

Coaching & Mentoring

Strategy





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1. Purpose

1. The aim of this South West Leadership Academy Coaching and Mentoring Strategy is to:

- set out the rationale for coaching and mentoring within the South West Leadership Academy region;
- to offer a framework for the implementation and growth of coaching and mentoring as a development tool within the region.

2. The strategy has been developed in consultation with representatives from NHS organisations in the region and aligns with the National Leadership Academy Strategy.

2. Definitions

1. For the purpose of clarity the South West region believe Coaching and Mentoring are:

- **Coaching:** 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

- **Mentoring:** a developmental relationship in which one person (the Mentor) - usually someone more knowledgeable (though 'peer' mentoring can be as successful) helps another (the Mentee) 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.

3. Background and context

1. Coaching and Mentoring are valuable development interventions to develop leadership skills at every level within the NHS.

2. Coaching and Mentoring are effective in supporting:

- Talent management and development
- Leadership skills development
- Personal growth and confidence
- Career development
- Team development
- Executive team development
- New manager appointments
- Job transitions and "first 90 days" in a new post
- Organisational change

3. The NHS Leadership Academy is working to raise the profile of coaching and mentoring throughout the NHS developing capability and capacity across



the whole healthcare system. it is working in partnership with Local Delivery Partners (LDP) to support the development of best practice to include:

- Ethical principles and practices
- Clarity of terminology
- Regional coaching and mentoring networks
- Specific coaching and mentoring programmes
- Strategy for communicating and promoting the coaching service throughout the region
- Supporting the development of coaching as a leadership and management style

4. It is envisaged that this collaborative approach will support greater consistency and ensure practice remains current and fit for purpose.

4. **Key areas of focus**

1. The key areas of focus in the South West over the next three years is to develop:

- A fit for purpose coaching and mentoring register which is visible, accessible and used
- Coaches and Mentors who work to an agreed framework of ethical practice
- Regional coaching and mentoring expertise to support regional healthcare providers to develop their own organisational coaching and mentoring provision
- Coaching as a recognised leadership and management style in the region
- An evaluation process that demonstrates coaching and mentoring provision has added value for participating organisations and individuals

These areas of focus will also act as the measures of success.

5. **Principles and ethical practice**

1. To ensure ethical practice the South West Leadership Academy will work to the standards established by the EMCC in their framework for ethical practice (insert hyperlink). We expect all those who work with us including: Coaches, Mentors, Supervisors and Training Providers to work to these standards and operate within organisational policies particularly in respect of safeguarding and equality and diversity. In addition we believe that Coaches, Mentors and Supervisors should demonstrate the competencies outlined in Appendix A and we expect any Training Providers we work with to develop these competencies in our Coaches, Mentors an Supervisors.

2. More detailed information on our coaching and mentoring practice, standards and expectations can be found in our Coaching and Mentoring Policy



6. **Useful Links**

Association for Coaching:

<http://www.associationforcoaching.com/pages/home/>

International Coach Federation:

<http://www.coachfederation.org.uk/>

European Mentoring and Coaching Council:


<http://www.emccouncil.org/>

NHS Leadership academy:

<http://www.leadershipacademy.nhs.uk/resources/coaching-register/>

South West Leadership Academy:

<https://coaching.southwestleadership.nhs.uk/>



Appendix A

Coaching/Mentoring Competence Categories

1. Understanding Self

Demonstrate awareness of own values, beliefs and behaviours, recognise how these affect their practice and use this self-awareness to manage their effectiveness in meeting the client's and, where relevant, the sponsor's objectives

2. Commitment to Self-Development

Explore and improve the standard of their practice and maintain the reputation of the profession

3. Managing the Contract

Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.

4. Building the Relationship

Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.

5. Enabling Insight and Learning

Work with the client and sponsor to bring about insight and learning

6. Outcome and Action Orientation

Demonstrate an approach and use of skills that supports the client to make desired changes

7. Use of Models and Techniques

Apply models and tools, techniques and ideas beyond the core communication skills, in order to bring about insight and learning

8. Evaluation

Gather information on the effectiveness of their practice and contribute to establishing a culture of evaluation of outcomes.

Supervision Competence Framework

1. Establishing a supervision contract/agreement:

a) Establishes a clear contract for the supervisory relationship considering the boundary of confidentiality and its variation in a supervisory relationship with respect to the supervisor's responsibility to ensure ethical practice


b) Identifies the learning needs of the supervisee

c) Negotiates a working agreement with supervisee/s including the mentor's/coach's responsibilities and what is appropriate in the supervision relationship and what is not

d) Establish 3-way, 4-way and group contracts where relevant

e) Agrees and plans the flow of the supervisory session and provides the structure to enable the supervisee to work effectively

f) Establishes appropriate criteria for supervisee and supervision evaluation and sets up opportunities to engage in evaluation




g) Abilities to explain what supervision is and how it differs from mentoring and coaching


2. Managing and maintaining the supervisory process:

- a) Monitors and reviews with the supervisee, the relationship between the supervisor and supervisee to ensure there is an effective working alliance
- b) Ensures that the expectations of the client and the sponsor (where applicable) are understood and agreed
- c) Monitors the supervisory process and shifts blocks where possible in the learning or the supervisory relationship
- d) Reviews and renegotiates the working contract when required
- e) Remains aware of the developmental stages through which supervisees and supervisors travel and is able to match supervisory interventions to supervisee levels of development
- f) Encourages supervisee confidence through active support and encouragement
- g) Recommends further interventions for the supervisee if needed (training, counselling etc.)
- h) Gives constructive feedback to facilitate supervisee learning
- i) Deals with issues of transference in the supervisory relationship
- j) Writes reports when required (for training or other institutions as agreed in contracting with supervisee)

3. Facilitating learning to ensure enhanced efficacy in mentoring/coaching practice:

- a) Facilitates experiential learning to support the supervisee to develop:
 - i. insight and awareness – helps supervisees discover how their thoughts, beliefs, perceptions, emotions, etc. impact in their mentoring/coaching practice
 - ii. reflective skills
 - iii. self-coaching / learning to learn skills
 - iv. giving and receiving feedback skills
 - v. realistic self-assessment
 - vi. emotional intelligence
- b) Creates a safe reflective space
- c) Has the ability to make assessments of what competence level the supervisee is working from in protection of their clients
- d) Encourages creativity, experimentation
- e) Challenges appropriately
- f) Introduces new learning models, frameworks, ideas and tools where appropriate for supervisee to consider
- g) Gives feedback:
 - i. has ability to observe and give feedback with fearless compassion and to give feedback in the 'here and now'
 - ii. listens to a piece of work and evaluates it against agreed criteria if requested
- h) Demonstrates advanced communication skills:

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- i. has willingness to change the supervisee and help him/her/they work outside their comfort zone by creating a safe environment
 - ii. has ability to ask powerful questions that evoke discovery, insight, commitment or action
 - iii. listens to what is being said as well as what is not being said
 - i) Is able to work with a multi/meta perspective and take a helicopter view
 - j) Creates a 'shift in the room' in helping the supervisee to practice what they are going to say/do as part of the supervision session including providing immediate support and challenges and encourages the supervisee to be accountable and to take action
4. Facilitating effective ethical awareness and sensitivity including boundary management to ensure effective and ethical mentoring/coaching practice:
- a) Supports supervisee to explore ethical challenges, boundaries between their work and other professions/disciplines and make ethical decisions
 - b) Operates within the limits of his/her own competence and referring the supervisee on to another professional if his/her competence has the potential to be exceeded
 - c) Builds capacity in the supervisee to reflect on their ethical stance to support their ability to consider ethical dilemmas in the moment during coaching and act appropriately
 - d) Encourages supervisees to be part of a professional body, have indemnity insurance, participate in regular CPD and subscribe to an ethical code
 - e) Ensures quality control and ensures high standards are maintained in the coaching profession
 - f) Increases awareness in the supervisee of the congruence between their actions and their articulated professional practice
 - g) Supports the supervisee to consider systemic/contextual/organisational issues and the impact of these issues on their work and themselves
 - h) Intervenes appropriately where ethical issues (e.g. harm to anyone, misrepresentation) are at stake (whom to contact, when to contact, etc.)
 - i) Has awareness of own culture, gender, sexual orientation, background, assumptions, values, beliefs, mind-sets, experiences and prejudices and others areas of individual difference and supports supervisees to consider how these may impact on their work and themselves
 - j) Has awareness of the legal and moral responsibilities of a supervisor
5. Characteristic behaviours required to effectively perform the above activities:
- a) Models respect, acceptance of difference, openness and curiosity about own internal responses and towards supervisee about what might be happening in the supervisor/supervisee/mentee/coachee relationships
 - b) Builds trust whilst also creating a challenging and developmental learning environment

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- c) Has ability to manage the power and authority role in a responsible non-discriminatory manner
 - d) Is comfortable in establishing and maintaining effective boundaries within the supervisory relationship
 - e) Is open to feedback including what is and is not helpful in the supervision relationship and acts on feedback where appropriate
 - f) Is open to 'not knowing', to taking risks and to be open to getting it wrong as well as getting it right
 - g) Is open to experimentation with new possibilities for own action

6. Supervision and CPD of their own practice:

- a) Actively reflects on the impact of their values, knowledge, experience and assumptions on themselves as mentor/coach and as supervisor
- b) Has confidence in working with strong emotions, ability to self-manage and not be overpowered or enmeshed by supervisee's emotions and to offer emotional support
- c) Has the capacity to manage and contain anxiety
- d) Has evidence of reflective practise
- e) Has ability to recognise and work with parallel process, to notice blind spots and behaviour patterns in self and supervisee(s) and to use these observations to enhance the supervisee(s)' mentoring/coaching practice.
- f) Has ability to work with intuition and 'gut feel'

7. Working effectively with groups for group supervision:

- a) Has competence in handling group dynamics and ability to facilitate the group's development through awareness of the stages that the supervision group may go through
- b) Has willingness to notice and name what is happening in the group and explore how that might be impacting on the supervision process, group members and other stakeholders
- c) Is aware of group process and when and how to intervene appropriately
- d) Understands group dynamics