GM Synergy
Coaching Skills

WORKSHOP OBJECTIVE

To provide PEF Champions with 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

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

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GM SYNERGY

- 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

GMSynergy

PUSH

Solving someone's problem for them

NON-DIRECTIVE
LISTENING TO UNDERSTAND
REFLECTING
PARAPHRASING
SUMMARISING
ASKING QUESTIONS THE RAISE
AWARENESS
MAKING SUGGESTIONS
GIVING FEEDBACK
OFFERING GUIDANCE
GIVING ADVICE
INSTRUCTING
DIRECTIVE

PULL

Helping someone solve their own problem

Taken from: Downey, M. (1999). *Effective coaching* (Orion business toolkit). London: Orion Business

CHALLENGE AND SUPPORT

University of **Salford** MANCHESTER

SUPPORT

COMFORTED

EMPOWERED

BORED

STRESSED

CHALLENGE

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.

LEVELS OF LISTENING

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

Level 3 – Global
Picking up emotions, tone body language, environment and self talk

Level 2 – Focused
The focus is with the coachee, listening to every word and conversational nuance

Level 1 – Internal
Hear the words but primarily aware of own opinions, feelings and needs

Level 0 – Tuned out
Not listening
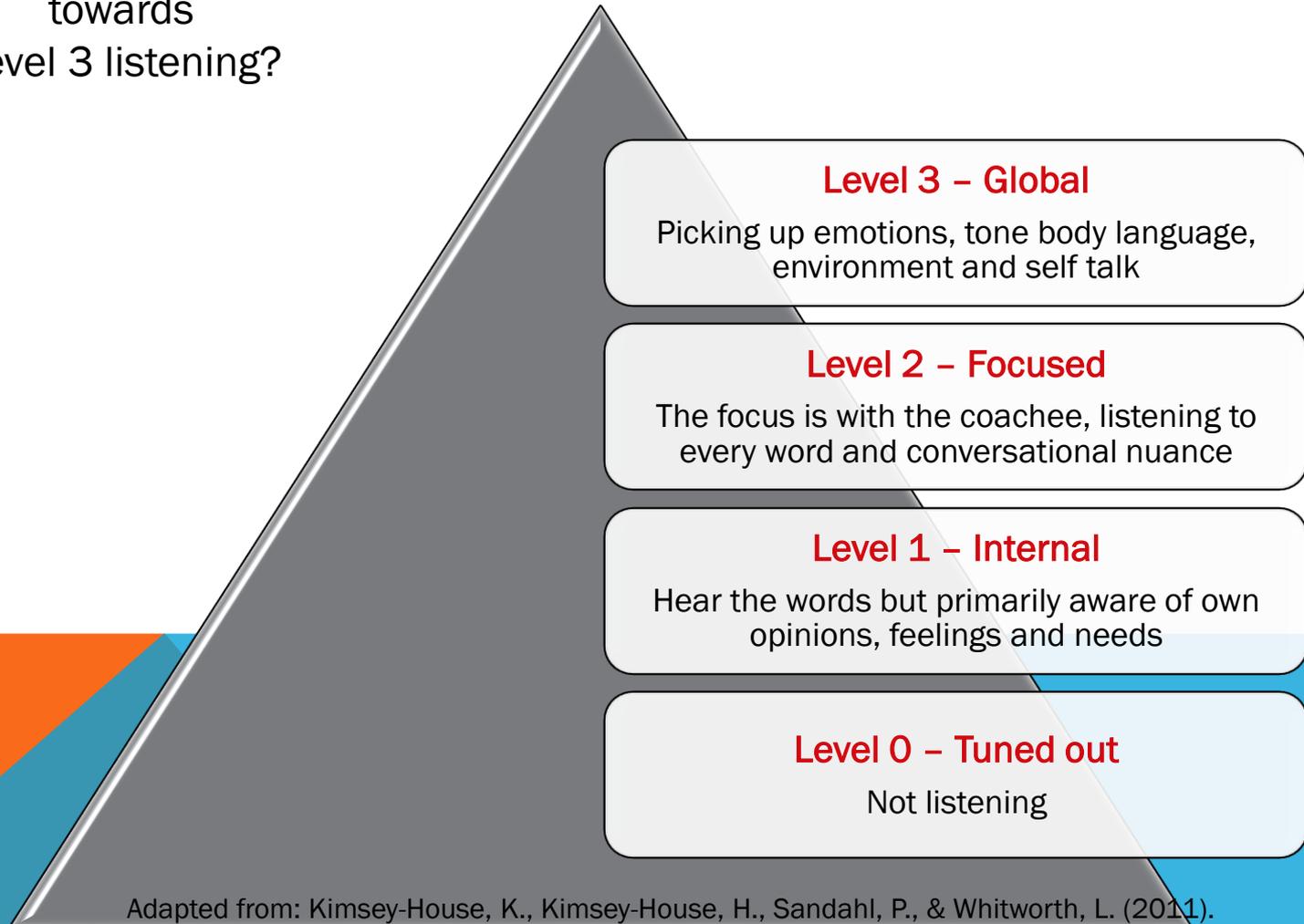
Adapted from: Kimsey-House, K., Kimsey-House, H., Sandahl, P., & Whitworth, L. (2011).
Co-Active Coaching (3rd ed.). London: Nicholas Brealey Publishing.

SKILL AND WILL

High Will

Low Will

GUIDE

DELEGATE

DIRECT

EXCITE

Low Skill

High Skill

Landsberg, M. (2003). *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. Profile Books.

QUESTIONING SKILLS

GMSynergy

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...?**

THE G.R.O.W MODEL

S.M.A.R.T. Goals

- **S**pecific
- **M**easurable
- **A**chievable/**A**ction-oriented
- **R**ealistic
- **T**ime-bound

Way forward

Options FOCUS Goal

Reality

Image from http://askrokc.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.

BASIC FEEDBACK

What went well

BE POSITIVE!

Even better if
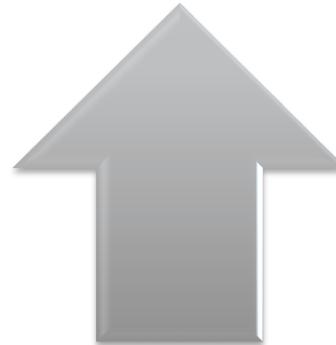
FEEDBACK MODEL: PENDLETON RULES

Phase	Coach	Coachee
Positive aspects	Comments on what went well	Tells what went well
Areas for improvement	Comments on what could be done better	Tells what went wrong; what could be done better
Action plan for improvement	Approves action plan with modifications	Tells action plan
Summary	Comments as appropriate	Summarises the key points

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THE MODEL IN ACTION: CLINICAL SCENARIO'S

GMSynergy

S.M.A.R.T. Goals

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