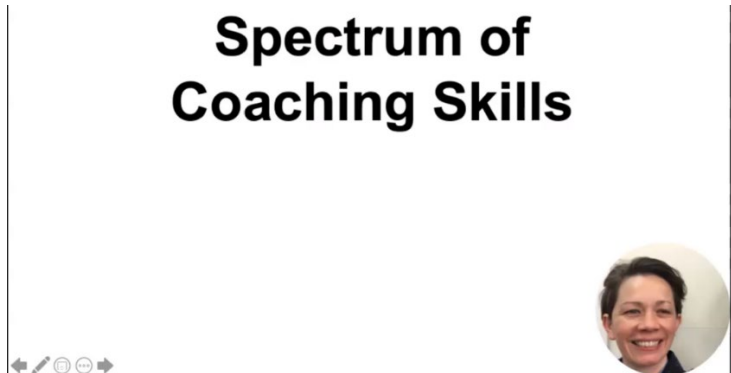


## Session 8 Spectrum of Coaching Skills

Introduced here in this session is the coaching spectrum, a tool that is often applied by practice educator/ supervisors to truly listen to what the learner is saying and to engage with meaningful coaching conversations. Firstly, click the link or video to watch the video:

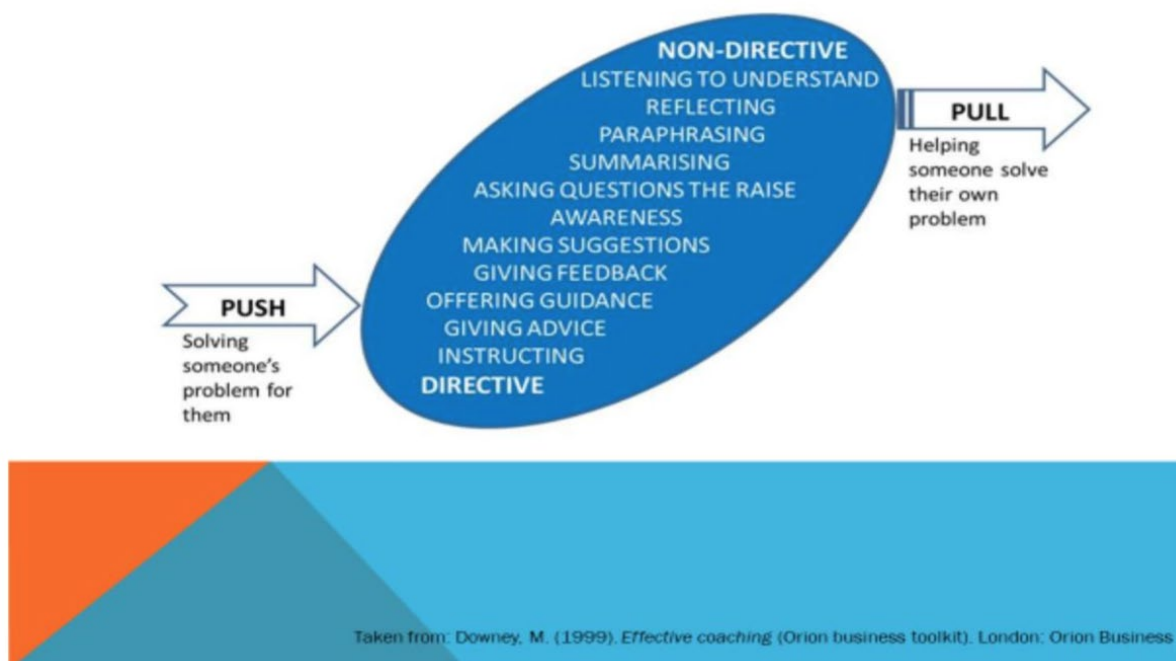
<https://media.salford.ac.uk/Player/2fFfl8bj>



### Additional information

Applying the spectrum requires you to piece together all the learning from the previous sessions such as active listening and effective questioning, skill and will.

## SPECTRUM OF COACHING SKILLS



From the spectrum what you will see is how coaching approaches range from directive to non-directive:

PULL (Non-Directive): Helping someone to solve own problems

PUSH (Directive): Solving someone's problems for them

The spectrum is adapted from Downey M (2014). *Effective Modern Coaching. The principles and art of successful business coaching.* LID Publishing, London. (You may consider reading this paper to explore in more detail)

Referring to box 1 in session 1, we often see the push or directive approaches as those employed by educators and non-directive or pull styles as those used by coaches.

Both ends of the scale are equally important and as practice educator/supervisor it is important to remain flexible in the style we use, determined through our coaching conversations as we identify the level of knowledge, skills and motivation our learners have.

## Activity 1

You are encouraged to share with peers, clinical facilitator, personal tutor, practice educator/supervisor or practice assessor a conversation that you have had with a learner more junior to yourself. Consider where you have supported the learners learning. Now look at the coaching spectrum:

1. Where were you on the spectrum of coaching?
2. What skills were you using?
3. Consider reflecting with peers to explore what was going on.
4. If you were to face a similar situation again, how might you re-frame/do the session differently to encourage the pull to solving their own problems?
5. Drawing on the above experience, do you feel that there are situations that are better placed for the non-directive or directive conversation? Consider providing examples

The key takeaway point here is how we all have a natural preference - where do you feel that your practice educator/supervisory role will usually sit?

## Activity 2

You may wish to consider and explore further:

1. Whether as a practice educator/supervisor, you will not be coaching all the time, but you can use coaching questions all the time
2. Relationship and professional boundaries with mentoring, counselling, teaching, clinical/academic supervision, signposting
3. Do remember that your role and responsibilities as practice educator/supervisor is not to fix all student problems so do begin with a coaching questioning ethos/mindset then swap hats when needed.
4. Always consider "Coachability" – can the student be coached on this issue or do they need something else?

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.