

Embracing Change

Supporting NHS Staff in the West Midlands through Transition

2. Supporting Your Team

Coaching and Mentoring Guidance

Developed by:



Using information and materials provided by:



NHS West Midlands – Coaching guidance

Coaching is an interactive process that encourages individual learning and development and high performance in role, usually through a planned and contracted series of 1:1 meetings with a professionally qualified Coach. Coaching is usually of greatest value to those in Agenda for Change Bands 8a and above.

In order to differentiate between Coaching, mentoring and counselling, definitions have been tabulated below:

NHS West Midlands Coaching Pool model	NHS West Midlands Mentoring model	Counselling
<ul style="list-style-type: none"> • Focussed towards task, performance and development • Solution and Action focussed Coaching • Clear objectives • Awareness based • May include use of psychometric tools if Coach is accredited and/or situation requires • Usually 'non' directive • Delivered by a trained NHS or external Coach 	<ul style="list-style-type: none"> • Generally focussed on career development, organisational knowledge, politics with a small 'p', policy and networking. • Delivered by an experienced senior manager from own or partner NHS organisation • Usually a minimum of six months but can be longer term • Usually 'directive' in approach the giving and sharing of advice and experience 	<ul style="list-style-type: none"> • A therapeutic intervention delivered by an accredited professional provider of counselling services; individual is assisted and supported to address personal and/or psychological issues

In the context of achieving the requirements of the overarching NHS West Midlands *'Talent and Leadership Plan'*, those receiving Coaching will be challenged and supported to consider not only their individual goals but also to reflect upon how their current performance supports their organisations plans for securing a quality, safe, equitable and effective NHS service. As identified in Coaching Aims, this strategy will support the development of a web based 'matching' service for Coaches and Coachees. This service will allow for the most effective use of the Coach Practitioners resource to be utilised for the benefits of Coachees and their organisations. Research has indicated that ensuring the right chemistry between Coach and Coachee is essential in order for a positive 'return on investment'.

Effective Coaches will be able to demonstrate a range of skills and qualities which underpin their formal learning which include the following:

- Work within an ethical framework demonstrating full consideration to NHS organisational diversity)
- Clear and effective communication skills (verbal and non-verbal)
- Relationship/ rapport building skills

- Are able to establish trust and respect with key stakeholders
- Are flexible in their Coaching approach
- Have listening and questioning skills which both challenge and support
- Able to design effective Coaching programmes
- Support their Coachees in their goal development and acquisition
- Provide feedback in a supportive, non judgemental style
- Encourage the development of new perspectives
- Support sense-making processes
- Are skilled in the identification of significant patterns in thinking and behaving
- Can facilitate reflection and deep understanding
- Promote action and change in behaviour
- Build resiliency in Coachee and self
- Work within their level of competence and ability and be prepared to refer the Coachee to other specialist support as required
- Support the increase in Coachee self awareness and their responsibilities

The Coaching Partnership between Coach Practitioner and Coachee is dependent for its success upon the willingness and commitment of the Coachee to be pro-active within the relationship and to fully engage with all aspects of the planned Coaching interventions; this includes devoting time both inside and outside of the sessions to follow through on agreed actions and activities.

The Coaching Process

It is vital for the success of the Coaching intervention that both Coach and Coachee are clear about expectations as part of their initial contracting meeting, in order to eliminate the risk of disappointment and/or confusion from the outset.

Following discussion and agreement, the Coach will prepare a 'Contract' detailing the arrangements; Coach and Coachee should sign and retain a copy to assist the evaluation process.

As an approximate guide, Coaching sessions will usually be contracted to take around 60 minutes per session. Session regularity is to some extent, dependent on individual and organisational need; however research suggests that most Coach/Coachee relationship agree to undertake a session every 4-6 weeks for a period of 4-6 months.

Coaches will work with their Coachee to develop an intervention that matches declared requirements; however Coachees will need to be willing to be open and honest, eschewing defensive or 'positive spin' type behaviours. The Coachee's willingness to become reflective about themselves and their personal impact on others and their organisation will greatly enhance their learning opportunities.

MENTORING

Role and responsibilities within a Mentoring relationship

THE MENTOR

Within the context of this relationship, the Mentor's role is to provide a supportive and developmental environment to a Mentee through regular 1:1 meetings, preferably held face to face. However, they are not expected to undertake the role of a professional coach, even if they hold the qualifications to do so. As a senior leader they will be required to use a

different set of skills which include having the appropriate professional knowledge and skills as an Mentor and a commitment to '**growing those skills**' within their Mentee's.

In a successful Mentoring relationship the Mentor will be expected to bring:

- A sense of detachment; to be an objective 3rd party and an interest/desire to be a Mentor
- To bring shared experience, models, practical tools and ideas
- To be able to show sensitivity, offering support and guidance, motivation and focus to the achievement of the Mentee's goals
- To provide access for the Mentee to the 'bigger picture' and different perspectives
- To draw ideas from the Mentee
- To be able to see and understand the Mentees perspective as well as providing helpful challenge to those views where considered appropriate being sensitive to ethnic, cultural or gender issues
- To provide Career Development ideas and guidance
- To assist in objective setting, review and giving constructive feedback
- To share as appropriate their own experiences and learning
- To be an effective listener and provide a sounding board for ideas
- To hold the Mentee accountable for meeting the outcomes/goals agreed during the sessions
- To adhere to the Ethical Framework for Mentoring Relationships

THE MENTEE

Within this context the Mentee will be expected to work with the Mentor on a regular 1: 1 basis and to commit to the Mentoring process. This will assist them (subject to their application of the process) to develop, within a supportive environment, where the Mentee can benefit from the skills, experience and access to other situations and resources provided for them by their Mentor to enable the Mentee's professional growth.

In a successful Mentoring relationship the Mentee will be expected to bring:

- A sense of commitment to the process and a willingness to engage in this opportunity for professional growth
- Recognise that it is up to you to **OWN** your development; therefore it is up to you to identify objectives as well as keeping the relationship focussed and moving forward
- Be prepared to '**actively**' listen in meetings with your Mentor
- Recognition that the more specific advice you ask for on your skill set, ideas, plans and goals, the easier it will be for your Mentor to respond
- A willingness to be complete, yet succinct, in your comments and explanations
- Ensure early in the relationship that you agree how you will receive feedback which is honest and specific to your objectives
- A willingness not to lapse into a defensive mode if challenged but to recognise the validity of this learning approach.
- To adhere to the Ethical Framework for Mentoring relationships

Reasonable expectations for a Mentoring Relationship

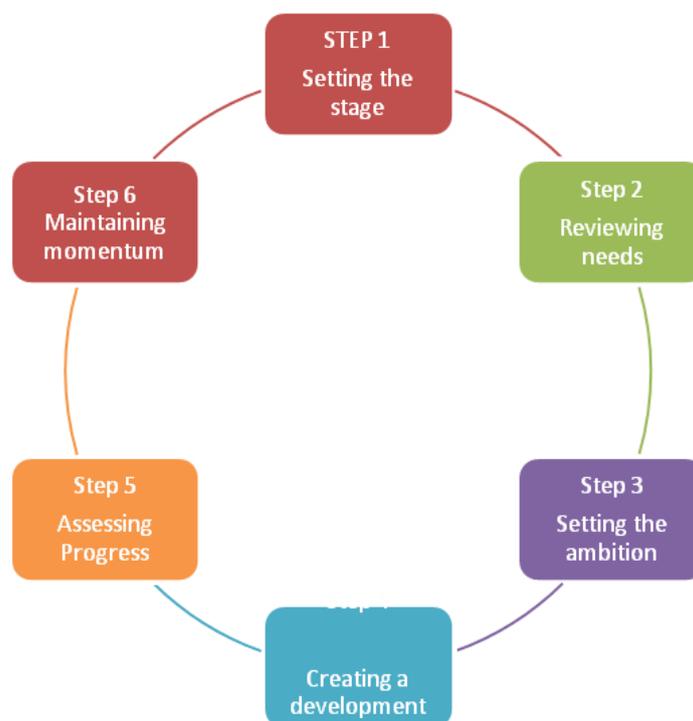
MENTORS	MENTEE'S
Agree the relationship timeframe and the basis for ending it	Agree the relationship time frame and the basis for ending it
Meet as often as agreed at outset (2 hours per 4 weeks recommended)	Meet as often as agreed at outset (2 hours per 4 weeks recommended)
Serve as an honest broker for learning and a sounding board for the Mentee's career related issues	Take the initiative to drive the relationship and have responsibility for planning your own career development
Provide an open, honest, respectful feedback	Provide fair and tactful feedback about this Mentoring relationship and how you are experiencing it. Be open to receiving positively framed feedback on your development
Provide suggestions on outcome, goal activities and the Mentee's progress	Agree how you will work together early in the relationship; listen to any advice given and use at least some of it, providing feedback as to how effective you found it – this is a joint learning experience
KEEP ANY COMMITMENTS MADE	KEEP ANY COMMITMENTS MADE
Keep confidences with the Mentee	Keep confidences with the Mentor
Work out any minor concerns about the relationship	Work out any minor concerns about the relationship
Evaluate the relationship at various points agreed at the beginning (at least mid point and the ending)	Evaluate the relationship at various points agreed at the beginning (at least mid point and the ending)

Unreasonable expectations of a Mentor

Assumptions can blight any relationship and impact on its effectiveness; following the guidelines above should reduce this risk however in addition Mentee's should not expect their Mentor to:

- Provide personal introductions to others unless it is appropriate for the Mentee and the Mentor is comfortable in acting in this capacity on the Mentee's behalf
- Spend more than the time or other resources agreed at outset on the relationship
- Take the lead in the relationship, setting up all meetings and driving the Mentee's career agenda
- Continue the relationship beyond the agreed-upon time period.

SUGGESTED MENTORING PROCESS MODEL



Step 1: Setting the Stage

Introductions and rapport building

- Find commonalities
- Share interests
- Share professional background
- Share personal and professional goals
- Mentors and Mentee both share strengths that they bring and identify what the Mentee wishes to develop

Setting Expectations

- Define expectations for Mentee and Mentor
- Agree 'rules of engagement'
- Consider utilising formal Mentor and Mentee Relationship Agreement

Contracting

- What will be discussed (issues, development plans)
- How feedback will be given and received
- Agree on meeting guidelines
- Share understanding/experience of what 'Active listening means' (empathy, paraphrasing, being attentive, closing inner voice down to ensure information not distorted/deleted, time /space sharing, open ended questions)

Step 2: Reviewing Needs

Questions to identify Mentee needs could include:

- Which competencies do you wish to improve upon that you have identified as 'mission critical for your development?'
- How will improving these competencies impact upon your current and planned future roles?
- What additional or new competencies/ behaviours have you identified for long, medium and short term actions?
- Are you aware of any 'root causes' for your wishing to address these competencies/behaviours?
- How does not having these competencies/behaviours at the level you wish to acquire impact on your role at this time?
- What ideas do you have for achieving what you have identified for changing?

Step 3: Setting the Ambition

- Brain storm development opportunities against known organisational needs/plans
- Identify possible Goals for improvement: Goals represent what the Mentee will achieve therefore the development of a Goal statement that is brief and clear and supported by SMART objectives and a timeframe for achievement that is written and reviewed regularly for progress
- Define action steps for achievement

Step 4: Creating a Development Plan

1. Identify a list of action steps and time line for completion
2. Reality check that actions will achieve Goals
3. Clarify how Mentee will carry out each step
4. Encourage a positive state of mind that completion is within the Mentee's capability
5. Determine how this Development plan will be tracked against time frame and how success will be evaluated

Step 5: Assessing Progress

Determine progress made by the Mentee; ask the Mentee to evaluate current and previous progress against action plans? Has this been more or less successful and why (use 5 Whys model).

Provide feedback to the Mentee within a positive framework (begin and end with the good, sandwich less good in the middle).

Questions for eliciting progress from the Mentee could include:

- Can you measure the progress you have made against our agreed success criteria?
- Is there anything additional that you need to do at this stage of the plan?
- Are the planned objectives still possible within your time frame – Do you need to review anything?
- Have you encountered any unanticipated blocks or barriers to your progress? And do you know what you could do to overcome them?
- Does your timeline or success metrics need adjustment?

Guidelines suggested for Mentee feedback include:

- The behaviours exhibited should form the focus of discussions not the individual
- Use the balanced approach making sure you end on a positive
- Suspend judgement – this is not a line management discussion, if possible acknowledge and close down personal views and biases before these meetings
- Encourage the Mentee to ask for feedback as it tends to have a greater impact than unsolicited remarks
- Avoid hurtful or emotional language but avoid evasive language; ensure that the Mentee understands what feedback information you are imparting and why
- Maintain confidentiality or if feedback is required elsewhere to measure overall programme efficacy then agree with Mentee that feedback to be provided

Step 6: Maintaining momentum

- Follow up on development experience via questions to Mentee around; “How can the skills acquired be used to improve your work impacts? How can these new behaviours help you achieve even greater success? What areas are you going to work on now and how will you do this?”
- Encourage the exploration and identification of new options; “What worked well? What could have worked better? What would need to be in place to make things even better? Is there anything that you will stop doing now? Will this approach work for you in the future?”
- Prioritise options; What has been the most important learning? What has achieved the greatest impact? Which activity allowed for the speediest result?
- Share and evaluate thoughts and implications for each option against over arching plan