

# Coaching and mentoring workshop

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# Objectives for the workshop

- Provide an overview of coaching and mentoring and the benefits and differences between these professional development opportunities will be discussed.
- Identification of key attributes and skills required for coaching relationships
- Discussion re questioning, listening and summarising skills
- Exploration of two popular coaching models.
- Exercise: practice setting the scene, creating rapport and agreeing a contract for a coaching session and identifying coaching goals through role play.
- Recommended reading/development.

# Coaching and mentoring

- The essence of coaching is to enable someone to work through a challenge, find a solution and act on it (Owen, 2009)
- The art of facilitating the performance, learning and development of another (Downey, 2003, p 21).
- “Executive coaching is an experiential, individualised, leadership development process that builds a leader’s capability to achieve short and long term organisational goals. It is conducted through one-to-one interactions, driven by data from multiple perspectives, and based on mutual trust and respect” (Stern, 2004, p 154).

# Characteristics of coaching

- It is essentially a non-directive form of development, though this is not a hard and fast rule
- It focuses on improving performance and developing individuals' skills
- Personal issues may be discussed but the emphasis is on performance at work
- Coaching activities have both organisational and individual goals
- It provides people with feedback on both their strengths and their weaknesses
- It is a skilled activity, which should be delivered by people who are trained to do so. However this can be line managers and others trained in basic coaching skills (CIPD, 2014).

# Mentorship

- “A mentor is someone appointed or chosen to help another with the achievement of their long term goals and career rather than immediate performance issues. The relationship is almost always outside any line-management relationship” (Downey, 2003, p 202).
- “Mentors provide a spectrum of learning and supporting behaviours; from challenging and being a critical friend, to being a role model; from helping build networks and develop personal resourcefulness, to simply being there listen; from helping someone work out what they want to achieve and why, to planning how they will bring change about” (Clutterbuck, 2014, p 1).

# Comparing coaching with mentorship

	Coaching	Mentoring
Focus	<p>Short term/set duration Tendency towards middle managers and above Problems Goals and achievement - specific Performance related - improving effectiveness Dual - individual and organisation</p>	<p>Long term/ongoing Any employees Professional development Personal development Career development Broader view Individual Release the energy and capability of the organisation (CIPD, 2011a)</p>
Roles	<p>Greater level of expertise and/or sector knowledge than coachee not necessary Generalist Growing demand for accreditation/training</p>	<p>More experienced and qualified than mentee Pass on knowledge of the sector</p>
Processes	<p>Structured - use of contract Scheduled Non-directive Ground rules Flexible and adaptive</p>	<p>Informal As and when required Advisory/guide Open doors Pastoral</p>
Systems	<p>Involves 3rd party Agenda includes organisational needs Techniques and models A way of managing, a way of treating people, of thinking, a way of being</p>	<p>Agreed by 2 parties Agenda set by mentee Holistic</p>

# Preparing for the first coaching session

- If possible, have a discussion with the coachee (and their line manager) to identify specific issues for the coaching sessions
- Revisit notes from the preparatory discussion (where applicable)
- Prepare any information that may be helpful within the session (e.g. details of coaching model, contract document)
- Ensure the meeting time and venue is communicated
- Ensure the coachee understands that they will bring the issue for discussion/exploration
- Environment – avoid disruption and distraction

# Creating rapport

- Adequate preparation
- Awareness of the physical environment
- Avoid being technique driven
- Carefully judged self disclosure
- Identify any common ground
- Make links or connections with what the coachee says
- Fearless compassion
  - The ability to work with the coachee valuing them for who they are as a human being, but being unafraid to challenge their behaviours, irrational or unhelpful beliefs



# A coaching contract

- Organisation of sessions
- Commitment to sessions/hours
- Review dates, number of sessions, length of time, ending
- Terms of relationships
- Credibility/credentials
- Boundaries
- Confidentiality
- Complaints/grievance procedure
  
- Consider engagement of line manager for organisational coaching issues

# Benefits of coaching

## **Association for Coaching (2004)**

- Clearer understanding –personal and organisational issues
- Improved management skills
- Improved confidence
- Enhanced coping strategies
- Improved personal performance
- Increased productivity
- Increased motivation
- Improved work-life balance

## **Independent evaluation services (2008)**

- Increased motivation and enthusiasm
- Increased confidence
- Improved influencing ability
- Improved work prioritisation
- Better team management
- Stronger relationships with partner organisations

# Framework for discussion

- Peter Hawkins' CLEAR model
- **C**ontract
- **L**isten
- **E**xplore
- **A**ction
- **R**eview

# The GROW model of coaching

- Problem solving approach – assists with improving performance
- Not a linear process
- **G**oal setting (or outcome or challenge)
- **R**eality
- **O**ptions
- **W**ay forward
- Sir John Whitmore (2002) *Coaching for performance: growing people, performance and purpose*

# The FACTS model

- Development of a more challenging coaching model
- **F**eedback
- **A**ccountability
- **C**ourageous goals
- **T**ension
- **S**ystems thinking
- Blakey and Day (2012) *Challenging coaching: Going beyond traditional coaching to face the FACTS*

# Questioning skills

- Use questions to clarify the issue for the coachee
- Help to understand the relationship between experiences, behaviours and feelings
- Assist the coachee to move in to a positive/beneficial space
- Identify opportunities
- Challenge existing ways, identify creative alternatives
- Encourage effective decision making in the future
- Big powerful questions
  - What has to happen for you to feel successful?
  - What decision would you make from a position of strength?
  - What haven't I asked that I should ask?
  - What might you have done differently?

# Examples of probing questions

Elaboration	Can you tell me more about that?
Clarifying	What do you mean by that?
Justifying	Why do you say that?
Challenging	Why haven't you done that before?
Extending	What else will you do to get support?
Relevance	How does that affect the situation?
Accuracy	What evidence do you have for that?
Agreement	Does that make sense to you?
Exemplifying	Can you give me an example of that?
Repetitive	Once again, what do you think about that?
Reflective	You say you were angry.....?

# Listening skills

- Listening is an active process involving verbal and non-verbal behaviour
- Give them your full attention
- Show that you are listening – nodding, eye contact, mirroring
- Rephrase or summarise, make links, clarify understanding
- Encourage them to continue
- Allow silences
- Avoid passing judgement too quickly
- The EARS listening model (Eaton and Johnson, 2001, Coaching Successfully)
  - Empathise
  - Acknowledge
  - Reflect
  - Summarise



# Importance of body language

- Eye contact
- Showing full attention
- Watching for non-verbal reactions
- Observe for mismatch between what is said and how the coachee is reacting e.g. hand/eye movements, flushing, depth of breathing
- Facial expression
- Posture
- Space between coach and coachee
- Energy levels

# Summarising

- Useful to summarise previous discussions at the beginning of the next session
- Can be used if the discussion/exploration appears to be getting stuck
- May be used to develop a new perspective on the issue
- Can be used to pace the discussion
- Assist with demonstrating movement through a coaching model (e.g. different stages of the GROW model)

# Coaching exercise

- Form groups of three: coach, coachee and observer
- Coachee to identify a work related issue to bring to a coaching session
- Exercise to explore opening the session, questioning, listening and body language
- The exercise will last for about 16 minutes

## Approximate timings

- First 3 minutes: create rapport, set scene, contract
- Minutes 4-8 explore issue for coaching
- Minutes 9-12 each person to reflect and write notes on template
- Minutes 13-16: each person gives feedback for one minute each: coachee first, then coach and lastly observer

# Further reading/development

- Blakey, J and Day, I (2012) *Challenging coaching: Going beyond traditional coaching to face the FACTS*
- Whitmore, J (2002) *Coaching for performance: growing people, performance and purpose*
- Passmore, J (Editor) (2010) *Excellence in coaching: The industry guide*

To access coaching and mentoring, go to the CoachNet website: [https://eoeleadership.hee.nhs.uk/coaching\\_and\\_mentoring](https://eoeleadership.hee.nhs.uk/coaching_and_mentoring)

There are various programmes available to train as a coach