

## History of Coaching within the AO

- Giving and receiving feedback has been an important element of all the faculty education programs organized by AO since their inception. Structured feedback forms the largest part of the Educational Leadership Program (former Chairperson Education Program). Feedback is one of the seven core educational principles at the heart of successful education.
- AO educator Lisa Hadfield Law has provided feedback to numerous faculty members at the AO Davos Courses from 2003 to 2009. A series of pilot activities were carried out in 2010 and 2011 to investigate whether feedback on presentations could be used to achieve successful faculty coaching. Pilot projects showed that all faculty members given coaching felt that the experience was very valuable and would lead to a change in practice.
- In Davos in 2011 and Prague in 2012, the program was expended to see if existing CEP and RET graduates could carry out coaching roles on AO courses with support from trained coaches. These activities showed that although CEP and RET graduates had considerable skill and experience in giving feedback many were not comfortable in assuming a coaching role without extra training.
- The AOTrauma Education Commission (AOTEC) subsequently approved a coaching strategy proposal which envisaged training of coaches from within the ranks of existing faculty whose role would be to provide coaching on request, as well as act as ordinary faculty members. To train the faculty members to assume this dual role, in 2012 the Coaching Program was established and further developed and expanded during the last years.
- Today the Coaching Program includes precourse online activities consisting of a self-assessment as well as readings and discussions. The online precourse is followed by a structured training session, after which the participants are able to provide faculty coaching at any clinical AO course.