

# How coaching plays a role in leadership development for healthcare professionals



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## INTRODUCTION

- Evidence-based practice is necessary for safe and effective clinical care; however, the extent to which it is incorporated remains inconsistent.
- In healthcare, leadership is critical in the implementation of evidence-based practice.
- Although coaching has become a popular method for leadership development, the evidence has not been synthesized and it is unclear how coaching can develop leadership in healthcare professionals.

## PURPOSE

This study aims to understand the role of coaching in leadership development for healthcare professionals

*This study will inform the development and implementation of leadership intervention in a larger study titled "Building an international China/Canada research program in leadership and implementation science for pediatric pain management".*

## METHODS

Systematic review

- ELIGIBILITY CRITERIA:**
  - Health care
  - Coaching
  - Leadership development
  - Full-text
- INFORMATION SOURCES** → Records identified through database searching – MEDLINE (OVID) & EMBASE (OVID) 1946 to 2017/11/07
- SEARCH** → Records were determined through searching of key terms, results were double checked with University of Ottawa librarian.
  - Leadership, Mentor, Mentoring, Coach, Coaching
- STUDY SELECTION** → Records screened (n = 604). Titles and abstracts were screened, and full text studies were reviewed for inclusion/exclusion using Endnote reference management software. Selection results were verified by supervisor.
- DATA COLLECTION** → Data items (e.g., demographics, research design) were extracted using standardized forms.
- DATA ANALYSIS** → Content analysis using NVIVO qualitative analysis software.

## RESULTS – FINDINGS

### DEMOGRAPHIC ARTICLES

COUNTRY	SETTING	SAMPLE	DESIGN
UK / Ireland (n=4)	Hospital (n=5)	Managers/leaders in clinical settings (n=9)	Qualitative (n=5)
USA (n=3)	University (n=2)	Managers/leaders in non-clinical settings (n=2)	Mixed methods (n=4)
Australia / New Zealand (n=2)	Trusts (n=1)	Managers/leaders in a mix of clinical and non-clinical settings (n=1)	Cross-sectional (n=2)
Netherlands / Norway (n=2)	Community (n=1)		Quasi-experimental (n=1)
Malta (n=1)	Other specified (n=3)		

### COACHING

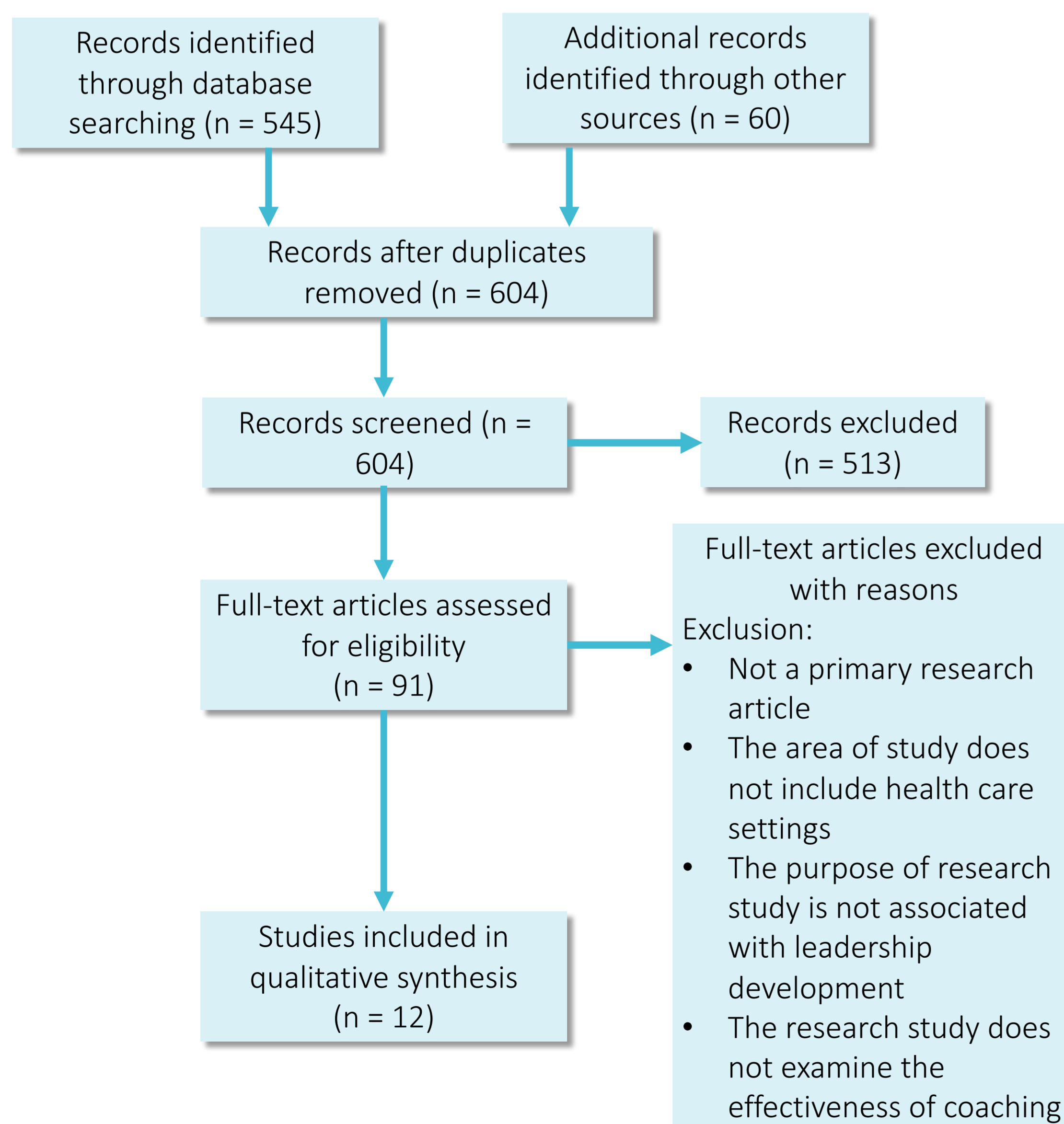


## CONCLUSION

- Major coaching theories used among the research studies include philosophy of positive psychology, action learning, executive coaching, and collegial coaching. The most common coaching theories applied is action learning.
- The most frequently adopted coaching strategies is feedback & evaluation.
- Most of the research studies (n=11) reported a substantial impact of coaching on leadership development.
- Areas of improvement for coaching interventions include awareness of the facilitating and guidance role of the coach in the coaching process, as well as maintaining an active role of the individuals who are being coached.
- Findings of this study will contribute to the development of interventions for building leadership capacity among healthcare professionals.



## RESULTS – SCREENING



PRISM 2009 FLOW DIAGRAM

## COACHING THEORIES

- ACTION LEARNING (n=7)<sup>2,3,4,5,7,8,9</sup>:** 'reflection on action while in action', problem-focused training, goal-focused process where action is required to move forward
- COLLEGIAL COACHING (n=1)<sup>12</sup>:** teachers helping each other to refine their teaching practices, increase professional dialogue, etc.
- EXECUTIVE COACHING (n=1)<sup>10</sup>:** interdisciplinary coleadership, to help coleaders jointly and effectively manage a program, increase communication, promote honest feedback
- PHILOSOPHY OF POSITIVE PSYCHOLOGY (n=1)<sup>1</sup>:** to support reflective exploration of personal meaning and aspirations, explore individuals' needs and core values as guiding markers for decision-making

## COACHING STRATEGIES

- FEEDBACK & EVALUATION (n=8)<sup>2,3,5,8,9,10,11,12</sup>:** situational written feedback from coach, 360° feedback, observation of classroom teaching with constructive feedback
- GROUP DISCUSSION SESSIONS (n=4)<sup>1,4,5,6</sup>:** focused group discussions, peer triad coaching, discussions about real work situations
- ONE-ON-ONE COACHING INDIVIDUALIZED SESSIONS (n=5)<sup>1,4,5,6,12</sup>:** face-to-face and telephone mentoring meetings
- REFLECTION (n=5)<sup>2,5,6,8,12</sup>:** reflection questionnaires and tailored feedback, case discussions
- WORKSHOPS (n=4)<sup>3,5,7,9</sup>:** educational sessions, face-to-face workshops and coaches and coachees

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