



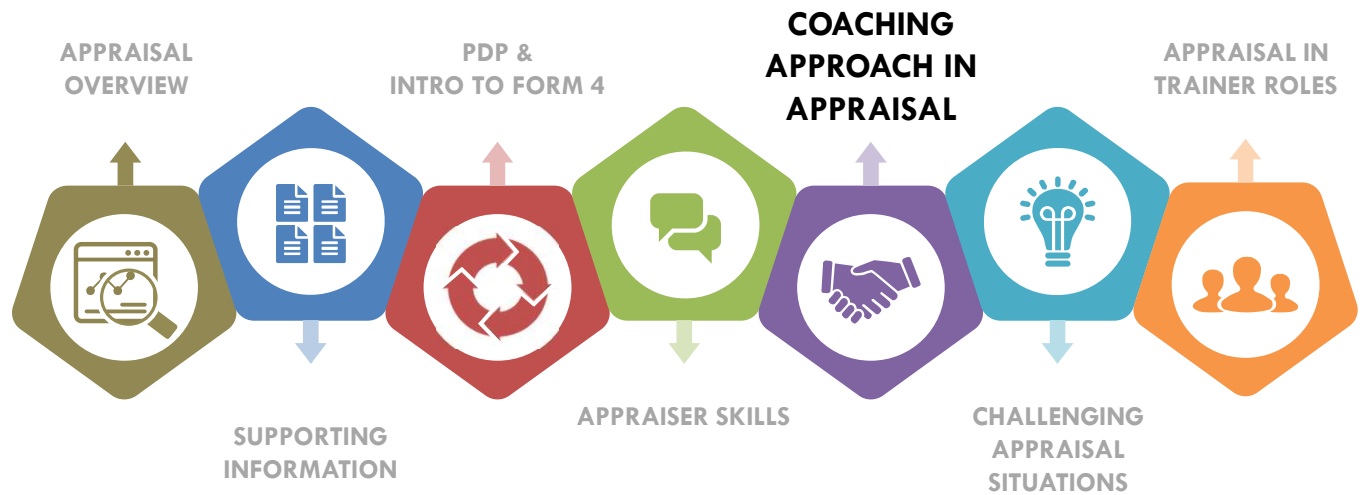
[Audio transcription of module 5]

Using a coaching approach in appraisals

Module 05

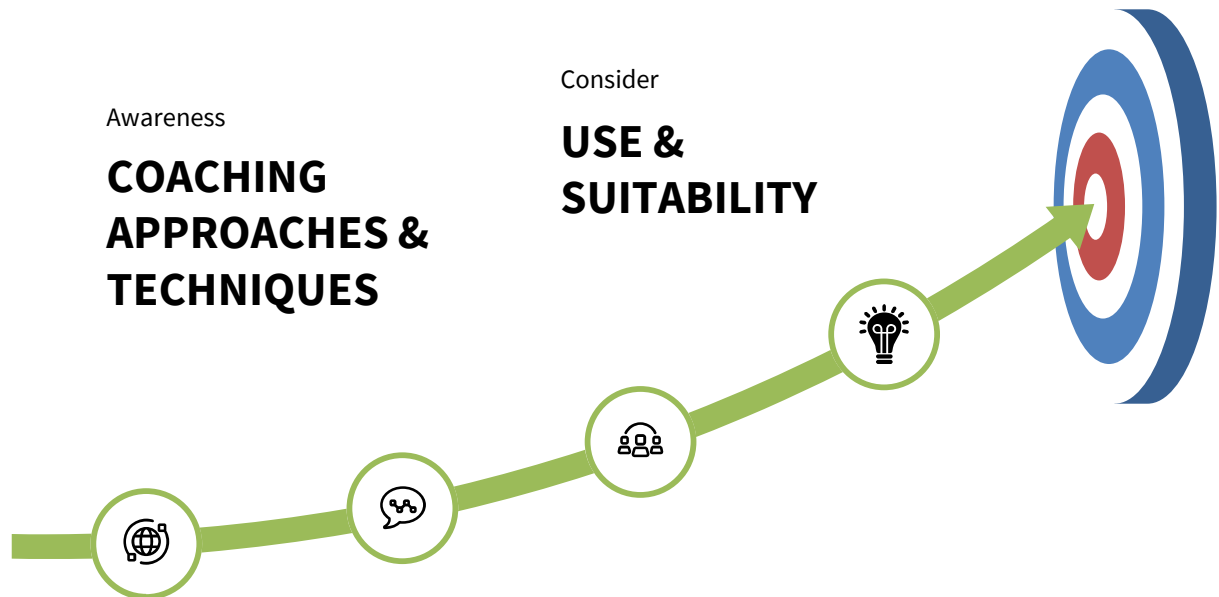
Welcome to Module 5 of the Medical Appraisal Scotland, New Appraiser Training. This module builds on the previous Appraiser skills module, exploring more specifically at using a coaching approach in appraisal discussions.





As a prerequisite for attending the NES New Appraiser training, potential participants are asked to complete a series of online modules in preparation for the large and small group discussions.

Aims of the module



The aim of this module is to introduce and increase your awareness of coaching approaches and techniques an appraiser can use in an appraisal discussion. By the end of this module, you should be able to consider the use and suitability of this approach in your appraisals.

What is coaching?

- *“Builds commitment in people to improve performance”*
- *“Helps people to take charge of their own development”*

* Connor and Pokora ‘Coaching and Mentoring at Work’ 2012



- **Coaching is not:**
 - Teaching
 - Telling
 - Instructing
 - Advising
 - Counselling
 - Therapy

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What is coaching? In its most basic form, Coaching helps people to improve performance and achieve personal growth. It is a learning relationship, which helps people to take charge of their own development, to release their potential and to achieve results which they value.

What coaching isn't, is teaching, it is not about instructing or advising. Coaching also isn't counselling or therapy sessions - and neither is appraisal.

You are not there to tell the appraisee how to do their jobs. You are NOT their line manager. Coaching in appraisal is very much about building the appraisee up and getting their commitment to improve and help achieve their goals.

Feedback vs. Coaching

Feedback:

- Focused on past behaviour
- Tasks/Advice oriented improvements



Coaching:

- Developmental
- Question based

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Feedback was one of the appraiser skills discussed in the previous module. Coaching, is quite different to feedback.

Feedback is focused on something that has already happened. So the discussion is more reflective on past behaviours, with an element of advice-giving to help the appraisee with specific goals and tasks to make adjustments and improvements.

Coaching is a developmental process and is future focussed. It is questions-based, intended so that the appraisees can work out for themselves the ideal outcomes.

So, coaching may embrace feedback, but it is much more than **just** feedback.

Coaching improves clinical outcomes*



Better staff engagement
Good HR practices
Well-led appraisals



* Michael West and Jeremy Dawson – NHS Staff Management and Health Service Quality, 2012

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There is some evidence that coaching can improve clinical outcomes. Research has shown that NHS Trusts with higher levels of staff engagement, good HR practices that include coaching, **can** affect clinical outcomes, deliver better services and perform better financially.

Well led appraisals will also help people to feel valued and trusted – which amongst other things impacts on the appraisee's positivity and patient outcomes.

The Doctor vs. The Coach

The Doctor:

- Using closed questions to diagnose quickly
- Rely on knowledge and expertise



The Coach:

- Open Questions
- May not know “the answer”
- Help others to work it out themselves



Image 40876 from pixabay.com

Coaching in some ways is counter-intuitive to what doctors normally do.

When doctors engage with their patients to get a diagnosis, quite often closed questions are used to narrow down options; and treatment plans are then proposed which are dependent on their knowledge and expertise. With coaching however, things are a little different.

More open questions are used to give doctors time to think, and you will have to embrace silence – another appraiser skill discussed previously.

The coach may not know the answer and in most cases, shouldn't know the answer, but their role, much like the appraiser, is to help the doctor work out the answer for themselves.

Directive vs. Non-directive



Coaching is best when it is non-directive. If you are directing the conversation, then you are essentially telling them what to do. Many leaders have expertise and it's natural for them to set the agenda by advising or instructing people, and whilst this might be appropriate in certain circumstances, it is not coaching...

Coaching involves a journey in which a user learns from experiencing, which is why a directive approach sometimes does not work. A non-directive approach is more akin to coaching, where the focus is on helping people to discover issues for themselves, and sometimes the solutions too.

Although there are many styles of learning, people tend to learn better when they learn by experience. Good coaching helps people discover, and then commit to their own plan of action. So put very simply, to be an effective coach is to **Ask, Don't Tell**.



Why Coaching questions work

- Make people think
- Work out the 'answer' themselves
- Generate their own solutions (better learning)
- Empowerment rather than dependency

You might ask yourself, why do coaching questions work? Well, it is because they make you **think**.

Coaching questions help empower doctors by making them work out the answers for themselves and, as we have said before, people gain a greater understanding when they generate their own solutions rather than being dependent on your advice or answer.

Open Questions

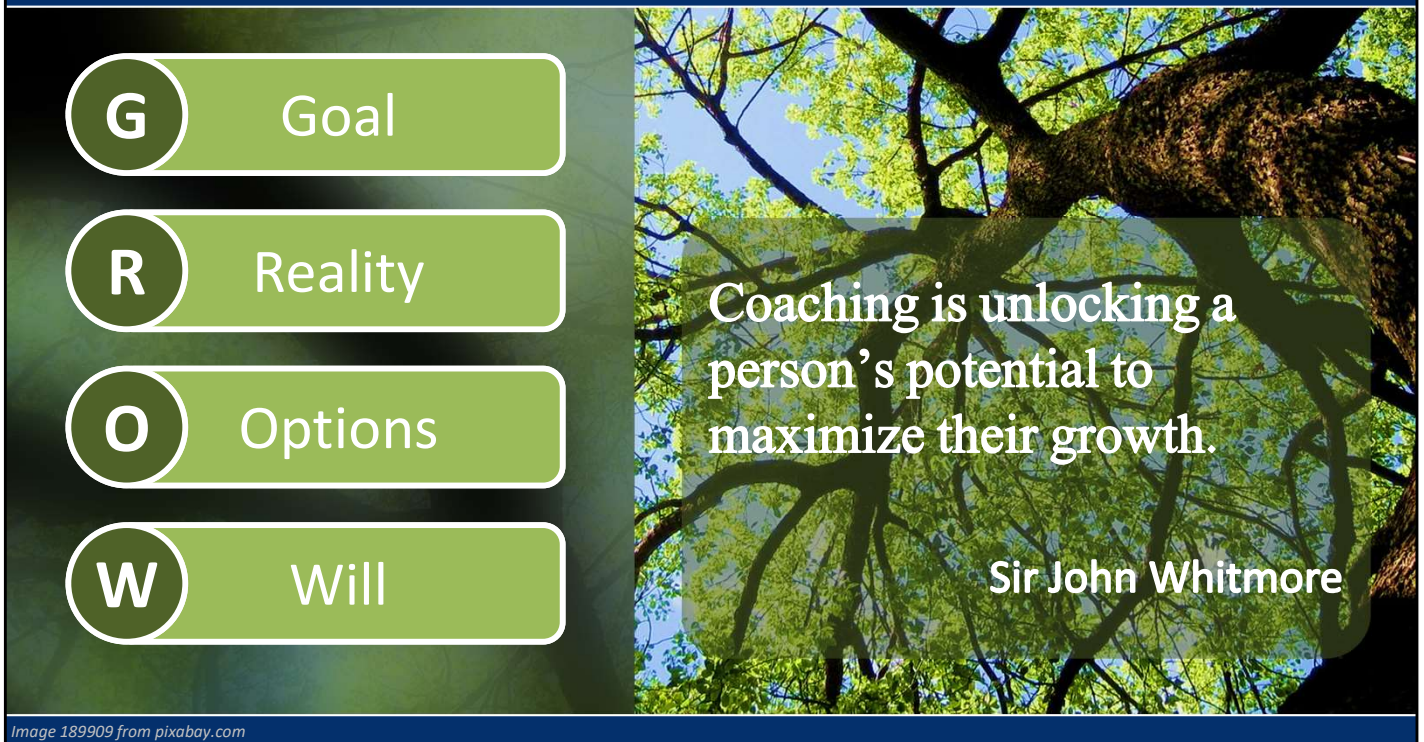
- Space to answer
- Personal response
- Avoid closed 'yes' or 'no' answers
 - *Except for clarifying*
- **What, Who, Why, When, Where, How**
 - In your own words, can you...
 - *Describe what happened*
 - *Tell me about that*
 - *Explain that to me*

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Coaching questions tend to be more open to generate reflection, which allows space for a person to answer in their own way. Closed questions with Yes/No responses can be used, but often to confirm or clarify particular situations or commitments.

Think of the what, who, why, when, where and how? It might be written down in their appraisal submission already, but ask your appraisees to describe or summarise in their own words:

- What happened to you?
- Tell me about that?
- Can you explain that to me?



One widely known and accepted model of coaching is the GROW model, which was developed by Sir John Whitmore in the 1990s after working previously in performance, business and sport coaching.

The acronym GROW stands for Goal, Reality, Options, and Will.

- The Goal is to agree what needs to be achieved.
- The Reality is to understand the current situation, and the barriers that need to be overcome.
- Options centre around discussions and explorations about the best way forward, and this option must be the appraisees' and not a suggestion from you.
- And Will means a test of their Will and their willingness to take this forward.

Let's look at each one of these areas in a little more detail.

G

Goal

Agree on a clear objective

- *What do you want to achieve?*
- *Why?*
- *What would success look like?*
- *Is this a realistic goal? How?*

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When discussing the goal, the appraisee is trying to achieve. You need to make sure you agree on a clear objective. Use open questions to help you achieve this. For example:

- What do you want to achieve?
- Why do you want to achieve this?
- What would success look like to you?
- Is this a realistic goal? In what way?

R

Reality

Understand the situation

- *Tell me about the situation*
- *What is not working?*
- *What or who are the barriers?*
- *How do you know that?*
- *Who else is impacted by this?*
- *What have you tried so far?*



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Reality check, make sure you both understand the situation at hand. Ask probing questions:

- Tell me more about the situation?
- What is not working? What is working?
- What or who are the barriers?
- How do you know this?
- Who else is impacted?
- What have you tried so far?



O

Options

Develop a list of options

- *What would you do differently?*
- *What does 'good' look like to you?*
- *How might you go about it?*
- *Who would support you?*
- *What are the pros and cons of the options?*

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You also want to discuss and explore options for best way forward. For example:

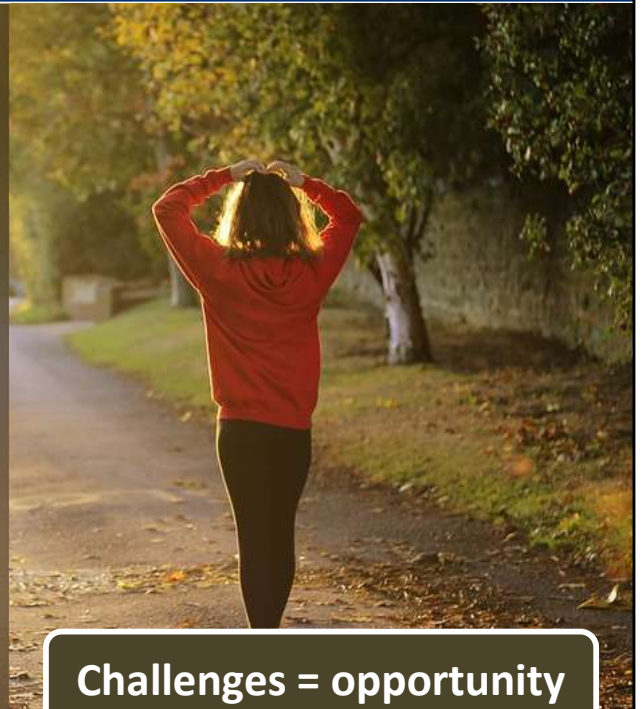
- What would you do differently?
- If you came to work tomorrow and everything was 'good', what would this 'good' look like?
- If you went with this option, how might you go about it?
- Who would support you?
- What are the pros and cons of all the options that we have discussed?
- Which will give you the best result?

W

Will

Test of commitment

- *What are you going to do?*
- *What are the next steps?*
- *How committed are you?*
- *When?*
- *Any barriers?*
- *How can you overcome them?*



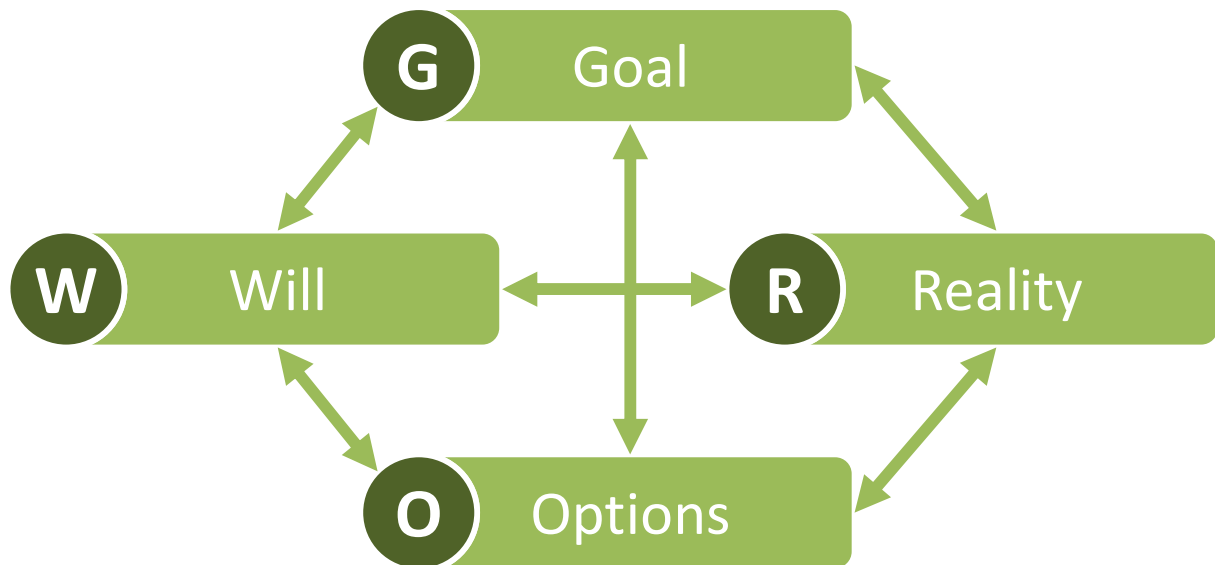
Challenges = opportunity

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It's important to test the appraisee's willingness to commit to action. Ask them, in their own words:

- What are you going to do?
- What are your next steps?
- How committed are you to taking action from a score of 1 to 10?
- When will you complete this?
- What barriers may keep you from reaching this goal?
- How will you overcome them?

Whilst challenges can be daunting at first, they can be discussed and presented as exciting opportunities for growth – this mindset will help your appraisee to commit to actions.



It's important to note though that GROW is not a linear model – depending on the circumstance and discussions, the model can be used in any order as appropriate, it simply aims to provide you with **structure** to the conversation.

Further reading



- Connor and Pokora 'Coaching and Mentoring at Work' 2012
- Michael West and Jeremy Dawson NHS Staff Management and Health Service Quality 2012
- Coaching for Performance Published 1992 – 2002
- Turas Learn: <https://learn.nes.nhs.scot/>

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Here are some reading references if you wish to take this further.

On Turas Learn, NES also has some useful resources for Coaching and Mentoring which you may find useful.



Development is about
transforming the potential
into the reality.

John C. Maxwell

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We hope you found this “introduction to coaching in appraisal” module helpful. For established appraisers, you may find our ‘Improving Appraisal Conversations’ workshops of interest. Whilst not necessarily focussing on any particular models, these sessions offer opportunities to practice some of the skills and techniques associated with coaching and mentoring within a safe and facilitated environment.



Interested in becoming an appraiser?

- Complete other modules
- Submit application
 - cc Appraisal Lead
- Training place allocation

<https://www.appraisal.nes.scot.nhs.uk/appraiser-training/new-appraiser/>

Image: Free for Canva users

If you are planning to attend the New Appraiser training and this is supported by your employing health board's Appraisal Lead, please complete the other modules from the Medical Appraisal Scotland website. When you are ready, send in your training course application form and remember to copy in your Appraisal Lead. We will be in touch from there.

<https://www.appraisal.nes.scot.nhs.uk/appraiser-training/new-appraiser/>

This resource may be made available, in full or summary form, in alternative formats and community languages.
Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how
we can best meet your requirements.



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[End of module 5]

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