**Coaching Skills Module**

This training session is one of the preceptor development modules which is intended for us as short training workshops or as part of a team meeting. Although it will take around an hour and a half if used in its entirety, it can be shortened (or lengthened) with the use of role play.

An alternative is to take out one of the models or to take out reflective coaching.

This trainer guide provides a lesson plan with approximate timings, content and activity which accompany the PowerPoint presentation. Each slide has additional notes to assist the trainer, where required. These are provided in this guide. Role play scenarios are included at the end of this guide.

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| Timings | Slide | Activity | Trainer Notes |
| 5 mins | 2 & 3 | Trainer Introduction | Introduce coaching  Go through objectives  Go through topics |
| 15 mins | 4, 5 & 6 | Small group or pair activity | Consider different skills involved in supervising staff. Split delegates into pairs or small groups and ask for definitions of the different skills on slide. Allow a few minutes. Debrief group and give explanations from slides 5 & 6. Where possible give examples from own experience to clarify differences |
| 10 mins | 7 | Trainer | Outline the GROW model and give example questions for each stage. Ask delegates if they can come up with sample questions they may like to use in their own practice |
| 10 mins | 8-12 | Trainer | Outline the SOAR model and consider the differences. Confirm that any model is just a framework for coaching and should be used as strictly or as loosely as each ‘coach’ wants to. Go through the different questions. |
| 35 mins | 13 | Pairs | Role play situation in pairs using real life situations or role play scenarios. Suggest 10 minutes each side. Ask each delegate to give feedback to their ‘coach’. Observe as far as possible and provide feedback.  General wrap-up and discussion on how it went, which model delegates used, how they found the frameworks. Emphasise that it takes time and practice using a model but soon becomes a habit and ensures a ‘rounded’ coaching session |
| 10 mins | 14 | Trainer | Introduction to reflective coaching. Go through Rolfe et al model and the three stages with questions. Ask delegates when this may be useful and suggest examples |
| 5 mins | 15 | Trainer | Review objectives and summarise learning.  Questions and close |

**Notes for slides:**

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| Slide | Trainer notes |
| 4 | In supervising, managing and developing people there are a number of different techniques that we use – coaching, instructing, advising, teaching, counselling and mentoring. Each of these is distinct with a defined purpose and although one of the most useful techniques, coaching is frequently mis-understood.  Ask delegates to work in pairs or small groups to consider definitions of the different terms. You may also want to consider asking them for examples of different situations when each is most appropriate |
| 5 | The dictionary defines a coach as “a privately owned carriage used to transport from one place to another”- and whilst this may refer to a vehicle, this is exactly what coaching is about. A good coach will help an individual move forward from where they are to where they want or need to be.    The premise of coaching is that the answers lie within the individual and it is through careful questioning and follow-through from a coach that the individual will reach decisions on how to move forward. This may be done within a short session or over several sessions. As it is the individual who comes up with the solutions (not the coach), they are more likely to be committed to following through and achieving. A coach is therefore a facilitator who encourages the thought process without giving advice or instruction.    Where an individual is coached over a period of time they begin to internalise the coaching idea and become able to think through the process themselves, becoming more independent. |
| 6 | **Coaching** is improving performance through a range of learning experiences to identify areas for improvement. This may involve helping someone to solve a problem, learn a new skill, address a difficult area or achieve a goal  **Advising** is giving opinions or information which may or may not be taken. Guiding or giving advice based on your own experience  **Instructing** is teaching others or giving instruction on how something should be done. This includes demonstrating practical skills  **Teaching** is about passing on knowledge or skill to another person and facilitating their learning  **Counselling** is encouraging others to take responsibility for a problem. It focuses on past experience  **Mentoring** has different meanings in different contexts. It is typically less formal, combines elements of all the above and is aimed at helping people to realise their potential. Within healthcare, mentors are responsible for developing and assessing students and learners    The key to successful management or supervision is to understand when each of these core skills is required. When is coaching the better option and when is it more effective to provide answers, advice or instruction. |
| 7 | **GROW**  Probably the most popular method is GROW – attributed to John Whitmore (1980s) which identifies a four stage process beginning with identifying the Goal for the individual, then considering the Reality or current situation, then clarifying the Objective before determining the Will or Way forward. For each stage, the coach will ask a number of questions. Whilst each coach will have their own preferred questions, the following provide examples of the types of question that can be asked at each stage:    **Goal**  What is the subject matter or issue you would like to discuss?  What outcome are you seeking by the end of this session?  What is your time frame for reaching that goal?  **Reality**  What is the present situation in more detail?  What and how great is your concern about it?  How much control do you personally have over the outcome?  What is really the issue here, the heart of the problem or the bottom line?  **Options**  What are all the different ways you could approach this issue?  Make a list of all the alternatives, complete and partial solutions?  What else could you do?  Which would give you most satisfaction?  **Will**  Which options do you choose?  To what extent does this meet your objectives?  What are your criteria and measurements for success?  When precisely are you going to start and finish each step? |
| 8 | SOAR    An alternative model, also with four stages, focuses on considering the Situation initially before identifying the Outcome, looking at potential Actions and completing the cycle with Review and Reflect.  Designed to complete the coaching cycle with the opportunity to review and reflect which fits well with Nursing and encourages reflection and review of what has gone well |
| 9-12 | Go through the different questions for each stage and ask delegates if they can come up with questions of their own |
| 13 | Provide delegates with a scenario and ask them to take it in turns. The time provided will depend on how much time you have available. Generally 10 minutes each way is enough time for them to get to grips with the model they use. If possible go round, observe and provide feedback to the coach during the role play |
| 14 | Reflective coaching is encouraging the other person to reflect using a model. Again it is about asking questions, working through a model and generally encouraging the other person to begin reflecting. It can be done after an incident (good or bad) or an experience. |
| 15 | The Rolfe et al model has just three simple stages and begins with What?  WHAT:   * Happened? * Was the situation? * Was your role in this? * Were you trying to achieve * Actions did you take? * Was the response? * Were the consequences? * Were your feelings? * Was good or bad?   SO WHAT?   * Does this teach you? * Does this mean – to you and to others? * Could you have done differently? * Knowledge or skills did you bring to the situation? * Is your understanding on the situation and your actions now? * Could you have done differently?   NOW WHAT?   * Do you need to do to make things better? * Broader issues need to be considered? * Might the consequences be? * Will you do differently next time? |

The following are scenarios for role play although it is usually more effective if delegates can come up with real life situations.

**Coaching – Scenario one**

You are the preceptor (and coach). Your preceptee is in her first week as a newly registered nurse. You are meeting her for the first time and want to explore how much she already knows and where she would like to focus her learning over the first six months

of her preceptorship

**Coaching – Scenario two**

You are the preceptor. Your preceptee is coming to the mid-point of her preceptorship and this is your third formal meeting. Although she is on track with her learning objectives, she has indicated that she sometimes finds it hard dealing with patients’ families and you want to explore this a little more.

**Coaching – Scenario three**

You are the preceptor. Your preceptee has been with you for nearly four months and has recently admitted that she is finding it difficult to deal with some of the more challenging patients. Naturally you want to help her and need to understand more.

**Coaching – Scenario four**

You are the preceptor. Your preceptee has come to you as they are struggling to get on with another member of the team. They feel that this other person looks down on them, is very dismissive and finds fault continually. The preceptee is now feeling very unconfident and considering giving up.