Coaching Workshop

A good coach will make the players see what they can be rather than what they are.

– Ara Parseghian

Objectives

- State how team members’ knowledge, skills, and attitudes are developed
- Describe the characteristics of an effective coach
- Assess coaching strengths and areas for improvement
- Identify the results of good coaching
- Demonstrate and evaluate coaching competencies
- Describe how to implement a coaching strategy

Knowledge, Skills, and Attitudes (KSAs)

Team member KSAs are developed through:
- A clear understanding of team members’ roles
- Clearly defined tasks and responsibilities
- A high level of commitment and a firm belief in accomplishment of the task/responsibility
- A good understanding of the culture and norms
The Role of Each Team Member Is To…

- Apply specific teamwork skills to accomplish and fulfill the responsibilities and tasks
- Communicate pertinent information to teammates and the patient/family efficiently and effectively
- Demonstrate desired behaviors and skills
- Possess the attitudes necessary to develop mutual trust and team orientation
- Request clarification or additional information as needed
- Make adjustments to behaviors based on feedback

Coaching

- Providing guidance, feedback, and direction to ensure successful performance

The Role of the Coach Is To…

- Establish and clarify goals of the session
- Develop a plan to accomplish tasks and responsibilities
- Ensure team members have a clear definition and understanding of their roles and responsibilities
- Align expectations team members
- Advise, instruct, and demonstrate desired teamwork behaviors and skills
- Encourage and provide feedback for improvement
- Acknowledge and reinforce desired behaviors when observed
Characteristics of an Effective Coach

- Competence
- Influence
- Interpersonal style
- Effective feedback

Coaching Competencies

Communication
- Communicating Instructions
- Providing Feedback
- Listening for Understanding

Performance Improvement
- Setting Performance Goals
- Rewarding Improvement
- Dealing With Failure
- Assessing Strengths and Weaknesses

Relationships
- Building Rapport and Trust
- Motivating Others
- Working With Personal Issues
- Confronting Difficult Situations

Execution
- Responding to Requests
- Following Through

The Coach as Motivator

- Help team members see the bridge between:
  - What they value and desire; and
  - The task or role for which they are responsible
- Provide specific, timely observations of performance and effectiveness
- Encourage belief in team members’ abilities to succeed
- Validate current levels of accomplishment while advocating greater achievement
- Identify potential challenges, pitfalls, and unforeseen consequences
**TeamSTEPPS**

**Coaches Provide Feedback That Is…**

- Descriptive and nonevaluative
- Meant to improve skills by making team members aware of what was right or wrong about their task performance
- Considered a development tool used to enhance task performance
- Two way—allows team members the opportunity to interact and ask questions

**TeamSTEPPS**

**Feedback Should Be…**

Well intentioned:
- Gives information, not advice
- Is meant to help the recipient; is a gift
- Should not be used to “get something off your chest”
- Will not fix what you believe is wrong with another person

Nonjudgmental:
- Avoids terms such as “good” and “bad”
- Helps people understand and accept the effects of their behavior on others

Limited:
- Does not include team member’s decision to change behavior

**TeamSTEPPS**

**Exercise: Coaching Self-Assessment**

- Complete a coaching self-assessment form to identify coaching strengths and areas for improvement.
**TeamSTEPPS Coaching Tips**

*Do…*
- Actively monitor and assess team performance
- Establish performance goals and expectations
- Acknowledge desired teamwork behaviors and skills through feedback
- Coach by example; be a good mentor

*Do not…*
- Coach from a distance
- Coach only to solve problems
- Lecture instead of coach

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**TeamSTEPPS The Results of Good Coaching Are…**

- Defined and understood goals
- Aligned expectations between the team leader and team members
- Transfer of knowledge on a “just-in-time” basis
- Increased individual motivation and morale
- A more adaptive and reactive team
- Improved team performance and safer patient care

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**TeamSTEPPS Exercise: Coaching**

- The class splits into groups of three
- Participants review the scenarios and Coaching Feedback Form
- Each participant takes a turn playing the coach, team member, and observer
- The coach provides feedback to the team member in the scenario
- The team member role plays the scenario
- The observer completes the Coaching Feedback Form and shares it with the groups
**TeamSTEPPS**

**Exercise: Coaching**

![Image of three people working together]

**How To Implement a Coaching Strategy**

- Present coaching concept to leadership
- Select coaches based on the characteristics and competencies of an effective coach
- Conduct a session on coaching for the appointed coaches
- Match coaches with team members
- Leverage current performance tools or create new tools to help coaches sustain a coaching environment

**Teamwork Actions**

- Perform as a leader and a coach of other team members
- Provide well-intentioned, nonjudgmental feedback
- Analyze results of your coaching to look for ways to continually improve team performance
- Ensure team members are performing their roles as appropriate
- Implement a coaching strategy