

Coaching & Mentoring Toolkit v1.0

Information and guidance for both coach/mentor and employees, including guidance notes and template forms.



Version	Date	Amendment
V 1.0	01.5.19	<i>New Toolkit devised to support Coaching & Mentoring process.</i>

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1. Introduction and Definition

Welcome to the Coaching & Mentoring Toolkit.

The aim of this document is to provide information and guidance in relation to the coaching and mentoring process within Denbighshire County Council.

Denbighshire values and recognises that people are our most important asset and as such is committed to continually develop employees.

Coaching and mentoring are ways of giving people time to think. This can have a significant impact on the development of individuals, and consequently Denbighshire County Council, during a period of economic pressure and continual change. We are now able to offer our employees coaching and mentoring from well trained and experienced practitioners, in a way that is as straight forward and effective as possible.

This handbook explains more about coaching and mentoring and how it works. It is here to support the development of all coaches and mentors, and those with whom they work, to help you as you grow, learn and thrive at work through effective partnerships.

2. What is our Strategic Aim Values?

Our strategic aim

A high performing council, closer to the Community.

The vision of the future for the council was developed in partnership with local communities and partners. In order to work together for the future of Denbighshire, we need to understand and deliver the corporate plan and its priorities.

Our priorities:

- **Housing:** Everyone is supported to live in homes that meet their needs;
- **Connected Communities:** Communities are connected and have access to goods and services locally, online and through good transport links;
- **Resilient Communities:** The Council works with people and communities to build independence and resilience;
- **Environment:** Attractive and protected, supporting well-being and economic prosperity; and
- **Young People:** A place where younger people will want to live and work and have the skills to do so.

Our values

The council believes that the way people behave within the organisation towards each other, and to those that we come into contact with, is crucial to ensuring effective performance in the delivery of services. The values that the council has

adopted provide the basic principles that guide our interactions with everyone that we come into contact with, both inside and outside of the organisation.

Our values are:

- **Pride** - We aim to create a sense of pride in working for our organisation.
- **Unity** - We all work for the same organisation.
- **Respect** - We aim to treat all people equally and with fairness, understanding that there are views and beliefs that differ from our own.
- **Integrity** - We aim to manage ourselves to maximise performance, act with high standard of conduct and present a positive image of Denbighshire

In order to deliver our strategic aim and corporate plan, we want to develop aspiring and existing leaders by giving them space and time to think and reflect, build new skills and allow them to explore and develop a range of leadership behaviours so they can be adaptable and resilient, and ultimately deliver what we need.

3. What is Coaching and Mentoring?

You may have a line manager or supervisor who uses a coaching or mentoring style already. Working with a qualified coach or mentor allows you to have a conversation with someone who is not also responsible for allocating work to you or to whom you report directly. It provides a safe space to think. Denbighshire County Council Coaching and Mentoring Register allows us to offer support across the organisation.

“The quality of everything we do depends on the quality of the thinking we do first. The quality of our thinking depends on the way we treat each other while we are thinking.” Nancy Kline

What is coaching?

Coaching is a way of having conversations with someone else that are safe, supportive and challenging. It can be a thought-provoking and creative process and will help you to maximise your personal and professional potential.

Recent research points out the huge personal benefits to people who have coaching, particularly at times of change. People might see a coach to improve how they relate to their circumstances, to achieve their goals or to explore new ways of approaching situations.

Common benefits people experience from coaching include:

- Better engagement and performance
- Organisational effectiveness
- Improved sense of direction and focus
- Increased knowledge of self and self-awareness
- Enhanced ability to relate to and influence others

- Stronger motivation
- Improved performance effectiveness
- Increased resourcefulness
- More confidence

Central to the philosophy of coaching is a belief in the potential of the person being coached to improve their performance and develop their own solutions. While the coach need not be a technical expert in aspects of your work, they must have credibility in order to build an effective partnership with you.

Coaches on the Denbighshire County Council register have all completed an accredited coaching skills programme and undertake supervision and development of their skills.

What happens during a coaching session?

A skilled coach will use a combination of questioning, listening, observation and feedback to create a conversation with you that is rich in insight and learning. They will encourage you as you do what you need to do to move things forward.

Coaching usually lasts for a defined period and focuses on specific work related skills and goals. Goals will be set at the start of the coaching relationship, in a way that works for you, to give focus. At the end of the relationship, you will evaluate these goals together.

Is coaching confidential?

Your line manager needs to support your application for coaching, as well as give you the time and space for coaching. Coaching is based on trust and openness, and the content of your sessions is confidential unless there is a perceived risk to you or to others.

Here are the main differences between coaching and mentoring:

MENTORING	COACHING
On-going relationship that might last for a long time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the employee needs advice, guidance or support	Generally more structured in nature and meetings are scheduled regularly
Will share ideas and what they have done	Will help you to identify your own solutions
More long-term and takes a broader view of the person	Short-term and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the employee; often a senior person in the organisation who can pass on knowledge, experience and can open doors to otherwise out-of- reach opportunities	Coaching is a more equal relationship and generally not determined by the level of experience the coach has of the employee's formal occupational role – rather this professional distance can help to provide a thinking partnership with a different level of challenge and support

What is mentoring?

Mentoring allows more senior staff to share their knowledge and experiences, whilst supporting other staff in their development journey. It facilitates the building of new networks for both mentor and mentee. Developing a sustainable mentoring resource across Denbighshire County Council ensures internal staff are developed to support others.

A mentor is someone who offers you space to think who has already had experience of the area you wish to explore and has knowledge and networks which may be appropriate to share as you develop and grow as a professional and as a person.

A mentor might:

- teach you about specific areas where you need more knowledge
- coach you
- help your career and professional development by sharing networks or giving you new opportunities to shadow them
- challenge you beyond your comfort zone
- focus in your development as an individual and as a professional
- support you to strengthen and develop leadership skills in a time of change
- give you space to reflect on your own and others' learning and leadership approaches.

Mentors on the Denbighshire County Council register have all completed an accredited mentor skills programme and undertake supervision and development of their skills.

What happens during a mentoring session?

A skilled mentor will use a combination of questioning, listening, observation and feedback to create a conversation with you that is rich in insight and learning. They will encourage you as you do what you need to do to move things forward and share with you their own and others experience.

Mentoring can be an informal conversation or a formal programme. Mentees observe, question, and explore. Mentors demonstrate, explain and model.

At the start of the mentoring relationship, you will need to think about what the gap is that you would like mentoring to fill. It might be

- Contacts
- Understanding
- How to do something
- Leadership

It's useful to set some goals as you begin to work together. This will give focus and ensure that the mentoring serves you and the organisation. These goals will be reviewed regularly to ensure a continued focus to the meetings.

Is mentoring confidential?

Your line manager needs to support your application for mentoring, as well as give you the time and space for mentoring so they will know it is happening. Mentoring is based on trust and openness, and what you discuss with your mentor is confidential

unless there is a perceived risk to you or to others.

Matching Process

Once you have decided whether you are looking for a coach or a mentor, you will be able to take a look at their profiles and read more about them and their experience. If there is no profile available please contact Llinos Howatson, OD Specialist by email on llinos.howatson@denbighshire.gov.uk . The service is available to all employees who wish to develop their leadership skills, and who have been identified as individuals who would benefit from coaching or mentoring.

4. How to apply for a Coach or Mentor

You will need to have discussed and had agreement by your manager to undertake session of coaching and mentoring. You will need to consider what you would like to see as a result of having this, for you, for your team and for Denbighshire County Council.

Once you have identified your goals together and have obtained support from them, you need to register your interest by emailing llinos.howatson@denbighshire.gov.uk .

You will be able to search for a potential coach or mentor by reading the profile of the coaches or mentors that are available, and must specify who would be your preferred coach/mentor. Your preferred option may not always be available or may not be suitable for you, and this matching process may involve a face to face discussion with the coach/mentor.

This meeting is an opportunity to see whether you will work well together and to discuss what support you need and to see whether you can build a working relationship that will be supportive and challenging. It is important that both you and your coach/mentor feel that you can work together.

As a coachee or mentee you must be:

- willing to commit to the coaching and mentoring process in an open and honest manner
- willing to provide personal information for the coach/mentor database
- ready to commit to an agreed number of sessions.

The coaches and mentors on the Denbighshire Register provide their services free of charge so there is no financial barrier to getting the support you need. Of course there are indirect costs to Denbighshire County Council so it's also important that the coaching or mentoring support you receive is going to be useful to you in your work and to the organisation.

5. Code of Ethics

Coaches and mentors on the register are required to follow either the European Mentoring Coaching Council (EMCC) or International Coaching Federation (ICF) code of ethics. This has been established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship, whatever form that might take, so that the coach/mentoring environment provides the greatest opportunity for learning and development.

If you have a problem in your relationship with your coach or mentor, please raise it with them in the first instance. If you then need to take it further, please email Llinos Howatson, OD Specialist, llinos.howatson@denbighshire.gov.uk .

You can view the ethics by visiting, <https://www.emccouncil.org/quality/ethics/> .

6. Ground Rules

Like any professional relationship, coaching and mentoring work best when trust is high and conversations they are conducted in an atmosphere of mutual respect. The following ground rules can help the relationship stay positive and focused.

Coach and Mentor

1. Make time to prepare before each session by reading through notes and reflections from previous sessions. Think about what you need to do to disconnect enough from the issues and demands of your day job to be able to listen well and to be able to think.
2. Take time after a session to record your initial reflections and document any observations you want to make. However these are confidential and should be stored securely.
3. Be punctual and make the room as welcoming as possible.
4. Avoid cancelling sessions wherever possible and give your colleagues adequate notice and reschedule at the next available opportunity. Where sessions are regularly cancelled by either person, research studies suggest that the support programme is more likely to fail.
5. Adhere to the Code of Ethics.
6. Stay in role and avoid changing hats to a role outside your agreement (e.g. counsellor, consultant etc.)
7. The purpose of this relationship is to support your coachee/mentee in their development at work. Remember to keep the responsibility with them and to encourage them to own the process and access their own resources.

8. Ask your employees to give you feedback to help you best meet their needs. There is an evaluation form that you should give out at the last session.
9. Regularly record all your coaching/ mentoring activity in shared drive to enable the HR team report on service performance and be accountable to its stakeholders.
10. Respond promptly to coachee/mentee when they contact you.
11. Ensure you undertake the required supervision.
12. Use your peers/supervisor as support to practice your skills and to gain advice.
13. Record all your CPD and supervision sessions, and actively take part in the peer support group.
14. Actively take part in supporting the ongoing development and training of coaching skills for managers where necessary.

Coachee and Mentee

1. Make time to follow up on agreed actions between sessions, including reflecting on your learning.
2. Be punctual and make best use of the time by knowing what you would like to get out of each session.
3. Avoid cancelling sessions wherever possible and give your coach/mentor the agreed notice, aiming to reschedule at the next available opportunity. Where sessions are regularly cancelled by either person, research studies suggest that the programme of support is more likely to fail.
4. Ask for feedback from your coach/mentor to support your development.
5. Challenge yourself to be open and honest and approach coaching/mentoring as an opportunity to experiment, learn and develop.
6. Accept that behaviour change can be uncomfortable and that the coach/mentor cannot do the work for you.
7. Use your colleagues and your line manager to help you embed what you are learning at work.

7. Contracting

Contracting is important to an effective partnership because it aligns expectations, makes explicit ground rules, builds and creating a solid foundation for the work that is to come. It also gives a starting point to both people about the purpose and possible outcomes of the work you will do together and, where appropriate takes account of what the organisation needs.

There are a number of different elements to contracting:

Three-way Contracting

When line managers are supportive of the coaching/ mentoring process and take an active role in helping coachees transfer their learning effectively to the workplace, then the changes resulting from working with a coach are more likely to stick.

Where possible and practical, it is beneficial for line managers to be involved in three-way conversations with coach and coachee or mentor and mentee at the beginning and end of the coaching/ mentoring programme. This adds value to the coaching or mentoring for the employee and their team and the organisation. Other benefits can include:

- More relevant and focussed goals
- Shared understanding about the process and purpose of coaching
- Encouraging a flow of feedback between coach and line manager

Occasionally, someone may express reservations about the involvement of their line manager. Under these circumstances the coach/mentor needs to make a judgment as to whether a three-way conversation will add more than it subtracts from the quality and effectiveness.

Typically the line manager will have a short involvement at the beginning and end of the coaching programme:

Contracting at the start of the programme

This covers the logistical, procedural and ethical aspects of the coaching and mentoring.

- Expectations of coaching/mentoring – desired outcomes, commitment to work between sessions
- How the coach/mentor works
- Frequency and length of sessions
- Format (face-to-face, telephone, Skype) and location (if face-to-face)
- Protocol around cancellation/postponement

- Confidentiality

Contracting is also an important part of building rapport and creates a sense of safety and containment for the coachee/mentee. This is enhanced by developing a shared understanding about the type and quality of relationship that will be developed around things like:

- Challenge – what level and in what way
- Openness – how the coach/mentor can support the coachee/mentee to be open and honest in sessions
- Boundaries – how coaching/mentoring differs from one another and counselling.

Ongoing contracting

A coaching contract is dynamic and will develop over time. It is important to regularly review the process and the relationship to ensure they are continuing to serve the coachee's/mentee needs. It is also important at the start of every session to be clear about what the coachee/mentee is bringing, what their goals are for that conversation (if they know), how you will work together, and how they will know the session has been useful.

Holding the coachee/mentee to account

There are occasions where it will be useful for the coach to hold the coachee/mentee to account for the commitments they have made. Without an explicit contract this become problematic and may risk damaging the relationship. A shared understanding about the roles of coach/mentor in the work towards agreed outcomes is a core element of the ongoing coaching process.

Useful Documents

All coaching/mentoring sessions will need to follow set forms and templates when undertaking sessions. These can be found as part of the Appendix section and also in the dedicated shared drive.

APPENDIX 1 – COACHING / MENTORING CONTRACT & GUIDANCE

Coaching Contract

It is both coach and coachees responsibility to work through this contract together in the introductory session, to ensure mutual understanding of the basis of the coaching relationship, roles and responsibilities.

What you can expect from the coaching process:

In a coaching relationship, the coachees agenda is at the centre of the relationship and will be worked on jointly by both coach and coachee.

As coach I do not have the answers to your issues, but I am committed to working with you to explore them and help you identify how to move forward.

I will at all times do my best to help you achieve all you want for yourself but there are no guaranteed results; you get out what you put in.

At all times, I will treat you with respect and treat all you tell me in confidence. There may be occasions when something you share with me needs to be shared more widely, but we will discuss this first so that you are comfortable, and wherever possible, you will take the lead in sharing the information with others.

As a workplace coach, I may work with a variety of people who may, or may not be known to you. I will let you know if there is likely to be a conflict of interest. Where we work together with this knowledge of others, the focus of our work will be on your situation and your responsibilities. I will not therefore refer to situations or any knowledge I have about these individuals, gained from my interactions with them.

Your commitment to the coaching process:

I agree that the prime purpose of this coaching contract is to support, maintain and enhance my personal development and performance over an agreed period of time.

As the coachee, I will ensure that, to the best of my ability, I have met the agreed objectives and action plan set out at the end of each session.

I understand that taking part in this coaching contract places responsibilities on me. I agree to prepare for each session, to be punctual and to actively participate. I agree to carry out any follow-up actions that I choose to commit to within the coaching sessions as per agreed timescales. I understand that all that is discussed between us will be treated in absolute confidence, unless we agree that information can be shared with another party.

I agree to complete all evaluation forms during and following the final session.

I will ensure that the session is not interrupted, in order to give full attention to the interaction.

How the process will work:

We have both agreed the parameters of this relationship and discussed their practical implications for us.

We have agreed to meet every weeks for sessions. We have agreed that 1 to 1.5 hours is a suitable length of time for our sessions. We will time these sessions to coincide with specific stages of work or situation, so that constructive feedback can be provided and objectives reviewed.

It is the joint responsibility of both the coach and the coachee to agree the scheduling of these sessions.

Our first coaching session will be on:

Date: **Time:**

Venue:

If for any reason a session is cancelled, we will meet again at the next mutually convenient date. The person who has cancelled the session has the responsibility to re-arrange the session.

Any changes in circumstance will necessitate the discussion and agreement of a new coaching contract.

Either party can request a termination of the agreement if there is a breakdown in the coaching relationship, inadequate commitment to the process or lack of progress being made.

I have read, and agree, this coaching contract.

Signed:

Coachee:

Date:

Coach:

Date:

PURPOSE	CONTRACTING CONVERSATION
Establishing a clear and shared understanding about coaching	<p>Explain coaching and the contracting process emphasising the focus on enhancing overall performance, which involves exploring successes as well as challenges and problems the developmental/facilitative role of coaching. You are not managing the coachee, or doing the manager’s job. The importance of regular dialogue between coachee and manager about the progress and outcomes of the coaching so that the coachee can transfer their learning effectively to the work situation the importance of confidentiality – you will not be communicating with the manager outside the three-way – anything that comes up after the opening conversation needs to be addressed to both the need for flexibility and responsiveness in coaching to take account of the possibility that the goals may shift as the sessions progress – based on changed work priorities or the coachee’s development needs your role as coach – to facilitate these three-way conversations and not to act as a conduit, arbiter or mediator between the coachee and manager.</p>
Creating goals for the series of coaching sessions	<p>Facilitate a discussion about the most appropriate overall goals for the sessions emphasising what will the organization see in 12 months’ time if the coaching has been useful? Creation of a set of agreed, shared goals between the coachee and the manager. These goals are often termed the “public” goals to indicate that they are known to both the coachee and their manager.</p> <p>Clarity about how the coachee and line manager will know if the coaching has been successful flexibility and responsiveness of coaching in meeting needs and interests as they emerge which can necessitate a change of goals; the coachee should be encouraged to discuss any significant amendments with their manager. The coachee will also have opportunities to establish a set of “private” goals for the coaching, which will not be open to the manager, but nonetheless will focus on areas that impinge on behaviour and performance at work.</p>
Getting manager buy-in and support	<p>Invite the line manager to appreciate the coachee and highlight their strengths:</p> <ul style="list-style-type: none"> • what support can the manager offer to help the coachee get the most from the programme? • what qualities does the coachee have that will be of most benefit to them in working with the coach? • what key strengths would the manager most like to see them develop?

APPENDIX 2 – FEEDBACK FORM FOR COACH / MENTOR

COACHEE NAME:

COACH NAME:

COACHEE LINE MANAGER NAME:

Was the line manager involved in goal setting? Y/N

This form is to be completed after setting goals for the coaching sessions and after any/all sessions. This information will be held by the coach and HR to assess the impact of the coaching. Personal details will not be issued unless prior agreement from the individuals has been gained. Although not mandatory, it will help us to assess and review benefits and impact of coaching. Where appropriate you may be approached to produce a case study of your experience.

Session

Date of session:

Review Phase

Date of session:

Goals for the Coaching?

Were these goals achieved? Please provide details.

(If goals change during the course of the sessions please provide details)

What did you find most beneficial from today's session?

What difference has the session made to you?

Is there anything that could be improved?

Any comments you would like to make?

APPENDIX 3 – FINAL SESSION EVALUATION FORM

I would like you to provide me with feedback following our coaching/mentoring sessions. This will help me improve the process, improve my skills and support my application for accreditation.

How did you found my style?	
Did the sessions meet your expectations?	
Would you recommend coaching/mentoring to colleagues?	
Please describe how have things changed since undertaking coaching?	
Have you considered undertaking any coaching courses in the future?	

Other points/elements which I enjoyed or found particularly helpful are:

1.

2.

3.

Areas which I did not find helpful or where I was expecting more are:

1.

2.

3.

Name of Coachee:

Date: