

# Rostering Coaching Guide

Right People, Right Skills, Right Place



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# Coaching guide

Below are some tips to guide you to structure your coaching to ensure both parties achieve their goals.

## The purpose of a coaching session

Coaching is a method to support others to achieve more than they may be capable of alone. The purpose of coaching is to empower others to explore situations and develop solutions to improve them.

## Your role as a coach

Your role as a coach is simply to ask questions so the staff member is able to gain a better understanding of what is occurring for them. With this awareness, you, as the coach, can then facilitate a discussion to support the staff member to identify potential solutions, consider possible outcomes and develop an [action plan](#).

You can share your knowledge and experiences where you feel this would support the staff member to better understand their situation, but you should refrain from telling the staff member what to do. It is important the staff member arrives at these conclusions themselves.

As a coach you must ensure the staff member is not threatened in any way as this will prohibit their ability to fully explore possibilities. Above all else, please, never judge a staff member you are coaching.

## The role of the staff member

It is important the staff member prepares for the session as per any instructions in the meeting invite.

The staff member's role is to be open to exploring their current situation and to considering opportunities to implement actions and continuously improve.

The staff member is encouraged to be honest and willing to consider alternate ways of working so they can achieve their goal.

The staff member is required to participate in the coaching discussions, complete the assigned workbook and follow up on agreed action plans prior to the follow up session/s.

## The coaching environment

It is important the coaching environment is familiar to the staff member and that they have access to resources they may need to interact with throughout the session. Scenario based discussions can be useful to contextualize and prompt thinking.

Effective coaching requires a psychologically safe environment where both parties feel free to speak openly and honestly without fear of negative repercussions.

It would be inappropriate and counterproductive for any comment that was made as part of a coaching session to be reported back for any reason other than to support the staff member's continued development and/or continuous improvement.

If however you become aware of issues that are impacting rostering outcomes, you should follow the relevant process to address these whilst protecting the staff member's privacy.

The only exception to this would be if any comment was ill intended or posed a threat to either party or other staff members.

## What is a limiting belief

A limiting belief is a belief that prevents or inhibits performance. We may or may not be aware of them. The good news is, that by identifying limiting beliefs, we are able to address and overcome them to improve performance. The bad news is, that accepting a limiting belief will make it true. The difficulty is, often we are not even aware we have them.

Common limiting beliefs are:

- I don't have enough time
- My staff won't like it if I ...
- I already do my best, I can't try any harder
- I can't change it, so there's not really much point in trying
- I tried to change in the past and it didn't work, so that will probably happen again
- The way I do this works so there's no need to change it
- This is how I have always done it and it works fine.

When coaching, ask the staff member to consider what their limiting beliefs might be and to challenge each one by asking *'is this reality or could this be a limiting belief?'*

## Active listening techniques

Active listening is about understanding. It is **not** simply hearing. It is **not** simply gathering information.

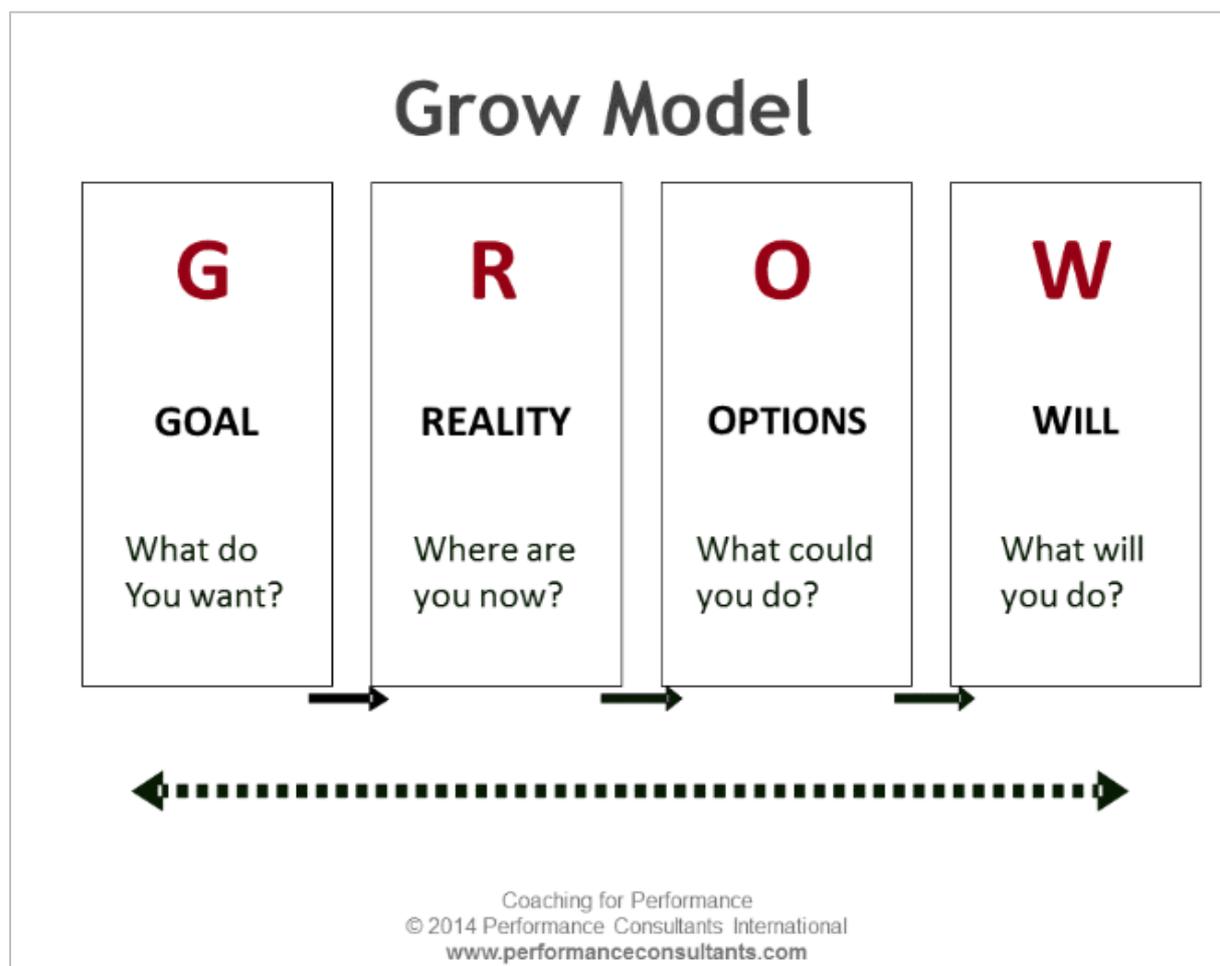
To listen actively, it is important you:

- Face the staff member and maintain eye contact
- Begin by asking open questions (eg what, why, when, who, how)
- Pay attention
- Take notice of non-verbal cues to aid understanding
- Allow the staff member to finish what they are saying without interruption
- Probe responses to gain more specific understanding when required
- Paraphrase what you have heard to clarify your understanding
- Recognise positive rostering practices.

## The GROW coaching model

The GROW coaching model is a simple approach to coaching that allows both parties to gain greater awareness and develop creative solutions to achieve continuous improvement.

You can learn more about the GROW model by selecting the link [here](#).



<https://www.performanceconsultants.com/grow-model>

## Structure of a coaching session

Below is a guide to how to structure a coaching session using the GROW model.

### SESSION ONE

#### Set up

- Build rapport
- Encourage open participation
- Explain the purpose of the coaching session
- Outline the role of both the coach and the staff member
- Ask the staff member what they hope to gain from participating in the coaching sessions (G)

#### Coaching

- Explain what an aim statement is
- Support the staff member to come up with their own aim statement and record it in their [Action Plan](#) (see below) (G)
- Ask the staff member to explain what is occurring with their rostering practice at the moment (R)
- Examine key metrics referring to the summary (R)
- Ask the staff member to explain their understanding of the data (R)
- Explore the rostering process flowchart and ask the staff member to identify up to three potential areas for improvement (R)
- Ask the staff member to develop an [Action Plan](#) of up to three actions they will complete prior to the next session (see below) (W)
- Ask the staff member to identify how they will know if they have achieved their goal and record this in their action plan with any metrics to be reviewed.

## SUBSEQUENT SESSIONS

### Coaching

- Review the Aim Statement in the [Action Plan](#) and ask the staff member to report back on their progress
- Support the staff member to review their Aim statement in their Action Plan (see below) and update if required Action Plan (G)
- Ask the staff member to explain what , if anything, has changed with their rostering practice (R)
- Examine key metrics referring listed in the [Action Plan](#) previously (R)
- Ask the staff member to explain their understanding of the data (R)
- Explore the rostering process flowchart and ask the staff member to identify up to three potential areas for improvement (these may be a continuation from the previous session) (R)
- Ask the staff member to update their [Action Plan](#) (see below) to reflect the three actions they will complete prior to the next session (W)

Ask the staff member to identify how they will know if they have achieved their goal and record this in their action plan with any metrics to be reviewed.

# Action planning

Here are some tips on how continuous improvement and innovation can be achieved and sustained, whether you're new to the concept or have taken part in similar activities in the past.

## Aim statements

Develop your own Aim statement to be clear about your goals.

When developing your Aim statement, check to see if it:

- provides an explicit summary of what success looks like
- is unambiguous...clear, specific, numerical and measurable
- drills down to an outcome (where possible).

To begin this, first consider if you have any limiting beliefs.

## Limiting beliefs

A limiting belief is one that prevents or inhibits us from achieving our goals. By identifying our limiting beliefs, we can address and overcome them to improve performance. The difficulty is that we often don't realise we have them.

Common limiting beliefs are:

- I don't have enough time
- My staff won't like it if I ...
- I already do my best, I can't try any harder
- I can't change it, so there's not really much point in trying
- I tried to change in the past and it didn't work, so that will probably happen again
- The way I do this works so there's no need to change it
- This is how I have always done it and it works fine

Accepting a limiting belief will make it true for you, so try to identify any you may have before you develop your aim statement. If you have a goal you would like to achieve, but find a barrier preventing you from achieving the goal, ask yourself *'is this reality or could this be a limiting belief?'*

Here's an example of an AIM statement:

**Our unit will have reduced our excessive annual leave liability by 15% in three months from today's date.**

Record your own Aim statement for your roster here.

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Now fill out your own action plan using the template below.

**Plan-What will happen if we try something different?**

P: What is our objective in this cycle?

Date:

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P: What questions do we want to ask and what are our predictions?

Date:

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P: Who will carry this out? (Who? When? How? Where?)

Date:

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**Do-Let's try it!**

D: Carry out your plan

Date:

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D: Document any problems

Date:

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D: Begin data analysis

Date:

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**Study-Did it work?**

S: Complete data analysis

Date:

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S: Compare results to your predictions

Date:

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S: Summarise your results

Date:

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**Act-What's Next?**

A: Ready to implement?

Date:

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A: Try something else?

Date:

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A: Next cycle?

Date:

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Be the change you seek.

Please visit the Rostering Portal for all you need to optimise rostering.  
Feel free to get in contact so we can explore ways we can work together.  
email [MOH-Rosteringportal@health.nsw.gov.au](mailto:MOH-Rosteringportal@health.nsw.gov.au).