Coaching in CPD:
How can current tools work into e-portfolio coaching?

Jose Francois  MD MMedEd CCFP FCFP
Jim McLaren  BPT, MEd, PCC, Certified Executive Coach
Conflict of Interest Disclosure

José François MD MMedEd CCFP FCFP
• No personal receipt of Industry funding
• Not involved in any Industry funded research
• No participation on Industry supported advisory boards
• Directs a University CME Office which has received Industry funding for conferences it organizes

Jim McLaren BPT, MEd, PCC, Certified Executive Coach
• No personal receipt of Industry funding
• Not involved in any Industry funded research
• No participation on Industry supported advisory boards
• Employed as Mentorship Specialist with University of Manitoba Division of CPD
Objectives

At the end of this session participants will be able to:

• Describe what coaching is and is not
• Acquire some basic coaching skills
• Discuss benefits, opportunities, and challenges of integrating coaching in continuing professional development programming
• Illustrate how coaching might complement and improve the effectiveness of learning portfolios
Our experience with coaching

- Successful candidates are recommended for conditional licensure with the College of Physicians and Surgeons of Manitoba. As a condition of licensure, these physicians are required to have a year-long mentorship and continuing professional development program (IMG-MCE)

- Program has 2 components:
  - Mentorship
  - Clinical Enhancement

- First candidates of IMG-MCE Program started in 2008
Mentorship:

- Each participant is provided a mentor
- Mentees and Mentors initially meet weekly and progressively decrease the frequency to monthly meetings over the course of the year.
- Mentor’s responsibilities include:
  - Helping set short-term learning objectives and long-term career goals;
  - Helping the mentee understand the culture;
  - Recommending and/or creating learning opportunities;
  - Pointing out strengths and areas for development;
Clinical Enhancement:

- Personal continuing professional development plan
- 360 feedback
- Point of care learning and reflection activities
Feedback and Professional Development

What would happen for you if:

• You had someone who created a safe place to speak and really listened to what you had to say
• Helped you tap into your unique skills
• Assisted you to fully explore your options and choices
Exercise # 1 – Feed Forward

• Random dyad selection
• Pick one behaviour that you would like to change (it should be significant and capable of making a positive difference in your life)
• Describe the behaviour to your dyad partner
• Ask for feedback on two suggestions for the future that will achieve positive change (no feedback on the past)
• Listen attentively to what your dyad partner says
• Thank them
Exercise # 1 (continued)

• Ask the other person what they would like to change
• Say “You’re welcome” when they thank you for your suggestions
• Find another participant and repeat the process
Feedback on the Exercise

• Write down one word that best describes your reaction to your experience
• When asked, share your response to “This Exercise was………..” so it can be entered on the flip chart
• Share your thoughts in Plenary on applications for “Feed Forward”
Examples of Coaching in Practice

Case study # 1

- G is a talented family practitioner. Valued because of her potential and clinical competence she was recruited into a position of program leadership. After a short time senior administration felt she had more to offer. Specific areas with growth potential were in managing conflict and increased confidence in expressing opinions in group situations.
Examples of Coaching in Practice

Case Study # 2

• M was a specialist with a high reputation in a regional health authority. He was very successful in his clinical area and respected for his research and knowledge. At work, however, his colleagues found him brusque and demanding, he overloaded administrative staff and was seldom available to meet. He recognized that he managed time poorly and that it was important for him to improve interrelationships.
Portfolio

**Portfolio**: “a collection of evidence which demonstrates the continuing acquisition of skills, knowledge, attitudes, understanding and achievement. It is both retrospective and prospective as well as reflecting the current stage of development and activity of the individual”

Increasingly they are in electronic formats (e.g. RCPSC Mainport)
Functions of the portfolio

Potential benefits

- Reflective learning and practice
- Increases in self-awareness
- Personal development planning
- Links theory to practice
- Promotes self-esteem and confidence
- Encourage learner autonomy and self-direction
- Strengthens organisational skills

Sources: Challis (1999), Hartnell-Young & Morrisson (1999), Joyce (2005), Mathers et.al (1999)
Three crucial aspects for the effectiveness of portfolios

• Structure
• Coaching
• Assessment
Structure of a Learning Portfolio – what might be included?

- Teaching
  - Presentations
  - Personal Development Plan and Appraisal
- Self-assessment questionnaires
  - Audits
- Research
  - Job Description
  - In-Service Meetings
- Student Education
- Committee Meetings
- Clinical Supervision
- Feedback
  - Reflective Practice
- CV
  - Critiques
  - Journal Articles
- Course Certificates
- Additional Roles e.g. Mentor Coach
- Mandatory Training
What are the opportunities for integrating or supporting a learning portfolio & coaching in your organization?
Questions?