



Skills for Coaching,
Precepting
and Work-based Learning

Objectives

Discuss the benefits of orienting worker to new role.

Discuss the responsibilities of Human Resources, preceptor and of staff in the orientation process.

Describe critical skills that employees need to quickly succeed in their new roles for continued success.

List 10 questions that serve to guide the learning process.

Complete a self-assessment regarding feelings toward coaching/precepting role.

Describe the themes, workplace impact and the implications for precepting/coaching of Baby Boomers, Generation X and the Net Generation.

Discuss the meaning of competency and the competency assessment process.

Discuss the preceptor's role in the competency assessment process.

Define work-based learning.

Benefits of a Comprehensive Learning Module

Ease the transition into the new role

Provides information integral to worker's immediate needs

Introduces worker to role-related goals, policies, procedures, customs, traditions

Relieves anxiety

Conveys expectations

Paints a precise picture of the unit and the institution as a whole.

Inspires the worker to have a good attitude about SSTAR and his/her new role

RESPONSIBILITIES

• New Employee or Current Employee Learning a New Job

Human Resources

Benefits
Position description
Performance Evaluation
Review expectations
Tour

Staff

- Introduce key personnel;
- Provide “on the spot” information
- Provide support
- Answer questions
- Be a “buddy”
- Help to show the new hire what SSTAR is all about

Preceptor/Coach

- Review/assess and validate competencies
- Introduce key personnel
- Orient to patient care procedures
- Orient to safety procedures
- Develop support network
- Provide Department Tour
- Facilitate the new hire to meet responsibilities of position
- Communicate regularly

Critical Skills for Employee Success

- 1. Goal Setting Skills**
- 2. Time Management Skills**
- 3. Knowledge Management Skills**
- 4. Team Player Skills**
- 5. Professional Image Skills**

Questions to Guide the Learning Process

Do we help them be successful with their learning ?

Do we make it easy for worker to get the information they need?

Do we provide feedback on their progress?

Do we show them how much they matter?

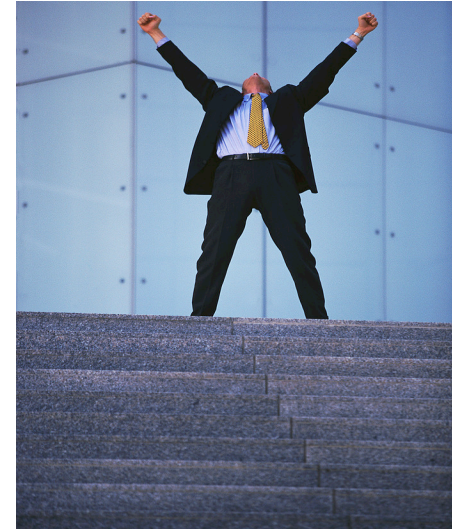
Do we inspire pride?

Do we connect them with the big picture?

Do we make our workers feel welcome?

Do we focus on the worker or the process?

Do we make learning interesting and interactive?



Definitions

Preceptee/coachee: Newly hired employee or a current employee learning a new role

Preceptor/Coach: Experienced member of the staff or peer who serves as a role model, facilitator and who provides support, guidance and direction to the worker during the learning process.

Preceptor/Coach Responsibilities

1. Serves as a clinical expert, role model, facilitator and in some cases direct supervisor of the worker. Coach may be a peer.
2. Jointly with the worker and supervisor plans patient assignments, and activities to meet the learning objectives as identified.
3. Encourages the worker to be increasingly self-directed and independent.
4. Shares experiences, skills and knowledge with the worker
5. Gives feedback to the worker about performance.
6. Observes the worker in new experiences.
7. Encourages the worker to be active in the learning process

Worker Responsibilities

1. Performs client care according to professional standards of care and policy and procedure.
2. Seeks supervision in an unfamiliar situation from the preceptor or supervisor.
3. Prioritizes specific learning needs.
4. Informs supervisor if unable to meet commitments due to illness or other reasons.
5. Comes to the unit on time and prepared to assume responsibility for care of clients.
6. Identifies and utilizes appropriate resources.
7. Evaluates own performance.

Principles of Adult Learning

- Adults are “producers” and “doers”. They learn by doing, want to be involved and are eager to participate in the learning process.
 - Adults demonstrate readiness to learn. They are oriented toward immediate problems and making immediate application.
 - Adults are autonomous, self-directed and are motivated within themselves.
 - Adults prefer situations that promote their self-esteem.
- Adults have different orientations to learning. Some adults find the learning process more difficult than others.
 - Adults like to have facilitative learning.
 - Adults have accumulated a foundation of life experiences and knowledge.
 - Adults are practical and problem-centered. They need opportunities to reflect upon incorrect knowledge so they can correct it themselves.

Critical Thinking

- Is an essential component of professional accountability and quality client care
- Fosters the generation of new ideas
- Enhances evidenced-base decision-making.
- Empowers one to increase the quality of care delivered and to thrive in a constantly transforming health care environment.

Critical Thinking Enables Workers to:

1. Analyze complex data about patients, make decisions about their problems and alternate possibilities that exist, evaluate each problem to rule it in or rule it out and decide on the most appropriate interventions considering the particular situation.
2. Understand the reason why a response is the best for the clinical situation.
3. To make appropriate decisions after considering multiple alternatives.

Strategies for Critical Thinking:

- Always challenge assumptions
- Just because a situation relates to a similar one does not mean that it is related
- Do not base a decision on the similarities of a situation.
- Always keep multiple hypotheses in mind until definitive data is obtained.
- Do not lose site of creative solutions

What is Competency?

Competency is a cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against standards, and that can be improved via training and development.

Competency considers the special needs and behaviors of specific age or population groups.

What is performance?

Performance is behavior in which a person consistently demonstrates in carrying out a standard, policy or process.

What is the purpose of competency assessment?

To assure that all employees are informed and competent regarding the knowledge, skills and abilities necessary to fulfill their role as delineated in their position descriptions.

When are competencies assessed?

1. Competency is assessed, validated, and documented:
2. During and at the completion of a learning period.
3. On an annual basis, as a component of performance evaluation and, by a preceptor or supervisor as appropriate

Competencies should:

- be based on position description
- address services, scopes of activity
- address age-specific/specific population and patient safety issues
- tie in with SSTAR's performance improvement goals and initiatives.
- be assessed, maintained, demonstrated and improved on an ongoing basis

Examples of Competencies:

Demonstrate De-escalation techniques

Demonstrate understanding of exclusion
criteria

Demonstrate understanding of the
characteristics of the potentially violent patient

Medication Administration

Emergency Codes

Veterans

Baby Boomers

Generational Diversity

Generation X

**Generation Y
“Nexters”**

For the first time in history the workforce includes four generations of employee.

Although these generations share common values and beliefs, they also exhibit differences stemming from the experience of their eras.

Gen Y:
1980-2000. A
more global
generation,
increase desire
to network

**Gen X: 1960-1980 Product of
work-driven Baby Boomers.
First to embrace computer and
Internet. Welcomed diversity.**

**Baby Boomers: 1946-1960. High value on youth,
health, personal gratification, material wealth.
Optimistic, believed their generation changed the
world.**

**The Veterans: 1922 to 1946. Strong traditional views of God, family
and country. Core values: respect for authority, loyalty, hard work
and dedication.**

Bettina Lankard Brown defines work-based learning as “representing the integration of workplace experiences and career and technical education (CTE) curriculum.” She states that work-based learning includes a range of activities that extend beyond traditional cooperative education such as job shadowing, internships and apprenticeships. (2003 ERIC Clearinghouse on Adult Career and Vocational Education.)

Smith and Betts (2000) describe 5 key educational criteria for effective work-based learning

- Explicit learning outcomes

- Formal assessment processes

- Identification and deliver of standards

- Application of appropriate quality assurance and enhancement processes

- Recognition through the awarding of credit or certification

The development of work-related skills is a major outcome of work-based learning.

It provides personal, educational and career-related benefits to learners as well as to employers

Work-based learning requires that employees that work in a facility that provides work-based learning must be willing to provide guidance, to have a positive attitude toward this concept, to serve as facilitators, to be effective mentors and to be a coach.

SSTAR has received a Robert Wood Johnson – Hitachi Foundation grant to create career paths for front-line workers through the innovative use of work-based learning strategies.

Thank you for your attention. It is a privilege for me to have spent time with you all today.