London Leadership Academy

# COACHING & MENTORING HANDBOOK

Leading across London

# TABLE OF CONTENTS

## 1. INTRODUCTION FOR LONDON COACHES AND MENTORS

Coaching and mentoring are ways of giving people time to think. This can have a significant impact on the development of individuals, and consequently our organizations, during a period of complexity, transition and change. The London Coaching and Mentoring Registers have been established to be able to offer people coaching and mentoring from well trained and experienced practitioners in other parts of the NHS in London in a way that is as straight forward and effective as possible.

This handbook explains more about coaching and mentoring and how the London Online Register 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. We are grateful for the time and energy you give to enable that to happen.

## 2. WHAT THE ORGANISATION NEEDS AND VALUES

### Our Vision

To develop outstanding healthcare leadership in London, in order to improve people's health and their experiences of the NHS.

### Our Mission

To be a regional centre of excellence for leadership development, delivering locally a national approach, and responding to the leadership needs of future and existing leaders across the capital's NHS system to improve the quality of public health and patient outcomes.

### Key areas of focus

In order to deliver our mission and work towards our vision, we will 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 better patient care.

Our strategic objectives are:

1. To contribute to the improvement in quality and safety of patient care through promoting excellence in leadership
2. To signal a change in expectations of leadership capability and approach
3. To demonstrate clearly the increasingly high standard required of leaders to support and drive the healthcare strategy effectively
4. To increase levels of diversity in leadership roles across NHS organisations in London
5. To develop leaders who are committed to the values of the NHS and demonstrate this in their actions and behaviours
6. To explore alternative future funding models for 2015/16 over and above our funds from the NHS Leadership Academy

## Design and delivery principles

All of our programmes will be underpinned by the following design and delivery principles:

- Values based – all our offerings will be based on the NHS Values, to support the development of leaders who are focused on quality patient care.

- Challenging – in the spirit of raising standards and signalling change, the development activities should expose participants to activities designed to stretch and challenge, within a sufficiently supportive framework to ensure learning and change.

- Collaborative – all development interventions will be designed in a collaborative manner, using expertise and input from stakeholders, and co-designed with external suppliers (where used). Development activities and interventions should encourage collaboration from participants to enable cross-fertilisation of understanding and knowledge.

- Evidence-based – all interventions will reflect known and proven best practice in learning, development and behaviour change. Particular focus will be given to, experiential learning as evidence indicates that tends to yield superior outcomes in terms of personal development and sustained benefit from development.

- Aligned and relevant – development should reflect the specific context of the NHS in London, whilst also exposing participants to leading edge thinking and practice from wider spheres, both private and public sector

- System-focussed – understanding the context in which leaders in London work is crucial, therefore our interventions will reflect and explore the whole system landscape (e.g. Political, economic, the community, local government etc.) within which the health service sits and operates

- Evaluated – we are committed to evaluation (personal to system-wide) of our interventions, to ensure they are delivering what is needed to support leaders to become better and more effective

- Inclusive – we will be open and transparent about how to access our programmes, ensuring a rich and diverse representation from across the workforce. Inclusion will be embedded as a pervasive element of all our development interventions.

## 3. ONE TO ONE EXTERNAL SUPPORT

Most of the one to one conversations we have with colleagues in the NHS are about managing or being managed or giving or receiving professional supervision. Our environment is one where we have high targets and staffing challenges and we are thinking on our feet much of the time.

> *"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

You may have a line manager or supervisor who uses a coaching or mentoring style already. Working with an external 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. The London Coaching and Mentoring Register allows us to offer external support whilst drawing on our own internal capacity from staff across London.

## 4. WHAT IS COACHING AND MENTORING

### 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
- Organizational 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 London Leaderhip Academy CoachNet register have all completed an accredited coaching skills programme and undertake regular 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 client 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 client; 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 client'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 London ensures internal NHS 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 rapid change
- give you space to reflect on your own and others' learning and leadership approaches

Mentors on the London Register have all completed an accredited mentor skills programme and undertake regular 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, the online CoachNet or MentorNet service enables you to search for them yourself. The service is available to members of staff from all London NHS organisations who wish to develop their leadership skills, and who have been identified as individuals who would benefit from coaching or mentoring.

# 5. HOW TO APPLY FOR A COACH OR MENTOR

You will have been identified by a sponsor in the organisation (HR/L&D/Line Manager) as someone who will benefit from coaching or mentoring. You will need to consider what you would like to be different as a result of having this, for you, for your team and for your organisation. Part of that will normally be in conversation with your sponsor.

Once you have identified your goals together and have obtained support from them, you need to register with the online CoachNet (http://coaching.londonl4hpartnership.nhs.uk/) or MentorNet (http://mentoring.londonl4hpartnership.nhs.uk/) system to get started,.

The application will be assessed by the LLA team and accepted if the applicant meets the following criteria:

- is a healthcare professional from an NHS organisation operating/based in greater London;
- is willing to provide personal information for the coach/mentor database; and
- is ready to commit to an agreed number of sessions.

At this stage you will receive an email from LLA including your login details that will allow you to access the coach/mentor database. Once you login into the online register you will be able to search for a potential coach or mentor by reading the profile of the coaches or mentors that come up.

You can invite up to 3 coaches/mentors to chemistry meetings before deciding on one person to work with. The chemistry meeting is an opportunity to see whether you will work well together. It is recommended that the first meeting is face to face, 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.

The coaches and mentors on the London Leadership Academy 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 the NHS 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 your organisation.

## 6. LONDON LEADERSHIP ACADEMY CODE OF ETHICS

Coaches and mentors on the London 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.

Coaching and mentoring is being undertaken in NHS time by people being paid by the NHS. Therefore it is important that the work being done is being done in service of both the individual and the organisation.

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 Sotiris Kyriacou at Sotiris.Kyriacou@southlondon.hee.nhs.uk

See Codes of Ethics on appendix A for ICF and B for EMCC.

## 7. LLA 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/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 have to hand for the next meeting. To record this use the 'Notes'  function situated in the 'Update a coaching relationship' section of the CoachNet/MentorNet register.

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 ICF or EMCC Code of Ethics (appendices A & B).

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 clients to give you feedback to help you best meet their needs. There is an online automated evaluation method that becomes active when you mark a relationship complete so please remember to tick the box titled "This relationship has now ended" within each relationship file.

9. Regularly record all your coaching/ mentoring activity in your CoachNet/ MentorNet profile to enable the LLA team report on service performance and be accountable to its stakeholders.

    - update your profile details and your skills (under the newly added function 'Skills register');
    - record each coaching session you have in the "update the coaching relationship" section;
    - book the next appointment with your coachee/mentee;
    - complete your evaluation as soon as your relationship has come to an end;
    - respond promptly to coachee/ mentee requests and inform them if you cannot see them so they can search for another coach/ mentor;
    - buddy up with another coach/mentor to practice your skills (if you have not received any client requests);
    - record all your CPD and supervision sessions situated within "My activity" section in your online profile

If you need help to use any of the above functions please contact the CoachNet/MentorNet administrator. Alternatively CoachNet/MentorNet guidance sessions will be offered to you as part of CPD sessions.

### Coachee/ 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

## 8. WHAT IS OUR STANDARD REQUIREMENT OF A COACH OR MENTOR?

There are five requirements to be on the LLA coaching/mentoring register

- At least 3 clients in 12 months (2 for mentors)
- Attend 3 CPD events a year (2 for mentors)
- Attend 3 supervision sessions a year (2 for mentors)
- Ensure evaluation is completed on your sessions
- Keep the register up to date with information on all your coaching and mentoring activity as described in section 7.9

## 9. MARKETING YOURSELF AND THE SERVICE

Every coach and mentor in NHS London is offering time and space for people across the trusts to think, learn and develop. People in your service can also access the register and receive coaching or mentoring that will help develop and grow them in your part of the organisation. As you bring in people who are looking for a coach or mentor, you will also get more work.

For more information and publicity, contact Sotiris Kyriacou via email at Sotiris.Kyriacou@southlondon.hee.nhs.uk

# 10. USING THE ONLINE REGISTERS: CoachNet & MentorNet

CoachNet and MentorNet are virtually identical online platforms which help people identify a suitable coach or mentor and which provides easily accessible information on their working relationship.

*If you are looking for a coach or mentor*

Decide whether a coach or a mentor is going to be the most appropriate support for you. Once you have registered and logged in at CoachNet (http://coaching.londonl4hpartnership.nhs.uk/) or at MentorNet (http://mentoring.londonl4hpartnership.nhs.uk/) you will be taken to your home screen. This has four tabs: 'My coaching/Mentoring'; 'My profile'; 'Resources'; and 'Messages'.

- My Profile: a summary of your profile (provided by you when you registered). This is used to match you more efficiently to appropriate coaches, so it is important to keep this information up to date. You can also upload a photograph of yourself, or change the password that you use to access CoachNet. An 'Update your profile' link is also accessible in the banner at the top of the page whenever you are logged in.

- Resources: general documents uploaded by your coach or mentor which you may find useful.

- My coaching/My mentoring' : a summary of all your current, past and pending coaching or mentoring relationships (if any)

    - Click 'Search for a coach/mentor now' to begin your search.

    - The search form is structured along the same lines as your profile form, and is pre-populated with your existing information in order to make your search as quick and as accurate as possible. You may alter any of the search terms listed, but please note that doing so will only affect the results of your current search, and will not permanently update your profile.

    - Either click 'Next' or click directly on the 'About You', 'Objectives' and 'Logistics' tabs to move through the search form

    - When you have finished setting your search criteria, ensure that you are viewing the final 'Logistics' tab, and click 'Search now'

    - Coaches/ Mentors who fully or partially match your search criteria will be listed on the screen, and they will be displayed in order of relevance

    - If a coach/ mentor appears to be a potential match for you, click the 'view full details' link next to their name.

- A 'Coach/Mentor details' screen will appear, showing the coach's full details and an option to request a coaching/mentoring relationship with them.
- If you decide not to ask to work with them, you can return to the search results listing, start a new search, or click on the 'Home' link in the top banner to return to your home screen.

When you request a coaching/mentoring relationship, your selected coach/mentor is alerted by e-mail, and when they next log into CoachNet/MentorNet they will be able to review your request and decide whether to work with you, decline your request, or place you on their waiting list. In any case you will be notified by e-mail when they have made their decision. In the meantime your request will be listed under 'Coaching/Mentoring requests' on your home screen. An accepted coaching/Mentoring request will be listed under 'Current coaching/ Mentoring'.

## Managing your partnership

From the 'My coaching/mentoring' tab on your home screen, you can initiate actions appropriate to the category of coaching relationship. A relationship record contains all of the key information used to document and report on your relationship with a coach, and updating a relationship is a key part of the functionality of CoachNet. For current relationships, you can click 'View/update relationship' to manage that relationship record.

You may propose session dates/times for consideration by your coach; up to three dates/times may be proposed in any single update. Your coach will be prompted to review your proposed session dates/times and either accept them or reject them. Likewise, any sessions proposed by your coach will be displayed for you to accept or reject. Confirmed sessions may subsequently be cancelled by either coach or coachee. Any proposed sessions whose dates pass without them being confirmed will be deemed by CoachNet to not have occurred.

You may upload documents or write notes relating to your coaching relationship; for each document or note you may choose to share it with your coach or to keep it private and accessible only by yourself. Any documents or notes you have already uploaded will be listed on the screen, and you may change their shared/not shared status or delete them as required. Documents and notes shared by your coach will also be listed, and you may view or download these as required.

Only a coach may close a relationship (mark it as completed), although as a coachee you may update the expected end date for reference.

Once a coaching relationship is completed, it is shown under 'Past coaching' on your home screen. You can click 'View details' to view a summary of the relationship including any sessions, documents or notes which were saved/shared throughout the period of the relationship.

Coaching requests awaiting a response are listed under 'Coaching requests' on your home screen. If more than 30 days have passed since your request was made, an option will be provided to send a reminder to the coach. Alternatively you can cancel your application at any time.

When you have finished using CoachNet, click the 'Logout' link in the top banner, or alternatively close all of your browser windows.

## Using CoachNet as a coach

As with a coachee, once registered and logged in you will be taken to your home screen, which summarises your various coaching commitments and prospects, and offers tab links to 'My profile' and 'Resources' (see above). The key difference with the initial coach view is that your coaching relationship records are categorised into current coachees, new requests, and waiting list. Each of these is represented by a tab at the top of the page, and the tab also indicates the number of entries in each category, for ease of reference.

For current coaching relationships, you may update the relationship as described above, managing dates for meetings and documents/notes which you may or may not choose to share with your coachee. Please note that the session dates confirmed via this screen are used to calculate your total coaching hours figure, which is recorded on an on-going basis and used for reporting by administrators. You also have the option to close a relationship (mark it as completed). When doing so you will be asked to assign an overall score to the relationship, for reporting purposes, and you are also given the opportunity to provide closing comments.

Coaching requests which have been made to you but which you have not yet accepted are listed under the 'My new requests' tab. By clicking on the 'Review' link you can view a summary of the coachee who has made the request, and then choose to approve the request and begin a coaching relationship, move the request to your waiting list, or decline the request. In any case the coachee will be e-mailed to inform them of your decision.

## Using CoachNet as a coach and coachee

If you are registered as a coach and a coachee, you will see the 'coach view' by default when you initially log in. A link in the top header will allow you to 'switch to coachee view' and 'switch to coach view' as required.

If you are registered as a coach only, but would also like access as a coachee (or vice versa), navigate to the 'My profile' tab on your home screen, and click the link near the top of the page to make your application. Your application will be subject to approval by a site administrator, and you will receive notification when your application has been approved or declined.

# APPENDIX A: International Coach Federation (ICF) - Code of Ethics

## Part One: Definition of Coaching

### Section 1: Definitions

- Coaching: Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential
- A professional coaching relationship: A professional coaching relationship exists when coaching includes a business agreement or contract that defines the responsibilities of each party.
- An ICF Professional Coach: An ICF Professional Coach also agrees to practice the ICF Professional Core Competencies and pledges accountability to the ICF Code of Ethics.

In order to clarify roles in the coaching relationship, it is often necessary to distinguish between the client and the sponsor. In most cases, the client and sponsor are the same person and therefore jointly referred to as the client. For purposes of identification, however, the International Coach Federation defines these roles as follows:

- Client: The "client" is the person(s) being coached.
- Sponsor: The "sponsor" is the entity (including its representatives) paying for and/or arranging for coaching services to be provided.

In all cases, coaching engagement contracts or agreements should clearly establish the rights, roles, and responsibilities for both the client and sponsor if they are not the same persons.

## Part Two: The ICF Standards of Ethical Conduct

*Preamble: ICF Professional Coaches aspire to conduct themselves in a manner that reflects positively upon the coaching profession; are respectful of different approaches to coaching; and recognize that they are also bound by applicable laws and regulations.*

### Section 1: Professional Conduct At Large

As a coach:

1) I will not knowingly make any public statement that is untrue or misleading about what I offer as a coach or make false claims in any written documents relating to the coaching profession or my credentials or the ICF.

2) I will accurately identify my coaching qualifications, expertise, experience, certifications and ICF Credentials.

3) I will recognize and honour the efforts and contributions of others and not misrepresent them as my own. I understand that violating this standard may leave me subject to legal remedy by a third party.

4) I will, at all times, strive to recognize personal issues that may impair, conflict or interfere with my coaching performance or my professional coaching relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).

5) I will conduct myself in accordance with the ICF Code of Ethics in all coach training, coach mentoring and coach supervisory activities.

6) I will conduct and report research with competence, honesty and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

7) I will maintain, store, and dispose of any records created during my coaching business in a manner that promotes confidentiality, security and privacy, and complies with any applicable laws and agreements.

8) I will use ICF Member contact information (email addresses, telephone numbers, etc.) only in the manner and to the extent authorized by the ICF.

## Section 2: Conflicts of Interest

As a coach:

9) I will seek to avoid conflicts of interest and potential conflicts of interest and openly disclose any such conflicts. I will offer to remove myself when such a conflict arises.

10) I will disclose to my client and his or her sponsor all anticipated compensation from third parties that I may pay or receive for referrals of that client.

11) I will only barter for services, goods or other non-monetary remuneration when it will not impair the coaching relationship.

12) I will not knowingly take any personal, professional or monetary advantage or benefit of the coach-client relationship, except by a form of compensation as agreed in the agreement or contract.

## Section 3: Professional Conduct with Clients

As a coach:

13) I will not knowingly mislead or make false claims about what my client or sponsor will receive from the coaching process or from me as the coach.

14) I will not give my prospective clients or sponsors information or advice I know or believe to be misleading or false.

15) I will have clear agreements or contracts with my clients and sponsor(s). I will honour all agreements or contracts made in the context of professional coaching relationships.

16) I will carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement or contract.

17) I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact I may have with my clients or sponsors.

18) I will not become sexually intimate with any of my current clients or sponsors.

19) I will respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract. I will be alert to indications that the client is no longer benefiting from our coaching relationship.

20) I will encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource.

21) I will suggest my client seek the services of other professionals when deemed necessary or appropriate.

## Section 4: Confidentiality/Privacy

As a coach:

22) I will maintain the strictest levels of confidentiality with all client and sponsor information. I will have a clear agreement or contract before releasing information to another person, unless required by law.

23) I will have a clear agreement upon how coaching information will be exchanged among coach, client and sponsor.

24) When acting as a trainer of student coaches, I will clarify confidentiality policies with the students.

25) I will have associated coaches and other persons whom I manage in service of my clients and their sponsors in a paid or volunteer capacity make clear agreements or contracts to adhere to the ICF Code of Ethics Part 2, Section 4: Confidentiality/Privacy standards and the entire ICF Code of Ethics to the extent applicable.

### Part Three: The ICF Pledge of Ethics

As an ICF Professional Coach, I acknowledge and agree to honour my ethical and legal obligations to my coaching clients and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics and to practice these standards with those whom I coach.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF Membership and/or my ICF Credentials. - Approved by the ICF Board of Directors on December 18, 2008

# APPENDIX B - European Mentoring and Coaching Council (EMCC) - Code of Ethics

## Introduction

The EMCC 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. Purpose This Code of Ethics sets out what the clients and sponsors can expect from the coach/mentor in either a coach/mentoring, training or supervisory relationship and should form the starting point for any contract agreed. All members of the EMCC accept the principles and aims of the EMCC. We recognise that members may not always maintain these ethical principles. The EMCC have therefore agreed a process by which breaches of the Code by a member can be reported and investigated. This is referred to later in this document. All EMCC Members will make the sponsoring organisation and the individual client aware, at the contracting stage, of the existence of the Code of Ethics. Terminology The term "coach/mentoring" is used to describe all types of coaching or mentoring that may be taking place, both in the work environment and outside. The EMCC recognise that there will be many types of coach/mentoring taking place and these will need to be defined when more detailed standards are produced. The term "client" denotes anyone using the services of a coach/mentor. We believe the term "client" is interchangeable with any other term that the parties to the coach/mentoring relationship might be more comfortable with, such as "colleague", "learner", "partner", "coachee" or "mentee". It is recognised that there are circumstances where the coach/mentor may have two "clients", the individual being coached and the organisation who may have commissioned the coach/mentoring. In this Code we have used the term "sponsor" to differentiate the latter. The terms "supervision" and "supervisor" describe the process by which the work of the coach/mentor is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

## The Code

The coach/mentor will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities. It is the primary responsibility of the coach/mentor to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor. The coach/mentor is committed to functioning from a position of dignity, autonomy and personal responsibility. The EMCC Code of Ethics covers the following:

- Competence
- Context
- Boundary Management
- Integrity
- Professionalism

## Competence

1). The coach/mentor will:

Ensure that their level of experience and knowledge is sufficient to meet the needs of the client. Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced. Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities. Maintain a relationship with a suitably-qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code. What constitutes a "suitably-qualified" supervisor is defined in the EMCC's standards document.

## Context

2). The coach/mentor will:

- Understand and ensure that the coach/mentoring relationship reflects the context within which the coach/mentoring is taking place.
- Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- Seek to create an environment in which client, coach/mentor and sponsor are focused on and have the opportunity for learning.

## Boundary Management

3). The coach/mentor will:

- At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.
- Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

## Integrity:

4). The coach/mentor will:

Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship. Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld. Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

## Professionalism:

5). The coach/mentor will:

a. Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship.
b. Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The coach/mentor will ensure that the duration of the coach/mentoring contract is only as long as is necessary for the client/sponsor.
c. Understand that professional responsibilities continue beyond the termination of any coach/mentoring relationship. These include the following:

- Maintenance of agreed confidentiality of all information relating to clients and sponsors.
- Avoidance of any exploitation of the former relationship
- Provision of any follow-up which has been agreed to
- Safe and secure maintenance of all related records and data

d. Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.
e. Never represent the work and views of others as their own.
f. Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material

## Breaches of the Code

EMCC members will at all times represent coaching and mentoring in a way which reflects positively on the profession. Where a client or sponsor believes that a member of the EMCC has acted in a way which is in breach of this Code of Ethics, they should first raise the matter and seek resolution with the member concerned. Either party can ask the EMCC to assist in the process of achieving resolution. If the client or sponsor remains unsatisfied they are entitled to make a formal complaint. Complaints will be dealt with according to the EMCC's 'Complaints and Disciplinary Procedure'. EMCC Members will provide a copy of this document upon request. A copy can be obtained by writing to: European Mentoring & Coaching Council, PO Box 3154, Marlborough, Wiltshire, SN8 3WD or e-mail: info@emccouncil.org. In the event that a complaint should be made against an EMCC member, that member must co-operate in resolving such a complaint.

# APPENDIX C - 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:

## 1. 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 client 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 of the coaching/mentoring relationship. Where a three-way is not considered helpful, the relationship between a coachee/mentee and manager may be a fruitful area to explore in coaching/mentoring.

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

Meeting between manager, coach and coachee to help shape the goals for coaching. Coach facilitates a conversation to help the sponsor articulate what the organisation would like the goals to be for the coaching, what outcomes they are looking for and how they will know the coaching has been useful. This is the time to:

- clarify confidentiality and explain to the sponsor that any additional thoughts they have need to be addressed to both coach and coachee and not to the coach directly

- agree if and how a review will take place at the end of the coaching

Focus here should remain on the coachee who should have complete control over what they wish to reveal in the 3-way conversation. They tend the coach will have a further conversation on their own to make sense of how to work towards the personal and organisational goals.

At the end the coaching, the line manager meets with the coach and coachee to have a three-way collaborative review of progress over the period of the coaching contract. This may take place in the final coaching conversation. The coach and coachee will find a suitable way to make that work.

This is a suggested approach and each coaching situation may require adaptations. For example, it may be more appropriate for the line manager to take part in the second session instead of the first, or at a later session in the series. It is important to give coachees time to review the manager's contribution in the context of their goals. Towards the beginning of the coaching relationship this helps clarity of purpose to be achieved. At the end of the coaching relationship it enables the contract between coach and coachee to be closed while at the same time creating an onward development journey in which the line manager has an important role to play.

### Formal contracting at the start of the programme

This covers the logistical, procedural and ethical aspects of the coaching and mentoring (see Coaching Service Contract example below.

- 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 can support the coachee to be open and honest in sessions
- Boundaries – how coaching differs from counseling/ mentoring

## Contracting throughout the programme

A coaching contract is dynamic and will develop through the life of the programme. It is important to regularly review the process and the relationship to ensure they are continuing to serve the coachee's needs. Building the coaching agreement and partnering with

the coachee are key competences for ICF coaches and are not limited to a scene-setting conversation in the first session. It is also important at the start of every session to be clear about what the coachee 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 to account

There are occasions where it will be useful for the coach to hold the coachee 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 coach's role in the work towards agreed outcomes is a core element of the ongoing coaching process.

*Coaching Service Contract (Example)*

Date:

| | |
|---|---|
| Coachee: | Coach: |
| Name…………………………………… | Name…………………………………… |
| Organisation……………………….. | Organisation……………………….. |
| Email address……………………….. | Email address……………………….. |
| Mobile number:……………….……. | Mobile number:……………….……. |
| Location……………….…………....... | Location……………….…………....... |
| Line manager……………...……..... | |

This is an agreement between ………………………………………. (coachee) and ……………………………… (coach) to enter into a coaching relationship. The purpose of the relationship is to enhance the performance and effectiveness of the coachee at work.

Under the terms of this agreement, the coaching programme will consist of xxxx sessions approximately monthly lasting xxxxx, in a mutually agreed and convenient confidential location with any meeting room bookings the responsibility of the coachee.

## Coaching Contract and Review Form

| | |
|---|---|
| **COACHEE NAME:** | |
| **COACH NAME:** | |
| **COACHEE LINE MANAGER NAME:**<br>*Was the line manager involved in **goal setting**?* Y/N | |
| **CLIENTS ORGANISATION:** | |
| This form is to be completed after setting goals for the coaching sessions (contracting) and again at the final session to review progress with the client (and with their line manager where possible). This information will be held by The LLA team 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. | |
| Contracting Phase<br>**Date of session:** | Review Phase<br>**Date of session:** |
| Goals for the Coaching?<br>*(If goals change during the course of the sessions please provide details)* | Were these goals achieved? Please provide details. |
| What would success look like in meeting these goals? | What difference has coaching made to you? |
| What do you think the benefits might be to your organisation? | What impact has the coaching made for your organisation? |
| **After your final session please indicate:** | |
| **How many sessions you had?** 1, 2, 3, 4, 5, | |
| **Where were the sessions held?** Client Location, Coach Location, phone, Other? | |

## Guidance Notes for Coaches

The London Leading for Health Partnership team is keen to capture the impact that coaching is having on clients and we have devised the above form as part of ongoing evaluation and to ensure return on investment. The form is simple to integrate naturally within a coaching session and useful to reflect discussion in following sessions.

## How to use the form:

**Contracting:** Complete the initial details and run through the questions under the Contracting column with your client; this can be done whenever the questions fit most suitably in your discussions. It may not necessarily be during the first session but it should be done as early as possible in your coaching relationship.

Please clearly explain to the client the purpose of the process as summarised on the form:

- The form is to be completed after setting goals for the coaching and again at the final session to review progress
- The aim of the process is to evaluate the impact that coaching is having on those that receive it and to reflect on what has been achieved (it will not only help the partnership it will also help the client reflect on what they have gained from the coaching)
- The information will be securely held by the project team (responsible for coordinating the NHS London coaching service)
- Information will be gathered and analysed but personal details will not be shared unless prior agreement from the client has been sought
- If after the review stage the form demonstrates that the client has made significant developments/achievements they may be approached by the projects team to produce a case study

Review: On your final session run through the questions under the Review column with your client (you may wish to remind them of the purpose of the evaluation). After completing the questions below the table please email or post a copy of the form back to the projects team for analysis.

## Further Information

This evaluation is part of a 2 stage process: this first stage is to assess the impacts the coaching has had and identify the outcomes.
The second stage is to assess the clients' view of the coaching experience and their coach.

From previous experience, people spend limited time to complete evaluation forms and so achievements/outcomes are often missed. It is hoped that this method of evaluation, that fits naturally into coaching sessions, not only allows the partnership and the coaches see what has been achieved, but also helps the client really think and recognise what they have gained through coaching.

As with all projects it is vital to have ongoing evaluation of the programme to ensure its sustainability, therefore please support the programme through completing the evaluation form.

## The coach's commitment:

- Anything that is said during the coaching sessions will be kept strictly confidential both during and after the coaching programme except within the confines of a contracted supervision relationship, unless something is raised which indicates a risk of harm to you or to others
- To communicate with the line manager about the coachee only during the initial three-way conversation
- To be punctual and prepared for coaching sessions, giving at least two working days' notice if an appointment needs to be rearranged.
- To behave professionally, ethically and openly at all times and adhere to the requirements of the Internal Coach code of ethics

## The coachee's commitment:

- To be open and honest in the coaching relationship and provide feedback on progress to the coach on a regular basis;
- To raise any concerns they have to the coach about the way they are working together
- To be punctual and prepared for coaching sessions, giving at least two working days' notice if an appointment needs to be rearranged;
- To book appropriate rooms for the coaching sessions where confidentiality can be maintained;
- To follow through on agreed action points;
- To participate in the evaluation of the coaching programme when it comes to an end.

b) Format for three-way contracting

| PURPOSE | CONTRACTING CONVERSATION |
|---|---|
| Establishing a clear and shared under-standing about coaching | 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 3-way conversations and not to act as a conduit, arbiter or mediator between the coachee and manager |
| Creating goals for the series of coach-ing sessions | 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 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<br>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. |
| Getting manager buy-in and support | Invite the line manager to appreciate the coachee and highlight their strengths:<br>• what support can the manager offer to help the coachee get the most from the programme?<br>• what qualities does the coachee have that will be of most benefit to them in working with the coach?<br>• what key strengths would the manager most like to see them develop? |

## c) Reflective Notes

When you replay client sessions in your mind, here are some questions which might help you explore what was going on in the coaching space:

- What is happening outside the coaching space that could impact on what you are the two of you are thinking and feeling? (In the world, the organisation, the weather, the news …)

What are you bringing with you into the coaching space? What assumptions are you making? What do you notice about your response to this client?

What is going on for your client? What do you see, hear, sense? What do you notice about your client's energy levels and well-being?

- What is unfolding in the coaching space? What are you doing that enables the work? What is working well? What is getting in the way?
- Did the coachee know things at the end of the conversation that they did not know at the beginning?
- Think about pace and challenge and trust
- What might you develop?

What is coming to the surface as you replay the session in your mind?

Silent supervision also helps to go beyond the content of a session to create greater awareness.

Bring to mind a client with whom you've recently worked and a particular session you've had with this client.

- What words come into your mind as you recall your client's presence? How do they look, sound, smell, hold their bodies?
- What thoughts are you holding onto about this client?
- What feelings are you holding onto about this client?
- Who does the client remind you of?
- What is your best hope for coaching this client?
- What is your worst fear about coaching this client?
- What does this client need from you as their coach?
- What do they really need from you as their coach?
- What will it take for you to be the best coach you can be for this client?

## Coaching Feedback Form

| | |
|---|---|
| **FEEDBACK:** I would like you to provide me with feedback following our coaching sessions. This will help me improve the process, improve my skills and support my application for accreditation. | |
| How did you found the Coach's style? | |
| Did the sessions meet your expectations? | |
| Would you recommend coaching 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 feedback completed: | |

## APPENDIX D - Coach Profile Template

| | |
|---|---|
| Coach Name | |
| Telephone | |
| E-mail | |
| Based in | |
| Works in | |
| My coaching background /coaching experience / coaching style | (maximum 100 words) |
| My approach works well for those who prefer to | |
| My approach works less well for those who | (maximum 20 words) |
| Examples of Outcomes clients report from their coaching | (maximum 30 words, no more than four bullet points) |
| Work History | (Job title, Organisation, or narrative –30 words maximum) |
| Qualifications and relevant accreditation | |
| Testimonials | |

# APPENDIX E - Mentor Profile Template

| | |
|---|---|
| Name | |
| Current role and main 3 responsibilities | |
| What interests/ excites me about being a mentor | |
| My specific areas of expertise/ experience | |
| Offer 1 | |
| Offer 2 | |
| Offer 3 | |

## APENDIX F - CPD Log

Remember to keep a file of all your attendance certificates

| Date | Hours | Event/Activity | ICF Competence areas covered |
|---|---|---|---|
| 15 Nov 2013 | 2 | London Register CPD session – NLP techniques | Creating Awareness – worked with perceptual positions to challenge coachee's limiting view of issue |

| Date | Hours | Event/Activity | ICF Competence areas covered |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# APPENDIX G - Coach Development Plan

Competencies to develop (max 3):

| | | | |
|---|---|---|---|
| Rating of current competence level (1 – 10) | | Rating goal (1 – 10) | |
| Rating of current competence level (1 – 10) | | Rating goal (1 – 10) | |
| Rating of current competence level (1 – 10) | | Rating goal (1 – 10) | |

| Strengths | Areas for growth | What do I want to do differently? | What will help me achieve my goal (eg reading, supervision, journaling, co-coaching, CPD)? |
|---|---|---|---|
| | | | |

# APPENDIX H - Coach Supervision Agreement

This agreement provides an outline of what is expected from coach supervision to ensure the coaches get the most from their supervision.

*UK ICF Definition of Coach Supervision*

The purpose of coach supervision is to support the coach's professional, personal and coaching practice's health and wellbeing. In doing so, it is to ensure that the clients of the supervisee are also well supported and receive the best possible coaching experience.

The coach supervision process supports the supervisee's reflective practice. This stimulates the supervisee's on going learning and development and helps to maintain and raise quality standards across the profession.

It is a 'peer to peer' relationship that provides a place for continual professional development. This is by using the supervisee's own experiences with clients as one method of reflecting on skills, competencies and behaviours and through this to support the supervisee to develop their own 'internal supervisor'.

Coach supervisors, although peers, are typically more experienced coaches and therefore can provide mentoring and training as part of supervision which is a way of supporting the supervisee to be continually developing themselves professionally.

Coach supervision provides a place to review and uncover potential ethical issues and therefore ensure the supervisee's clients are well supported and served. It also provides a safe and confidential space for the supervisee to explore their coaching and to uncover any unconscious behaviours or biases that may get in the way of being the best you can possibly be for your client

Coach supervisors are trained in the skill of supervising coaches.

## Duration of Agreement

This Agreement is intended to provide coaching supervision sessions for groups of up to 6 NHS coaches from July 2014 to March 2015.

## Occurrence

Supervision will be available to coaches once a month, starting in June and will be held at Stewart house unless otherwise informed. The sessions will normally last 3 hours and are held in the mornings or afternoons.

*What coaches can expect from supervision*

- Clear Contracting – multi-party contracting where appropriate.
- Ensuring that standards and ethics are maintained.
- Establishing good boundaries.
- Enhancing reflectivity – working with content and process.
- Attending to the Coach's Personal Development.
- Creating the Working Alliance.
- Deepening Coaching Presence.
- Offering new perspectives to the coach.
- Increasing the coach's interventions and tools.
- Being sensitive to the coach's Learning and Coaching Style.
- Working with Parallel Process.
- Giving constructive feedback.
- Providing the coach with new tools.
- Creating experiments through which the coach can learn.
- Offering educative and restorative support to the coach.
- Working systemically – with coach, client and the wider field.
- Opening up new areas of competence for the coach.

## Evaluation

The Coach-Supervisor will collect and review feedback on the supervision process and any other matters associated with supervision. The coaching lead will meet with supervisors every 6 months to review the outcomes of the coaching supervision intervention.

## CONFIDENTIALITY and disclosure statement

The Coach Supervisor will keep all the content of coaching supervision sessions confidential.

Hand written notes and records must be securely stored at the supervisor's place of work for 12 months after the Agreement has ended and then be shredded.

## Relevant Links

The Coaching and Mentoring Strategy is currently under development and will be published on the LLA's website in early spring 2014.

# APENDIX I - Coaching & Mentoring Steering Group; Terms Of Reference

## Scope of Work

The Coaching Programme Steering Group (SG) is a representative stakeholder group, and is responsible for providing expert advice and support to the London Leadership Academy team. The Steering Group is responsible for ensuring that the programme fits in with the development agenda and is fit for purpose to optimise its full potential and that of the participants.

## Roles and Responsibilities

The SG will inform and advise on the delivery of the Coaching and Mentoring Programmes to ensure a high quality, cross-sector strategy, and will also design and inform of any resulting development initiatives.

Steering Group members will be expected to act as ambassadors for the programme, communicating when required across London.

Steering Group members will also be required to make recommendations which are based on a balanced view of the full picture and not only reflective of their professional group or employing organisation's individual context.

*The remit of Steering Group members will be to:*

- Provide input, advice and challenge to the design and implementation plans
- Advising on development and implementation plans.
- Providing recommendations on the practicality and usability of deliverables.
- Debating key decision points about the product(s) and Implementation.
- Providing a sector and local perspective on the programme to ensure it fits with the strategic objective of National Leadership Academy London.
- Act as ambassadors for the Programme within their own and other parts of the organisation
- Providing feedback to own organisations and experiences, as well as the wider health community.
- Acting as advocates within the system.
- Helping to contribute to the successful implementation of initiatives.
- Provide system perspective on the consequences of proposed design and implementation
- Providing input and feedback on:
- The consequences of the proposed decisions.
- How changes are being perceived and received.
- Whether 'deliverables' are meeting the needs of the intended population in their perspective areas.
- Give perspective on proposals from a system and reality basis
- Ensuring alignment with local/system plans.
- Ensuring a pan-London approach.
- Ensuring an external and London landscape perspective.

- Support the delivery of the programme
- Providing support, leadership and participation to projects that suit their particular expertise.

### Deliverables

The main role of the Steering Group is to advise, consult and feedback to the core project team regarding the program and future initiatives.  As part of the group we may request that you send out communications and updates on NHS London's behalf.
We ask that you give us approximately two hours on a quarterly basis, in total.

### Governance

The Steering Group will report to NHS London's Coaching/Mentoring Project Team and provide overall assurance for the programme reporting and ensure its accuracy and timeliness.

# APENDIX J – Preparing for ICF Accreditation

It is important to LLA that we develop our coaches so that they can serve you and the organisation more effectively. We encourage people to go for formal coaching accreditation with the International Coach Federation which assesses coaches against eleven simple and effective competencies. The ICF core coaching competences are as follows:

**A. Setting the Foundation**
1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

**B. Co-creating the Relationship**
3. Establishing Trust and Intimacy with the Client
4. Coaching Presence

**C. Communicating Effectively**
5. Active Listening
6. Powerful Questioning
7. Direct Communication

**D. Facilitating Learning and Results**
8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability

Check for up to date information on the ICF Website

ICF offer three levels of accreditation, all of which are renewable every three years with a requirement for CPD. To gain accreditation, you will need:

- A log of your coaching hours EXAMPLE and a signed letter from LLA indicating that you coach as part of your paid NHS work
- Attendance certificates from your coach specific training, and (if necessary) an outline showing how these fit the ICF Core Competencies
- A record of at least ten hours mentor coaching (at least 3 hours one to one) with a coach who holds the credential you are applying for or higher
- 1-2 recorded coaching sessions with real clients that last 20-60 minutes and demonstrate the core coaching competencies

- Signed disclaimer that clients are happy for recordings to be share with the ICF

- From April 2014 an online multiple choice exam

- All this needs to be uploaded to the ICF website to make your application.  More details are available LINK

## Preparing for ICF Exam Recording

**How**

- The conversation needs to be a complete coaching conversation and last 20-60 minutes in ONE go (no editing)
- Choose an actual client - paid or pro-bono. They  may not be a coach unless they are one of your regular clients. Sessions that occur as a part of coach training may not be used.
- You will need to do a decent recording which you can email as an electronic file
- Borrow a good quality voice recorder with an internal microphone
- Use the voice recording App on an iPhone (or similar)
- Or speak to 3D about borrowing our telephone bridge line that will record your conversation

**Preparation**

- Revisit the ICF Core Competencies and listen to your coaching and notice how you use them
- Make sure that 3D or another Mentor Coach have heard you coaching and given you feedback on how your coaching demonstrates each of the ICF Core Competencies, and which of these competencies you might need to practice more.
- The ICF Competencies level chart (PDF) gives you a good idea of what the assessors are looking for

**Remember:**

**A Setting a good foundation**

Key skills: Keep the responsibility in the middle
Contract for the time as well as the subject
Change hats with consent (no other hats in pure coaching)

**B Co-creating the relationship**

Key skills: Keep out of the way
Show the working out
Match for rapport – mismatch for change
Ask them

**C Communicating effectively**

Key skills: Say what you see without judgement
Notice – don't diagnose

**D Facilitating learning and results**

Key skills: Take a different perspective
Move from transaction to transformation

## On the day

- Turn your phone to airplane mode
- Be normal! Do exactly what you would do in a normal conversation – remember to do a great contract. You don't need to do any artificial hellos!
- Keep a copy of the recording!
- If you sometimes use coaching as part of hybrid roles with people – remember not to do that today – this is pure coaching
- Get the client to sign a release form

## Afterwards

- Listen and decide whether that recording
- shows you coaching at your best
- has good sound quality
- Meets the ICF Core Competencies
- Keep at least one copy of the recording for your records.
- Upload it in one of the following formats: MP3 or WMA in one part only - 95 MB or less – sound only

## Assessors

Recordings are graded by assessor/s that holds a minimum of the PCC or MCC; At MCC only by other MCCs; At PCC and MCC you need to submit TWO recordings.

The performance evaluation measures your ability to coach according to the ICF Core Competencies which we think are a great and simple definition of great coaching.

## WHO PAYS FOR WHAT

All EMCC / ICF Membership Fees will be funded by LLA. The CPD programme, supervision and accredited programmes will also be funded by the LLA unless stated otherwise.