



# Exploring the potential role of coaching skills

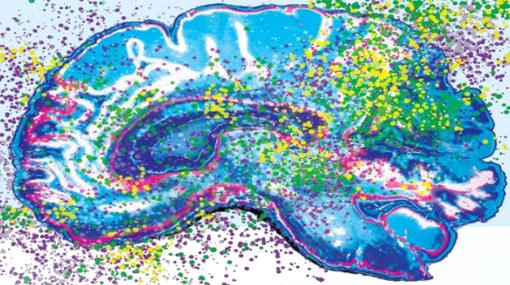
UKRCo 2018 (Invited speaker)

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Exploring the potential role of coaching skills, Julie de Witt

## DISCLOSURE

- No relevant financial relationships exist
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# Why use a coaching approach?

## Is developmental

- Builds professional skills, develops autonomy and increases internal locus of control, reflective skills etc..
- Change is attained by focusing on goals and outcomes, not by telling
- STOPS spoon feeding !

## And is this important? You bet it is....

- Sloane and Miller (2017) found one of the global themes emerging from managers about skills and attributes of new graduates was around professionalism and coping; *“the participants typically voiced their views in a more emotive manner than elsewhere”*

<https://biteable.com/watch/bite-size-introduction-to-coaching-approaches-1093928>

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# Resilience is everyone's buzz word...

And what might a 'resilient' practitioner be?

Some ideas.... *(from my reading and research)*

- Takes ownership
- Has a strong internal locus of control
- Solves problems for themselves
- Sees the bigger picture and impact of their actions on others
- Has strong networks, at work and personally
- 'bounces' back from adversity and can learn from the experience
- Is reflective (effectively reflective)
- Good communicator who recognises the courage to be vulnerable

*But this is not just an individual's responsibility to 'be' resilient (my pet hate)... but I suggest about build a **coaching culture** where fostering resilience is part of that*

# Time to be brave?

## I'm going to be tiny bit controversial here for a moment?

- A good educator will, in my opinion, know when it is better to not give an answer but to use skilful questioning (which is a coaching approach)

## We do no favours to ourselves, nor to our learners or their future employers, if we spoon-feed.

- Yes, it's quicker to give an answer (in the short term, not long term)
- Yes, it shows how smart you are to give an answer (so is this a power thing?)
- Yes, it rescues them to give an answer (how kind you are...)
- Maybe we think it will give us a good rating on the NSS...

*I therefore propose we need to build a coaching culture in academic setting and in the clinical setting*

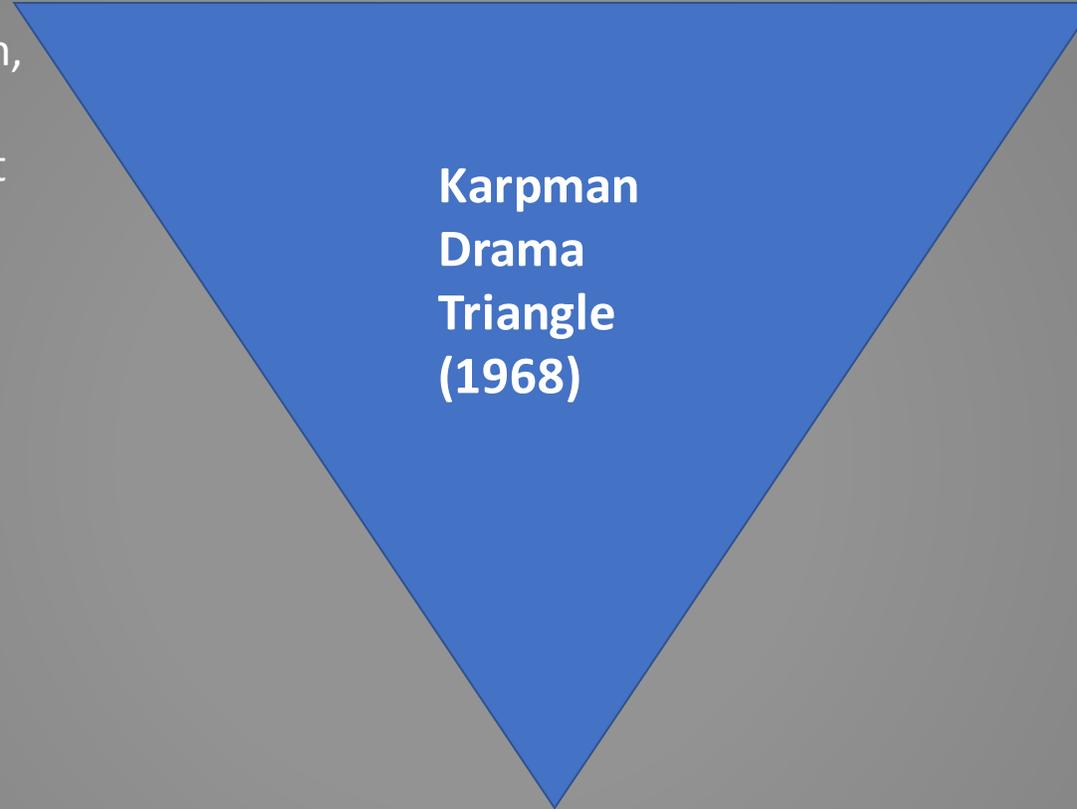
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# Is your default to rescue?



## Rescuer

Rescues victim,  
likes/needs to  
feel important



**Karpman  
Drama  
Triangle  
(1968)**

**Victim**  
“Poor me”

## Persecutor:

**Angry, blaming,  
controlling, bullying,  
everyone else is at fault**  
Often results because  
Rescuer feels  
underappreciated, or  
Victim doesn't feel  
'helped' enough or in  
the way they needed or  
expected.

So, instead of  
rescuing....STOP... is this a  
coachable moment? Do  
you have to 'do' or 'sort'  
this issue/problem/thing  
out for this person? Or  
could they develop their  
own solution?

**What do they bring to the  
table?**

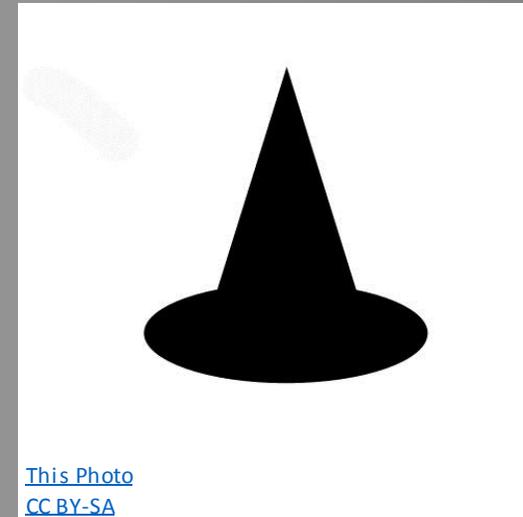
# What is a coaching approach ?

“Coaching is the art and science of **facilitating** an individual’s **self-directed** discovery and change . It's a **collaborative activity** designed to help a person **think through** a situation with **greater depth and clarity** than they could do on their own, and come up with actionable goals to which they are willing to commit”

*Hicks R and McCracken J (2013, p85)*

*Really important to note that we are not going to use a coaching approach to pass on information or a skill – coaching approaches work best when they are about addressing a specific issue or challenge which a learner is facing. Remember, coaching is developmental*

# Being able to Recognise which 'hat' is most appropriate ?



Teaching



Mentoring



Coaching

Is there a knowledge gap?

Is there an experience gap?

Is there a confidence gap?

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# Important, not just a technique

The **belief** you hold about the other person is key.

- Coaching IS NOT just a skill set, a list of questions
- Coaches usually work in the humanistic dimension.

*I believe that any person is doing the best they can, at any particular time, with the tools they have available to them.*

- It's vital I don't judge or jump to conclusions.
- I need to learn to reign in the urge of offer solutions, **and listen**

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# How well do you listen?

1

**Level 0** – oh they are talking alright but blarr blarr, did you leave the iron on? What time is your next meeting/?

2

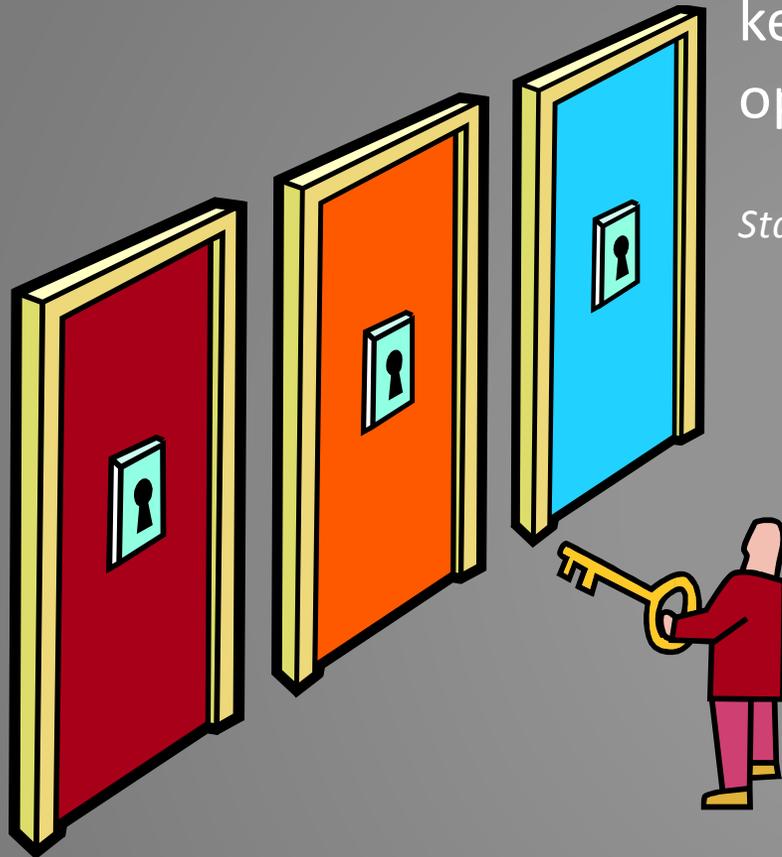
**Level 1** – you are listening to the voice in your head ,you know the answer !!! Hurrah! You are going to butt in now... here goes - not listening that well really but giving it a go.

3

**Level 2** – the voice is still there, but you are able to supress it. You are properly listening most of the time. You are not doing much of the talking

4

**Level 3** – you are listening well, and also noticing. Intuition is kicking in too. Maybe the words are saying one thing, but the actions and the silences another...You are doing very little talking, and when you are you are using all the cues to bring observations together.



Questions are like  
keys, they should  
open doors

*Starr J (2011)*

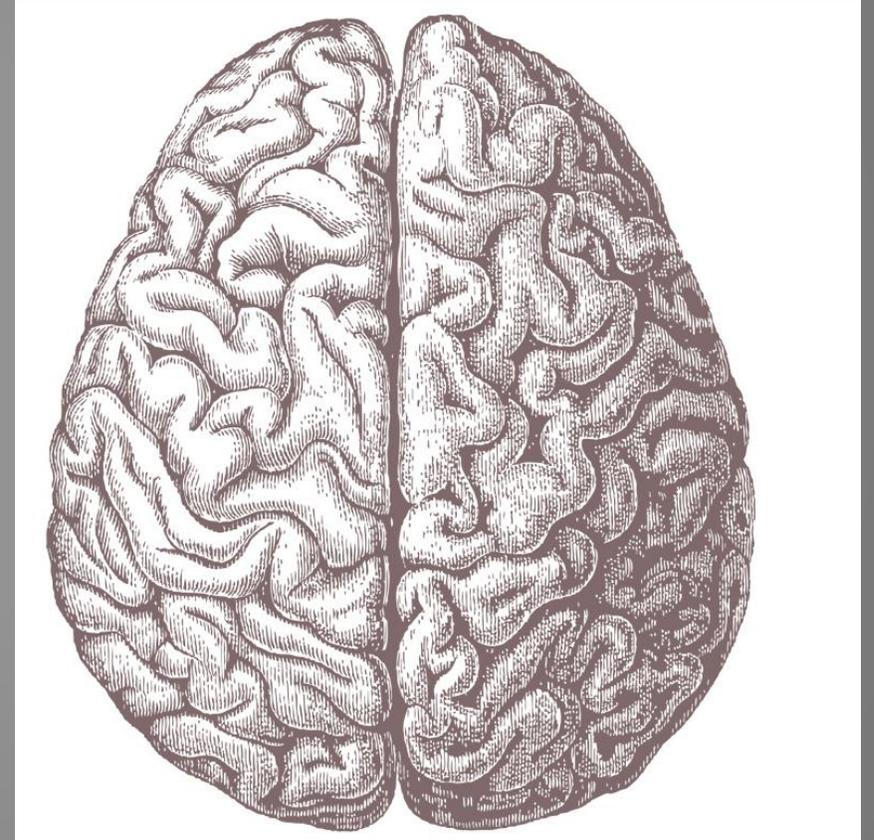
It is simply a series of well  
timed questions which aim to  
move the other person  
towards a solution which they  
will own

**But remember, you are going  
to need to listen !**

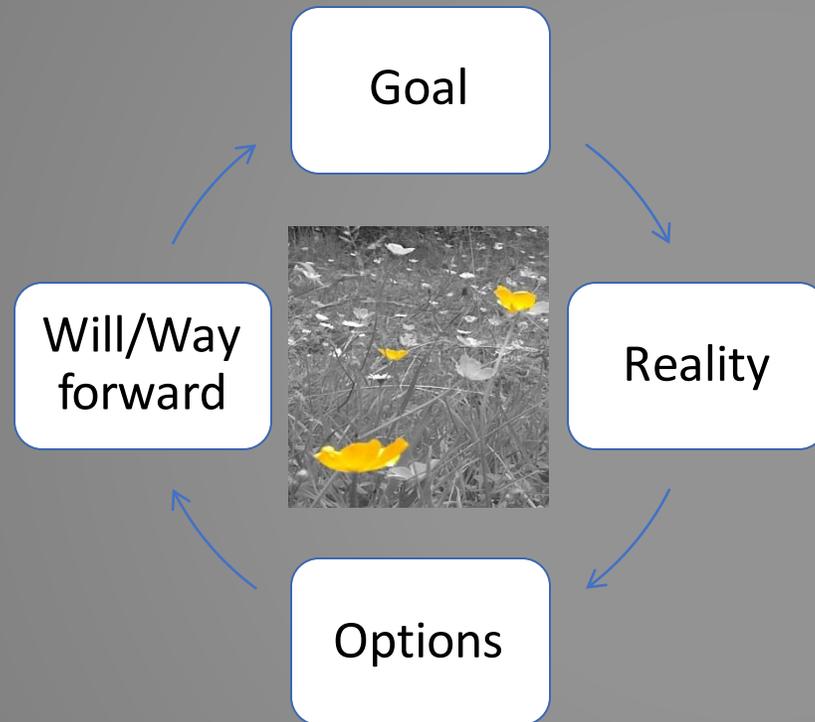
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# But remember, this is not just a 'how to' technique

- Use active listening skills; show you are listening, reflect back comments or phrases etc..
- Watch the non-verbal signals; is what the student saying matching their body language?
- Give time to for the student to think before stepping in.
- Consider the environment.
- Consider the timing of any conversation.



# A coaching model: GROW



**Note that this is one model; there are many. It is useful to have a model in mind when you first start experimenting with coaching as it gives a structure to your conversation – but do not slavishly follow. Listen and use your instinct**

The GROW model adapted from Whitmore, J (2002)

# Another approach... Hick's Model (2014)



Hicks, R (2014) **Coaching as a Leadership style**. Routledge.

## 1. Support for thought

1. Establish professional rapport
2. Clarify narrative
3. Build understanding

## 2. Challenge for thought

1. They clarify what they want going forward and how that is different from what exists currently
2. They define an outcome which specifies indicators of success
3. They have control over this outcome and circumstances to help ensure success

## 3. Challenge for action

1. They define what they can do to get what is wanted
2. They specify how they are going to do it, when and where they will start
3. They are challenged to ensure this is viable given other constraints

## 4. Support for action

1. Evaluate the person's readiness to act or change
2. Build the person's intrinsic motivation to follow through

# Putting this into action

- Building a coaching culture
- Coaching qualifications (I have an MA but you don't have to go that far !)
- Being aware of the confounders
- Coaching workshops, having coaching champions, having 'how do I coach this' conversations
- Practice – using triads (coach, coachee, observer – but using UPR)
- And twitter of course.....getting in touch with others using coaching

# Supporting learners through a coaching approach

Julie de Witt



## Why coaching?

The usual 'default' for a mentor or tutor is to offer advice, make suggestions. But is this always the most appropriate approach?

Your advice, based on your experiences, may actually get in the way. Remember, your way may not be the only way...that worked for you but it might not for them.

This is where a coaching approach can come in



Coach

A conversation of equals; Moving someone forward; Specific goals of the individual the focus.

Is there a confidence gap?



Mentor

Skills and knowledge and experience passed on

Is there an experience gap?



Tutor

Specific teaching goals are the focus; Problem focused.

Is there a knowledge gap?

## Could this be a coachable moment?

"I don't know what to do about..." "I don't think I'll get it done..." "I am not sure what to do next..." "I don't feel I can..." "I am frustrated that..." "I'll never be good enough at..." "I'll never get this"

Something to ponder: The brain that generates the question usually generates the best answer - Kline, N. p42

**Coaching is:**  
A series of well timed questions, asked by someone who is interested in the response. It is a way of looking, a way of being; a philosophy. Making a decision to listen

To use a coaching approach you must believe the other person has the answer within them. This is known as unconditional positive regard.



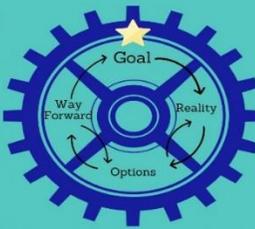
Be really interested in what this person has to say. Resist the urge to interrupt. Remove distractions as far as possible. Don't multitask. Watch non-verbal signals. Don't interrupt, silence can be golden. Trust this will work.

Goal needs to be articulated as a positive goal; moving from doing less of something

## GROW model

Way forward:  
What is the smallest first step?  
What action could you take in the next 10 mins?  
What actions could you take this week?  
What could you do to make this more enjoyable?  
How will you feel when you complete this action(s)?  
How committed are you to this plan of action(s)?

Options:  
Who could you ask for assistance?  
If you were fully confident what could you do?  
What other angles/options haven't you thought of yet?  
If you knew what to do, what would it be?



Goal:  
What would you like to achieve/work towards. Tell me a bit more about that.  
What would you like to have happen?  
How would you like this to work?

Reality:  
What is going on now? What can you do to influence this?  
How might this appear from the other person(s) point of view?  
What have you done so far?  
What have you already got (skills/resources) that could help you



# CPD Let's learn: Coaching and it's role for your learners

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**TODAY'S AGENDA**  
1. What is coaching?  
2. When to use coaching  
3. Some simple tips



**When to coach?**  
"I don't know what to do about..."  
"I don't think I'll get it done..."  
"I'm not sure what to do next..."  
"I don't feel I'll ever be good enough..."  
"I am frustrated that..."  
"I'm no good at..."

**Remember**  
You could:  
Offer your advice. Tell them what to do... Give reassurance. But would that work for them? Would they 'own' the solution?



Tip #1

Questions are like a key; they should open the door. Keep your questions open



How...? What...? What...? And...



Why...? But... Are you...?

Tip #2

Quality of connection is vital: Is this the right time and place for you and your learner?

Privacy Time Distance You are OK

Busy Overheard You are not OK

Tip #3

Time to think is vital: try to stop yourself jumping in with an answer

Look for non verbal clues Are they still thinking? Resist urge to rescue

Rescue Give answer Be the expert



# Comments

*“Just wanted to say a huge thank you for the excellent Coaching CPD session - we are all raving about it this morning and using coaching language on each other!”*

*“got me to appraise my own teaching and led me to think about it... and I still am”*

*“the hats made me think; a useful visual aid”*

*“made me really think about how to do things; I found it quite shocking”*

# Any reading?

I'd recommend:

- Starr J (2011) **The coaching manual**. 3<sup>rd</sup> Ed. Pearson
- Whitmore J (2002) **Coaching for performance** . GROWing people, performance and purpose, 3rd edn. Nicholas Brealey,
- Hicks, R (2014) **Coaching as a Leadership Style**. The art and science of Coaching Conversations for healthcare Professionals. Routledge
- Kline, N (2009) **More Time to Think**. Fisher King Publishing
- Pemberton, C (2015) **Resilience: A Practical Guide for Coaches**. Open University Press



Thank you

- Feel free to contact me
- Research ideas , collaboration, project ideas, development workshops....
- If you would like to be involved in Doctoral level research project 😊 let me know
  
- Julie de Witt
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- [https://twitter.com/Juliede\\_witt1](https://twitter.com/Juliede_witt1)