

# Coaching Vs Teaching - The — Importance Of Education In Optometric Practice

**C-100230**

# Lost at sea...

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Your team are in the mid atlantic on a luxury yacht, when a fire breaks out! The yacht is sinking and you have 5 minutes to survive.

You've managed to save 15 undamaged items to take on the life raft, which also has a box of matches., but you only have room for 5 items.

You have 5 minutes to decide which of the 5 items you need before the yacht sinks...



# Your items are:

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A sextant

A quantity of mosquito netting

A case of army rations

A floating seat cushion

A small transistor radio

A can of shark repellent

15 feet of nylon rope

An ocean fishing kit & pole

A shaving mirror

A 25 liter container of water

Maps of the Atlantic Ocean

A 10 liter can of oil/petrol mixture

20 square feet of opaque plastic Sheeting

One bottle of 160 proof rum

2 boxes of chocolate bars

## You have 5 minutes....

# The 5 most valuable

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1. Shaving Mirror
2. 10l can of Petrol
3. 25l of Water
4. Case of Army rations
5. 20ft Plastic Sheeting



# What did we learn from the game?

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Discussion points - In your groups consider the following questions:

- Did anyone in your group take control? Were they right?
- Did anyone suggest the right options but were overruled?
- Did anyone surprise you?



# How does this relate to Optometric Practice?

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We often work in multi-disciplinary teams, with variable skill sets, knowledge and experience.

It can often be difficult to see what people are capable of when everyone is focussed on doing their job.

This means we can often overlook the talent and ability within the practice, and miss opportunities to develop our colleagues. But also, we can often miss opportunities to improve the patient experience.

## **GOC Standards Of Behavior:**

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**5. Keep your knowledge and skills up to date**

**9. Ensure that supervision is undertaken appropriately and complies with the law**

**10. Work collaboratively with your colleagues in the interests of your patients**

**19. Be candid when things go wrong**

# Duty of Candour & Reflective Practice...

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“All healthcare professionals have a professional duty of candour – this is a professional responsibility to be open, honest and transparent with patients when things go wrong.”

<https://optical.org/en/standards-and-guidance/the-professional-duty-of-candour/>



# Duty of Candour & Reflective Practice...

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“Ensure that when things go wrong, you take account of your obligations to reflect and improve your practice”

“Outline what you will do, where possible, to prevent reoccurrence and improve future patient care”

<https://optical.org/en/standards-and-guidance/the-professional-duty-of-candour/>

# Duty of Candour & Reflective Practice...

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“Reflective practice is encouraged throughout a wide range of professions & increasingly so amongst healthcare professionals. Reflective practice enables individuals to review their own practice and has been identified as a method by which we can become effective, self-directed learners”

Samantha Davies (Locum General Practitioner) (2012) Embracing reflective practice, *Education for Primary Care*, 23:1, 9-12, DOI: [10.1080/14739879.2012.11494064](https://doi.org/10.1080/14739879.2012.11494064)

# Why is coaching & teaching important?

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## Discussion Points:

- What situations in practice present potential learning opportunities? How does this relate to our duty of candour?
- How do you identify training/educational needs in practice? How can you implement reflective practice?
- What is the difference between teaching and coaching? How does each approach differ?



# Coaching Vs Teaching...

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## What is teaching...

**“teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact”.**

# Coaching Vs Teaching...

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What is coaching?

**“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them”**

# Educational benefits...

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**“Good quality appraisals, having performance development plans and being able to undertake training and development opportunities were shown to be linked with higher levels of engagement. One important caveat was that a poor appraisal may be linked to lower levels of engagement than having no appraisal at all.”**

[https://www.researchgate.net/profile/Luke-Fletcher-5/publication/280234623\\_NIHR\\_Staff\\_Engagement\\_in\\_the\\_NHS\\_Review\\_of\\_Practitioner\\_Studies\\_of\\_Engagement/links/55ae5c0408ae98e661a6e2cf/NIHR-Staff-Engagement-in-the-NHS-Review-of-Practitioner-Studies-of-Engagement.pdf](https://www.researchgate.net/profile/Luke-Fletcher-5/publication/280234623_NIHR_Staff_Engagement_in_the_NHS_Review_of_Practitioner_Studies_of_Engagement/links/55ae5c0408ae98e661a6e2cf/NIHR-Staff-Engagement-in-the-NHS-Review-of-Practitioner-Studies-of-Engagement.pdf)

# Educational benefits...

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“Engagement can be enhanced when employees can see how they can add value to the organisation through their skills and performance. Therefore, performance management and training practices can help engage employees because they provide motivational targets, clarify performance expectations and standards, and encourage self-awareness and improvement. Therefore these practices can be harnessed to foster engagement.”

[https://www.researchgate.net/profile/Luke-Fletcher-5/publication/280234623\\_NIHR\\_Staff\\_Engagement\\_in\\_the\\_NHS\\_Review\\_of\\_Practitioner\\_Studies\\_of\\_Engagement/links/55ae5c0408ae98e661a6e2cf/NIHR-Staff-Engagement-in-the-NHS-Review-of-Practitioner-Studies-of-Engagement.pdf](https://www.researchgate.net/profile/Luke-Fletcher-5/publication/280234623_NIHR_Staff_Engagement_in_the_NHS_Review_of_Practitioner_Studies_of_Engagement/links/55ae5c0408ae98e661a6e2cf/NIHR-Staff-Engagement-in-the-NHS-Review-of-Practitioner-Studies-of-Engagement.pdf)

# Education is...

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“Education is not the learning of facts, but the training of the mind to think”

“Everybody is a genius, but if you judge a fish by its ability to climb a tree it will live its whole life believing it’s stupid”

“Education is what remains after one has forgotten what one learned at school”

“Imagination is more important than knowledge”

**Albert Einstein 1879 -1955**





# Conducting the appraisal....

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## Discussion points:

- What structure should you implement in an appraisal?
- How do you assess the education/training/development needs of the employee?
- How can you implement teaching and coaching following on from the appraisal?



# The appraisal and follow up...

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Opportunities:

Relationships: Build/Repair

Develop: Skills/Knowledge

Engage: Retain/Improve



# The appraisal and follow up...

## — Personal Goals vs Practice Goals



# Personal Goals vs Practice Goals

— What does the practice *need* to achieve?



What does the employee *want* to achieve?

# Personal Goals vs Practice Goals

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## Mutually beneficial:

- Practice performance
- Patient satisfaction
- Personal growth
- Staff retention
- Succession planning



**“Success isn’t always about greatness. It’s about — consistency. Consistent hard work leads to success. Greatness will come.”**



**Dwayne “The Rock” Johnson**

# Consistency is the key to success...

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## Discussion points:

- How do you plan to achieve these goals?
- How do you ensure you stay on target?



# Education NEVER stops -

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- Avoid short term goals
- Career development is the key
- We aim to build loyalty from our patients so we should aim to do the same with our team
  - Commitment - don't break promises
- Educate, Engage, Develop & reap the benefits



— “Chance favours the  
prepared mind”

Louis Pasteur 1822-1895

