

Evidence Brief: Building a learning and coaching culture

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Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

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- [Complete Evidence Brief list – link for External staff](#)

Key publications – the big picture

[NHS Long Term Workforce Plan](#)

NHS England, 2023

The first comprehensive workforce plan for the NHS, putting staffing on a sustainable footing and improving patient care. It focuses on retaining existing talent and making the best use of new technology alongside the biggest recruitment drive in health service history.

[Coaching Skills Code of Practice](#)

Health Education England, 2022

The time of NHS colleagues is a scarce resource. To justify the investment of time, coaching must add value in terms of enhancing the motivation, performance or retention of NHS staff.

[Just and learning culture charter](#)

NHS Resolution

Our Just and learning culture charter has been developed as a resource to support the creation of a person-centred workplace that is compassionate, safe and fair when care in the NHS goes wrong. It evolved out of our first [Being fair](#) publication in 2019 and features in our [Being fair 2](#) report.

[NHS Long Term Plan](#)

NHS England, 2019

As medicine advances, health needs change and society develops, the NHS has to continually move forward so that in 10 years time we have a service fit for the future. The NHS Long Term Plan is drawn up by frontline staff, patients groups, and national experts to be ambitious but realistic.

[A just culture guide](#)

NHS England

The fair treatment of staff supports a culture of fairness, openness and learning in the NHS by making staff feel confident to speak up when things go wrong, rather than fearing blame.

[Freedom to speak up national policy, guidance and planning tool](#)

NHS England

We have published a new and updated national [Freedom to speak up policy for the NHS](#), which is applicable to primary care, secondary care and integrated care systems. It focuses on the importance of inclusive and consistent speaking up arrangements and driving learning through listening.

[We are always learning](#)

NHS England

We want to support you with your ongoing development of the knowledge, skills and behaviours that will create an NHS where opportunities for learning and developing are plentiful, and we are all supported to reach our potential. We want to make sure that all our NHS people have equal access to learning and developing opportunities. We believe that such a workplace would attract, develop and retain talented people from all backgrounds.

[New strategy to improve healthcare learning](#)

Health Education England, 2022

A new strategy for the east of England will help ensure learners benefit from clinical learning placements that link theory to practice and enable current professionals to pass on their knowledge and experience.

[Digital Learning Solutions](#)

NHS Digital

The Digital Learning Solutions team provide a range of tools and products that assist organisations to design, develop and distribute online learning.

Case Studies

[Developing a Workplace-Based Learning Culture in the NHS: Aspirations and Challenges](#)

Publication date: 2020

This case study examines the delivery of postgraduate medical education in the workplace. Semi-structured interviews were conducted with 6 lead educators in the Medical Division of a North West NHS Trust to glean their insights into what works and what needs to change.

[An evaluation of social learning and learner outcomes in a massive open online course \(MOOC\): a healthcare sector case study](#)

Publication date: 2020

We conclude that a more nuanced theorization to take account of personal and professional workplace context is necessary to explain how learners regulate their engagement with social media tools and the effect of social technologies for sustained social learning in HRD interventions.

The Star for workforce redesign

More resources and tools are available if you search for “learning organisation” in [the Star](#)

Published Peer Reviewed Research

Developing a learning culture

[Nursing, midwifery, and allied health professions research capacities and cultures: a survey of staff within a university and acute healthcare organisation](#)

Publication date: 2023

Key support needs identified included mentorship (for teams and individuals) and in-service training. Open-ended questions generated main themes of ‘Employment & staffing’, ‘Professional services support’, ‘Clinical & academic management’, ‘Training & development’, ‘Partnerships’ and ‘Operating principles’. Two cross-cutting themes described issues common to multiple main themes: ‘Adequate working time for research’ and ‘Participating in research as an individual learning journey’.

[Culture of Interdisciplinary Collaboration in Nursing Research Training](#)

Publication date: 2022

The goal of this project is to develop, validate, and disseminate a theoretically grounded and methodologically rigorous tool for cultural consensus analysis of the culture of interdisciplinary collaboration in nursing research.

[Developing an Evidence-Based Nursing Culture in Nursing Homes: An Action Research Study](#)

Publication date: 2022

Integrating EBN into daily practice in creative and motivating ways contributes to the development of an EBN culture in nursing homes. To facilitate this, managers should support teams in the process and content of EBN, and internal facilitators should collaborate with driving forces on the teams.

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[Ten years on: a mirror in which to practice – using action learning to change end-of-life care](#)

Publication date: 2022

Action learning was alien to the participants due to their tendency towards certainty and expert knowledge.

[Reverse Mentoring and Intergenerational Learning in Nursing](#)

Publication date: 2022

Reverse mentoring helps to enhance the quality of education, practice-outcomes and employee development. It should be adopted for a multigenerational workforce to promote diversity, keep employees technically competent and updated in ever changing nursing profession. Presently, the COVID-19 pandemic has given rise to an urgent need for technical competency and knowledge sharing among the diverse multigenerational nursing workforce. Therefore, a reverse-mentoring strategy is proposed as a sustainable cost-effective intergenerational knowledgesharing tool for the current era of economic crisis.

['What is this about? Let's play this out': the experience of integrating primary health care registered nurses with school learning and support teams](#)

Publication date: 2022

We found that defining the role and working across systems were challenges to program implementation, whereas a collaborative culture, relationship building and flexibility in work processes facilitated the integration of nurses into the school teams. We recommend others embarking on similar initiatives involve key stakeholders early in service development, understand each other's systems and processes, and provide clarity about the new role, but plan to adapt the role to fit the context.

[Education for integrated working: A qualitative research study exploring and contextualizing how practitioners learn in practice](#)

Publication date: 2021

The findings highlight that the learning climate is highly dependent on the leadership ethos in the practice context, which influences the allocation of time and resources for training and clinical supervision. Whilst formal education and training has an important role to play in fostering integrated working, informal learning is pivotal to successful integration and potentially has greater impact making it worthy of further study.

[Evaluation of Learning Teams Versus Root Cause Analysis for Incident Investigation in a Large United Kingdom National Health Service Hospital](#)

Publication date: 2021

We observed that learning team investigations that targeted process-focused problems generated more actions and a higher number of system-focused actions. There is a difference in culture created during learning team investigations. Although learning teams are not suitable for all investigations, they represent a readily reproducible and valuable addition to the investigative toolkit.

[Can we improve the learning environment in O&G using novel methodologies?](#)

Publication date: 2021

This methodology can provide the structure to identify and develop system-wide interventions to improve workplace behaviours and enhance training and learning.

[COVID-19 and maternity care in South East London: shared working and learning initiative](#)

Publication date: 2021

Through informal conversations and networks, the clinicians highlighted in the first wave the need for a forum for clinical discussion. Using our existing South East London Local Maternity System and the evolving Maternal Medicine Networks

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alliance, we initiated a sharing and learning platform to support clinical decision-making for all maternity health professionals during the pandemic.

[PROMPT Wales project: national scaling of an evidence-based intervention to improve safety and training in maternity](#)

Publication date: 2021

In this national scaling project, our scaling methodology led to the successful implementation of PROMPT across all health boards in Wales. Additionally, we demonstrated reduced variation in adoption, reach, timescale and intervention fidelity between maternity units with varying readiness for change, which had been difficult in two previous large-scale PROMPT implementation projects.

[A community of practice In a midwifery led unit. How the culture and environment shape the learning experience of student midwives](#)

Publication date: 2020

Positive, committed and autonomous midwives make for a nurturing working environment and may therefore enhance the experience of birthing women. Midwives need to be able to work in an environment and community of practice which mirrors their own philosophy of care to promote professional wellbeing, and to develop the expert knowledge and skill in that area of practice over time.

Developing a coaching culture

[It Takes a Village: Optimal Graduate Medical Education Requires a Deliberately Developmental Organization](#)

Publication date: 2023

Coaching is proposed as a means of improving the learning culture of medicine. By fostering trusting teacher-learner relationships, learners are encouraged to embrace feedback and

make the most of failure. This paper posits that a cultural shift is necessary to fully harness the potential of coaching in graduate medical education.

[Coaching in nursing: An integrative literature review](#)

Publication date: 2023

The benefits of coaching in nursing extend beyond the leadership level and there is opportunity to extend the operationalisation of coaching practice and coaching training within the discipline of nursing. This integrative review explains how coaching has been utilised in nursing to be a valuable tool in developing nurse leaders and clinical staff.

[We don't see colour!" How executive coaching can help leaders to create inclusive corporate cultures by acknowledging structural racism in its ecosystem](#)

Publication date: 2023

This year-long qualitative study responds to a gap in coaching literature which is currently silent on the impact of systemic racism on coaching practice. In this paper we focus on the views and experiences of coaches who identify as “Black,” “Indigenous,” or “Persons of Color” (BIPOC).

[Building a Coaching Culture—The Roles of Coaches, Mentors, and Sponsors](#)

Publication date: 2021

In this article, we provide an overview of the interrelated processes of coaching, mentoring, and sponsorship, which we consider to be essential elements in the development of all public health leaders throughout their careers.

[Expanding the landscape of opportunity: Professional societies support early-career researchers through community programming and peer coaching](#)

Publication date: 2021

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We describe the unique and supportive role of senior women scientists united through a professional society in initiating peer coaching circles to facilitate the success of a diverse cohort of early-career women scientists.

[Identifying optimal program structure, motivations for and barriers to peer coaching participation for surgeons in practice: a qualitative synthesis](#)

Publication date: 2021

Peer coaching to refine or acquire new skills addresses many shortcomings of traditional, didactic learning modalities. This study revealed key aspects of optimal program structure, motivations and barriers to coaching which can be used to inform the design of successful peer coaching programs in the future.

[Coaching skills for recovery a decade of providing coaching skills for recovery training at a healthcare NHS foundation trust](#)

Publication date: 2021

Evidence from staff/clients and the purpose of the paper shows that when you step back it allows the individual patients/staff to allow the brain to process to create to come up with their solutions, which then helps them to buy into the process and creates ownership.

[To what extent does the use of a coaching-based style of student supervision in clinical practice impact experiences of placements for staff and students: A state-of-the-art literature review](#)

Publication date: 2021

The use of a coaching style of student supervision is widely beneficial to nursing culture. The enhanced quality of the working relationship between staff and students serves to create more autonomous, critical, and skilled staff nurses in the future.

[Coaching skills for recovery a decade of providing coaching skills for recovery training at a healthcare NHS foundation trust](#)

Publication date: 2021

The purpose of this paper is to outline a journey of the conception of a new approach to health that was already established in the corporate and business world, but at the start was relatively untried in mental and physical health. This article will endeavour to outline the plotted history, how it was developed, the outcomes, what was learnt and where we are now. It will also hopefully inspire other trusts to try this approach and in examining the process, build on the momentum while gleaning from what has been learnt.

[Toward a Change in Our Work in Surgery: Collaborative Work, Coaching, and Teamwork](#)

Publication date: 2021

Working on relationship building conversations generates a systemic view that allows the creation of a communication context that facilitates collaborative work. They are all key skills to achieve a collaborative culture on work.

[Creating a coaching culture through reflective practice to reduce organisational blame culture](#)

Publication date: 2020

This paper draws on the use of reflective practice interventions with senior managers and the extent to which reflective practice has enabled participants to contribute to the development of a coaching culture within their organisations. Results came from a hermeneutic study exploring the use of reflective practice with practitioners who had all completed a part time professional degree programme.

[Coaching and mentoring: an overview for trainers in psychiatry](#)

Publication date: 2020

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This article summarises some of the basic principles and practices of coaching and mentoring, with a focus on useful knowledge for psychiatric trainers. It describes some of the qualities and skills needed in a coach or mentor; the use of questioning techniques and models; and how the coach or mentor needs an awareness of the importance of the contract in the coaching and mentoring relationship, of the role of coaching or mentoring supervision, and of the ability to evaluate coaching or mentoring. It also discusses some of the organisational context, challenges and opportunities of embedding coaching and mentoring more deeply into the work culture.

['Thinking like a nurse'. Changing the culture of nursing students' clinical learning: Implementing collaborative learning in practice](#)

Publication date: 2020

We conclude that Collaborative Learning in Practice utilising models of coaching and peer support, offers benefits to students who are exposed to the reality of nursing practice from the beginning of their placement experiences, enabling them greater responsibility and peer support than under normal mentoring arrangements. Furthermore, there are benefits to the registrants because the burdens of supervising students are spread more widely. This is timely given the review of Nursing and Midwifery Council standards for programmes and student support and the need to increase placement capacity as a response to global nursing shortages.

[The impact of patient safety culture and the leader coaching behaviour of nurses on the intention to report errors: a cross-sectional survey](#)

Publication date: 2020

There is growing interest in examining the factors affecting the reporting of errors by nurses. However, little research has been conducted into the effects of perceived patient safety culture and leader coaching of nurses on the intention to report errors.

[Design and delivery of a pilot communication skills workshop with focus on coaching skills for supervisors at homerton university hospital, London](#)

Publication date: 2020

Our experience highlights some of the difficulty faced by supervisors when communicating with trainees. Coaching as a communication tool may be especially pertinent when managing the uncertainty faced during this pandemic.

[Surgeon Coaching: Why and How](#)

Publication date: 2020

High-performance surgeons engage in coaching to maintain or amplify that passion for performance improvement in anything and everything. It does not matter whether you are seeking coaching for juggling the many priorities in your life and practice; dealing with difficult outcomes, litigation, or personal stress; refining a technique or skill; addressing burnout; climbing to the next level of your career; training for or sustaining the marathon of a surgical career; implementing incremental steps or changes; or practicing wellness in your own way. Any way you look at it, coaching and coaching skills can be a positive influence and an avenue to even greater success for surgeons in their life and career.

Learning organisations, and organisational learning

[Exploring the impact of safety culture on incident reporting: Lessons learned from machine learning analysis of NHS England staff survey and incident data](#)

Publication date: 2023

The results demonstrated different behaviours in predicting different incident reporting classes. The findings facilitate lessons learned from staff surveys and incident reporting data in NHS

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England. Consequently, the findings can contribute to improving the safety culture in hospitals.

[Roadmap for embedding health equity research into learning health systems](#)

Publication date: 2023

Achieving health equity is vital to fulfil the quadruple aim for optimal healthcare system performance. Traditionally, academic medicine and healthcare systems have focused their efforts on addressing health inequities with an emphasis on improving workforce diversity. Although this approach is an important requisite, a diverse workforce alone is not sufficient; rather holistic health equity should be established as the anchoring principal mission of all academic medical centres, residing at the intersection of clinical care, education, research and community.

[Training the next generation of learning health system scientists](#)

Publication date: 2022

Four years into this novel training program, there is evidence of scholars' accomplishments, both in traditional academic terms and in terms of moving along career trajectories that hold the potential to lead and accelerate transformational health system change. Future LHS training efforts should focus on sustainability, including organizational support for scholar activities.

[A framework for understanding, designing, developing and evaluating learning health systems](#)

Publication date: 2022

A Learning Health System is not a technical project. It is the evolution of an existing health system into one capable of learning from every patient. This paper outlines a recently published framework intended to aid the understanding, design, development and evaluation of Learning Health Systems.

[Recommendations related to occupational infection prevention and control training to protect healthcare workers from infectious diseases: a scoping review of infection prevention and control guidelines](#)

Publication date: 2022

Developing a culture of learning in healthcare organizations by incorporating and evaluating OIPC training at different stages of HCWs career path, along with incorporating adult learning principles into national IPC guidelines may help standardize guidance for the development of OIPC training programs.

[Reporting excellence at Oxford Heart Centre](#)

Publication date: 2022

Excellence reporting is an area of governance that identifies positive practice and promotes learning from excellence in healthcare. Oxford Heart Centre (OHC) participates in the Oxford University Hospital Foundation Trust (OUHFT) positive incident reporting programme – 'Reporting Excellence'.

[Lessons in cognitive unloading, skills mixing, flattened hierarchy and organisational agility from the Nightingale Hospital London during the first wave of the SARS-CoV-2 pandemic](#)

Publication date: 2022

Finally, organisational agility, as illustrated by the 'learning hospital', 4pm clinical forum and flattened hierarchy, had benefits and applications beyond those originally envisaged. Bureaucracy and delays in service improvement can overwhelm individual enthusiasm, and stifle innovation amongst healthcare staff.

[Let us do better: learning lessons for recovery of healthcare professionals during and after COVID-19](#)

Publication date: 2021

We identify lessons for care of healthcare staff and illustrate the paths by which support mobilises and later deteriorates.

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Although this paper focuses on NHS staff in the UK, we contend that similar effects are likely in most healthcare systems.

[Avoidable deaths in Britain's National Health Service – a systems-thinking informed analysis using data garnered from government agencies, representative bodies, private canvassing and public inquiries](#)

Publication date: 2021

This paper uses systems-thinking to reveal the causes of medical error and avoidable death in the National Health Service (NHS). It is concluded that such problems emerge from a web of factors that include defensiveness, careerism, bullying, target-chasing, under-funding, cost-cutting, overstretch and inefficient legacy capital.

[NHS 'Learning from Deaths' reports: a qualitative and quantitative document analysis of the first year of a countrywide patient safety programme](#)

Publication date: 2021

The wide variation in reporting demonstrates that some NSCTs have engaged fully with LfDs, while other NSCTs appear to have disengaged with the programme. This may reveal a disparity in organisational learning and patient safety culture which could result in inequity for bereaved families. Many themes identified from the LfDs reports have previously been identified by national and international reports and inquiries.

[Promoting inter-organisational knowledge sharing: A qualitative evaluation of England's Global Digital Exemplar and Fast Follower Programme](#)

Publication date: 2021

Informal networking was driven by the mutual benefits of information sharing and was optimised where sites were well aligned in terms of technology, geography and culture. Misalignments that created barriers to networking between

organisations in a few cases were attributed to inappropriate choice of partners.

[Development of a national hub for reviewing and learning from the deaths of children and young people in Scotland](#)

Publication date: 2021

For the first time in Scotland, national data will be collected on the deaths of all children and young people. Working with NHS boards and local authorities, the ambition is to inform the redesign of pathways and services to ultimately reduce avoidable deaths, and where that is not possible, to improve the experiences of children, young people and their families.

[Continuous, risk-based, consultation peer review in out-of-hours general practice: a qualitative interview study of the benefits and limitations](#)

Publication date: 2021

It was compared favourably with existing structures of ensuring clinician competence, supporting standardisation of supervision, clinical governance, and learning culture. These benefits were potentially limited by intervention factors such as differential feedback quality between clinician groups, the efficiency of methods to identify learning needs, and limitations of assessments based on written clinical notes. Contextual factors such as clinician experience, motivation, and organisational learning culture influenced the perception of the intervention as a support or a stressor.

[Clarifying the concept of a learning health system for healthcare delivery organizations: Implications from a qualitative analysis of the scientific literature](#)

Publication date: 2021

By assessing how often each element is referenced in the literature, the study provides guidance to health system leaders as to how their organization needs to evolve in order to become

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an LHS - while also recognizing that each organization should emphasize elements that are most aligned with their mission and goals.

[Interorganizational Knowledge Sharing to Establish Digital Health Learning Ecosystems: Qualitative Evaluation of a National Digital Health Transformation Program in England](#)

Publication date: 2021

Knowledge exchange is most effective when sustained through informal networking driven by the mutual benefits of sharing knowledge and convergence between group members in their organizational and technological setting and goals. Policy interventions need to enhance incentives and reduce barriers to sharing across the ecosystem, be flexible in tailoring formal interventions to emerging needs, and promote informal knowledge sharing.

[Patient Safety Education 20 Years After the Institute of Medicine Report: Results From a Cross-sectional National Survey](#)

Publication date: 2021

The most commonly mentioned facilitators were standardization of methods and assessment (49%), dedicated funding (21%), and culture of openness (20%). Staffing problems and high workload (41%) and lack of accessibility of training (23%) were identified as primary barriers of efficacy and uptake.

[A Review of Best Practices for Monitoring and Improving Inpatient Pediatric Patient Experiences](#)

Publication date: 2020

Both pediatric and adult inpatient best practices rely on common principles of culture change (such as evidence-based clinical practice), collaborative learning, multidisciplinary teamwork, and building and/or supporting a QI infrastructure that requires time, money, collaboration, data tracking, and monitoring.

Workforce experiences and perspectives

[Allied health professionals' perceptions of research in the United Kingdom national health service: a survey of research capacity and culture](#)

Publication date: 2022

In the UK, AHPs working in NHS health and social care perceive individual and organisational level research skill/success to be adequate. In contrast, inadequacies in research skill/support at team level were exposed, which may hinder successful integration of allied health research into everyday health and social care practice. Recommendations are made with reference to the HEE AHP research strategy.

[Understanding junior doctors' experiences of teaching on the acute take: a qualitative study](#)

Publication date: 2021

Educational opportunities for undergraduate students on the acute take are varied and highly valuable. This study provides insight into the provision of workplace education and its challenges from junior doctors' perspectives. We highlight areas for improvement of relevance to educational providers.

[Systematically capturing and acting on insights from front-line staff: the 'Bedside Learning Coordinator'](#)

Publication date: 2021

Insights from front-line staff are generally agreed to be vital for informing quality improvement. However, health services often struggle to gather internal experience-based insights from staff systematically. When such data are collected, standard, systematic mechanisms are often lacking to act on the insights the data convey. To better exploit this potentially rich source of insights we propose that health services invest in a systematic mechanism to gather data from front-line experience.

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[The Perceptions and Experience of Surgical Trainees Related to Patient Safety Improvement and Incident Reporting: Structured Interviews With 612 Surgical Trainees](#)

Publication date: 2021

Core surgical trainees report that they are not well engaged in patient safety improvement and that their perceptions and experience of incident reporting are not positive. This represents a missed opportunity. We suggest that in order to recruit the surgical workforce to the improvement work and learning associated with patient safety, opportunities for focused education, training and culture change are needed from the early years of surgical training.

[Understanding integrated care at the frontline using organisational learning theory: A participatory evaluation of multi-professional teams in East London](#)

Publication date: 2020

Developing a learning culture in the three boroughs was hindered by the differences in the professional and organisational cultures of health and social care and challenges in developing effective structures for learning. Individual organisational priorities and pressures inhibited both the embedding of learning and effective integration of care services at the frontline.

Developing a just culture and Freedom to Speak Up Guardians

[How effectively has a Just Culture been adopted? A qualitative study to analyse the attitudes and behaviours of clinicians and managers to clinical incident management within an NHS Hospital Trust and identify enablers and barriers to achieving a Just Culture](#)

Publication date: 2023

Major recommendations include (1) Just Culture: define an agreed vision of what Just Culture means to the Trust; (2) investigations: introduce incident management familiarisation training; (3) Learning Culture: increase face-to-face communication of outcomes of investigations and incident review; (4) investigators: establish an incident investigation team to improve the timeliness and consistency of investigations and the communication and implementation of outcomes.

[Duty of candour and keeping patients safe](#)

Publication date: 2023

In this paper, we explore the law in relevance with DoC in the United Kingdom, and the limitations and controversies surrounding it for a better clarification and understanding. For organizations, we advocate the avoidance of bureaucracy in the DoC process and consideration of human factors before a regulatory response that avoids the fear of penalties, litigation and defensive practice among doctors undermining the development of culture of DoC.

[Encouraging openness in health care: Policy and practice implications of a mixed-methods study in the English National Health Service](#)

Publication date: 2022

Variation in policy implementation offers important lessons on how organisations can better deliver openness, transparency and candour. These lessons highlight practical actions for policymakers, managers and senior clinicians.

[Implementation of 'Freedom to Speak Up Guardians' in NHS acute and mental health trusts in England: the FTSUG mixed-methods study](#)

Publication date: 2022

Optimal implementation of the Guardian role has five components: (1) establishing an early, collaborative and

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coherent strategy congruent with the values of Freedom to Speak Up fosters the implementation of (2) policies and robust, yet supportive, practices (3) informed by frequent and reflexive monitoring of Freedom to Speak Up implementation that is (4) underpinned by sufficient time and resource allocation that leads to (5) a positive implementation climate that is congruent with Freedom to Speak Up values and is well placed to engender positive and sustainable Freedom to Speak Up culture and the well-being of a Guardian.

[The Barriers and Enhancers to Trust in a Just Culture in Hospital Settings: A Systematic Review](#)

Publication date: 2022

This systematic review identified barriers and enhancers to trust in error reporting in a just culture. The barriers and enhancers can be divided into 3 main themes: organizational factors, team factors, and experience. Findings show that trust can be learned and created based on practical principles.

[Understanding authority gradient: tips for speaking up for patient safety \(and how to enhance the listening response\)](#)

Publication date: 2022

Cultivation of a shallow authority gradient encourages trainees to clarify instructions, challenge decisions and voice concerns, thereby reducing ambiguity and potential errors. Senior doctors should support junior team members who raise concerns by encouraging a working environment that is effective and safe.

[Improving safety by developing trust with a just culture](#)

Publication date: 2021

This article presents a simple conceptual road map for implementing a just culture in healthcare settings. The concept of just culture was developed as one of five fundamental elements of a safety culture by psychology professor James Reason in 1997.

[Interventions promoting employee “speaking-up” within healthcare workplaces: A systematic narrative review of the international literature](#)

Publication date: 2021

Although many of the studies were locally unique, there were international similarities in workplace cultures and norms that created contexts inimical to speaking-up interventions. Changing communication behaviours and creating a climate that supports speaking-up is immensely challenging. Interventions can be usurped in practice by complex, emergent and contextual issues, such as pre-existing socio-cultural relationships and workplace hierarchies.

[The ‘just culture’: why it is not just, and how it could be](#)

Publication date: 2020

This article proposes a revised approach to creating a just culture, which enables learning from all events, irrespective of outcome. There should be a focus on learning, rather than liability, with a presumption of good intention until proven otherwise. This more compassionate and respectful approach can help to move healthcare organisations towards a just culture and create an atmosphere of trust.

[Second victim phenomenon: Is ‘just culture’ a reality? An integrative review](#)

Publication date: 2020

Second victims' perceptions of organizational and peer support are a part of 'just culture'. Enhanced support for second victims may improve the quality of health care, strengthen the emotional support of the health care professionals, and build relationships between health care institutions and staff.

[Disclosing Adverse Events in Clinical Practice: The Delicate Act of Being Open](#)

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Publication date: 2020

Based on these findings, the review demonstrates that specific disclosure communication strategies on the level of interpersonal skills, organization, and supportive factors may facilitate healthcare professionals to provide optimal disclosure of adverse events.

only the abstract is available. If you do not have an OpenAthens account you can [self-register here](#).

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Competency Frameworks

[Workforce development framework for health and wellbeing coaches](#)

Publication date: 2023

This Workforce development framework for health and wellbeing coaches:

- sets clear and consistent standards for health and wellbeing coaches
- demonstrates the benefits of health and wellbeing coaches working in the NHS
- provides information about the training, support, supervision, and continuing professional development (CPD) needed to enable them to succeed
- supports the development of a strong and capable workforce of health and wellbeing coaches
- supports improved quality and consistency of health coaching and reduces variation in outcomes and access standards.

*Help accessing articles or papers

Where a report/ journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if