Acknowledgement of country

I would like to acknowledge the Custodians of the Land on which we meet today here in Adelaide - the Kaurna people and also acknowledge the Custodians of the lands on which our (other) State offices are situated.

I would like to pay respect to the Elders, both past and present, and extend that respect to other Aboriginal and Torres Strait Islander people who are present.
## Agenda 10.30am – 12.30pm

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30 – 10.35am</td>
<td>Facilitator introduction and backgrounds</td>
</tr>
<tr>
<td>10.35 – 10.45am</td>
<td>Experiences with coaching?</td>
</tr>
<tr>
<td>10.45 – 11.00am</td>
<td>RACP coaching program + results</td>
</tr>
<tr>
<td>11.00 – 11.10am</td>
<td>The GROW model</td>
</tr>
<tr>
<td>11.10 – 11.40am</td>
<td>Live coaching session demonstration and debrief</td>
</tr>
<tr>
<td>11.40 – 12.10pm</td>
<td>Participants practice GROW conversation</td>
</tr>
<tr>
<td>12.10 – 12.30pm</td>
<td>Debrief and close</td>
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</tbody>
</table>
• What is your experience with coaching?
What is coaching?

‘Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them’ (Whitmore, 1996).

What coaching is not!

• Therapy or counselling.
• About the coach being the ‘expert’.
• Giving advice or telling people what to do.
Coaching and other forms of support

Coaching – helps improves performance; inspires new thinking.

Looks at present to future.

Coach doesn’t provide answers

- Coaching
- Teaching
- Counselling
- Mentoring
- Consulting
- Clinical supervision
- Training

- Coaching – helps improves performance; inspires new thinking.
- Teaching – develops thinking
- Counselling – looks at past to present
- Mentoring – experienced person passes on advice
- Consulting – provides answers and solutions
- Clinical supervision – pass on learning, develop and assess clinical skills
- Training – passes on advice and knowledge
How does coaching differ from counseling, supervision, mentoring and teaching?

Coaching  Counselling  Teaching  Mentoring

Why  Ask  Supervision  How

Supervision  Tell

Adapted from Cavanagh, 2006
Benefits of coaching

- Generates improvements in individuals’ performance/targets/goals.
- Increased openness to personal learning and development.
- Helps identify solutions to specific issues.
- Greater ownership and responsibility.
- Developing self-awareness.
- Improves specific skills or behaviour.
- Greater clarity in roles and objectives.
Coaching in Medicine

Coaching done well may be the most effective intervention designed for human performance.

— Atul Gawande —
RACP Coaching Pilot (2014) - Program Flow Chart

Attend coaching workshop 1 May 2014

Attend coaching workshop 2 May 2014

Post-workshop evaluation forms completed

Participants allocated to a pair (Participant A and Participant B)

**Participant A**
- Participates in professional coaching session
- Participates in follow up professional coaching session
- Conducts coaching session with Participant B
- Conducts follow up coaching session with Participant B

**Participant B**
- Conducts coaching session with Participant A
- Participates in professional coaching session
- Conducts follow up coaching session with Participant A
- Participates in follow up professional coaching session

Post-program evaluation forms completed

Supervisors@RACP
RACP Coaching Pilot - Program Requirements

<table>
<thead>
<tr>
<th>May</th>
<th>December</th>
<th>Post-evaluation Coaching workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching workshop</td>
<td>1 hour coaching session</td>
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<tr>
<td>▲</td>
<td>1 hour coaching session</td>
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<td>1 hour coaching session</td>
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<tr>
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<td>1 hour follow-up conversation with expert coach</td>
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<td>1 hour coaching session</td>
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</tr>
<tr>
<td>▲</td>
<td>1 hour follow-up conversation with expert coach</td>
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</table>

6 month timeframe to complete:

- 4 x 1 hour telephone/skype sessions with a peer coach
- 2 x 1 hour telephone/skype sessions with health executive coaches

Practice coaching skills in your supervision practice
Follow-up workshop, consolidate skills, evaluate program
Consultant comments (post pilot)

- ‘I’ve been mentoring for years…what a relief it is to know that it is better not to offer a solution.’
- ‘Coaching has filled a gap in my knowledge and helps me understand how to best support others.’
- ‘…improved communication skills’
Evaluation of 2015 Coaching Program

- Supervisor participants in coaching program (n=29)
- Evaluation (pre- and post- Coaching Program)
- Extended feedback survey examines:
  - Fellow’s perceptions of themselves as supervisors,
  - Their strengths, and key areas for improvement,
  - The strategies they use to manage difficult situations with trainees.
## Thematic Analysis

### Coaching Program Benefits

<table>
<thead>
<tr>
<th>Supervisor Self-Development</th>
<th>Changes in supervision</th>
<th>Broader Implications Supervisor</th>
<th>Broader Implications Trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-reflection and insight</td>
<td>• Goal identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication skills</td>
<td>• Solution focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflective listening skills</td>
<td>• Improved SV-Trainee relationships</td>
<td>• Career transitions</td>
<td>• Career implications</td>
</tr>
<tr>
<td></td>
<td>• Self-reflection (Trainee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Onus of Responsibility (Trainee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The coaching skills helped me with reflective listening and allowing the trainee to come to alternative solutions”</td>
<td>“I like trainees to self reflect and take responsibility for their own training”.</td>
<td>“The coaching workshops and program has helped me to be more reflective in my interactions generally”</td>
<td>“[raising] the importance of life/work balance and realistic career aims”</td>
</tr>
</tbody>
</table>

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“[raising] the importance of life/work balance and realistic career aims”.

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**Coaching Program Benefits**

- **Supervisor Self-Development**
  - Self-reflection and insight
  - Communication skills
  - Reflective listening skills

  “The coaching skills helped me with reflective listening and allowing the trainee to come to alternative solutions”.

- **Changes in supervision**
  - Goal identification
  - Solution focus (Trainee)
  - Improved SV-Trainee relationships
  - Self-reflection (Trainee)
  - Onus of Responsibility (Trainee)

  “I like trainees to self reflect and take responsibility for their own training”.

- **Broader Implications Supervisor**
  - Career transitions
  - Working with colleagues
  - Providing feedback to colleagues
  - Working with patients

  “The coaching workshops and program has helped me to be more reflective in my interactions generally”

- **Broader Implications Trainee**
  - Career implications
  - Life outside medicine (including QLB)”
  
  “[raising] the importance of life/work balance and realistic career aims”.
The GROW model

- Goal
- Reality
- Options
- Wrap up

(Whitmore, 2002)
Goal questions: Set the goal for the session

- What would you like to get out of today’s conversation?
- What would need to happen so that you felt that our time was well spent?
- What are your best hopes for our conversation?
- When you achieve this, what will it give you?
- Can we achieve this in the time we have today?
Reality questions: Reveal current reality and reflect it back in a way that focuses on solutions and personal strengths/abilities

- In relation to your goal, what’s currently happening?
- What’s been working for you?
- What else has been helpful?
- How have you managed to achieve that?
- Tell me more about that
Options questions: Brainstorm, explore and consider options

- What’s already been working?
- What else could you try?
- What could you do differently?
- What options might other people suggest?
- What are the advantages and disadvantages of this option?
- What is stopping you?
- What could be the unintended consequences of this option?
- What is the most creative, out-there option you can think of?
Wrap Up questions: facilitate learning, planning and documentation of action points

- What have been your key discoveries, realisations or learning's from today?
- What do you need to do to move forward from here?
- What specific actions will you take?
- What’s the first step?
- When will you do this?
- On a scale of 1-10, how confident are you that you can do this?
- How will you keep track of your progress?
The coachees role is to:

- Come prepared with a topic for discussion
- Choose the focus of the conversation
- Enact change
The coach’s role is to help the coachee:

- Clarify goals
- Decide what they want to change
- See the problem as something they have (not are)
- Focus on times when they have coped
- Chart progress towards a solution
- Focus on strengths and successes
- Not to tell the coachee what they should do!
Coaching demonstration
Coaching practice
Reflect on practice

• What did you notice?
Next Steps

- 2016 Supervisor Coaching Program
- Trial program with Trainees in Difficulty
- Develop a quantitative evaluation tool
  - to allow for self-rating on skills relevant to supervision and teaching (e.g. Cleveland Clinic’s Clinical Teaching Effectiveness Instrument)
Expressions of interest

• For more information on the RACP Coaching program please contact supervisor@racp.edu.au