

Supervisors@RACP

Coaching@RACP

Facilitators: Helen O'Grady & Sue Sims

Tuesday, 17 May 2016



Acknowledgement of country



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I would like to acknowledge the Custodians of the Land on which we meet today here in Adelaide - the Kurna 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



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Time	Session
10.30 – 10.35am	Facilitator introduction and backgrounds
10.35 – 10.45am	Experiences with coaching?
10.45 – 11.00am	RACP coaching program + results
11.00 – 11.10am	The GROW model
11.10 – 11.40am	Live coaching session demonstration and debrief
11.40 – 12.10pm	Participants practice GROW conversation
12.10 – 12.30pm	Debrief and close



- What is your experience with coaching?

What is coaching?

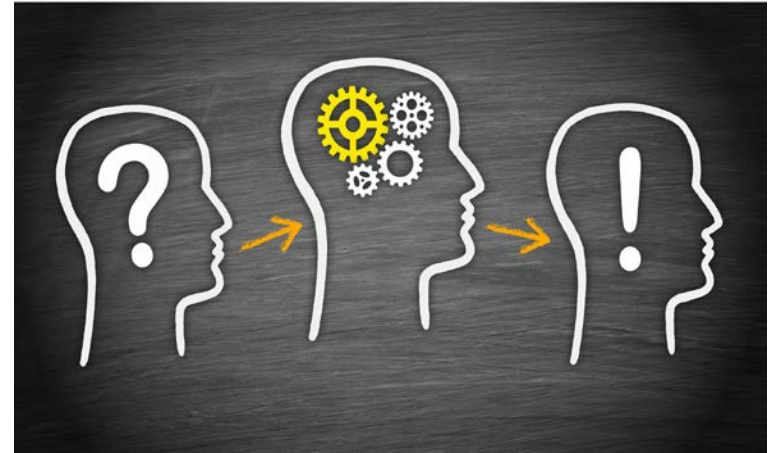


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‘Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them’ (Whitmore, 1996).

What coaching is not!

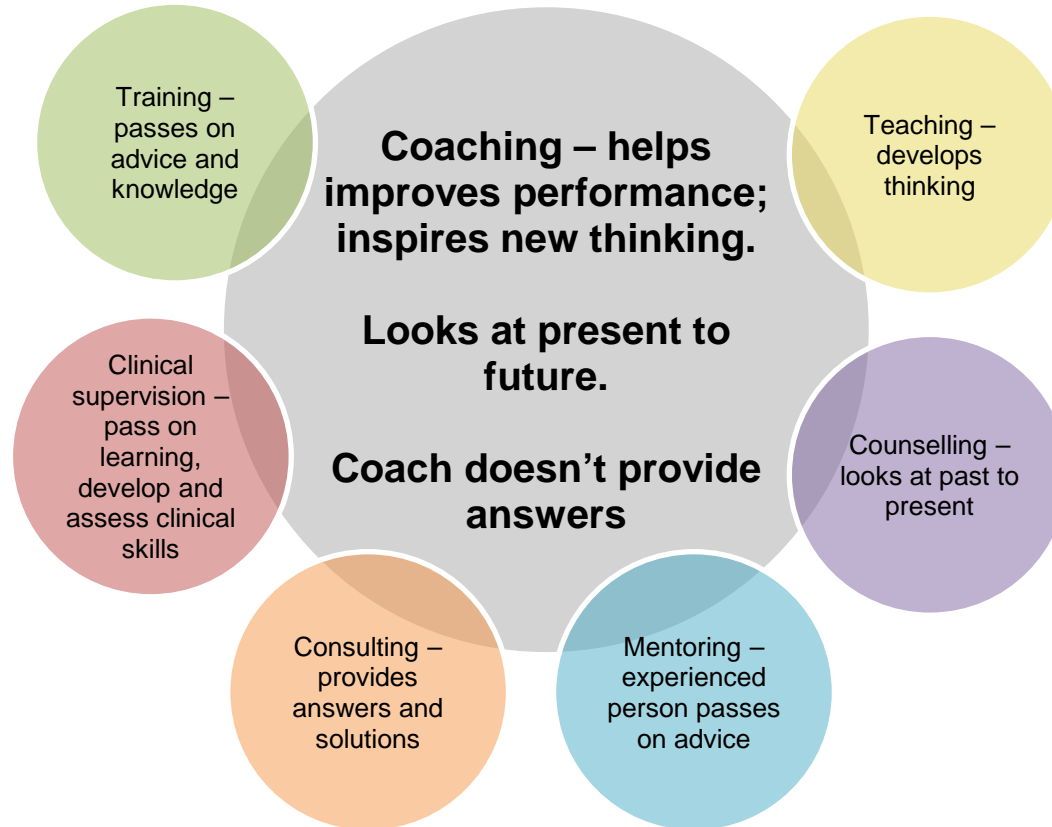
- Therapy or counselling.
- About the coach being the ‘expert’.
- Giving advice or telling people what to do.



Coaching and other forms of support



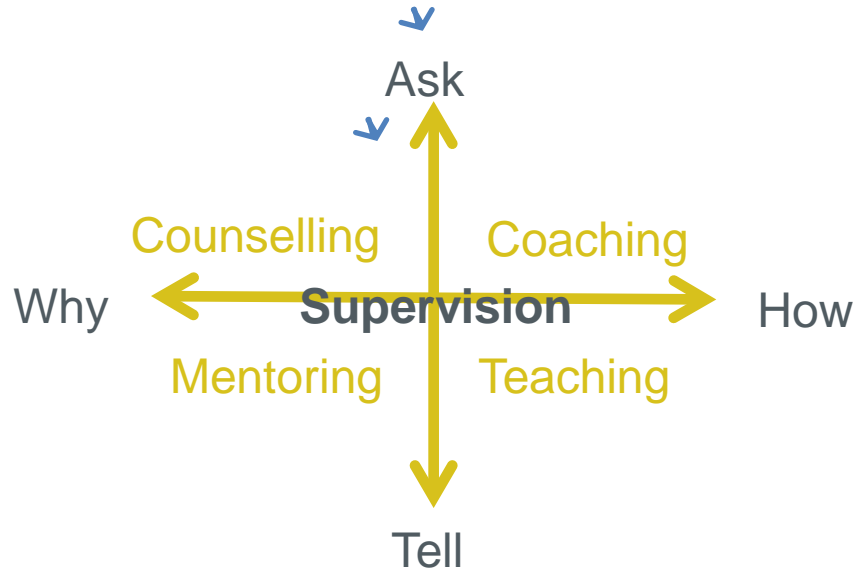
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How does coaching differ from counseling, supervision, mentoring and teaching?



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Adapted from Cavanagh, 2006

Benefits of coaching



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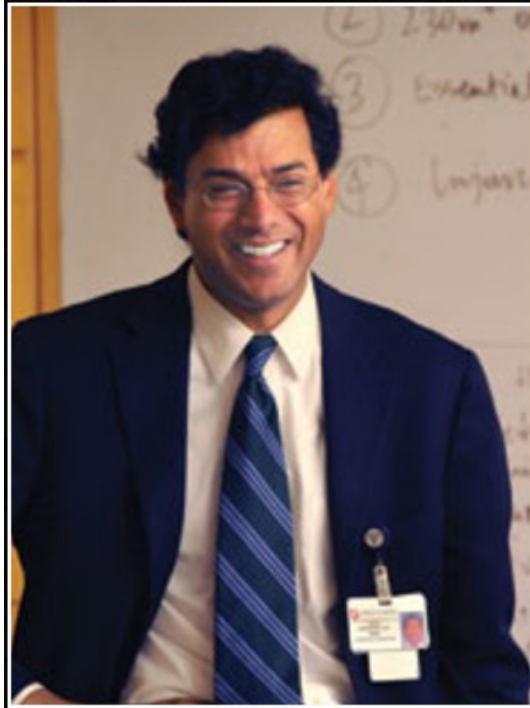
- Generates improvements in individuals' performance/targets/goals.
- Increased openness to personal learning and development.
- Helps identify solutions to specific issues.
- Greater ownership and responsibility.
- Developing self-awareness.
- Improves specific skills or behaviour.
- Greater clarity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



Coaching in Medicine



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

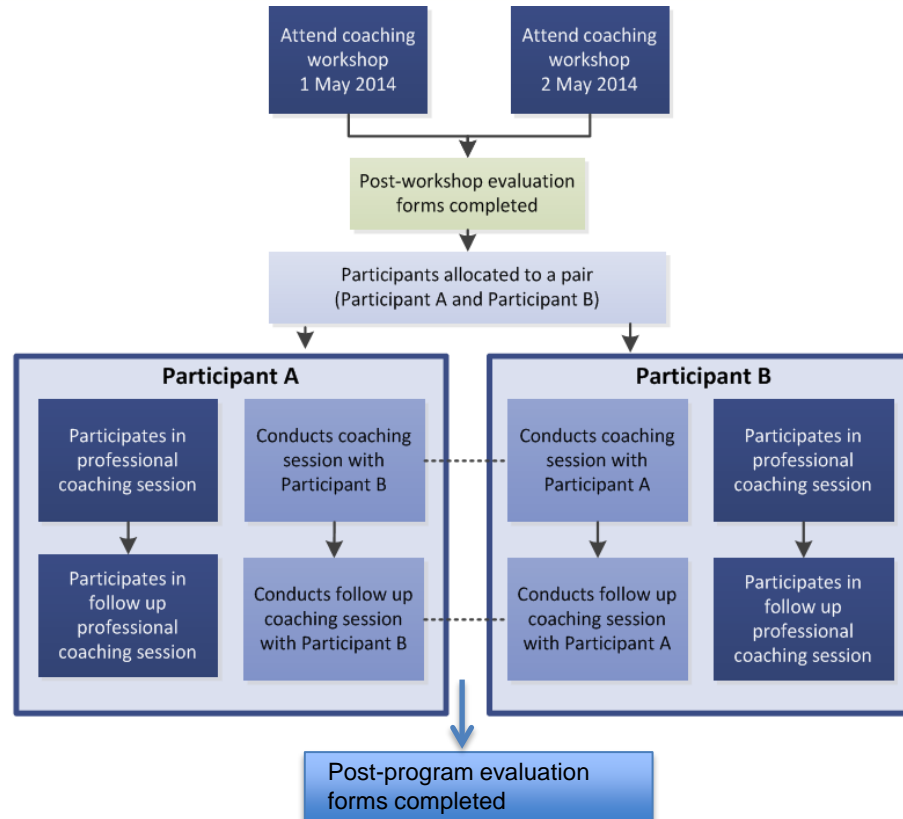
— Atul Gawande —

AZ QUOTES

RACP Coaching Pilot (2014) - Program Flow Chart



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RACP Coaching Pilot - Program Requirements



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May

December

*	▲	▲	◇	▲	▲	◇	■
Coaching workshop	1 hour coaching session	1 hour coaching session	1 hour follow-up conversation with expert coach	1 hour coaching session	1 hour coaching session	1 hour follow-up conversation with expert coach	Post-evaluation Coaching workshop

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)



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- *‘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



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- 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



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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”.

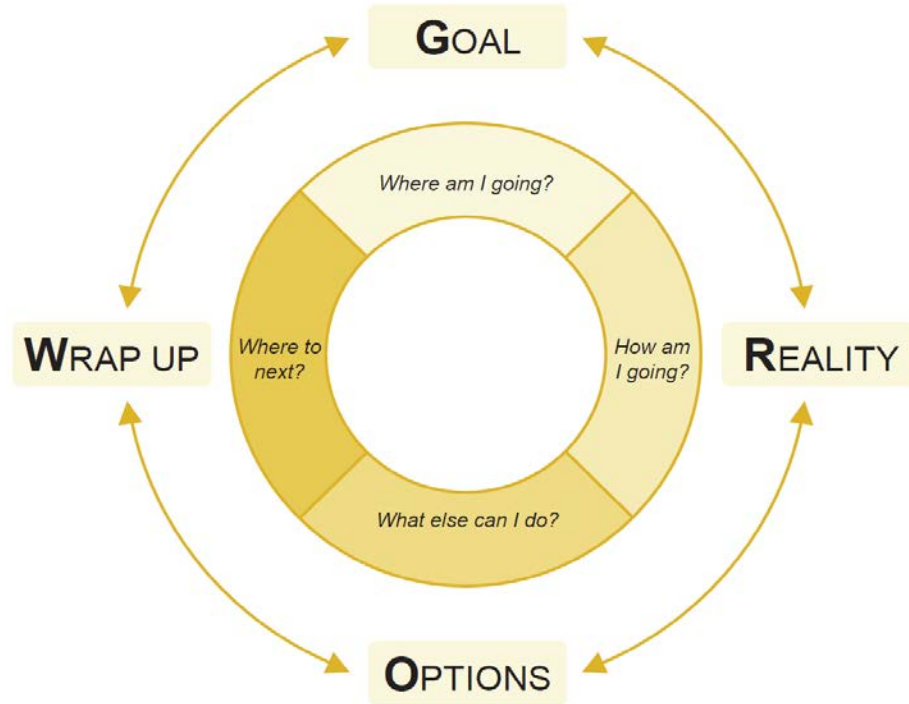
The GROW model



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- Goal
- Reality
- Options
- Wrap up

(Whitmore, 2002)



Goal questions: Set the goal for the session



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- 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



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- 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



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- 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



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- 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 coaches role is to:



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- Come prepared with a topic for discussion
- Choose the focus of the conversation
- Enact change

The coach's role is to help the coachee:



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- 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



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Coaching practice



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Reflect on practice



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- What did you notice?

Next Steps



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- 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



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