

The Medics Coaching Model



What is a coaching model?

A coaching model is a framework, it does not tell you how to coach but rather it's the underlying structure that you can use for when you're coaching. This workbook provides the coach with a framework in which they can run a full coaching intervention that includes the coachee having the opportunity to observe what desired behaviours are required, demonstrated by the coach with an opportunity to practice and receive feedback.



There are as many coaching models as there are coaches out there, whether they do this for a job or a hobby, however, don't worry, this isn't a bad thing. In fact, many models approach is probably your best bet to lead people towards finding the best solution possible.

This model has been created to change a specific observed skill, habit or behaviour and therefore not be suitable for all your coaching interventions, It is especially valuable where you are looking to show what you are looking for. On the following page is a summary of the model, in the pages that follow, this workbook will take you on a step by step journey through the model helping you understand how best to use it.



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MOTIVATION

Motivation is a critical component of **Learning**. Motivation is important in getting coachees to engage in the coaching session. Coachees who are motivated to learn something; show greater investment in the task ahead and will learn more about it.

Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviours that have been rewarded in the past will be more likely to be repeated in the future. Therefore past experiences will motivate a coachee to perform in future ones.

Other theories prefer to think of motivation as a way to satisfy certain needs or goals. Yet another theory (the attribution theory) seeks to understand peoples explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve in it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

- What is it that the coachee wants to achieve by the end of your time with them?
- What will benefits of the session achieve?
- Support the coachee to visualise that achievement & what this means to them personally
- Gain upfront commitment to this coaching session in the first instance.

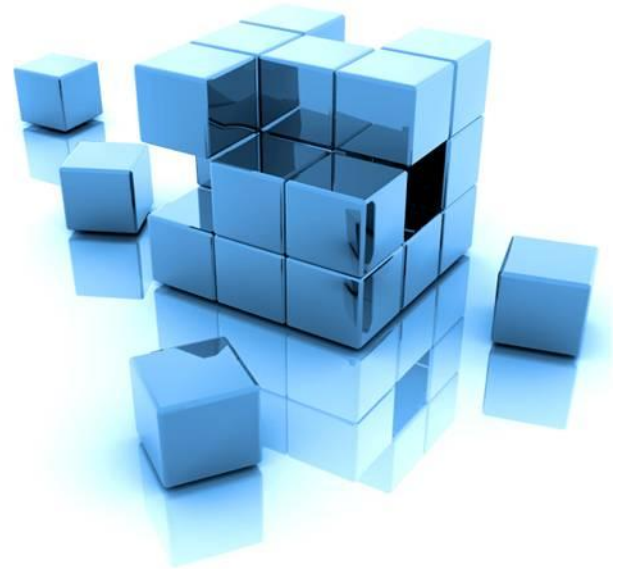


EXPLANATION

Explanation is critical to build on the initial motivation and commitment with your coachee. As coach your role here is to provide the coachee with a description of what you will be undertaking together.

Some coaches prefer to use an agenda as to what comes next. Clarity, context and additional buy in here will help you know that the session will run well.

Failure to get buy in to the session here could cause problems when you later ask your coachee to replay the desired skills or behaviour. An example wording of how to frame, “what comes next” as part of the explanation stage is on the following page:



EXPLANATION (coaches script)

- **The purpose** of today's session is to support you with.....(process/ skill/ behaviour)
- **How** we will work together on this today is by us both understanding specifically the areas you would like to improve, understanding what has worked for you in the past so we can build on your strengths and the areas where you have felt you needed to improve.
- **Once** we have established this we will review the..... (process/ skill/ behaviour)
- **I will** then demonstrate to the best of my ability the desired outcome.
- **Your role** in the process at this stage is to observe me, what is important; is that you make notes on what you observe, what you liked and what you disliked. It would be useful for you to make notes of any word patterns, key phrases or body language that you observe that you could use.
- **Upon completion** of my session, we will have the opportunity to review my session/ practice and for you to share your observations. We will discuss how this could help shape your session/ practice.
- **When you** are comfortable, you will then run the same session/practice demonstration as I and this time it will be my turn to observe you.
- **I will then** provide you with some critique and feedback based on what I observe and consolidate how you will change your (process/skill/behaviour) to improve your results.
- **Finally we will** confirm between us what you need to do in the future, a plan of: what, when, how, etc, this will focus on the area of improvement and how I as your coach can provide ongoing support.
- **Are there** any questions or concerns before we move on?



DEMONSTRATION

Demonstration of a skill, process or behaviour is often the biggest and most single missing link in the whole coaching cycle. Without your coachee knowing what's expected, but more importantly, "how" to change their behaviour and to what level, it is unlikely that the desired change will happen.

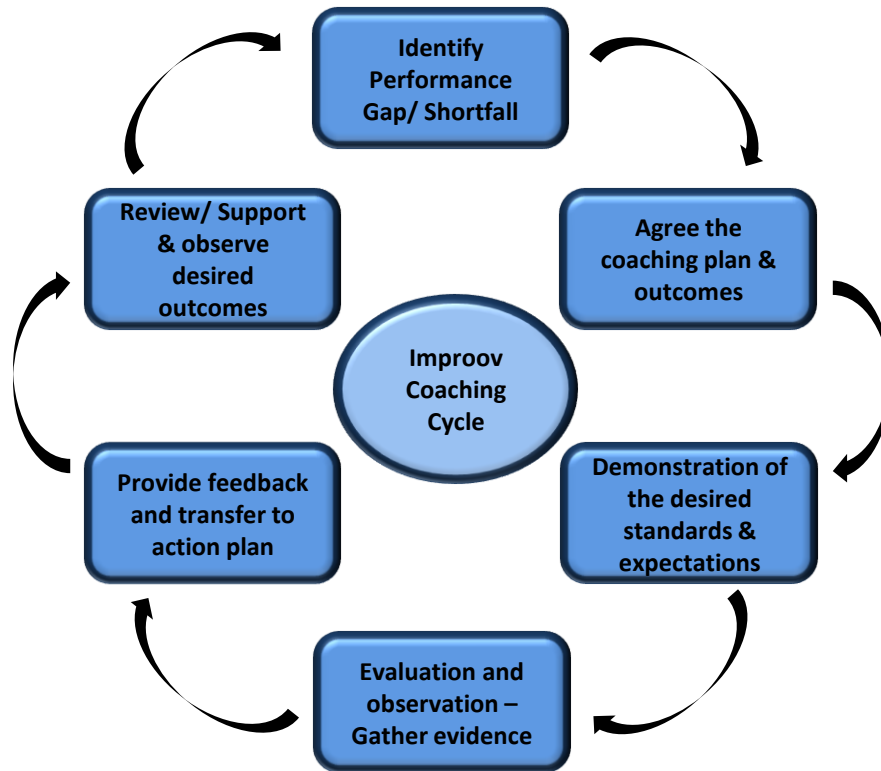
What does happen in practice that individuals spot or pick up good habits from those about them, so too of course they pick up poor habits.

If you as the coach are unable demonstrate "the desired outcome" this could impact on your credibility, however it is also more humble to admit to your shortcomings and show either a video or a colleague etc who can demonstrate the required standards.

Arguably, your primary role is to shape, guide and critique your coachee's performance so as long as you are able to "show" them in what ever guise the standards required, you will support their learning journey with a clearer understanding.



DEMONSTRATION – Do's

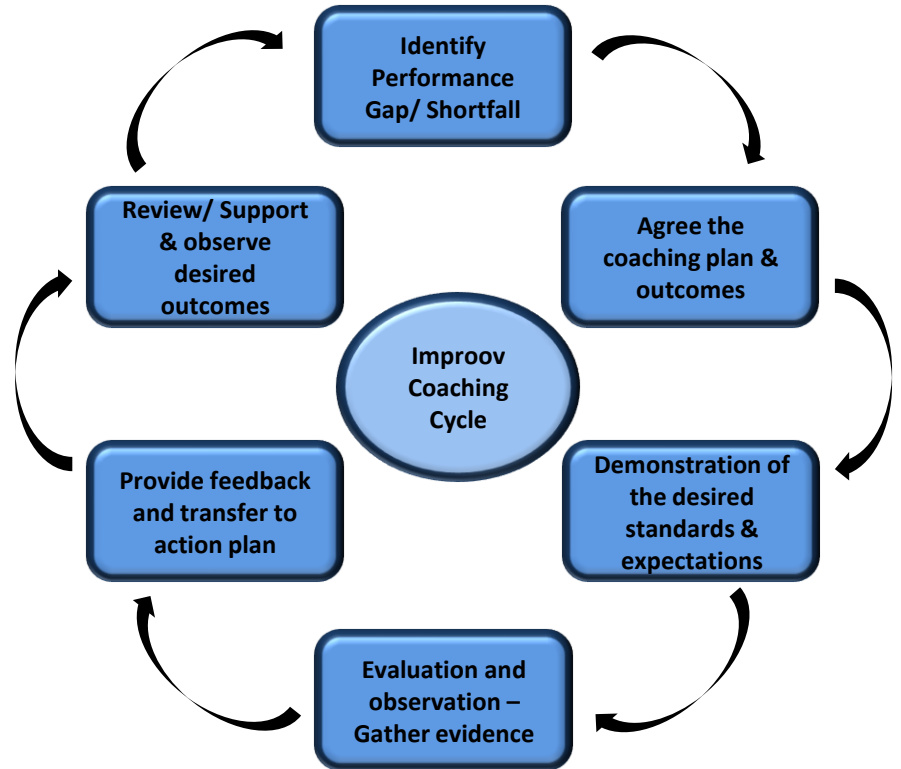


- Always check the coachee is clear as to what is being demonstrated
- Ensure the coachee is prepared & ready
- Make sure they can follow what you demonstrate (don't assume – ask)
- Ensure that you are articulate and speak clearly when role modelling the behaviour/ skill
- Be measured and methodical to ensure the coachee has adequate time to capture relevant evidence
- Provide the coachee with the opportunity to write up their notes and reflect on the demonstration before you ask for their feedback



DEMONSTRATION – Don'ts

- Take this as an opportunity to show off your prowess, whilst you may be able to provide a polished demonstration, it also has to be in reach of the coachees existing skill set.
- Assume that the coachee knows what you are demonstrating, as part of the first two stages, it is important to be clear upfront
- Rush through the demonstration
- Use jargon or language that the coachee will be unfamiliar with
- Miss out any elements in the process, skill or behaviour, remember your coachee needs to see the demonstration as you would later want to observe it.

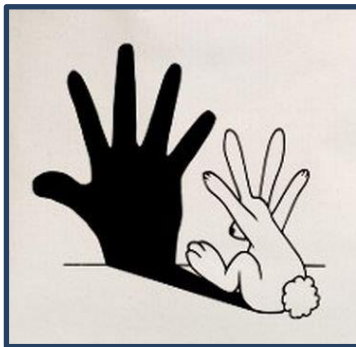


IMITATION

Imitation is another way of saying, “copying what I have observed”. By this stage of the model, your coachee will have just watched or listened to a demonstration of what the standards are, now this is their turn.

Make sure by this stage, you have debriefed the demonstration and they are prepared to follow the same process, skill or behaviour, they must be clear as to the standards and expectations you would like to observe.

The imitation can be completed in a practice environment or if both you and your coachee are ready, you can complete this in a live situation. This is what is referred to as evidential learning, and a coach can operate best where various scenarios contribute to their gathering of evidence in order to help improve feedback and results.



Your role as coach is to:

- Be objective
- Be specific in what your looking for
- Capture as much evidence as you can
- Make it relevant
- Be non judgemental



CONSOLIDATION

This should be the most significant stage in the learning experience for your coachee as this is where you pull the session together. The elements that make up the consolidation stage are:

Coachee self reflection and self critique

- Provides the coachee with a chance to workout the good, not so good and the development areas

Evidence backed feedback

- Specific examples of good observations. Target and guide the coachee to where you observed process, skill or behaviours that didn't meet standard and with that also provide specific and relevant evidence. e.g. "at this point what I observed was?... Can you recall what your clients said when you did?..." "what was the impact when this happened?..." etc, etc.
- Before you provide feedback, ask the coachee how they would like their feedback, i.e. Strengths then development plus what to continue vs. bullets of critique. (much of this would be also determined with your relationship, as the more you develop your relationship and build affinity the easier providing feedback becomes.)

Further exploration

- Review with the coachee/ learner as to what they would do differently if they could replay the session?
- Discuss the impact that possible change may have had?
- Agree what happens now as a result?



SUPPORT

Support can come in various forms from a coach, this broadly will be based on what development requirement your coachee will need from you.

Rule No 1 – Capture the actions



However, who's responsibility is it? Is it the coach to offer or for the coachee to ask? A well formed view is that the coach is responsible for the coachee to improve, however accountability to follow through with the actions rests with the coachee.

- Agree clear review dates upfront with your coachee and set some practice goals/ homework.
- Benchmark expected changes in results
- Agree the next time you expect to see the coachee and what you will be discussing.

This is where the model becomes self perpetual and you revisit the very beginning of the model and the coaching cycle.

Capture actions

- Make sure the actions or tasks are SMART

Specific, Measurable, Achievable, Relevant and Time bound (SMART)

- Get commitment from the coachee to some small activities that will help them practice the skills/ behaviours or process before your next observation.



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