



# Coaching workshop

Principles and models to coach learners in practice

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# Coaching Principles in Practice

By the end of the session, you will be able to:

- Identify underpinning principles of coaching
- Discuss the differences and similarities between coaching and mentoring
- Apply the principles of coaching in practice

# Changing the dynamic

<b>Mentoring/Teaching</b>	<b>Coaching</b>
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

University of East Anglia (2014) Collaborative Learning in Practice

<https://www.uea.ac.uk/documents/20279/0/Coaching+for+coaches+A4+oct14.pdf/71cacdd5-6986-4757-adb9-875981350f98>

# Core principles

- Communication is key – a sustained dialogue needed over the timeframe

*How regular is regular?*

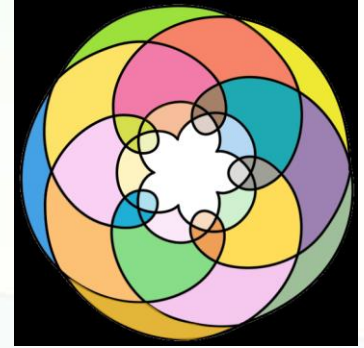
*How is this captured?*

- Mutual trust needs to be established. The learner needs to trust that you will respect them and their status. You need to trust that they know themselves.

*How can you build trust over a short amount of time?*

- Focus is on a facilitative relationship

*Think partnership*



# Considerations

- Experience
- Language
- Questions
- Body language
- Listening?
- Timing
- Environment



# What do you value?



- What kind of practice supervisor do you want to be?
- Take 5 minutes to draw a self portrait
- Annotate your picture with your personal and professional attributes and values that you want to use in your new PS role



# The GROW model



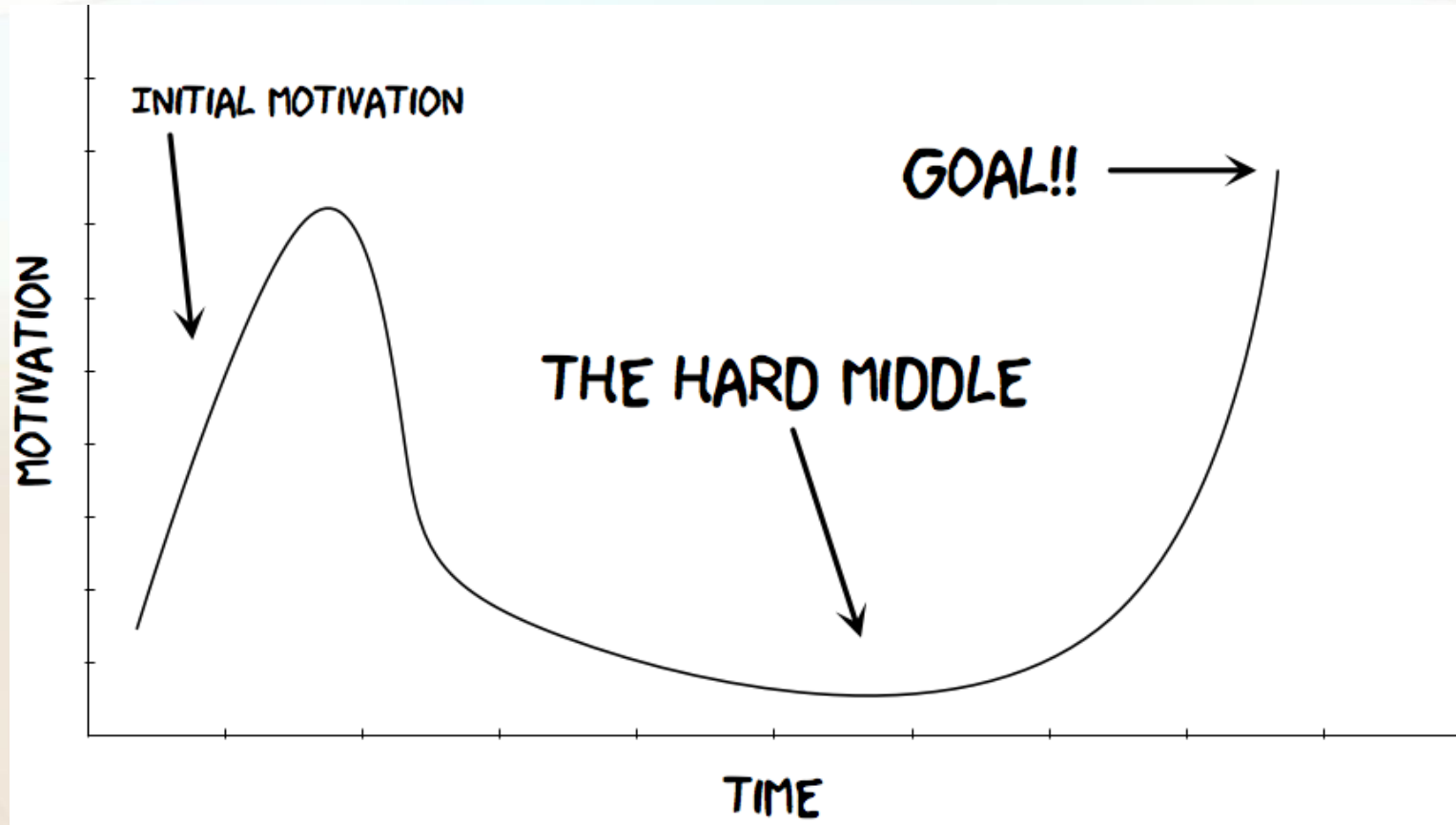
The **GROW** Model

# Useful trigger questions relating to the Grow model

- **Goal** - What would be the most useful / helpful thing for you to take away from today?
  - - Where would you have like to have got to by .....?
- **Reality** - How did you/ do you feel about.....?
  - - What action have you taken on this so far?
- **Options** - (remember this is learner led) – I don't know. They would never agree to that. (Try to unlock negativity e.g. Who could help you achieve this?)
- **Will** - What are you going to do? Who needs to know?



# Coaching is a journey



# Key points

- Adapt your PS approach to your **individual** learner
- Remember what it feels like to not know the answer. **Humility** is a core attribute of an effective coach; it is ok to not know
- Aim for a collaborative, **equal** partnership
- Open ended questions are your key tool; the learner should be doing **more** of the **talking** the further they progress. Questions support the learner to **make links** and recognise relationships
- Offer comments/feedback that allow the learner to consider themselves and their practice from **different perspectives**
- As a **team**, the goal is to create a safe, supportive environment that produces ongoing mutual respect and trust



# Further reading

- Locke, A. (2008) Developmental Coaching: Bridge to Organizational Success. ***Creative Nursing*** 14(3) 102-110

A really interesting article, written by an American nurse, which will help you to develop your understanding of the role coaching will play when you support learners in practice

- Power, A. (2019) Mentor, coach, teacher, role model: what's in a name? ***British Journal of Midwifery*** 27 (3) 184 – 187

This article provides an overview of the new standards and a positive example from midwifery practice that can be applied to all fields

- Narayanasamy, A. & Penney, V. (2014) Coaching to promote professional development in nursing practice. ***British Journal of Nursing*** 23 (11) 568 – 573

An introductory article that includes 3 types of coaching model and provides examples