

Coaching Style Defined: Analysis of Literature Supports Six Domains of Coaching Styles in Primary Care Redesign

Connie van Eeghen DrPH MHA MBA
Jessica Clifton PhD
Gail Rose PhD
UVM Larner College of Medicine

The University of Vermont 

Disclosures & Acknowledgments

- No relevant financial relationships to disclose
- Research reported in this meeting was funded through a Patient-Centered Outcomes Research Institute (PCORI) Award (PCS-1409-24372). The views, statements, and opinions presented in this presentation are solely the responsibility of the author(s) and do not necessarily represent the views of the Patient-Centered Outcomes Research Institute (PCORI), its Board of Governors or Methodology Committee.

The University of Vermont 

Aims

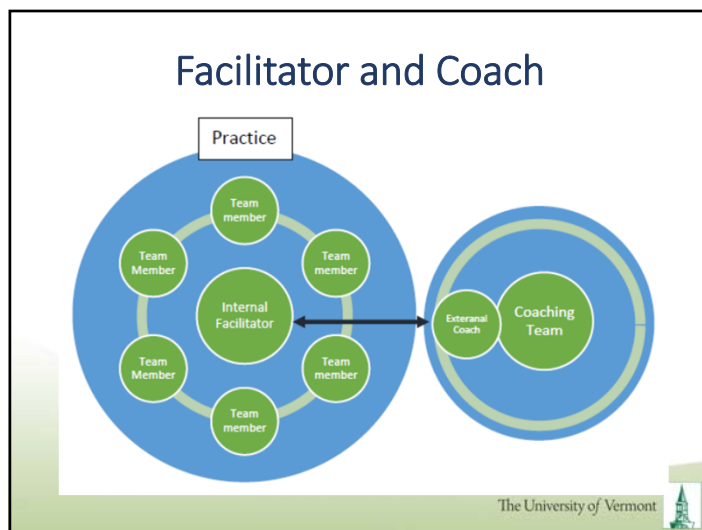
- Describe what is meant by “coaching style” in the literature in relation to practice facilitation
- Identify two perspectives of coaching style and the domains that coaches can use to assist others
- Demonstrate the use of a coaching team assessment to illustrate differences in style

The University of Vermont 

First, a little context...

- 20 primary care practices consented to a complex initiative: integrating behavior health providers and changing:
 - Delivery of care through teams (clinical & non-clinical staff)
 - Sharing of patient information, records, and systems
 - Relationships among providers and with patients
- Externally provided facilitation – **prohibited** by funder
- Internally provided facilitation – **allowed, if funded by practice**
- Facilitator support was included:
 - On-line education on quality improvement (QI) team facilitation
 - A protocolized QI process based on Lean
 - Dedicated, remote external coach by phone or video conference

The University of Vermont 



What does a Coach do?

- Conducts semi-structured interviews with facilitators
 - Focus (the conversation), Explore, Plan, Commit (to action)*
- Co-coaches in a dyad to support consistency & documentation
 - Implementation Specialist + Research Scientist
 - Weekly coaching team meetings to review methods and outcomes
- Organizes facilitator-centered schedules and expectations
 - Structured on the protocolized QI process
 - Follows facilitator education program
- Works in a team with the four other coaches
 - Dyad partners noticed differences – “there’s something else”

*© 2002 Front & Center Communications, Inc.

The University of Vermont

What is Coaching Style?

- Literature review of descriptions of coaching style related to practice facilitation in U.S., Canada, and U.K. yielded 9 articles with multiple perspectives
- Content analysis of findings, reviewed by three members of our coaching team, to identify domains related to coaching
- Literature based descriptions to ground each domain
- Two different perspectives:
 - Coaching style is described as a function: it’s what you do
 - Coaching style is described as an approach: it’s how you do it

The University of Vermont

Coaching as a Function

- Establish coaching relationship: convey respect, openness, and non-judgmental attitude
- Assess facilitator's development stage for change in the context of the facilitator environment: ownership of change
- Apply situational awareness and flexibility to coaching encounters: multiple methods and intensity of communication
- Support the facilitator's ability to continue to function after the coaching relationship ends
- Support the practice's ability to sustain & implement change
- Support engagement of leadership as needed

The University of Vermont

Coaching as an Approach

- Engage in a reciprocal relationship, promoting equality, choice, voice, reflection, dialogue / brainstorming, praxis (new knowledge & skills), reciprocity (everyone learns)
- Maintain egalitarian respect: nonhierarchical partnership; balance who is "leading in the dance"
- Employ behavioral skills: motivating others, conflict management, dealing with ambiguity, negotiating, providing effective feedback
- Self-modulate: directiveness, interest in the facilitator's life and role, curiosity about the person's thought process, flexibility with time, structuredness of session, seriousness, sharing of personal information to create interpersonal warmth
- Speak from expertise in primary care as needed
- Speak from expertise in QI as needed



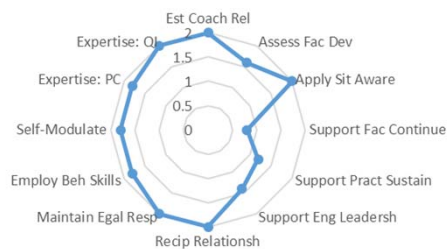
Style = Approach + Function

- Reciprocal relationship
- Egalitarian respect
- Behavioral skills
- Self-modulate
- Expertise in primary care
- Expertise in QI
- Establish relationship
- Assess development stage
- Apply situational awareness
- Support continued function post-coaching
- Support long term practice change
- Support leadership engagement



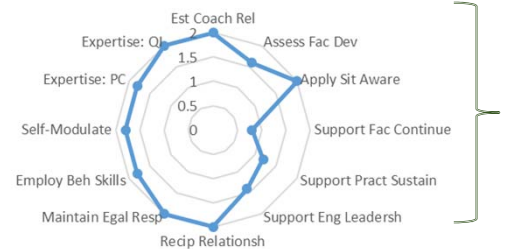
What does that look like for a coach?

Implementation Specialist Coach #1's
Coaching Style Average Nov 2018



What does that look like for a coach?

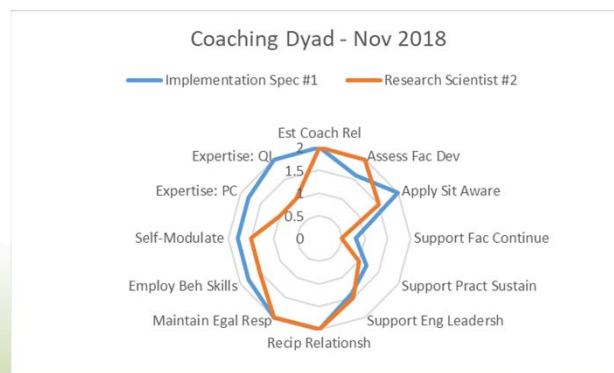
Implementation Specialist Coach #1's
Coaching Style Average Nov 2018



What does that look like for a coach?



How does that appear in a dyad?



What about IS Coaches?



What we learned

- Coaches could assess themselves and their co-coaches using these perspectives and domains
- The assessment process may assist coaches in self-reflection and team conversations based on function and approach
- Outcomes may include greater consistency of style across coaches, increased trust and sharing among coaches, and a method to help future coaches think and develop "style"
- All coaches are, to date, successful in supporting the facilitators in all 20 practice sites engaged in integrating care

Questions & Questions for You

- What have you seen re: external coaches and their coaching styles?
- What tools have you found or developed to help external coaches?
- What has been helpful to you in understanding the “style” of coaches involved in supporting practice facilitation?

References

- Chase, S. M., Crabtree, B. F., Stewart, E. E., Nutting, P. A., Miller, W. L., Stange, K. C., & Jaén, C. R. (2014). Coaching strategies for enhancing practice transformation. *Family practice*, 32(1), 75-81.
- Dickinson WP; Dickinson LM; Nutting PA; Emsermann CB; Tutt B; Crabtree BF; Fisher L; Harbrecht M; Gottsman A; West DR; Practice facilitation to improve diabetes care in primary care: a report from the EPIC randomized clinical trial; *Annals of Family Medicine*. 12(1):8-16, 2014 Jan-Feb
- Grumbach K, Bainbridge E, Bodenheimer T; Facilitating Improvement in Primary Care: The Promise of Practice Coaching. Issue Brief (Commonwealth Fund). 15:1-14, 2012 Jun.
- Johnson K, Coleman K, Philips K, et al. Development of a Facilitation Curriculum to Support Primary Care Transformation: The “Coach Medical Home” Curriculum; *Med Care* 2014;52: S26–S32
- Narayanasamy, A., & Penney, V. (2014). Coaching to promote professional development in nursing practice. *British Journal of Nursing*, 23(11), 568-573.

References

- Osatuke K, Yanovsky B, Ramsel D, Executive coaching: New framework for evaluation; Veterans Health Administration National Center for Organization Development, Cincinnati, OH, US; *Consulting Psychology Journal: Practice and Research* Vol. 69, Iss. 3, (Sep 2017): 172-186
- Shapiro, J, Coaching Physicians and Surgeons: There are many benefits to having a mentor; *Podiatry Management*, Mar2018; 37(2): 31-32. (2p) (Article - pictorial) ISSN: 0744-3528 AN: 128304324
- Thorn, P. M., & Raj, J. M. (2012). A culture of coaching: Achieving peak performance of individuals and teams in academic health centers. *Academic Medicine*, 87(11), 1482-1483.
- Washington D.C., Aligning Forces for Quality, “Practice Coaching Program Manual;” Sept. 10, 2010, available at <http://forces4quality.org/practice-coaching-program-manual>

Thank you!

Connie van Eeghen, DrPH
cvaneegh@med.uvm.edu