## Coaching for Competency Across the Curriculum

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Agenda for Small Group Workshop:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lead facilitator</th>
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<tbody>
<tr>
<td>00-00:10</td>
<td>Introductions</td>
<td>Hauer</td>
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<tr>
<td>00:10-00:35</td>
<td>Positive psychology in coaching</td>
<td>Li</td>
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<tr>
<td>00:35-01:00</td>
<td>The R2C2 model for discussing feedback in a coaching relationship</td>
<td>Hauer</td>
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<td>01:00-01:30</td>
<td>Conducting a coaching conversation to promote change</td>
<td>Thomas</td>
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<td>01:30-1:45</td>
<td>Wrap up</td>
<td>All</td>
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Total time = 1 hour, 45 minutes
The R2C2 Model: Coaching for Change

The R2C2 Model1

R1: RAPPORT/RELATIONSHIP-BUILDING – every time, not just in a first meeting
1. Recognize and celebrate successes
   • First of all, congratulations on completing (x)! What’s been going well for you in school/residency? Out of school/residency?
2. Invite learner’s perspective
   • I’m interested in hearing more about your experience. What do you hope to get out of this meeting?
3. Confirm, empathize, show respect, build trust, validate their experience/feelings

R2: REACTIONS*
*Negative reactions/ surprises tend to be more common with: Subjective data (multisource feedback); Comparative data (scores are lower than group mean); Dissonant data (learner is not doing as well as s/he thought)
1. Ask for and appreciate the learner’s reaction, support the expression of negative reactions*
   • What were your initial reactions? What surprised you about this evaluation?
   • I can see that this would be surprising/upsetting; other learners/I have felt the same way
2. Explore the reasons for these reactions
   • How does this evaluation compare with others you have received/how you think you were doing?
   • After reflecting on this, did you discover anything new?
3. Validate their experience, but not necessarily the legitimacy/quality of the feedback

C1: CONTENT
1. Clarify objective facts and details
   • Let’s look at exactly what was said. Was there anything in the report that didn’t make sense to you? Anything you’re unclear about? Anything that rings true for you?
   • Do you remember these examples? What do you remember about them?
2. Identify patterns/areas of focus
   • Anything you think is something to focus on? Anything here you have heard before?

C2: COACH
1. General principles:
   • Define the goal(s) together
     o If there were just one thing that you would like to target for immediate action, what would it be?
     o What action might you have to take? By the end of the next clerkship—what you would like to see changed?
   • Share accountability
     o Who/what might help you with this change? What might get in the way? How can I help?
   • Explicit plan for re-evaluation/monitoring over time/next steps
     o How will you know if things are going well? When should we check in again?