved learner performance, motivation and empowerment. There is also a positive impact on developing the learner's clinical leadership skills.

Box 1 summarises the differences between coaching and mentoring in the context of practice education, supervision and assessment.

Box 1. Differences between coaching and mentoring

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

Click on the link below to access the video find out more about coaching and the positive impact that the coaching approach can have on unlocking the learner's own potential:

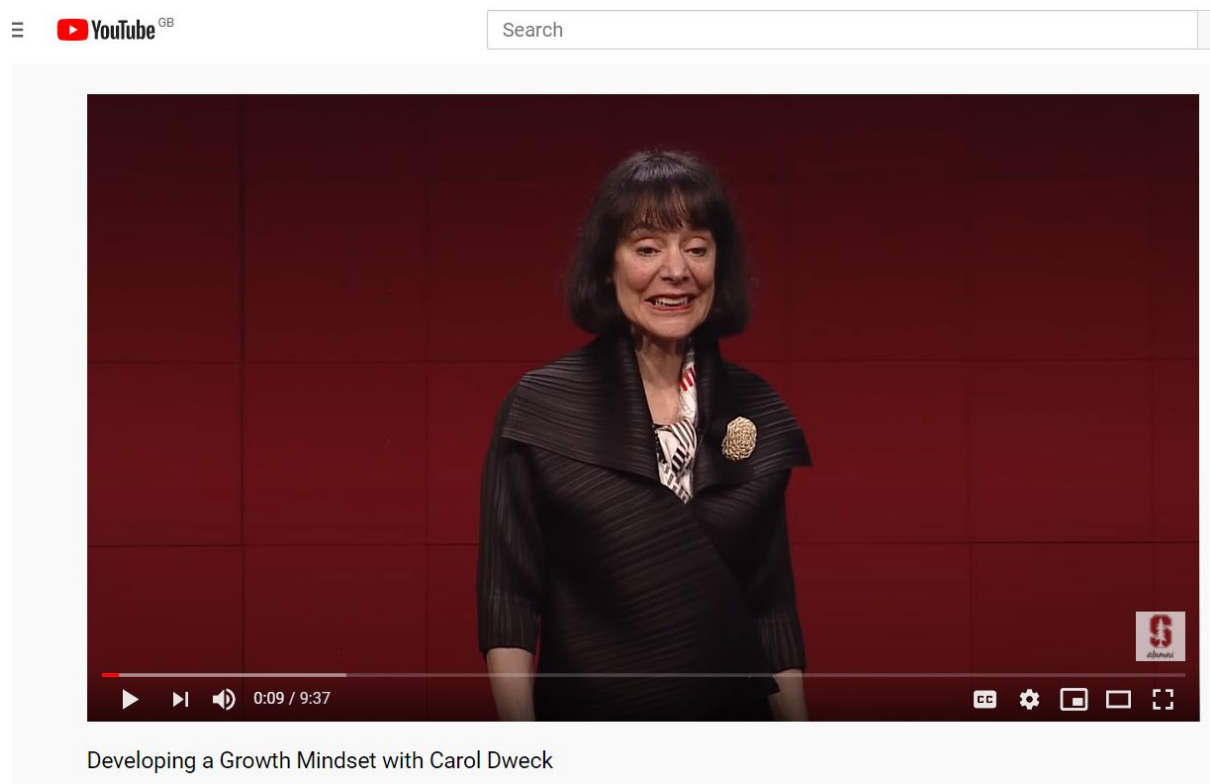
<https://media.salford.ac.uk/Player/j8h6GC4H>

Engaging with the video, you will be introduced to the term coaching and understand some of the differences between coaching and mentoring.

Activity

Watch the short video below about developing a growth mindset with Carol Dweck.

Think about how adopting a coaching approach to student supervision can develop a growth mindset: Click on the video to open the link or click on <https://youtu.be/hiiEeMN7vbQ>



After this session do review your knowledge, skills and behaviour and your learning needs. Look and map against any professional requirements such as the NMC practice educator/supervisor role requirements, linking to the NMC practice supervisor self-declaration.