

# Coaching & Mentoring

## Policy





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## 1. Introduction

This policy has been designed to help you familiarise yourself with the principles, practice and supporting processes for coaching and mentoring within the South West. It:

- Provides guidelines for best practice and ethical standards.
- Sets out a framework for all practicing coaches and mentors in healthcare in the region.

## 2. Clarification and Definition of terms

**2.1 Coaching is defined as:** a series of purposeful conversations that unlock a person's potential to maximise their own performance. It helps individuals learn and grow through a collaborative, solution focused, result-orientated process in which the coach facilitates the enhancement of work performance, life experience and self-directed learning.

**2.2 Mentoring is defined as:** a developmental relationship in which one person (the Mentor) - usually someone more knowledgeable (though 'peer' mentoring can be as successful) who helps another (the Client) to discover more about themselves, and develop their potential capability. This is achieved through a professional friendship designed to support career progression and widen an individual's networks.

Coaching and Mentoring are similar to but different from other development approaches for example counselling, clinical supervision. These are defined within the glossary.

**2.3 The Client:** is understood to be the person receiving support from either a coach or mentor.

## 3. Pathways and Access

**3.1 To Coaching and Mentoring:** The South West register is open to all NHS healthcare staff in the South West region, based on the assumption that coaching and/or mentoring has been identified as part of a personal development need or as part of their appraisal review.

Access is particularly encouraged from those attending personal, leadership or management development programmes in the South West and will be used as a way to make sense of, enact and embed the learnt leadership behaviours and practice.



Registering for a coach/mentor is via CoachNet/MentorNet

<https://coaching.southwestleadership.nhs.uk/> and a userguide is available to support the process.

**3.2 To become a Coach/Mentor on the register:** All healthcare professionals who work for the NHS, and external coaches in the South West region may apply to join the register providing they meet the following requirements:

**Coach Registration Requirements:**

- An ILM Level 5 or above or equivalent and/or
- Competency based interview: For those who do not possess a coaching qualification they can obtain access to the register by successfully demonstrating their competence at a competency based interview with a steering group member or designated coach on the register.

**Coach CPD Requirements:** Coaches will have to provide evidence of the following annually to remain on the register:

- 12 hours coaching practice
- 2 Supervision sessions
- 2 CPD activities

**Mentor Registration Requirements:** There are no specific requirements to join the South West mentoring register other than you practice ethically within your area of expertise.

**Mentor CPD Requirements:** There are no minimum requirements but mentors are expected to ensure their own professional practice is up to date.

Offers of CPD and Supervision through the Academy will be advertised on [coach.net/mentor.net](https://coach.net/mentor.net) under the resources/events tab on your home page. This page will enable you to review the offers, and click on a link to our website to express an interest or complete an application form.



## 4. Responsibilities and commitments

### 4.1 Coaches'/Mentors' Responsibilities:

- Comply with the NHS SWLA Coaching and Mentoring policy.
- Ensure the quality and standards of their coaching and/or mentoring and work within the ethical framework adopted by NHS South West Leadership Academy (see 5.1).
- Act with integrity regarding appointments made with the Client, including arriving on time and being prepared for sessions.
- Ensure coaching portfolio is updated on CoachNet/MentorNet i.e. sessions, hours, etc.
- Maintain confidentiality, disclosing information only where agreed with the client, unless the coach/mentor believes there is convincing evidence of serious danger to the client or others if the information is withheld.
- Demonstrate personal responsibility to maintain own knowledge and skills base by engaging in regular supervision and CPD.
- Share activity data for trend analysis and shaping future services.
- To maintain your profile, paying particular attention to highlighting the following areas and keeping them up to date:
  - If there are fees that you charge for your coaching services, this needs to be declared
  - If you hold a Coaching or Mentoring qualification i.e. ILM L5/L7 or equivalent.
  - If you are completing a qualification, then you can highlight this as “in training” and upon successful completion update your profile.
  - If you have completed a competency based interview with the SWLA this will need to be highlighted through your profile.
  - If you are a trained supervisor, please also highlight this on your profile.

### 4.2 Clients' Responsibilities:

- Act with integrity regarding appointments made with the Coach/Mentor, including arriving on time and being prepared for sessions.
- Ensure coaching portfolio is updated on CoachNet/MentorNet i.e. sessions, hours, etc.
- Commit to actively engage in the coaching/mentoring process, accepting personal responsibility for their outcomes.
- Provide feedback on the coaching/mentoring experience.

## 5. Principles of Ethical Practice (including managing demand)

All coaches and mentors will make the client aware at the contracting stage of the existence of the Code of Ethics as the starting point of any contract agreed.



## 5.1 The Code of Ethics

Coaches and mentors will conduct themselves in a way which respects diversity and promotes equal opportunities. It is their primary responsibility to provide the best possible service to the client and to act in such a way as to cause no harm. They must be committed to functioning from a position of dignity, autonomy and personal responsibility. This Code of Ethics is aligned to the EMCC code and covers the following domains:

- Competence
- Context
- Boundary Management
- Integrity
- Professionalism

Please see Appendix A for more detail on each of the above.

For breaches of the code of practice see below; Appeals Procedure

### 6. **Appeals Procedure** (Inc. complaints)

Should a client or another coach/mentor have reasonable cause to believe a coach has acted in an unethical manner or have concerns about a member's professional conduct, the first action wherever possible is to raise this with the coach concerned.

If this proves unsatisfactory or for some reason not possible, in the first instance the client should contact their organisations HR department and in the second instance the client should contact the SWLA Coaching Lead.

You may also wish to take the issue/concerns to supervision.



## **7. Record keeping and Data Protection**

The SWLA will maintain records of who has accessed the service and information provided through coach.net (the online referral process) for use in monitoring and managing the service.

It is recommended that coaches/mentors should keep records of meetings and contacts with their clients. This will inform their activity log and contribute to evidence of annual hours required for remaining on the register of South West coaches/mentors. In addition coaches/mentors may take notes during the sessions, either as aide memoire, to illustrate a discussion point or for their own continuing professional development. Record keeping should be discussed and agreed with the client at the contracting stage of the relationship. Example forms which may be used to support the coaching/mentoring process are attached at Appendix B.

Storage and use of individually identifiable data must be in accordance with the Data Protection Act 1984. The coach/mentor must ensure the safe keeping of any records of coaching activity, including reflective logs. The client will take responsibility for keeping any records of the sessions that they feel will support their development.

### **General Data Protection Regulation**

The GDPR aims to protect the privacy of individuals, and two key elements are included in the system:

- Consent – The GDPR requires that all users give explicit consent for their personally identifiable information to be shared and processed by the system.
- Right to Erasure – The GDPR allows individuals to request that all their personal information is removed from the system

## **8. Guidance re use of Diagnostic Tools**

The use of diagnostic tools in the coaching and mentoring process can sometimes be helpful to increase an individual's self-awareness and provide alternative perspectives.

Coaches and mentors must ensure that when they are using diagnostic instruments that they adhere to ethical standards to protect and preserve respondents' rights, as well as the integrity of the instrument.

Any instrument used within the coaching/mentoring process should only be used by those qualified to do so and be used in accordance with the instructions for use.



## APPENDIX A

### CODE OF ETHICS DOMAINS

#### **Competence** The coach/mentor will:

Ensure that their level of experience and knowledge is sufficient to meet the needs of the client. Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced. Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities. Maintain a relationship with a trained supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code.

#### **Context** The coach/mentor will:

- Understand and ensure that the coaching or mentoring relationship reflects the context within which the coaching/mentoring is taking place.
- Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- Seek to create an environment in which all parties are focused on and have the opportunity for learning.

#### **Boundary Management** The coach/mentor will:

- At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor.
- Be aware of the potential for conflict of interest to arise through the coaching/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

#### **Integrity** The coach/mentor will:

Maintain the level of confidentiality which is appropriate and is agreed at the start of the relationship. Disclose information only where explicitly agreed with the client, unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld. Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.





**Professionalism:** The coach/mentor will:

- Respond to the client's learning and development needs as defined by the agenda brought.
- Not exploit the client in any manner.
- Ensure that the duration of the contract is only as long as is necessary.
- Understand that professional responsibilities continue beyond the termination of the relationship. These include the following:
  - ❖ Maintenance of agreed confidentiality of all information.
  - ❖ Avoidance of any exploitation of the former relationship
  - ❖ Provision of any follow-up which has been agreed to
  - ❖ Safe and secure maintenance of all related records and data
- Demonstrate respect for the variety of different approaches to coaching
- Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained and that no false or misleading claims are made or implied.

# The Coaching Contract

The aim of coaching is to develop an individual's performance by unlocking their capabilities through guided conversation and questioning. Before the coaching takes place a contracting session is required to establish the boundaries in which the relationship will operate and establish mutual expectations under which both coach and coachee will operate. It will also set the 'tone' for future meetings and the professional basis on which future meetings will be held.

The session does not need to be exhaustive or cover every possible eventuality, but it does need to clarify a series of issues.

Elements of the Coaching Contract that may need discussion and clarification include:

- Defining what coaching is and what coaching is not
- Goals and objectives for the coaching engagement
- Stakeholders / Sponsors
- Number and length of coaching session(s)
- The structure of the coaching sessions and model that will be followed
- Roles, responsibilities and expectations of coach and coachee
- Boundaries and ground rules
- Confidentiality / professional responsibility
- Feedback
- Measuring success of intervention
- Completion / Ending
- Recording/ completion of documentation



The Coaching Contract	
<b>Coach:</b>	<b>Coachee:</b>
<b>Contact Details:</b>	<b>Contact Details:</b>
What is Coaching?	
<p>A series of purposeful conversations that unlock a person's potential to maximise their own performance. It helps individuals learn and grow through a collaborative, solution focused, result-orientated process in which the coach facilitates the enhancement of work performance, life experience and self-directed learning.</p> <p>This document sets out the boundaries for our coaching relationship.</p>	
Coaching Arrangements	
<b>Number of sessions:</b>	
<b>Where/How:</b>	
<b>Intervals:</b>	
<b>Dates/Times:</b>	
Goals for Coaching	
Anticipated Benefits	



<b>As a Coachee I agree to :</b>	
<ul style="list-style-type: none"><li>• Be prepared for each session with my identified issue</li><li>• Implement agreed actions from session</li><li>• Be open to learning and accept challenges and support</li><li>• Provide constructive feedback to my coach</li></ul>	
<b>As a Coach I agree to :</b>	
<ul style="list-style-type: none"><li>• Offer support</li><li>• Challenge respectfully</li><li>• Maintain confidentiality (in the context of professional responsibility)</li><li>• Anonymise and keep any notes taken securely</li></ul>	
<b>We both agree to:</b>	
<ul style="list-style-type: none"><li>• Work together</li><li>• Protect and value the time and space for coaching by keeping to the agreed appointment</li><li>• Where cancellation is unavoidable provide sufficient notice.</li><li>• Review the sessions after each one, to ensure the partnership and coaching experience is working.</li></ul>	
<b>Coach Signature:</b>	<b>Coachee Signature:</b>
<b>Date:</b>	<b>Date:</b>



**Record of Meeting –**

**Coach/Mentor:**

**Coachee/Mentee:**

**Date:**

**Session No:**

**Times:**

**Total Hours:**

**Key Points & Topics Discussed:**

**Agreed Goal for Session:**

**Identified Actions:**



**Preparation and Reflection Form (to be completed by the Coach)**

**Coach:**

**Coachee:**

**Date:**

**Session No:**

**Times:**

**Total Hours:**

**Pre session**

**What is the preferred learning style / approach of the coachee?**

**What skills and qualities do I want to work on in the session?**

**Considering both of the above how am I going to approach the session?**



<b>Post Session</b>
<b>What worked well in the session?</b>
<b>What worked less well?</b>
<b>Which models/techniques/structures did I use?</b>
<b>What have I learnt, what changes can I make to my practice as a result?</b>



**Feedback form (to be completed by the Client / Coachee)**

**Coach:** \_\_\_\_\_ **Coachee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Session No:** \_\_\_\_\_ **Times:** \_\_\_\_\_ **Total Hours:** \_\_\_\_\_

**General review**

**What worked well in the session?**

Empty text box for feedback on what worked well in the session.

**What worked less well? / What does the coach need to be aware of in terms of style and impact?**

Empty text box for feedback on what worked less well or areas for improvement.

**What does the coach need to develop / learn that would enable them to be even more effective?**

Empty text box for feedback on development needs for the coach.





**Meeting Preparation Form (to be completed by the Client / Coachee)**

**Name:**

**Date:**

**Session No:**

**Times:**

**What have you accomplished since our last meeting?**

**What didn't you get done, but intended to**


**What's on your mind at work at the moment?**

**What challenges and problems you are facing now**

**The opportunities which are available to you right now**

**Anything else that is relevant**

**I want to use the coaching session to:**



## Appendix C - Useful Links

[www.associationforcoaching.com](http://www.associationforcoaching.com)

The Association for Coaching® (AC) is a leading independent, and not-for-profit professional body dedicated to promoting best practice and raising the awareness and standards of coaching, worldwide.

[www.coachfederation.org.uk](http://www.coachfederation.org.uk)

The UK Chapter of the International Coaching Federation, the global support network for professional coaches working in business coaching, life coaching, executive coaching, leadership and many other coaching specialisations.

[www.emccouncil.org](http://www.emccouncil.org)

The European Mentoring and Coaching Council (EMCC) exists to develop, promote and set the expectation of best practice in mentoring and coaching across Europe and beyond, for the benefit of society

[www.iicandm.org](http://www.iicandm.org)

The International Institute for Coaching and Mentoring IIC&M was founded in 1999 with the aim to raise professionalism within the coaching and mentoring industry through accreditation. Accreditation is a formal, third party independent recognition of competence to perform specific tasks. The IIC&M is the first accreditation body to be approved by the International Regulator of Coaching and Mentoring (IRCM)

[www.ircm-register.org](http://www.ircm-register.org)

International Regulator of Coaching and Mentoring - as the only organisation dedicated to represent buyers of coaching and mentoring services, IRCM is registered in the United Kingdom and is regulated by the Regulator who ensures transparency and provides a benefit to the community it serves and must file an annual report that is open to the public. IRCM lift the veil on the coaching and mentoring industry with a register listing genuine coaches and mentors, and approve accreditation bodies, trade/professional associations, and course providers. They provide information to the buying public independently without any bias.

[www.cipd.co.uk](http://www.cipd.co.uk)

The Chartered Institute of Personnel and Development are the professional body for HR and people development. They provide coaching and mentoring toolkits and factsheets for organisations and produce bi-annual surveys on the state of coaching in organisations.

[www.hcpc-uk.co.uk](http://www.hcpc-uk.co.uk)

The health care professions council are a regulator, set up to protect the public. To do this, they keep a Register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.