



scottish social services
learning network
tayforth

Coaching and Mentoring Workshop 27th October 2010

workforce unit
voluntary sector social services workforce unit

TAYFORTH'S ROLE

Funded by Scottish Government to:

- Enable partnerships
- Share knowledge and experience
- Facilitate new ways of working
- Promote sharing of resources across social services employers and educators across Tayforth

AIMS OF WORKSHOP

- To explore the meaning, similarities, differences and skills of coaching and mentoring
- To help organisations identify how they might use coaching and mentoring to support professional learning and development
- To provide some examples that may facilitate the introduction of coaching and mentoring in your organisation
- To demonstrate links with leadership and CLF (Continuous Learning Framework) agendas

CONTEXT AND BACKGROUND

During 2009

TLN Coaching and Mentoring Project took place

February 2010

Results presented at a workshop

May 2010

Separate coaching and mentoring workshops

October to December 2010

support for individual organisations

Today – workshop on coaching and mentoring

Coaching

- *‘Developing a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives.*
- *It targets high performance and improvement at work, although it may also have an impact on an individual’s private life.*
- *It usually lasts for a short period and focuses on specific skills and goals’.*

A Coach

- *Experienced and knowledgeable in their field of work*
- *A good facilitator who can enable people to develop their potential in work-related skill areas.*

Agreed Characteristics of Coaching

- Essentially non directive
- Focuses on improving performance and developing skills
- Personal issues may be discussed but focus on work
- Activities have both personal and organisational goals
- Assumes individual is well and doesn't require clinical intervention
- Provides feedback on strengths and weaknesses
- Skilled activity which should be delivered by trained people

Mentoring

- *A technique for allowing the transmission of knowledge, skills and experience in a supportive and challenging environment*
- *usually a long term relationship*
- *An effective mentoring relationship is a learning opportunity for both parties*

A mentor:

- *Experienced and trusted advisor*
- *Someone who provides an enabling relationship that facilitates another's personal growth and development*

What is mentoring?

- “a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff” CIPD 2010
- “ a technique for allowing the transition of knowledge, skills and experience in a supportive and challenging environment – much like coaching” CIPD 2010
- “mentoring relationships work best when they move beyond the directive approach of the senior colleague telling how it is, to one where both learn from each other” CIPD 2010

Some questions to consider

- ➔ What are the similarities and differences in coaching and mentoring?
- ➔ What are the skills required to be a coach or mentor?
- ➔ Any immediate questions or observations?

CHARACTERISTICS OF COACHING AND MENTORING

- Essentially non-directive forms of development.
- Focus on improving performance and developing skills.
- Organisational and individual goals
- Assume that the individual is psychologically well and does not require a clinical intervention.
- Provide people with feedback on both their strengths and their areas for development.
- They are skilled activities which should be delivered by trained people.

Comparing Coaching and Mentoring

Coaching	<ul style="list-style-type: none">• relatively short term• focus on specific skills and goals• Coach and coachee agree learning process
Common to both	<ul style="list-style-type: none">• skills of questioning, listening, clarifying, reframing• Coaches and mentors impart experience and demonstrate desirable skills• Use some of the same models e.g. GROW, 5 Cs
Mentoring	<ul style="list-style-type: none">• relatively long term• supports holistic personal and career development• Mentee controls learning process

COACHING , COUNSELLING, THERAPY AND MENTORING

Coaching draws its influences from and stands on the shoulders of a wide range of disciplines, including, counselling, management consultancy, personal development, and psychology. However, there are a number of core differences which distinguish coaching from its related fields and these are most easily highlighted through the metaphor of driving a car:

- A therapist will explore what is stopping you driving your car
- A counsellor will listen to your anxieties about the car
- A mentor will share tips from the experience of driving cars
- A consultant will advise you on how to drive the car
- A coach will encourage and support you in driving the car

The Association for Coaching

RESULTS OF TAYFORTH LN RESEARCH INTO USE OF COACHING AND MENTORING

- General personal development is the most common purpose
- Also used to support the development of management capacity.
- Coaching and mentoring are located in the context of individual development, managed at local line manager level, with relatively little formal organisational structure or strategy.
- Coaching and mentoring appear to be predominantly used within the context of supervision, with little reference to wider workforce planning agendas.

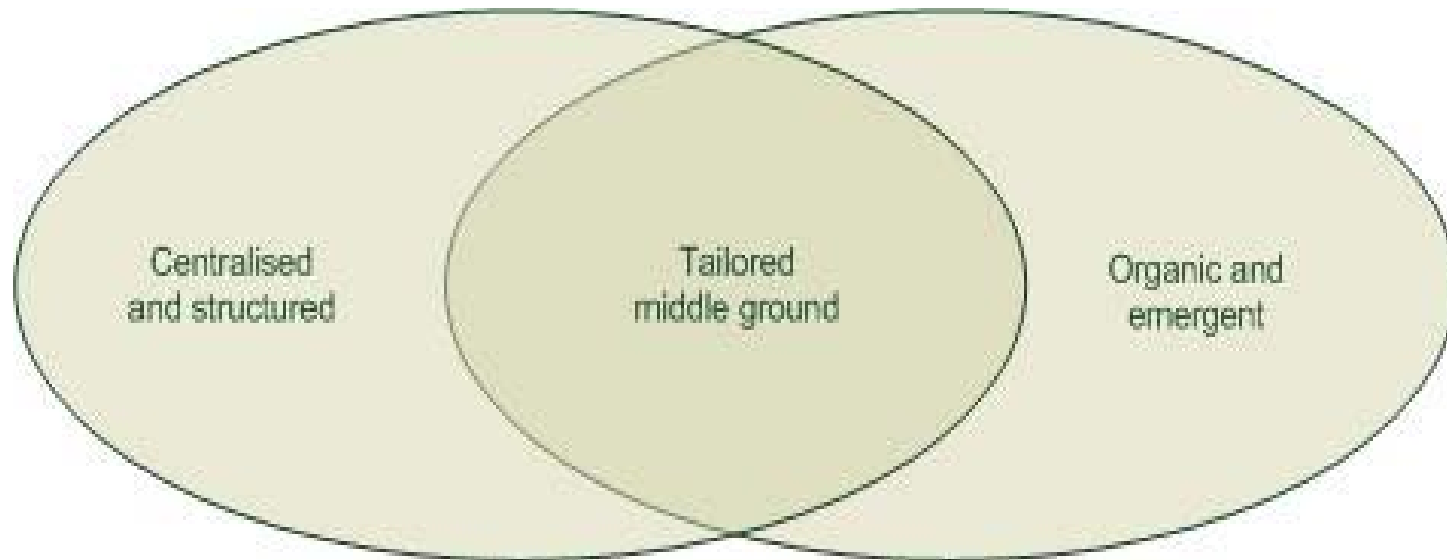
THEMES FROM CIPD RESEARCH

- Many organisations feel that they're finding their way by trial and error and would like more assurance that they're on the right path.
- There are many different approaches... that are successful when they're matched well to the organisation's needs and context.
- Learning and development professionals play a key role in guiding this process by being in tune with their organisation and understanding and sometimes protecting the value coaching can offer.

READY TO COACH / READY TO MENTOR

ACTIVITY

APPROACHES TO STRUCTURING COACHING SERVICES



CENTRALISED AND STRUCTURED

Organisational context and rationale

- learning and development has a high level of senior support
- formal structures are the norm,
- The aim is to provide a structured, standard and consistent service across the organisation.

Nature of coaching service provided

- focus on developing a cadre of internal coaches,
- standardising coaching competencies, processes and/or models,
- developing line managers
- using a formal structure to create a 'coaching culture' to improve management/leadership

ORGANIC AND EMERGENT

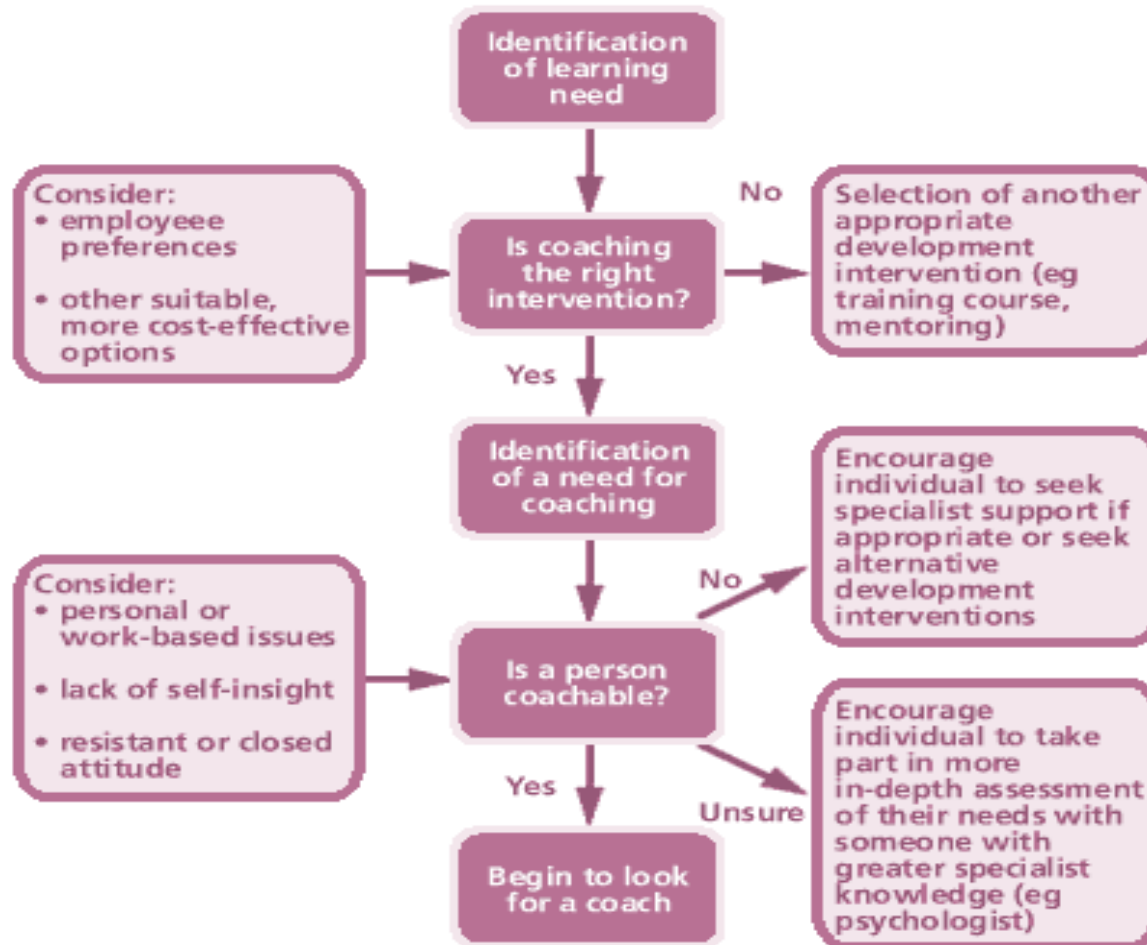
Organisational context and rationale

- variation in processes and ways of working is accepted and valued
- The aim of organisations is to be responsive to specific needs and preferences within the organisation.

Nature of coaching service provided

- Coaches may be internal, external or both, with boundaries between them being less important.
- The emergent approach works well when coaching is interest or need-driven rather than prescribed,
- those who are coached have asked for coaching, which may well improve results for individuals and the organisation.

DECISION TREE: IS COACHING THE BEST DEVELOPMENT INTERVENTION?



WHEN IS COACHING OR MENTORING THE BEST DEVELOPMENT INTERVENTION?

- Coaching and Mentoring are just two of a range of training and development interventions that organisations can use to meet identified learning and development needs.
- Their merits should be considered alongside other types of development interventions, such as training courses, mentoring or on-the-job training.
- Employee preferences should also be borne in mind.
- There is a danger that these can be seen as a solution for all kinds of development needs.
- It is important that coaching or mentoring is only used when it is genuinely seen as the best way of helping an individual learn and develop.

DISCUSSION

TO COACH AND/OR TO MENTOR

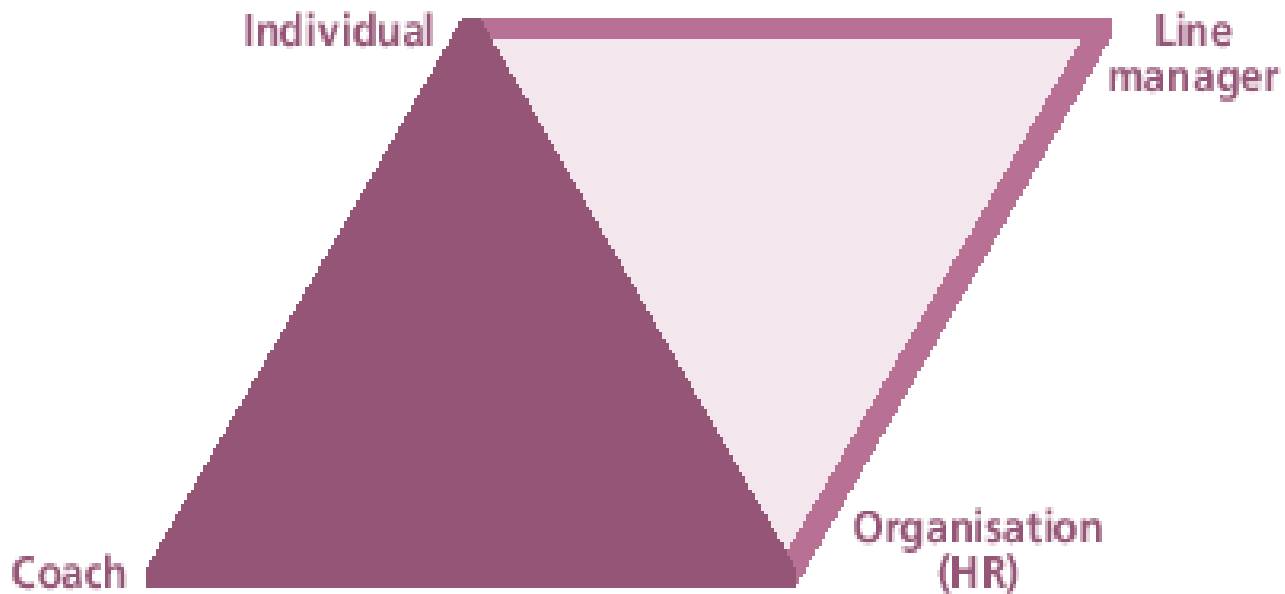
QUESTIONS TO CONSIDER:

- **What are our objectives?**
- **Who is the focus?**
- **Does a coaching and/or mentoring model help to meet these objectives?**
- **Shall we choose coaching? Why? Who?**
- **Shall we choose mentoring? Why? Who?**

STAKEHOLDERS IN COACHING AND MENTORING

- The primary relationship in any coaching or mentoring activity is between the coach/mentor and the individual, but this may not be the only important relationship.
- Other key stakeholders include the people representing the organisation's interests – most frequently an HR and/or learning and development practitioner, and the individual's manager.
- All of these parties are interested in improving the individual's performance and therefore their contribution to the organisation.

The four-cornered contract (Hay, 1995)



WHERE DO YOU GO FROM HERE?

- What (if any) further information do you need?
- Who will be involved?
- How and where will you start?
- How will you sell your ideas – and to whom?
- What resources do you need?
- Who can help you?
- What will the outputs and outcomes be?
- How will you evaluate the outcomes

WHERE DO WE GO FROM HERE?

- What do you want or need from the Network?
 - *Facilitated action learning sets*
 - *On line support through the portal*
 - *Further face to face meetings (formal / informal)*
 - *Thematic networks?*

CONTACT DETAILS

- Anne Tavendale: Scottish Social Services Learning Network Tayforth
ATavendale@tayforthsssln.co.uk
- Jane Mudd: The Mudd Partnership Ltd.
jane@themuddpartnership.co.uk
- Jan Miller: Workforce Matters
jananmill@btinternet.com
- VSSSWU: Voluntary Sector Social Services Workforce Unit
vswu.admin@ccpscotland.org