**Facilitating a Career Conversation Module**

This training session is one of the preceptor development modules which is intended for use 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.

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 & 7 | Trainer | Introduction to Beyond Preceptorship model. Give overview of background as second year of retention for NRNs. Look at the four pillars and consider each in more detail. Consider the golden threads of confidence, core competencies, consolidation, resilience and reflection. Emphasise this is model with options – not mandatory. Nurses choose their own direction. Model will need to adapt to own setting. Where possible tailor to your setting |
| 10 mins | 8, 9 & 10 | Trainer | Go through the Career Framework and show links for Beyond to core competencies of the nine domains. Ask how many delegates have already registered and are using the Career Framework. Ask delegates to consider how relevant the career framework is. Go through the different stages (and approximate time frames) for career progression to highlight career pathways. Consider indicative content |
| 15 mins | 11 | Small group work / pairs | Ask delegates to work in pairs or small groups to consider how they would prepare (as a preceptor / coach) for a career conversation. Debrief in whole group. |
| 10 mins | 12-14 | Trainer | Go through the preparations. Emphasise importance of setting expectations and encouraging the NRN to prepare. Go through the Six Questions designed for the NRN to think about their career |
| 10 mins | 15 | Small group work / pairs | Ask delegates to work in pairs or small groups to identify questions they would ask to guide the conversation |
| 10 mins | 16-20 | Trainer | Go through the SOAR model of coaching and how this could be used to facilitate a career conversation. For each stage, look at the questions and encourage delegates to come up with other questions |
| 40 mins | 21 | Small group work in pairs or threes | Role play situation in pairs using real role play scenarios. Suggest 10 minutes each side. Ask each delegate to give feedback to their ‘preceptor’. Observe as far as possible and provide feedback.  General wrap-up and discussion on how it went, what questions they used, did they use a framework. How did they use the Career framework Emphasise that it takes time and practice using a model but soon becomes a habit and ensures a ‘rounded’ session |
| 5 mins | 22 | Trainer | Review objectives and summarise learning.  Questions and close |

**Notes for slides:**

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| Slide | Trainer notes |
| 4 | Early Careers and Beyond Preceptorship was developed to promote retention of NRNs 0-24 months post registration. The Beyond framework looks at the 12-24 month period. It focuses on provision of opportunities (appropriate to the setting and environment) for the NRN to extend knowledge and skills in four areas |
| 5 | The Beyond preceptorship framework focuses on the four pillars and how these can be offered as opportunities. It is totally dependent on role, setting, environment and availability of options.  The golden thread running through is about continuing to focus on developing confidence, building resilience, consolidating skills and core competencies. Important to emphasise the value of reflection, both on an individual and group basis, ie reflective or action learning.  Coaching from a more experienced nurse is encouraged – the purpose is to share experience, provide support (as preceptorship has finished) and to give the more experienced nurse an opportunity to develop skills and feel valued by taking on a slightly different role |
| 6 | These show an indication of what is covered at the different stages. Focus on career conversation – structured, formally documented, based on career framework |
| 7 | More in-depth detail on the different pillars and opportunities that are available. Emphasise that not all of these will apply to all settings, nor will all be available. This is intended as a guide to show what can be considered as further opportunities and builds on what is already available in organisations. It is not about reinventing stuff or developing new opportunities |
| 8 | Go through the nine domains of the career framework and show how the examples for our four pillars directly correspond. Show the different stages – preceptorship and then core for second year. Ask delegates who has already logged in and is using the career framework. Encourage staff to set up their user id. Videos available on HEE website at [https://www.hee.nhs.uk/our-work/capitalnurse/workstreams/career-framework](http://scanmail.trustwave.com/?c=8248&d=lYup3o9mpzdyCkPGOXP267pWSnRouC0W5wG-Kl3qjA&u=https%3a%2f%2fwww%2ehee%2enhs%2euk%2four-work%2fcapitalnurse%2fworkstreams%2fcareer-framework) |
| 12 | Consider logistics first, encourage the facilitator to think about the individual, their performance, their strengths, their areas for improvement and be prepared in terms of knowledge of opportunities and availability.  Think about the six key questions that the nurse is encourage to think about for their discussion and consider responses |
| 13 | The NRN should prepare by completing the self-assessment online on the Career Framework. This is designed for them to assess their level of confidence in the different domains  The Career Framework has the option of soliciting 360 feedback. We recommend around 3 feedbacks and these can be from colleagues or other healthcare professionals,. There is a separate option for feedback from service users.  NRNs should prepare written reflections. There is a template available on the Career Framework and also on the CapitalNurse website (Rolfe et al)  Prepare by working through the six key questions |
| 16 | SOAR    An alternative model to GROW, 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 |
| 17-20 | Go through the different questions for each stage and ask delegates if they can come up with questions of their own |
| 21 | 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 preceptor during the role play |

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.