

INTRODUCTION TO EDUCATIONAL COACHING: LISTENING, ASKING, AND SAYING

Resources to Support Educational Coaching Skill Development

Coaching Articles, Blogs, and Tip Sheets

***Blanchard R, Hadinger M. Powerful questions for coaches. Online MedEd.**

Tip sheet of powerful questions for educational coaching grouped into segments of a coaching conversation: open, explore, commit to action, and reflect.

<https://www.onlinemeded.com/educator-resources>

***Deiorio NM, Foster KW, Santen SA. Coaching a learner in medical education. Academic Medicine 2021;96:1758.**

Academic coaching requires an inquiry-based approach to framing questions that lead learners to their own conclusions. Coaches see the learner as the expert and with their role to assist learners identify learning gaps, create learning goals, and accept accountability.

https://journals.lww.com/academicmedicine/fulltext/2021/12000/coaching_a_learner_in_medical_education.39.aspx

Lomis K. Richardson D. Coaching: The lever to realize the full potential of CBME. ICE Blog 2022;June 9.

Coaching is a critical component of competency based education, enhancing a learning culture for both learners and coaches. A coaching orientation focusing on asking over telling. A coach guides a learner through a process of reflection to identify personal learning goals and individualized learning pathways. Coaching relationships are based on trust and the shared value of learning to optimize patient care.

<https://iceblog.royalcollege.ca/coaching-the-lever-to-realize-the-full-potential-of-cbme/>

Merrow NM. Coaching competencies for physicians: Listening at the next level. Journal Canadian Society of Physician Leaders 2019;6(2):61-4.

Most physicians are familiar and skilled with basic active listening. A core coaching skill is the ability to listen at a deeper level with both intent and purpose to identify coachee beliefs, thought patterns, and assumptions which may impair the ability to make meaningful changes. Deep listening requires awareness, attention, presence, curiosity, authenticity, and reflection.

<https://cjpl.ca/mrtwo.html>

Merrow NM. Coaching competencies for physicians: The artful question. Journal Canadian Society of Physician Leaders 2020;6(3):90-4.

When using a coaching approach, a relationship is co-created where questions are asked to support new coachee insights, options, and actions. The coach uses deep listening skills to formulate questions that support motivation to change. Artful questions can uncover what is empowering and getting in the way for a coachee's ability to move forward on important issues.

<https://cjpl.ca/chcomp.html>



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Mertz T. The coaching habit: Quick reference guide (7 essential coaching questions). Saent Blog 2021;August 19.

The seven essential coaching questions: What's on your mind? And what else? What's the real challenge here for you? What do you want? How can I help? If you're saying yes to this, what are you saying no to? What was most useful for you?

<https://www.saent.com/blog/the-coaching-habit-michael-bungay-stanier-book-summary>



Coaching Books

Adams, M. (2022). Change your questions: Change your life. Oakland: Berrett-Koehler Publishers Inc.

Questions are at the core of how we listen, behave, think, and relate. Virtually everything we think and do is generated by questions. Questions push us into new ways of seeing and doing. *Questions Thinking* and the *Choice Map* are impactful educational coaching tools to support a growth mindset for preceptor and learner.

***Hammoud MM, Deiorio NM, Moore M, Wolff M. Coaching in medical education. Philadelphia: Elsevier Inc.**

Coaching is emerging as an innovative physician training education activity. This field guide for coaches provides guidance on how to coach learners across the educational continuum: supporting development of growth mindsets including identifying learning gaps and creating educational plans, fostering academic development, and enhancing wellbeing. The scientific foundation for coaching competencies and differences between coach, advising, and mentoring are summarized.

***Stanier, MB. (2016). The coaching habit: Say less, ask more & change the way you lead forever. Toronto: Box of Crayons.**

The Coaching Habit is not about turning you into a coach, it's about making you a preceptor or leader who is more coach like. This requires a simple but difficult new habit: staying curious a little longer and slowing down a rush to advice giving or action. A coaching approach should be a daily and informal approach when interacting with learners or team members. One of the most compelling things you can do after asking a question is to genuinely listen to the answer.

Stanier, MB. (2020). The advice trap: Be humble, stay curious & change the way you lead forever. Toronto: Box of Crayons.

Learn how to confront the advice monsters that lurk inside us all and how to resist temptations that can ensnare us as preceptors or leaders. Stanier shows how to ask questions that drive impact and engagement, eliminate the negative and accentuate the positive of others. Common problem situations illustrate how to overcome our tendency to provide advice with everyday coaching tips. Tools to increase engagement and deep appreciation of learners and team members are provided.

Goertzen J, Muller A, Maclean C. Introduction to educational coaching: Listening, asking, and saying. Toronto: FMF 2023, November 8, 2023. Email: jgoertzen@nosm.ca adries.muller@usask.ca cathy.maclean@usask.ca