



# Coaching & Mentoring Principles

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v0.1	First draft	Draft	Libbi Aldred
v0.2	Revisions to 'becoming a coachee'	Draft	Libbi Aldred
v0.3	Clarity on roles and responsibilities	Draft	Libbi Aldred
v0.4	Amendments to role of line manager	Draft	Libbi Aldred
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## Aims and background

The Developing Together Social Work Teaching Partnership (TP) is keen to ensure that its staff are equipped with the skills, knowledge and experience that enables them to deliver the very best services to the children, young people, adults and families that its partner agencies support.

The TP hopes to embed a coaching culture across all partner agencies, designed to develop, support and encourage staff to progress in their careers and realise their potential. It will enable staff to access a wealth of knowledge, skills and experience from not only staff within and outside their immediate work area, but also from within other agencies in the TP. These principles provide guidance for colleagues providing or undertaking one-to-one coaching and applies to internal and external coaching assignments.

Because the scheme stretches across the TP, staff can potentially have a coach either from within their own organisation, or someone from a partner organisation. It is an aspect of the scheme that opens up excellent opportunities to learn, pick up new ideas and gain fresh perspective.

Whilst coaching can be used in a number of ways to support development, these principles focus specifically on coaching to develop performance potential or to support the transfer of learning into the workplace.

## What is coaching?

Coaching aims to enhance the performance and learning ability of others by enabling them to help themselves. Coaching is aimed at any colleague who has a specific learning objective for which coaching has been identified as the most appropriate learning method. Coaching, in the majority of circumstances, will be provided by the line manager. Line managers can use coaching techniques as part of their day-to-day role to help develop others. A formal coaching assignment is normally defined as a short-term intervention of approximately six sessions providing guidance and support designed to enhance performance in the current role or in working towards an aspirational role. Your organisation's learning and development offer may include the development of coaching skills and techniques and the TP has also sponsored practitioners from partner agencies to undertake a level seven qualification in Mentoring, Coaching and Advanced Assessment of Professional Practice with Kingston University. You can find the associated module guide [here](#). Your Workforce Development Team will be able to give you more information about the opportunities available to you.



Coaching should be based around a specific task, responsibility or objective, and provides a framework designed to help the learner to explore options and raise self-awareness in order to achieve a specific learning objective.

Coaching differs from mentoring. Mentoring is more general guidance and support, aimed at giving confidence and capability to meet current and future challenges. Mentors act as an adviser and guide on personal and professional development over a continuing and extended period of time, for example six to 18 months.

## **Benefits of the coaching scheme**

### **Benefits for the coachee**

Benefits can include:

- improved personal effectiveness including self-confidence and motivation
- enhanced continuous personal and professional development
- provision of dedicated time with an expert focusing on individual needs
- objective, independent and constructive feedback
- advice on tackling new situations
- improved self-awareness
- help with career advice and planning

### **Benefits for the coach**

Benefits can include:

- increased personal insight and insight into others
- improved skills in developing others
- opportunity for self-development
- opportunities to learn from others
- improved motivation and job satisfaction

### **Benefits for the organisation**

Benefits can include:

- enabling others to more effectively contribute to the overall vision and objectives
- contributes to succession planning through developing individuals



through career pathways

- increased productivity and effectiveness
- improved colleague engagement
- opportunity to improve organisational culture

## Who can be a coach?

Experienced colleagues across the TP, particularly those with leadership experience, are encouraged to develop and use coaching techniques and skills for members of their own teams as part of their normal development. Line managers should adopt a coaching style within their role to enable and grow others and across the TP we would like to embed a coaching culture and ensure we have a pool of trained and experienced colleagues who are able to coach our staff.

In identifying a coach through this scheme, a coach will usually be selected who is not the individual's direct line manager or within the same service area. This is to enable the coaching experience to focus on the specific learning objective that might otherwise compromise the coaching by becoming line management or mentoring. Sometimes, it will be deemed more appropriate for a coach from a partner agency to be assigned.

For those interested in becoming a coach, you should first discuss this with your line manager and local workforce development team.

### Coach peer support

Active coaches are encouraged to develop peer networks with existing coaches for mutual support and peer supervision to develop their coaching skills and receive support for coaching dilemmas. Details of individual coaches will not be shared in any peer support spaces.

## Becoming a coachee

Coaching as a development solution should be identified as part of the colleague achievement review and personal development planning process through agreement between the line manager and direct report. Please note: coaching, other than by the line manager, should not be used as part of a disciplinary process, or to deal with underperformance.



Any colleague who has a specific learning objective, for which coaching has been identified as the most appropriate learning method, can request a coach. Colleagues should discuss the application process with their manager and local workforce development team. Where it is determined that an external coach would be more appropriate, workforce development leads from the TP will liaise with each other and the coachee to ensure an appropriate match is made.

## The different roles

Below outlines the different roles each member in the coaching relationship has.

### **The coachee should:**

- meet with the coach for a 'chemistry meeting'. The purpose of these meetings is for the coach and coachee to get to know each other, build a relationship and establish ground rules. Coachees who meet with more than one potential coach, should inform each one that they will be doing this.
- set up and agree coaching sessions with the coach
- have a positive attitude, be open-minded and take responsibility for their own personal development
- jointly agree learning objectives with the coach

### **The coach should:**

- undertake the coaching matching process
- set up and agree coaching sessions with the coachee
- jointly agree learning objectives
- maintain confidentiality (as per these principles)

### **The line manager should:**

- provide protected time for the coach/coachee to undertake the coaching process
- ensure that the coaching sessions are scheduled and taking place
- respect the principle of confidentiality between the coach and coachee



## The first coaching meeting

The coachee and coach can jointly agree initial goals for coaching. It is best practice to review the coaching after three sessions.

### Practical arrangements

It is expected that:

- there will be between three and six coaching sessions lasting between one and two hours, at suitable timescales (for example monthly). In some cases coaching may take place by telephone or video calls.
- coachees will have time allocated to access their coach and vice versa. It is expected that this will be delivered as part of an individual's normal role and hours
- the content of coaching sessions will be confidential and information will only be disclosed to the line manager with the explicit agreement of the coachee, with the exception of where the coach has serious concerns about health and safety issues in the workplace or professional practice or conduct. The possibility of exceptions to confidentiality should be discussed during the first meeting

Please note: the partnership can be terminated by either party at any point, even after the first meeting, if there is a problem. If the partnership is terminated, workforce development and line manager/s should be notified.

### Paperwork

The coaching partnership is between coach and the coachee, and there is no expectation that any information, written or otherwise, be released to a third party (unless as stated above). However, it is advisable to take notes to reflect on between meetings, which will ensure that actions are carried out and to keep track of progress.

### Chemistry Meeting

This meeting is an opportunity for coach and coachee to meet and talk about the coaching model, expectations, and build a rapport. During this meeting a coaching agreement (suggested agreement in appendix 3) should be discussed and completed. The coach and coachee should each retain a copy and also share this with their workforce development team/s for record keeping.



## **After the coaching**

On conclusion of the coaching, the coach and coachee may be asked to evaluate the experience by the TP. This information will be used to develop the post-qualifying course and associated coaching processes and make it as effective and valuable as possible. It may also contribute to the coach's ongoing development.





## APPENDIX 1:

### Becoming a Coach - Expression of Interest (EOI)

Please complete this profile sheet to express your interest in securing a place on the Level 7 Coaching, Mentoring and Advanced Assessment of Professional Practice module, run by Kingston University. The spaces on this course are limited and are being fully funded by the Teaching Partnership. Please discuss this with your line manager before completing. Once completed, please return this form to your workforce development team who will review all expressions of interest and put forward the most suitable candidates for a place on the course.

Please ensure you have read the associated module outline that was circulated alongside this form before applying.

[admin@developingtogetherswtp.org.uk](mailto:admin@developingtogetherswtp.org.uk) or [dermot.brady@sgul.kingston.ac.uk](mailto:dermot.brady@sgul.kingston.ac.uk) can be contacted with any questions about the application process or the module.

<b>Name</b>		
<b>Job Title</b>		
<b>Service area</b>		
<b>Do you already hold a coaching accreditation?</b>	<b>YES</b>	<b>NO</b>
<b>1. Please outline the experience and skills you have that would make you a suitable candidate for this course and becoming a coach.</b> Please include professional knowledge, responsibilities, special interest areas and projects as well as leading and managing, change management etc.		



**2. What attracts you to this course and becoming a coach?**

Here you should consider benefits to you, as the coach, benefits to the coachees, benefits to your service as well as in a wider social work context.

**2. What areas of Coaching would you feel most comfortable in offering?**

(Please indicate all areas you are willing to offer)

Please note that as a condition of the TP sponsorship, the coaching you offer may not be restricted to your organisation and you may be expected to take on a coachee from a partner agency within the Teaching Partnership

General Skills (linked to areas of knowledge/experience you can offer)	
Developing leadership skills and confidence	
Developing management skills and confidence	
Managing internal politics and/or conflict	
Managing internal culture	
Developing image / credibility/ assertiveness and self confidence	



Career progression	
Strategic issues	
Managing change	
Team development	
Partnership working	
Service planning, improvement and efficiency	
Operational management	
Managing upwards	
Financial management	
Entrepreneurial skills and commercial awareness	
Influencing and negotiating	
<p>The following expectations on a coach are as follows:</p> <ul style="list-style-type: none"> <li>● To complete relevant coaching forms and evaluations as prescribed within the scheme</li> <li>● To adhere to the coaching scheme process</li> <li>● To attend coach peer supervisions regularly</li> <li>● To commit for a period of 12 months at a time</li> <li>● To commit to coaching a minimum of 2 coachees during your studies, one from your own agency and one from another Teaching Partnership agency</li> <li>● Agreement from line manager to release you to perform the duties of a coach – the partnership has an expectation and agreement</li> </ul>	<p><b>Please tick or circle the 'I agree' to confirm you have read the expectations</b></p> <p style="text-align: center;"><b>I agree</b></p>



from senior managers that this will be the case	
For your additional information, we follow some guiding principles about coaching, which are: 1. The client is resourceful 2. The coach's role is to spring loose the client's resourcefulness 3. Coaching addresses the whole person, past present and future 4. The client sets the agenda 5. The coach and the client are equals 6. Coaching is about change and action	



## APPENDIX 2:

### Coachee application form

<b>Employee name</b>		
<b>Job title</b>		
<b>Service area</b>		
<b>Organisation</b>		
<b>Telephone number</b>		
<b>Email</b>		
<b>I would like to be considered for the coaching scheme for the following reasons:</b>	1.	
	2.	
	3.	
<b>Has the need for coaching been identified through supervision? (Yes/No)</b>		
<b>Manager's signature</b>		
<b>Manager's name</b>		
<b>Date</b>		
<p>Managers should ensure that they have discussed the benefits of coaching with their member of staff and that appropriate support is provided in attending coaching meetings. Please also ensure that your internal coaching and mentoring policy has been read by the potential coaching (if there is one - otherwise the Teaching Partnership's coaching and mentoring principles should provide useful guidance).</p>		



## APPENDIX 3:

### Coaching agreement

Date agreement completed: (DD/MM/YY)

<b>This agreement relates to the partnership between</b>			
<b>Coachee</b>			
<b>Coach</b>			
<b>The main objectives of the partnership include</b>			
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>As the coachee, I agree to commit to the following:</b>			
<b>As the coach, I can provide the following support:</b>			
<b>Number of sessions agreed</b>	<b>Include frequency of sessions, e.g. once a month, and expected end date.</b>		
<b>Duration of meetings</b>			
<b>Signed (Coachee)</b>		<b>Date</b>	
<b>Signed (Coach)</b>		<b>Date</b>	



## APPENDIX 4:

### Coaching record - confidential

Coaching record of session	
Coachee	
Coach	
Meeting date	
Session No.	
Previous actions/ summary of the session (what goals, knowledge and skills are to be covered):	
Actions identified from today's sessions	
Reflections on the effectiveness of the session and what might have been done differently or better, what worked well, etc:	
Goal - (add here)	<p>Where would you scale your progress toward achieving your goal: ' <b>0 meaning no progress has been and no changes to my development</b>' to 10 meaning 'the goal has been fully achieved and impact is recognised by self and others'</p> <p style="text-align: center;"><b>0    1    2    3    4    5    6    7    8    9    10</b></p>

Note: The coach or coachee can use this to record the discussions and actions from this session