

Session 3 Challenge and Support

In this session you will explore challenge and support. Firstly, watch the short video by clicking on the or link or video below: <https://media.salford.ac.uk/Player/gGalb0HC>

Challenge and Support



This work is 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. You may consider reading this work.

There are two variables which are essential to maximise learner performance, and these are support and challenge. It is when these two variables are out of balance that performance and growth suffer. Challenge and support in the right balance are key coaching techniques, used by practice educators, practice supervisors and assessors to unlock the learner's potential for learning and development.

The skill/will matrix diagram below is useful to explore with learners. As practice educator/practice supervisor it is useful to assess the learner's level of skill for dealing with a situation, issue or task and 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 learner's skill against their will, either high or low, in order to determine the appropriate style of interaction for the coach to adopt:

CHALLENGE AND SUPPORT



It is important for learners to understand that throughout their practice learning experience, practice educators and or practice supervisors will use challenge and support methods to help learners feel empowered and so that they do not to get bored and stressed.

It is recommended that you explore with learners through having coaching conversations the reasons for the discussion and explore how this can have the positive influence on their own learning and development- i.e. clinical skill development or learning with a formative assessment.

Activity 1

Reflect and think about:

1. Are you more likely to support or challenge- you may have a natural preference?
2. What is the impact on the effective learning environment?
3. How could you balance the support and challenge?

Knowing where you naturally sit enables you to make a more informed choice about how to act and what is needed in that situation when providing the practice supervision or support. Do be prepared to be flexible according to learners needs e.g. if a learner challenges and criticises self easily, do you need to add to that or not? Later you will be asked to explore feedback. Remember that the empowering environment is created by the sum of you and your learners challenge and support- so no pressure hey!!

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.