

Slide 1

Nurse Leadership Institute  
Maine Health Care Association  
Coaching Supervision

MARGUERITE MCLAUGHLIN  
DIRECTOR OF EDUCATION & TRANSFORMATION  
HEALTHCENTRIC ADVISORS

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Slide 2

### We Press On!

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Slide 3

What People Think Success Looks Like:	What success Really Looks Like:

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Slide 4

### The Dimensions of GRIT™

 <b>G</b>	 <b>R</b>	 <b>I</b>	 <b>T</b>
"Growth is about how likely we are to go seek fresh ideas, perspectives inputs, and ideas to help you succeed at that thing."	"Resilience is about bouncing back from adversity and being able to use adversity."	Instinct is about going about after our goals the best way, not the hardest way.	Tenacity is that perseverance, persistence, never say die never say quit dimension of grit.

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Slide 5

### Crucial Insights to be a Great Coach

1. Change Your Mindset as a Coach
  - Individual Contributor Mindset to Leadership Mindset
2. Connect with each Individual
  - How long an employee stays and is productive is directly related to their relationship with you, their immediate supervisor!
3. Plan With Your Team, Not For Your Team
4. Unleash Potential
5. Help Your Team Navigate Change
  - Four Zones of change-status quo, zone of disruption, zone of adoption, zone of better performance
6. Avoid Contempt

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Slide 6



TRAINING MENTOR SKILL  
GOAL DEVELOPMENT  
**Coaching**  
100% POTENTIAL EDUCATION MOTIVATION SUPPORT KNOWLEDGE

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Slide 7

**It's All About YOU!**



People skills account for **80%** of your success as a Coach

Technical Skills account for **80%** of success as an Individual Contributor

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Slide 8

Leadership on the Floor:  
*How two charge nurses start their day*



**Nurse One:**  
*"I gather my staff in the morning and I tell them 'we have to work together. We're like sticks. If we work apart, each of us can be broken. If we stick together, we can't be broken. We've got to stick together to get the work done. And let's have fun doing it.' Then I just pitch in and we get through the day."*

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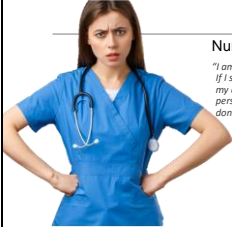
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Slide 9

Leadership on the Floor:  
*How two charge nurses start their day*



**Nurse Two:**  
*"I am overwhelmed by what I have to do when we're working short. If I start doing the CNA's job, I'll never get all my meds passed and my charting done. It's just too much. I'm not going to do the personal care. I just keep my focus on my work and get as much done as I can."*

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Slide 10

1. Change your mindset to Coach

Individual Contributor Mindset	Coach Mindset

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Slide 11

2. Connect With Each Individual



How long an employee stays and is productive is directly related to their relationship with you, their immediate supervisor!

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Slide 12



3. Plan with your team, not for the team

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Slide 13

Get input from those closest to the action!



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Slide 14

4. Unleash potential!



Guiding Teaching Growth Plan

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Slide 15

5. Help Your Team Navigate Change



1. How do people feel in this zone?  
2. What action do you need to take as a leader?  
3. What's the key take away for this zone?  
4. How can you prepare for the next zone?

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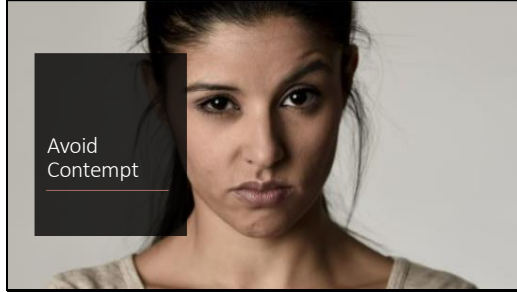
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Slide 16



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Slide 17

A Coaching Framework: Bringing out the Best in Staff

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart



From The Leadership Challenge by Kouzes and Posner

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Slide 18

**1. Model the Way**

Modeling means going first, living the behaviors you want others to adopt. Coaches lead from the front. People will believe not what they hear Coaches say but what they see coaches consistently do.



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### Model the Way

Key Coaching Practices:

- Cultivate Relationships, Teams and Camaraderie
- Lead with questions, not answers
- Engage in dialogue and debate, not coercion
- Conduct autopsies without blame
- Build "red flag" mechanisms



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### Model the Way


Cultivating Relationships

From the Board Room

to the Stand Up

to the Huddle

to the 1:1



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Slide 21

### The Concept



The job misery model gives managers a framework and tools to engage, motivate and retain employees by eliminating the three primary causes of job misery: Anonymity, irrelevance and immeasurement. At first, these three causes may seem obvious and easy to resolve. Yet, often remain unaddressed by even the most well-meaning managers. Those willing to make the commitment will enjoy a loyal, productive and enthusiastic workforce that will be a differentiator in today's competitive landscape.

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www.blanchard.com

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**The Job Misery Model**



**Anonymity**  
People cannot be fulfilled in their work if they are not known. All human beings need to be understood and appreciated for their unique qualities by someone in a position of authority.

**Irrelevance**  
Everyone needs to know that their job matters, to someone. Anyone. Without seeing a connection between the work and the satisfaction of another person or group of people, an employee simply will not find lasting fulfillment.

**Immeasurement**  
Employees need to be able to gauge their progress and level of contribution for themselves. They cannot be fulfilled in their work if their success depends on the opinions or whims of another person.

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Slide 23

**Model the Way**

Question: What is your organization doing to cultivate leadership at all levels?

What impact does your current choice have on developing your leader talent pool?



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Slide 24



**2. Inspire a Shared Vision**

People are motivated most not by fear or reward, but by ideas that capture their imagination.  
Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own.

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Slide 25

Inspire a Shared Vision

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Key Coaching Practices:

- The Soldiers Story
- Aggregation of Marginal Gains
- Residents First
- Culture Change



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Slide 26



**SUPER-VISION!**

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Slide 27

Soldiers Story

From The Leadership Challenge  
by Kouzes and Posner

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THE POWER OF INFORMATION  
TO DRIVE PERFORMANCE WHEN  
IT'S GIVEN TO THOSE PERFORMING

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Slide 28

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The first group of soldiers were told the exact distance they would march – 20 kilometers – and were regularly informed of their progress along the way.

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Group two soldiers were told only, "This is the long march you heard about."

No one knew exactly how far they would march, nor were they informed of their progress along the way.

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Slide 30

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Group three soldiers were told they would march 15 kilometers.

After marching 14 kilometers, they were told they had 6 more to go.

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The fourth group of soldiers were told they would march 25 kilometers.

After marching 14, they were told they had only 6 more to go.

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So how did they do?

Which group did the best, and suffered the least?

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Slide 33

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No surprise –  
Group one performed the best.

Knowing how far they were going and getting regular reports were the keys to achieving the highest ratings.

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Group three came in second.

When this group learned that they had farther to go they just pulled harder.

To some this was surprising.



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Group four finished third. Apparently, it's more of a letdown to think you have farther to go and then learn you have less, than to learn you have more.

It appears to take the spring out of your step.



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Slide 36

Information is powerful when shared

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When you have pertinent information, you perform better.

Data on your destination and your progress gives people a roadmap, a sense of direction, and feedback about where they are in their journey.



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Slide 37

### The Aggregation of Marginal Gains

Everyone looks for rapid, transformational gains but, improve anything by 1% each day for a year at the end of the year you'll be 37% better.

It's small habits and little choices that transform us and create change.

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Slide 38

### Driving Results



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Slide 39

### 3. Challenge the Process

Coaches thrive on and learn from adversity and difficult situations. They are early adopters of innovation.



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Slide 40

Challenge the Process

Key Coaching Practices:

- Positive Deviance



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Slide 41

Passion In Action



Jerry Sternin in 1990  
Marian Zeitzin  
65% of children under the age of 5  
were malnourished

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Slide 42

The first positive deviant!



Positive Deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges.

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What makes it work?

**Inside-out:** It seeks local solutions to local problems, looking to internal ideas instead of external leading practices.

**Upside-down:** It considers inputs from all levels of the organization's hierarchy.

**Backwards:** It focuses on what is working rather than on what is broken.



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Slide 44

Listen to this!



[https://www.youtube.com/watch?v=V1\\_Xu\\_VxnJ8](https://www.youtube.com/watch?v=V1_Xu_VxnJ8)

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Slide 45

What helps to  
create high  
performance?  
What makes it  
so?

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Slide 46

What stifles high performance?

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Slide 47

High Performers	Comparison of High & Low Performing QI Teams
QI Teams thrive on innovation and creativity	
Perseverance in trial and error	
Seeking fresh new approaches	
Seeking expertise beyond their setting	
Low Performers	
No encouragement for innovation	
Minimal use of problem-solving; less constructive	
Finger pointing was common place	
Difficulty Getting buy-in	

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### 4. Enable Others to Act

Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.

Key practices:  
KSA

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Slide 49

### Effectiveness of Continuing Education in Long Term Care

Based on a study from the Gerontologist, 2003

Findings:

- In frequently was there evidence that training was effective
- Only 10%-30% of training is transferred into practice
- Organizational systems affected the sustained application of knowledge and innovation!




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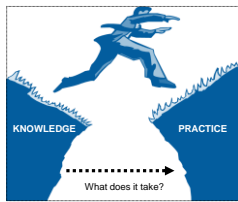
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Slide 50

### Transfer Knowledge into Practice




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 Knowledge	 Skill	 Behavior/Attitude
What information does staff need to know to attain the highest level of performance?	What skill is required to carry out the knowledge?	What behavior or attitude might prevent or keep staff from performing at the highest level?
Do they know?	Can they do it?	Are there issues?
<b>Information</b>	<b>Proficiency</b>	<b>Conduct</b>

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<b>Knowledge</b>
What information does staff need to know to attain the highest level of performance?
Do the know?
Information

How will you know that they know?

You will know that they know when they can:

Cite, Count, Define  
Identify, Indicate  
List, Name, Recognize, Select

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Slide 53



<b>Skill</b>
What skill is required to carry out the knowledge?
Can they do it?
Proficiency

How will you know that they can?

You'll know they can do it when they can:

Demonstrate, calculate, complete, contrast,  
interpret, solve, use, measure, predict

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Slide 54



<b>Behavior</b>
What behavior interferes with staff performing at the highest level?
What are the objections?
Objections

I don't have enough time

She never listens anyway

I'm afraid I'll screw it up!

It's not my job

I've got nothing to learn from her ...

I learned this in nursing school

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Slide 55

**5. Encourage the Heart**

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People act best of all when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers this with stories and passions of their own.

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Slide 56

**5 Languages of Appreciation**

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Tangible Gifts    Quality Time    Words of Affirmation    Physical Touch    Acts of Service



The 5 Love Languages, Dr. Chapman and Dr. White

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