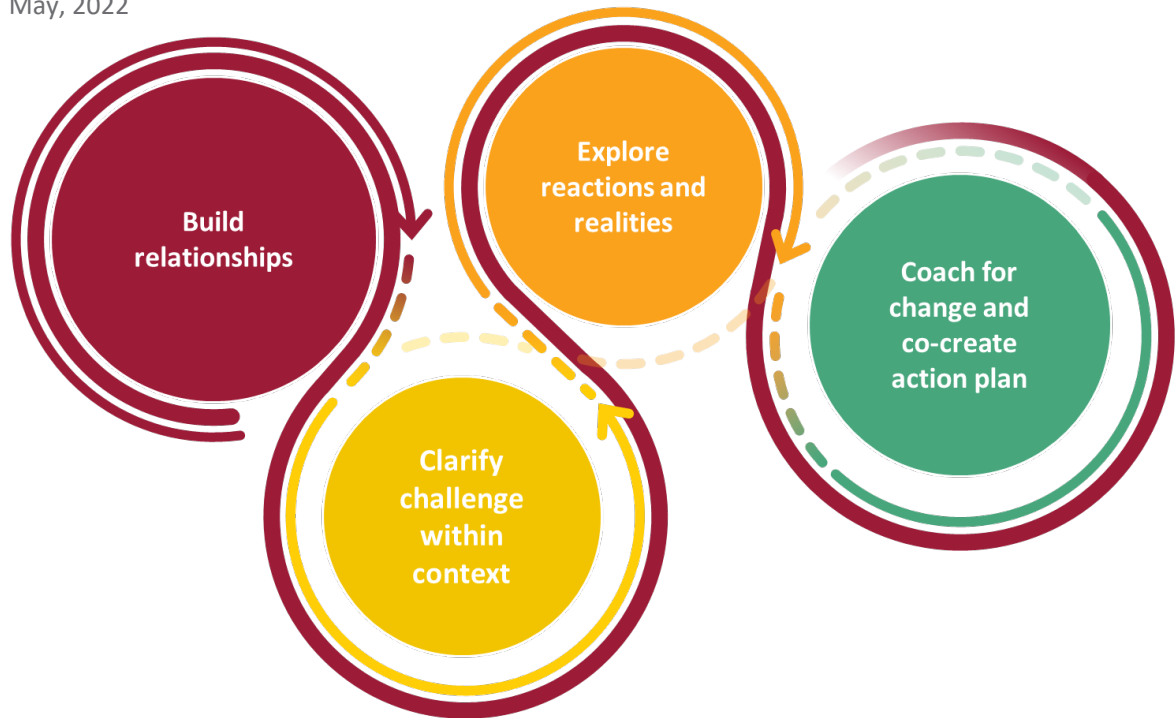


## Adapted R2C2 for Peer Coaching

May, 2022



**1** Build relationships >

**2** Clarify challenge within context >

**3** Explore reactions and realities >

**4** Coach for change >

Action plan coach guide >

 Action plan coachee workbook >

### Adapted from:

- > Armson H, Lockyer JM, Zetkulich M, Könings KD, Sargeant J. Identifying coaching skills to improve feedback use in postgraduate medical education. *Med Educ.* 2019;53(5):477–93.
- > Sargeant J, Lockyer J, Mann K, Holmboe E, Silver I, Armson H, et al. Facilitated Reflective Performance Feedback: Developing an Evidence-and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2). *Acad Med.* 2015 Dec 1;90(12):1698–706.
- > Van Nieuwerburgh C. *An Introduction to Coaching Skills: A Practical Guide.* 3rd ed. Jarrold A, editor. Los Angeles: Sage; 2020.

## 1

## Build Relationships



**Goal:** Engage the coachee, build relationship, establish mutual respect & trust and explore focus for coaching

- › Relationship-building is central and needs attention throughout the discussion.
- › Create a safe learning environment
- › Describe how coach and coachee will work together: <sup>1</sup>
  - › Process
  - › Operational
  - › Contract
- › Explore a focus for coaching
  - › Opening question – In our time together, what can we focus on that will [bring you value/be of importance/make a difference?] <sup>2</sup>
  - › Be curious about the coachee not the story <sup>2,3</sup>
  - › The first question after the story - reflect your interpretation of the coachee's information back to them followed by short, open, broad question <sup>1,2</sup>
- › Listen for understanding
- › Empathize and validate
- › Paraphrase and summarize
- › 80:20 ratio <sup>1</sup>



### Questions to use

- › Tell me about your experience with coaching?
- › I'd like to hear about your practice (setting, patients, challenges, things you enjoy, things that make your practice unique).
- › Would you like to hear more about the coaching approach?
- › What has brought you to coaching?
- › What is it you would like to achieve?



### Tools & Resources

[Coachee orientation – Video](#)

[Orientation to coaching](#)

[Coachee contract](#)

Clarify challenge within context



Explore reactions and realities

To clarify the focus for change and the desired outcome



**Goal:** Explore the broader context within the challenge that brought them to coaching

- › Use “what” questions
- › Avoid stacked, naked <sup>2</sup> or leading questions
- › Avoid advice giving
- › Utilize silence
- › Reflect what you are hearing; empathize & query accuracy
- › Nosey curiosity vs coaching curiosity <sup>2</sup>
- › Listen for key phrases & statements to identify themes



**Questions to use**

What do you want?

- › What’s getting in the way?
- › So, what I hear is you really want is...
- › What are you willing to commit to do?



**Goal:** Promote reflection on their reactions to the challenge, and explore how their reactions impact their perceptions of realities

- › Distinguish truth from perception <sup>2,3</sup>
- › Identify and articulate beliefs behind bias <sup>1,2,3</sup>
- › Promote insight and encourage empowerment <sup>2,4</sup>
- › Create community and connections <sup>1</sup>
- › Encourage elimination of obstacles
- › Help to create shift in perspective <sup>1,2,3</sup>



**Phrases and strategies**

- › What is it costing you to...?
- › What do you get out of thinking...?
- › How does it serve you to....?
- › Is it possible that...?
- › At the beginning of our conversation you were....Where are you at this point?
- › What have you learned about yourself?




**Tools & Resources**

[Core Coaching Skills](#)

[Transactional versus Transformational Coaching](#)

[Coaching themes](#)

## 4 Coach for change & co-create an action plan

 **Goal:** Generate, assess and prioritize options for change. To agree on the change to be implemented and co-create an action plan. <sup>1</sup>

- › Explore potential options
- › Evaluate options
- › Agree on change
- › Create an action plan including a Commitment to Change (CTC)
- › Set up a strategy to evaluate and assess change

 **Phrases and strategies:**

- › What are your options?
- › If you could do anything what would you do?
- › If you were to advise a friend who faced the same situation, what would you suggest?
- › What could really unlock this situation for you?
- › How would someone you really admire deal with this situation?
- › What is your heart telling you?
- › What is your head telling you?
  
- › What is the first step that should be taken?
- › How will you know that you have succeeded?
- › What will happen if you achieve this objective?
- › When will not happen if you achieve this objective?



### Tools & Resources

[Action Plan workbook](#)

## Action Plan with coaching insights

### Step 1: Coach for Change

1. What is your desired outcome?
2. Think about ways of moving closer to goal or desired outcome. Generate as many options as possible.
3. Assess your generated options for change.
4. Choose which options you would like to pursue.

### Coaching Tips

Additional questions you could ask:

- › What are you trying to accomplish?
- › How will you, your team, patients benefit from it?

Generating ideas should be led by coachee

Coach questions: <sup>1</sup>

- › What are your options?
- › What else could you do?
- › If you could do anything, what would you do?
- › If you were to advise a friend who faced the same situation, what would you suggest?
- › What could really unlock this situation for you?
- › How would you someone you really admire deal with this situation?
- › What is your heart telling you?
- › What is your head telling you?

**Note, during this time a coach often plays a bigger role** (e.g., more touch points, asking powerful questions)

Evaluation criteria and option to pursue should be chosen by coachee

e.g., simplest to implement; most likely to lead to positive outcome; most desirable; pros & cons list

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### Step 2: Co-create an Action Plan

1. What specific actions do you need to take to implement your change?
2. Who needs to know and who needs to be involved? Who can help you?
3. What resources will you need? Will you need to undertake any learning?
4. What might get in the way of making the change and achieving the desired outcome? How will you overcome the challenge?

Coach should prompt coachee to be specific.

Help coachee to identify the starting point and subsequent steps



## Step 2: Co-create an Action Plan

5. A reasonable, practical timeline is critical for reaching your goal. When will you begin? When do you hope to see results?

6. How will you measure progress and success? How will you know you have achieved your goal?

7. How motivated are you to make the change? How confident are you that you can make the change?

### Coaching Tips

Consider what is an appropriate length of time to make change and review.  
What is the appropriate timing for review of goal?

Discuss what would happen if they reach or do not reach their set goal

As a coach, you should assess intentions of the coachee to act and their ability/readiness.  
To gauge intentions, try to observe language, emotions, and body language.

If you note a discrepancy between level of commitment and proposed goal – as a coach you can work to raise level of commitment or select less challenging goal <sup>1</sup>

## Step 3: Evaluate and assess change <sup>5</sup>

1. How did you review and reflect on the measurement of progress and success?

2. Did you notice any changes? Were there any factors that enabled that change to occur? How will change be maintained?

3. If no changes were made, what were the barriers? Do you still have an interest in pursuing the change?

4. Are there other changes you are considering? Should a new commitment-to-change/action plan be developed?

Reflect and discuss what changes were made.  
› What helped with implementation?  
› Do we want to ask about surprises?  
› Unintended consequences?

As a coach, ask whether they want discuss further approaches to facilitate success?

### References

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4. Wolff M, Deiorio NM, Miller Juve A, Richardson J, Gazelle G, Moore M, et al. Beyond advising and mentoring: Competencies.
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