

Coaching Skills for Quality Improvement.

An introduction to coaching skills and techniques, focusing on how these can be helpful in healthcare to support quality improvement work.

What are Coaching and Mentoring and what is the difference?

Notes:

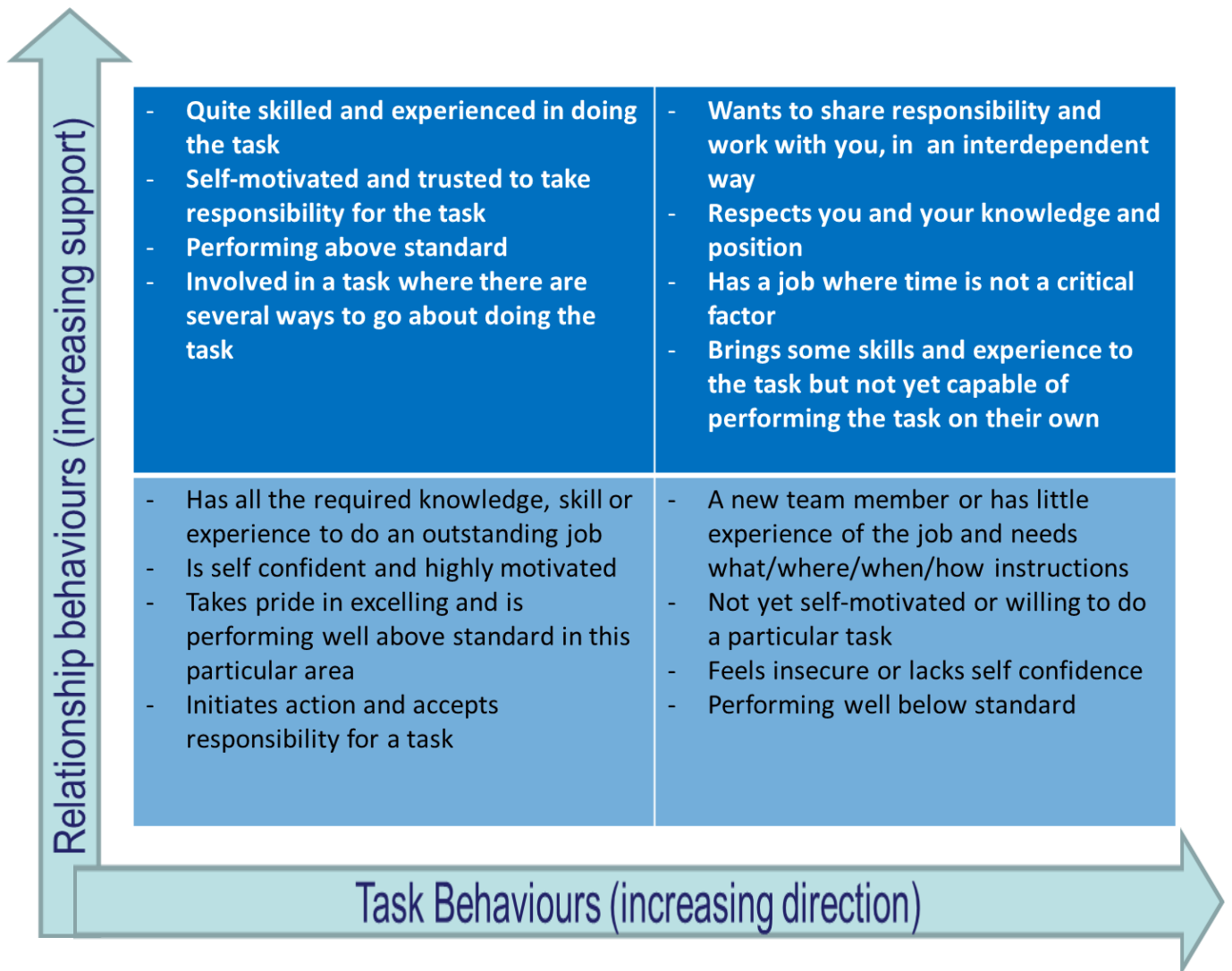
Situational Leadership

High supportive and low directive behaviour	High supportive and high directive behaviour
Low supportive and low directive behaviour	Low supportive and high directive behaviour

Hersey & Blanchard

The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task.

Notes on Using the correct style:



Key differences between coaching and mentoring

Coaching	Mentoring
No Advice	Provides advice, guidance and insight
Open, challenging questions to prompt reflection and action	Experienced
Expert at coaching (not the technical or professional field of work)	A technical/professional expert
Assumes resourcefulness, motivation, energy and commitment	A senior person
Coachee owns the problem and actions (not the coach)	Longer term: usually career based

Why Telling rarely works



- It produces defensiveness: 'Yes...but'
- It makes us angry: 'he/she doesn't understand'
- We feel patronised
- It implies the other is a better person
- If you take the advice/direction it creates dependency
- It undermines the other person's willingness to develop/take responsibility




An alternative Approach to telling

Rather than giving advice try using these questions

- What would you like to achieve with this change?
- If you made this change successfully, what the benefits be?
- What have you already tried?
- What choices do you have here?
- What might be the consequences of each of those choices?
- What might be a good first step?



Coaching Skills

 <p>Listening</p>	 <p>Questioning</p>	 <p>Building Rapport</p>	 <p>Empathising</p>	 <p>Summarising & Reflecting</p>
 <p>Unlocking Limiting beliefs</p>	 <p>Staying Focused</p>	 <p>Non Judgemental</p>	 <p>Giving Feedback</p>	 <p>Not Giving Advice</p>

One of the outcomes of effective coaching is that the individual being coached will achieve a higher level of awareness of their own thoughts, actions beliefs and assumptions. This can lead to the coachee taking a greater level of responsibility for his or her actions. Together these two factors form the 'seedbed' for growth learning and development.

Questioning

The effective use of questions allows the coachee to know and better understand what is happening around him/her and what he/she is experiencing. This builds self-belief and confidence and enhances self-responsibility which in turns lead to learning, development and growth. Questions should be focused on helping the coachee to develop their understanding. Often the most powerful questions are short and cut to the heart of the issue.

Active Listening and Summarising

Summarising is important. It shows that the coach is listening and reassures the coachee that the coach is keeping track of things. It could be the first time that the coachee has articulate the issue and the very act of explaining it to somebody can offer new insight and order. Further insight is often gained when the situation is then summarised back to the coachee. Summarising also provides punctuation in the coaching conversation making it a two way rather than a one way conversation. When summarising be careful to avoid judgement of your own and use the coaches language. It is often helpful to finish the summary with a question "have I got that right?" or "is that a fair summary"

Not Giving Advice

Often the biggest single challenge in adopting a coaching approach is giving up the idea that you are helping by offering well-meaning advice. In some cases advice giving is about rescuing the individual by telling them what to do. Taking a coaching approach allows the coachee to come up with the solution themselves. When people come up with their own solutions they will take more ownership, feel self-motivated and offer ideas and solutions.

The GROW Model

This model was developed by Sir John Whitmore and provides a structure for a coaching session, which, in turn, helps a coach to determine the most effective questions to ask.

G for Goal Setting

Set goals for the session as well as for the long term. A long-term goal could be described as the end goal and shorter term goals could be described as performance goals – that level of performance which will help to achieve the end goal.

Useful Questions for Goal Setting

- What would you like to get out of this session?
- What would be the best outcome for you from this session?
- What is the topic or issue on which you would like to work?
- In the long term what is your goal (related to the issue/topic)?
- What would be useful intermediate steps to identify?

R for Reality

This is concerned with exploring the current situation and is concerned with objective description and factual answers rather than opinions, judgemental evaluations, prejudices, hopes and fears. The coach needs to encourage the person being coached (the coachee) to use descriptive language to reduce the counter-productive effects of self-criticism. The more specific and descriptive language the coachee uses the more productive the session is likely to be. Help the coachee to avoid vague generalisations and judgemental language like good/bad; success/failure; right/wrong.

Useful Reality Questions

- What is the present situation, in more detail?
- What is your concern about it? How great is your concern?
- How much control do you have over the outcome?
- Does this affect anyone apart from you? Who?
- What actions have you taken so far?
- What were the effects of this?
- What stopped you from going further with this?
- What barriers will need to be overcome?
- What really is the issue here? What's the bottom line?

O for Options

At this stage of the coaching we are looking to create and list as many options or alternative courses of action as possible. The quantity is more important at this stage than quality and feasibility. It is a creative and stimulating process, which is often more valuable than the options themselves. Options need to be identified initially without any expression of preference, and without assumptions, ridicule, censorship, obstacles or completeness. Once the list is produced, specific action steps can be developed.

Useful Options Questions

What are the different ways you could approach this?

What would you do if.....?

What would you do if you could start with a blank sheet of paper?

What else?

What are the advantages and disadvantages of...?

Which of these solutions appeals to you most?

Which would give you the best result?

W for What is to be done?

When? By Whom? And for the Will to do it

At this final coaching phase we are looking to convert the discussion into decision. It is about building an action plan to take the coachee towards the goal. The coachee needs to retain choice and ownership even to the extent of deciding to do nothing.

Useful What Will You Do Questions

- What are you going to do? (Not - what could you do? That is a different question).
- Which option(s) are you going to select?
- When are you going to do it?
- Will this option meet your goal?
- What are your success criteria for this option?
- What obstacles might you meet?
- Who needs to know about this?
- What support do you need? From whom?
- What other considerations do you have?
- On a scale of 1-10, how certain are you that you will carry out the actions agreed?
- What prevents it from being 10?

Notes on coaching practice

What a QI meeting could look like using GROW

G	<p>Goal Establish the agenda What do we need to achieve today?</p>	5 minutes
R	<p>Reality Review actions from last time? Where are we now? What PDSA's have we tried & what is the data showing us? Where are we now? What's the gap?</p>	20 minutes
O	<p>Options What options do we have to move forward? What further PDSA's might we try?</p>	30 minutes
W	<p>Way Forward What are the agreed actions? Who is doing what? When will we meet again?</p>	5 minutes

Other useful Qi Coaching questions

What do you need from me?

What can I helpfully do here?

So this isn't going as well as we thought, what's behind that?

What's getting in the way of people doing this?

What's going well (however small)?

So the situation is XXXXX, what's behind that?

What options / choices do we have here?

What could we try?

The QI Coach - Contract

The contract enables each party to record the aspects they aim to bring to the relationship.

<p>Things I will do:</p> <ul style="list-style-type: none">• Meet when we agree.• Listen to you.• Support you.• Ask challenging questions.• Give you feedback.• Provide information as required.	<p>Things I will not do:</p> <ul style="list-style-type: none">• Do the work for you.• Talk all the time.• Answer all your questions.• Get involved in operational management.• Chase after you.
<p>Things I can do:</p> <ul style="list-style-type: none">• Help you to identify your aim• Suggest a structure / process / plan to move forward• Bring knowledge of other improvement projects.• Help with data analysis.• .Share my experiences.	<p>Things I cannot do:</p> <ul style="list-style-type: none">• Nursemaid you.• Teach you everything.• Identify your goals for you.• Do the work for you• Take responsibility for the project.

Bibliography

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