

Qualification: CIPD Diploma in Applied Human Resources

Module Number: 5ADCM

Module Name: Contributing to Coaching and Mentoring in the Organisation

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Student Number: 1810229

CIPD Membership Number: 53072713

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 19/3/2020

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Bibliography

CIPD Candidate Evidence

Candidate name: Amanda Gianville				CIPD Membership/registration No.:		
				53072713		
Qualification title: CIPD Diploma in Applied Human Resources						
Unique Learner No. (ULN):						
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence Number	Assessor initials	IV initials if sampled
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.3, 1.4	Personal Statement for LO1: Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development	EV1		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.3, 2.4, 2.5	Personal Statement for LO2: Be able to support the implementation of coaching and/or mentoring programmes within the organisation	EV2		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 2.2, 2.3	Notes from Meeting with Organisational Development Manager	EV3		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.3	Organisational Development Strategy: 10 High Impact Interventions	EV4		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.3	Workforce, Organisational Development and Education Strategy 2020 - 2030	EV5		
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5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.4	Managers Passport Presentation	EV9		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.4	Managers Passport Evaluation Form	EV10		

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

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5ADCM	Contributing to Coaching and Mentoring	2.2, 2.4	Updated Training Schedule for Coaching and Mentoring	EV12		
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5ADCM	Contributing to Coaching and Mentoring	2.2, 2.3,	Supporting Coaches email & attachment - effective questions	EV14		
5ADCM	Contributing to Coaching and Mentoring	2.2, 2.3,	Heron's Six Category Interventions	EV15		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.4, 2.5	Mentor Statement	EV16		
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L01: Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development

1.1 Investigate the extent to which coaching and mentoring take place within an organisation

Following on from research into current organisational processes and procedures in relation to coaching and mentoring within Hywel Dda University Health Board (HDUHB), it is clear that mentoring is used effectively. Mentoring forms a large part of the learning interventions for new staff, apprentices, university students and those who enter new roles (HDUHB, 2018). There are robust mentoring policies and practices for nursing and medical workforce, very much led by the universities, linking in with their mentorship program. "Mentoring is a central component to drive, create, sustain and develop a diverse workforce" (NHS Improvement, 2014), carried out as part of the clinical supervision process. In addition, peer mentoring is completed as part of student nursing and therapy programmes. Another example of structured mentoring that is evident in the Health Board is when new Health Care Support Workers (HCSW) are recruited, with them having to complete a clinical induction and then shadow shifts, allowing them to not only acclimatise to their settings, but to ask questions, observe and practice some of the tasks required as part of their role. As a result of the robust mentoring programmes embedded into the organisation, this study will relate to coaching as this is an area where greater focus is needed.

On the 16th of December 2019, I interviewed the Senior Organisational Development Manager to identify existing coaching practices within HDUHB (EV3). From this meeting, it became apparent that there are different levels of coaching practices, although there is little continuity between these practices (Rees, 2019).

Executive coaching is fully embedded into the Health Board, which is managed by the Organisational Development department using external coaches, provide confidential coaching (Whitmore, 2017). Executive coaching is evaluated, ensuring return on investment (Rees, 2019). Records are kept by the Director of Workforce to maintain confidentiality, who also carries out robust evaluation into the effectiveness and return on investment using evaluations carried out by the coach and coachee. In addition, evidence is also collected to assess if performance or behaviour has changed as a direct result. This demonstrates good practice as the reliability of the feedback from the coach and coachee can often be influenced as they feel a pressure to show a return on investment (Clutterbuck, et al., 2016).

According to Rees (2019), the Organisational Development department offer internal work coaching for individuals who want to access a coach, usually as a result of coaching for performance, career advancement, dealing with conflict, staff management or life coaching. This is not advertised due to the lack of coaches with only six coaches available within the organisation employing 11,000 staff. Since January 2019, 23 people have been coached, which equates to less than one per month. Currently, the requirement to be a work coach is that they must hold the ILM Level 7 Coaching and Mentoring qualification, thus reducing the availability of coaches within the organisation (Rees, 2019). In order to create a coaching culture, coaching cannot be offered for a selected few (Whitmore, 2017). If an employee/manager needs a work coach, they contact the Organisational Development department, who allocate a coach. Individuals will be offered a male or female coach, who is clinical or non-clinical. This is not advertised and a hidden service within the organisation.

Coaching skills training is also made available to managers who are Band 6 or above through the Managers Passport Programme. This is also managed by the Organisational Development department, but is not linked to the work coaches (Rees, 2019). The training offered lasts two hours (EV9), giving an overview of coaching that provides an overview of the GROW or OSCAR models. These passport programs are delivered four times a year, with a two year waiting list. Once individuals attend the coaching teaching session, there is no follow-up or ability to identify return on investment. As part of the session, there is no discussion in relation to formal and informal opportunities to coach or join the coaching network within the organisation. There is no evidence to suggest that this training results in any form of coaching practices when they return to their workplace, with no evidence of return on investment or follow up.

The work coaches and the content covered as part of the managers' passport program are connected, with the organisation showing preference towards the OSCAR coaching model. None of the documentation used as a work coach is used outside this small group of coaches, which lacks consistency between the two programs.

Rees (2019) suggested that coaching practices follow the HDUHB Organisational Development Strategy 2016 and also outlined in ten high impact interventions (EV4). It identifies one of the interventions as being to create a coaching network (HDUHB, 2016, p. 4). When considering coaching has been a high impact intervention since October 2016, outlining actions to be taken to develop a coaching culture, very little progress has been made.

Actions were to:

- Identify coaches
- Develop internal coaching and supervision capacity
- Create a coaching network
- Partner with other organisations to increase access to accredited coaches
- Establish a database of coaching and mentoring
- Expand the medical mentoring scheme
- Deliver coaching development programs

Although all mentoring action points have been closed off, and some coaching development has been done as part of the managers passport, very little of the actions have been implemented to date.

Within the Workforce, Organisational Development and Education Strategy 2020-2030 (EV5), Coaching is mentioned on two occasions within the delivering collective and compassionate leadership section. This identifies that the organisation “will inform leadership, talent management and succession planning framework and will need to grow capacity for access to coaching, mentoring and action learning, creating behavioural changes amongst leaders” (Gosling, 2020). It also identifies that leaders should have access to coaching and mentoring, providing a greater number of internal coaches. As this is a new strategy, it is imperative that the leadership talent management and succession planning framework clearly identifies action points and timescales to achieve this.

Despite there being no specific coaching policy and limited evidence of any coaching meetings available, documentation is in place to support work coaching. When individuals request work coaching support, they are sent a pre-meet questionnaire (EV 6). This is then assigned to one of the six coaches, who must contact within five working days. Most coachees are offered three sessions. At the first meeting, a coaching contract is completed (EV7) and at the end of the session, they are asked to complete a coaching feedback form (EV8). This demonstrates that significant work has gone into the coaching structure, however there are a lot of missed opportunities to build a coaching culture and no evidence could be found of how this feedback has been used to evaluate or improve coaching practices.

1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives

Results from the NHS Wales Staff Survey 2018 for the Health Board identified that only 61% of employees feel they have the ability to take time out and reflect and learn (NHS Wales, 2018). The lack of a coaching culture is reflected, identifying that 56% of employees have not had an annual appraisal and 34% of staff do not get feedback from their manager. With coaching encouraging thought and allowing individuals to identify their own solutions (Clutterbuck, et al., 2016).

In relation to the Managers Passport Programme, 87% of the attendees are Band 6 managers (ESR, 2020). With a hierarchical management structure, this means that coaching is not a top-down approach as managers at Band 7 and 8 do not receive the same message in terms of coaching. In addition, 62% of managers are Band 5 or below, showing the scale of the coaching is currently open to 0.7% of the workforce per year (ESR, 2020).

Research suggests that 57% of employers feel that they are not consulted in decision making (NHS Wales, 2018), suggesting that the organisation uses a command and control approach to leadership, creating a low trust and high power organisational culture (Clutterbuck, et al., 2016).

With the transformation of health services in line with the Healthier Wales Strategy (Welsh Government, 2018), this supports the need to adopt a coaching culture as the workforce will be required to work to a greater level of autonomy and therefore need to develop the skills of problem solving and working autonomously (Whitmore, 2017). Transforming clinical services will also mean roles will evolve to prevent duplication of services by health and social care, resulting in the need for new skills (Welsh NHS Confederation, 2018). All of these wider strategies support the need to embrace a coaching culture.

The clinical structures within the Health Board, not only support development of a coaching culture, but also mentoring due to the focus on clinical supervision to provide professional support and learning for registered professionals. In addition to this, registered professionals complete a unit towards mentoring as part of their university qualification, enabling them to be an effective mentor as part of their role (NHS Improvement, 2014). This supervision ensures regular discussion, which promotes autonomous decision-making and reflective practice (Davenport, 2018). This robust process is also similar for therapies and medical staff, but is not consistent within the non-medical workforce, whereby the provision of supervision varies from one department to another.

1.3 Assess factors in the organisation, including the learning strategies, which could impact on the further development of coaching and mentoring

With an ageing population demographics and major skills shortages within many areas including medical, therapies and facilities, this results in individuals working at maximum capacity. Where there is pressure to achieve workload, there is less likely to be a coaching culture (Clutterbuck, 2012). The organisation have embraced many initiatives to encourage a younger workforce and with that in mind, consideration needs to be given to the differing expectations of millennials (Downey, 2003), with a need for greater collaboration, thus moving away from a command and control culture. In areas where there is high turnover, evidence suggests individuals feel less empowered to use their own initiative and do not feel that they are able to reflect or learn in their role (NHS Wales, 2018), thus demonstrating the need for a coaching culture (Clutterbuck, et al., 2016).

As the Health Board is currently in special measures as a result of financial deficit, this means that if services are asked to adopt a coaching culture, where there would be no financial resource to implement this, even though individuals, teams and the organisation benefit from coaching (Downey, 2003). Ten minutes of coaching saves an hour of work (Landsberg, 2015), with this in mind, implementing a coaching culture is about changing mind-set, not putting in more financial resource or increasing manpower. Where working practices empower employees, performance levels will improve (Bock, 2015).

The organisational structure is hierarchical, partially due to clinical processes and the need for employees to work to their licence/role. Many staff are not working to the top of their scope of practice, not feeling empowered or taking on responsibility (Welsh NHS Confederation, 2018). By creating a coaching culture, this would increase engagement (Clutterbuck, et al., 2016), whilst reducing pressures on the clinically skilled workforce.

1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation.

The organisation should firstly focus on adapting a coaching culture, providing clear vision of how this fits into organisational goals, as by educating all levels how it can benefit them, will support the embedding of the coaching culture (Forbes, 2017). This coaching culture should begin by educating senior managers, executives and key influencers, with an emphasis on them leading by example. In addition to this, the workforce Education and Development Strategy needs to be updated to have a stronger coaching message. Training the new business partners to become coaches will also provide in-service role modelling of coaching style management.

Although there is an understanding that a coaching network has been set up, the six coaches currently do not have the time to meet and share best practices, update their knowledge and standardise their approach. Following an interview with Catherine Rees, I offered to set up a coaching support network and provide some action learning to offer support and share best practices. Consideration needs to be given as to the coaching qualification needed to be a workplace coach within the Health Board.

Currently the expectation of a level 7 ILM Coaching and Mentoring means that the opportunities to grow the network will be limited due to the financial investment needed. In addition, the organisation cannot release staff to attend this level of training when there is already staffing shortages.

The current managers passport coaching (EV9) session is delivered to middle managers quarterly. Following the November 2019 presentation, I asked all delegates to complete feedback forms (EV10) in line with organisational L&D policies. It was identified that lengthening the duration of the course would allow greater time for activities and therefore increase their confidence to deliver coaching as part of their management style. When the new training dates were issued, I emailed (EV11) the programme officer and asked for this to be extended. The coaching session is now a half day session as oppose to two hours as seen in the revised schedule (EV12). In addition to this, follow up sessions should be planned to allow delegates to gain practice of coaching and be offered to join the coaching network following additional training. All coaching activities currently undertaken should also be assessed, not only to understand the return on investment, but to understand the impact on the organisation in terms of staff retention and increased productivity (CIPD, 2019).

Following a meeting with the Assistant Director of Workforce in relation to management training for employees, I suggested that there needs to be a first line manager training programme and this should include the coaching culture and dealing with difficult conversations. The Director of Workforce then confirmed approval that I would devise a first line management course by email (EV21), include developing a coaching culture. The need for line managers to adopt a coaching culture is imperative as they are best placed to provide team development (CIPD, 2016). An example of this is within Google, whereby a 13% improvement in coaching scores was achieved with line manager involvement (Bock, 2015).

As compliance of annual appraisals is currently at 61% (ESR, 2020), the Health Board should also consider an alternative method of appraising performance using a continuous feedback approach. The organisation Netflix ceased doing formal reviews, based discussions around honesty and reduced documentation, creating a higher trust organisation, with mutual respect (McCord, 2014).

The organisation should also consider the use of reverse mentoring, supporting the need to embrace the digital age (H DUHB, 2018). With many of the workforce struggling to access their payslips, online learning and the Employee Self Service system, this would not only use the talent of the digital age workforce, but support multi-generational working (CIPD, 2019).

A consideration should also be given to team coaching, especially in clinical settings, thus improving the knowledge and performance of teams, who predominantly do the same roles, but may encounter problems at different times (Connor, 2012). This in addition would also support team development (Clutterbuck, et al., 2016).

LO2: Be able to support the implementation of coaching and/or mentoring programs within an organisation

2.1 Promote the benefits of coaching/mentoring within the organisation, recognising and addressing potential barriers

As part of my role within workforce development, I have delivered the Managers Passport Program coaching session quarterly over the past two years. The PowerPoint (EV9) demonstrates that I covered models of coaching, the benefits, coaching approaches and active listening. Within the session, the PowerPoint demonstrates how it has an 84% return on investment as well as the different types of coaching (Harvard Business Review, 2018). Skills needed for coaching include active listening, being able to build a rapport, time management, assertiveness, organisational skills, business acumen and effective communication skills (Starr, 2011), which are all topics covered as part of the managers passport programme.

Other benefits include increased performance, a desire to unlock potential, increased ability to problem solve, greater ownership and self-awareness (Institute of Coaching, 2009). As you can see from the Managers Passport Feedback, this was always well received, demonstrating the delegates were happy to implement this when they returned to their workplace (EV 10). In January 2020, I had a meeting with facilities where problems were identified in relation to the relationships between facility staff and some of their supervisors who lacked managerial experience. In order to support this, I agreed to do three hour training sessions, titled "Developing a coaching culture", twice a week for the period of three weeks. The email (EV 21) demonstrates how this was implemented and the feedback received was very positive. In order to calculate the success of this pilot as well as the return on investment, I agreed a 10 week follow-up evaluation. All participants were made aware of the follow up as where participants are aware of evaluation methods up front, this results in less resistance (Carter, 2006).

Another example of when I have promoted coaching and mentoring within an organisation was where I sourced a training course on coaching skills for managers, leaders and Influences, maximising individual and team performance (EV24B). I emailed this to the Senior Organisational Development Manager, who agreed and signed off this coaching program in order to promote coaching within the organisation (EV24A). Although these employees will be internal coaches, using external training and completing a qualification provides more self-confidence to coaches and credibility to coachees (Coaching Academy, 2017).

The mentor statement (EV16) also confirms that as part of my role I promote coaching as part of supporting line managers with staff issues as well as promote coaching within my own team. The barriers to coaching are linked to organisational culture, low levels of skills, lack of time or resources and resistance from senior managers, usually as a result of not being aware of the benefits (Institute of Employment Studies, 2014). This mentor statement also demonstrates that I understand the barriers with coaching including time and workplace culture. The mentor statement also identifies that when teaching change management training, teamwork, managing difficult conversations and also other management courses, coaching is discussed, especially as how to develop a coaching culture. Finally, the witness testimony (EV 16) demonstrates how I myself use the coaching management style, both as part of formal coaching processes and informal corridor coaching.

Another example of how I have promoted the benefits of coaching is through discussion with services in relation to qualifications. One service wanted to spend a considerable amount of money on developing their workforce to achieve management qualifications. When listening to the problems that they were faced with, it became evident that staff did not feel listened to and very much a command and control environment. I suggested that I should deliver a coaching session to the team managers at all levels and this would overcome problems, overcoming barriers. The service lead did not themselves have a coaching management style and I had to overcome this, as you can see in the mentor statement (EV16). The email (EV22) is evidence that I overcame the resistance and also the positive feedback I received following this coaching session.

2.2 Contribute to the development of organisational coaching/mentoring processes

By delivering the coaching skills for managers session as part of the managers passport program, I contributed to the development of coaching (EV9), however I have also suggested improvements to develop the coaching within the organisation whereby I emailed the person responsible for managers passport (EV 11) suggesting increasing the timescale, which was agreed. The timetable (EV 12) demonstrates when the changes had been implemented, allowing for additional time for coach training. The mentor statement (EV 16) also demonstrates how I have contributed to the development of coaching process and also my own contribution in relation to coaching.

Following a meeting I had with the Senior Organisational Development Manager on the 16th of December 2019 (EV 3), we agreed I would review coaching practices and identify an action plan in order to improve the coaching within the organisation, as this is something very often neglected (Carter, 2006). The coaching action plan (EV 23) demonstrates some of the improvements that I suggested and identified outcomes. This also demonstrates some of the work that has been completed

since drawing of the action plan. Another contribution was by sourcing training for coaching in order to extend the current workplace coaching offer. This was agreed by The Senior Organisational Development Manager (EV24A/24b). Finally, following an action learning set with the work coaches, I identified that although evaluations were completed by the coachee, there was no formal reflection by the coach. This is imperative as this allows them to reflect on their values, ethics, the level of listening and percentage of their contribution (Downey, 2003). The coach reflections form (EV 25) demonstrates how I contributed to the development of processes by implementing a coaching reflections log.

2.3 Support Coaches/mentors to build and develop the knowledge, skills and behaviours required for the role

On the 28th January 2020, I completed an action learning set with all coaches to provide support as well as standardise the work coaching offered, thus providing consistency (Forbes, 2017). Following this meeting, I sent some coaching notes I use to coaches by email (EV13). As this seemed to be well received, I have since sent further emails on effective coaching questions (EV14) and Heron's Six categories of intervention (EV15), demonstrating my ability to contribute to the development of organisational coaching processes as well as ensuring continuous professional development of coaches, which is fundamental in evolving coaching within the organisation (Clutterbuck, et al., 2016).

Despite there only being a few workplace coaches within the organisation, there was very little support or opportunities for them to share best practices, resulting in coaching practices becoming stagnant (Forbes, 2017). This action learning was a very valuable activity as this did not only provide support to the coaches, but also identified the need to design a reflections log for them to reflect on their practices immediately after coaching. The mentor statement (EV 16) also demonstrates that I have on numerous occasions supported coaches and mentors within the organisation to overcome obstacles.

The coaching action plan I devised (EV 23) demonstrates how I have set up opportunities to follow up with all attendees of the managers passport program in order to provide a refresher of the coaching skills developed as part of the Managers Passport Program. This has also been confirmed in the witness testimony (EV 16). Where individuals will be brought back in to discuss how much of their training they have used, if any. This then provides the ability to evaluate the return on investment and analyse the effectiveness of the learning and development initiative (CIPD, 2019).

2.4 Assist potential coaches/mentees to understand and participate fully in coaching/mentoring programs

Since being with the Health Board, I have formally coached seven employees external to the workforce team towards a variety of objectives including workload, time management, staff management, careers development, conflict and performance. Once I had their details passed on and received their details, I added them to my coaching log (EV17) as per procedure. This was implemented to ensure that the Organisational Development Manager could ensure contact and progress. I then spoke to the coachee and asked her to complete a coaching baseline survey (EV18) to allow her to consider the situation prior to our first meeting. When we first met, I completed the coaching contract, providing clear expectations from all parties as well as a set of agreed principles for the sessions (Clutterbuck, et al., 2016). During the session, I used the OSCAR coaching model. Following the meeting, I asked her to complete a Coaching feedback form (EV19) to evaluate my performance. Once all sessions were completed, the coachee produced a letter to her manager outlining the outcome of her coaching sessions and decisions she had reached, which I attached to the feedback form (EV19).

In order to grow the coaching network, I also wrote a persuasive email to managers asking them if they were interested in participating in a five day training, allowing them to become a workplace coach (EV 24A/24B) , Demonstrating I have provided information to potential coaches to participate in a coaching program.

2.5 Support the ongoing evaluation and continuous improvement of the organisations coaching/mentoring programmes

All of the evidence in this portfolio demonstrates that I am able to support the ongoing evaluation and continuous improvement of organisations coaching programs. This can be seen by having a meeting with the Senior Organisational Development Manager to discuss current coaching practices (EV3) and then reviewing the documentation.

In order to evaluate The Managers Passport Program (EV9) evaluations were completed (EV10), as a result of many feeling that they required more time, I arranged for sessions to be over a longer period of time (EV 11/EV 12), gaining agreement from the Managers Passport delivery coordinator to make changes to improve the sessions (EV11). As there was no support in place for Coaches, I carried out action learning to allow sharing of best practices (EV13) as well as drawing up an action plan to support the improvement of coaching practices (EV23).

I also monitored my own coaching practices by the use of coaching feedback forms (EV19). This along with the coaching action plan (EV 23) demonstrates my commitment to the ongoing evaluation and continuous improvement of coaching programs within the organisation.

From a coaching perspective, there is no standard approach to coaching or defined professional standard or code of practice (Institute of Coaching, 2009), making it difficult to identify one source of information like HR are with the CIPD.

- 16/12/19 Notes - meeting Catherine Rees (3)
- What extent does coaching/mentoring take place?
- Only external Coaching used for exec team.
 - Only 4 other organisational Coaches
 - Catherine - David - Tina
 - Amanda - Lee - Clave
 - 6 including me & Catherine.
 - Since Jan 2019 - 23 people coached

Amanda x 4	Catherine x 3	David x 6
Clave x 3	Lee x 2	Tina x 5
 - Coaching in Strategies? HDUMB OD Strategy 2016.
 - Nothing else, High impact Interventions.
 - Coaching on Managers passport. - AG
 Delivers. - No follow up.
 - Requirements to be organisational coach?
 I'm level 7.
 - mentoring - Formal - Through universities,
 Shadow shifts, nurse & medical
 education: the norm in HDUMB.
- No other coaching training.
- Any other thoughts: Look at Staff Survey.
- AP: AG - locate OD strategy 2016 High impact interventions.
- AP: Consider staff survey for coaching practice

Why do people access coaching?

Performance Coaching, Life Coaching,
Career, conflict, Staff management.

How is this recorded?

Coach logs, emails, Feedback Sheets
Pre-meet Coaching forms,

Is there a formal Coaching Contract?
Yes, same one as I have been
using.

Do all coaches (one of the 6) use the
same documentation?

On the whole yes, although there are
variations to baseline questionnaires.

Are you aware of any other coaching
intervention?

No.



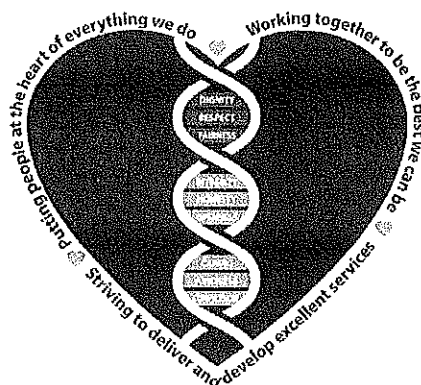
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University Health Board

HYWEL DDA UNIVERSITY HEALTH BOARD

ORGANSATIONAL DEVELOPMENT STRATEGY

10 HIGH IMPACT INTERVENTIONS



October 2016

Only relevant pages included.

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1. EXECUTIVE SUMMARY

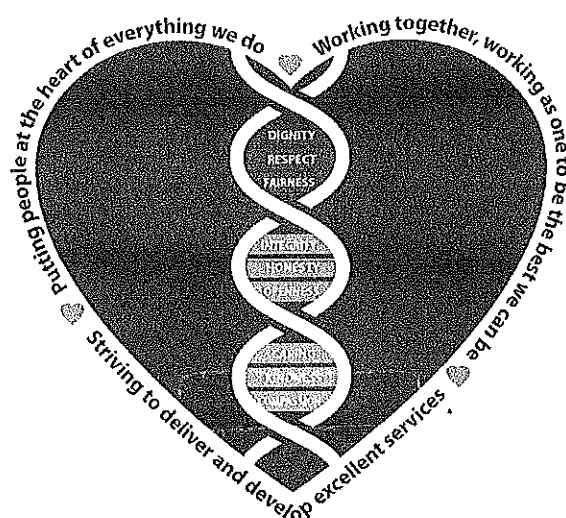
This Organisational Development Strategy sets out 10 high impact interventions we believe will create organisational resilience and flexibility to enable Hywel Dda University Health Board to continually meet the challenges of delivering rural healthcare in the 21st Century.

The strategy describes 10 high impact interventions which will create many achievable small scale changes across many areas that build together to deliver large scale improvement, resilience and flexibility, enabling our organisation to deliver its strategic priorities today, while ensuring it will be fit to meet the challenges for the future.

We have unique challenges in Hywel Dda, in providing healthcare to a large geographical area, which is mainly rural, with urban pockets and with significant workforce challenges. However we also acknowledge that a great deal of work has already taken place to stabilise our position and our staff who we are hugely grateful to, continue to rise to the challenge, consistently providing patient centred care and working with us on improvements and innovation

We've been working very hard to make improvements, not just by ensuring prudent use of our finances, but also in improving our workforce position. At the same time, we have been wholly committed to making improvements to the services we provide our patients where they are most needed. There is a great deal more to do in this area and we will continue to do so as we put patients at the heart of all we do.

This OD strategy is aligned to the OD Plan which forms an integral part of the Hywel Dda IMTP. The OD Plan describes 'what' we will do, whereas this OD Strategy describes 'how' we will deliver this plan. It sets out 10 High Impact Interventions we will deliver which will build and develop individuals, relationships, teams, leadership, capacity, capability and resilience to create an environment in which innovation flourishes, to deliver excellence to the people we serve today, and to prepare Hywel Dda to deliver excellence tomorrow.



2. INTRODUCTION

This strategy contains evidence based interventions, designed to improve the well-being and experience of our staff. To do this we will focus on individuals and teams, and the systems in which they work, to create an environment where innovation flourishes within a prudent healthcare system.

3. PURPOSE OF THE ORGANISATIONAL DEVELOPMENT STRATEGY

This strategy is aligned to the OD Plan which forms an integral part of the Hywel Dda IMTP and recognises the previous achievements of the health Board, whilst acknowledging the long term issues. The strategy is focussed on the next 5 years, and will be reviewed annually to ensure it is 'fit for purpose'.

In each section of this strategy a series of key actions will be identified, which will be drawn together to form the UHB's Organisational Development Delivery Plan. The OD Strategy is designed to create an environment where

- Innovation will flourish
- We will do the right things
- We will do the right things - right

To achieve this, our OD strategy will focus on the delivery of 10 high impact interventions.

1. Embed our values and behaviours framework
2. Improve Staff Experience
3. Develop Individuals
4. Develop High Performing Teams
5. Develop Effective Leaders
6. Create a Coaching Network
7. Manage Talent and Succession Planning
8. Improve Staff Health and Well-Being
9. Develop the OD Innovation Hub
10. Recognise Achievement and Success

The goal of this strategy is to produce many small scale changes across many areas that build together to create large scale improvement.

4. HYWEL DDA STRATEGIC OBJECTIVES

In order to meet the needs of the population and be consistent with our vision and values the University Health Board has agreed 10 Strategic Objectives to focus the drive for improvement for our population. Strategic objectives 1 - 8 relate to wellness and prevention approaches to care while Strategic Objectives 9 - 10 relate primarily to efficiency and performance.

- 1) To encourage and support people to make healthier choices for themselves and their children and reduce the number of people who engage in risk taking behaviours.
- 2) To reduce overweight and obesity in our local population.

- 3) To improve the prevention, detection and management of cardiovascular disease in the local population.
- 4) To increase survival rates for cancer through prevention, screening, earlier diagnosis, faster access to treatment and improved survivorship programmes.
- 5) To improve the early identification and management of patients with diabetes, improve long term wellbeing and reduce complications.
- 6) To improve the support for people with established respiratory illness, reduce acute exacerbations and the need for hospital based care.
- 7) To improve the mental health and wellbeing of our local population through improved promotion, prevention and timely access to appropriate interventions.
- 8) To improve early detection and care of frail people accessing our services including those with dementia specifically aimed at maintaining wellbeing and independence.
- 9) To improve the productivity and quality of our services using the principles of prudent health care and the opportunities to innovate and work with partners.
- 10) To deliver, as a minimum requirement, Outcome and Delivery Framework Targets and specifically eliminate the need for unnecessary travel and waiting times, as well as return the organisation to a sound financial footing over the lifetime of this Plan.

5. ENGAGING OUR STAFF

It is our goal to deliver a shared vision for staff with full engagement. There is a growing evidence base that connects employee engagement with higher levels of individual and organisational performance and employee well-being is correlated to the degree of engagement.

People involved in the delivery of healthcare perform much better when encouraged and enabled to make decisions that determine the nature of the services that they provide. Being able to make decisions develops our sense of who we are and how we feel. These factors are known to deliver better outcomes for our patients.

This Organisational Development Strategy describes 'how' workforce and organisational development actions will come together to support the delivery of our strategic goals, and deliver engaged leadership at all levels. By doing this, we will achieve individual and teams making real decisions about what they need to do and how they will do it, within a clear line of sight to the organisational goal of improving health outcomes through

- A strong commitment to our own organisational values
- An organisational culture that focuses on patient safety, service user experience, employee engagement and continuous improvement
- Teams operating effectively and with a confident commitment to continuous improvement
- Enabling and engaging leadership styles and behaviours

The organisational development strategy describes how we will build and develop individuals, relationships, teams, leadership, capacity, capability and resilience to enable our people to deliver excellence to the people we serve.

6. THE HYWEL DDA ORGANISATIONAL DEVELOPMENT MODEL

There is a significant research evidence demonstrating a correlation between the level of staff engagement with an organisation and patient outcomes. Our 10 interventions are chosen from the research available to deliver the high impact changes in our organisation to support the delivery of our IMTP.

All organisational policies, people, processes, systems and structures must align to both the values and behaviours framework and the strategic objectives. It is imperative that the objectives, priorities and targets of all service, directorates, department, teams and individuals are aligned to these objectives, however the way we act in driving and delivering these objectives will directly correlate to the success.

We have examined the challenge we face and have developed an organisational development model which is based on our organisational values, and brings our 10 high impact interventions together, to create the culture required to successfully deliver our OD plan.



7. 10 HIGH IMPACT INTERVENTIONS

This section describes each of the high impact interventions, explains why they are important, where we currently are, and what we will do to achieve our desired state.

1. Embed our values and behaviours framework
2. Improve Staff Experience
3. Develop Individuals
4. Develop High Performing Teams
5. Develop Effective Leaders
- ✶ 6. Create a Coaching Network ✶
7. Manage Talent and Succession Planning
8. Improve Staff Health and Well-Being
9. Develop the OD Innovation Hub
10. Recognise Achievement and Success

DEVELOP A COACHING CULTURE AND STYLE OF MANAGEMENT

Why this is important

Coaching is also increasingly being used as a means to strengthen leadership in organisations by unlocking the potential of individuals in leadership positions. Through specially devised sessions, the coachee learns to develop their individual talents and strengths in order to achieve their goals. The outcome is an individual that operates more effectively and confidently and thus, can contribute to a stronger bottom line for the organisation.

Where we are now

Hywel Dda has a number of accredited coaches however these are far too few to have impact. A medical Peer mentoring scheme is developing.

Where we will be

We will embrace a coaching style of management which encourages staff to find their own solutions through structure conversations, both informal and formal. Coaching will be the norm for individuals and teams, and will become the dominant style of leading and managing, with a coaching style embedded in the way we do business with our of stakeholders.

The actions we will take

We will

- Identify coaches
- Develop internal coaching and supervision capacity
- Create a coaching network.
- Partner with other organisations to increase access to accredited coaches.
- Establish a database of coaching and mentoring.
- Expand the medical mentoring scheme.
- Deliver coaching development programmes.

How we will measure improvement

- ✓ Number of accredited coaches active
- ✓ Coaching conversations underpinning PADR and Appraisal
- ✓ Active Medical Mentoring Peer network
- ✓ Active Coaching supervision network
- ✓ Action Learning Sets in place

High Impact Intervention 7:

TALENT MANAGEMENT SUCCESSION PLANNING

Why this is important

The ability to manage the deployment of leaders within the talent pipeline in Hywel Dda reflects the underlying approach to identifying, developing and supporting local people to lead care in rural west Wales.



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5

Workforce, Organisational Development & Education Strategy 2020 – 2030

Only attached pages
1, 2, 9 & 10 as ~~entire~~
relate to coaching.

Workforce, Organisational Development & Education Strategy 2020 - 2030

Contents

1. Introduction and Context
2. Purpose of the Workforce, OD and Education Strategy
3. Changing Our Culture
4. The Workforce, OD and Education Strategic Intentions
 - 4.1 Delivering Collective and Compassionate Leadership
 - 4.2 Recruiting and Retaining Great People
 - 4.3 Engaging Our Staff
 - 4.4 Delivering a Workforce Fit for Our Future
 - 4.5 Enabling Our People to Release Their Potential
 - 4.6 Developing High Performing Teams
 - 4.7 Delivering Innovation, System Learning and Change Agility
 - 4.8 Delivering workforce efficiency and effectiveness

- No matter where in the Health Board we work, we work together for our patients.

Over the last 18 months work has begun with the Board and Executive team to grow the collective leadership necessary to underpin delivery of the Health Board's Health & Care Strategy "A Healthier Mid & West Wales".

Further work is now in progress to enhance system and collective leadership capability across the Health Board by way of the System Level Leadership for Improvement Programme (SLLIP). Similarly, a new Aspiring Medical Leadership Programme began in January 2019 and has attracted a significant response from our medics.

A Senior sister/Charge Nurse Leader Programme commenced in November 2019. All of these programmes are designed to fit together in a complimentary way to provide wide reach into the organisation and develop a collective of leaders of our culture of compassionate care.

The Health Board has the ability to become a front runner for organisations in Wales in piloting the Kings Fund Michael West approach to collective and compassionate leadership and to adopt a 'Discovery' phase to assess our culture and leadership behaviours. The tools and resources in Phase 1: **Discover** – diagnosing your culture enable organisations to get the information needed to target approaches and interventions in developing a collective leadership strategy.

Following on from the discovery phase, progression will be to design interventions to increase the Health Boards collective leadership capability, including developing the skills and behaviours that our individual and team leaders will need to begin to shape our desired culture.

This will inform our leadership talent management and succession planning framework and will include our need to grow capacity for access to coaching, mentoring and action learning, all of which are essential to support and sustain behavioural changes amongst leaders.

Key Outcomes for Success

- Values and behaviours will be evident in the everyday business and culture of the organisation;
- The importance of collective leadership and its relationship to cultural change is clearly understood and valued;
- Leaders at all levels know and understand what is expected of them and lead their teams in a way that promotes high levels of trust, engagement and collaboration;
- Leadership appraisal will include a measure of adopting values based behaviours so individuals and the UHB understand where behavioural strengths and need for development exists. Leaders and staff are supported to develop compliance with behavioural expectations;
- Behaviours of individual leaders consistently reflect the Health Board values and promote collective leadership for the greater good and Leaders role model the

desired collective and compassionate individual leadership, team and system behaviours;

- Confidence levels to challenge unacceptable behaviour will be high and leaders and managers will support staff when challenging is difficult;
- Leaders have access to coaching and mentoring when required, with increased numbers of 'internal' coaches and mentors;
- Leaders have access to the relevant leadership and management programmes to support performance and delivery in the role and the collective leadership cultural change, either internally or as part of the National HEIW Leadership Development Strategy;
- Leader's role model behaviours around appreciative inquiry, creating psychological safety, building healthy work/life balance and maintaining resilience;
- Regular 'cultural and leadership' stocktakes are undertaken every 5 years as progression towards the vision is attained, lessons learned and systems and behaviours are adapted to reflect results;
- An appraisal talent management and succession planning framework into leadership roles is in place;
- All leaders and managers will understand the key characteristics that deliver cultural change;
- Leaders will be supported in dealing with difficult issues such as performance, capability, conduct and organisational change discussions in order to ensure they are handled in a way which reflects UHB values and behaviours;
- Workforce Teams will encourage the upholding of the right behaviours and conduct and will help managers and staff call out and address behaviour which falls short of the expected standards;
- Leaders will endeavor to ensure that all employee relations matters are dealt with expediently and appropriately with the individuals involved being kept informed and supported at all stages.

4.2 Recruiting and Retaining Great People

Recruiting and retaining an inclusive and diverse workforce and developing talent is crucial to the Health Board being able to deliver its ambition to be an employer of choice. Recruiting and attracting new people, retaining our existing people and managing and developing talent is essential to delivering our workforce challenges and critical to our success.

We should also seek to be a progressive employer, one who influences nationally and locally, embodies modern employment practices, has engagement with staff at its heart building on existing successful partnerships none more so than that with our staff side partners. We want to be a great place to work, whereby our culture reflects our core values. Partnership working is integral to everything we do, with our service users, our staff and Trade Union representatives, the local health economy and communities that we serve. We want to be recognised for exemplary workforce practices. In doing so, we will continue to ensure we have influence at an All Wales level in the development and review of policies and best practice. We also intend to continue to review our range of staff benefits in order to enhance the range of non-pay benefits available.

6

Name:

Date:

Pre-meet regarding coaching opportunity

The purpose of coaching is to support, maintain and enhance my personal development and performance over an agreed period of time.

As the coachee, you need to ensure that you fully commit to the sessions and that to the best of your ability, meet any agreed objectives and action plan set out

Coaching puts the responsibility on you, that you need to prepare for them, actively participate and be open and honest

Generally the sessions are for 1-2 hours

Coaching is support but not counselling

Solution focussed – they have to have the motivation to reach the end point

- Please explain the issues on which you would like to be coached

- Please identify up to three goals you have for the coaching experience
 - .

 - .

 - .

- What expectations do you have of the coaching?

- What do you see as a successful outcome of receiving coaching?

- Any particular requests regarding your coach

- Any other comments



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7

Coaching Contract

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

What you can expect from the coaching process:

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

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

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

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

I may be asked to feed back generic information regarding issues such as learning needs, how public services are faring generally or other points that can help inform further programmes; I will not however feed any such information back if I cannot completely guarantee confidentiality.

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

Your commitment to the coaching process:

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

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

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



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

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

How the process will work:

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

We have agreed to meet every weeks for sessions. We have agreed that 1 to 2 hours is a suitable length of time for our sessions. We will time these sessions to coincide with specific stages of work or situation, so that constructive feedback can be provided and objectives reviewed.

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

Our first coaching session will be on:

Date: **Time:**

Venue:

If for any reason a session is cancelled, we will meet again at the next mutually convenient date. The person who has cancelled the session has the responsibility to re-arrange the session. (Each coach will have their own cancellation policy, considering how many sessions can be cancelled before they review the situation with their coachee and consider ending the relationship).

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

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

I have read, and agree, this coaching contract.

Signed:

Coachee:

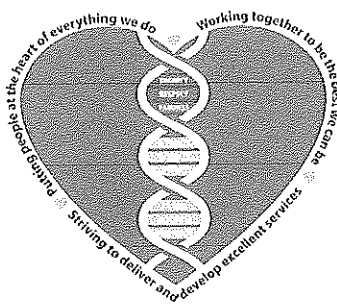
Date:

Coach:

Date:

Line Manager/Sponsor
(If appropriate)

Date:



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Coaching Feedback Form

Name:

Date:

We would be extremely grateful if you could take a few minutes to provide us with feedback on your coaching experience.

**1) Overall, how would you rate your coaching experience on a scale from 1 – 5
(1 being the lowest and 5 being the highest)**

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

2) I have benefited from working with my coach.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Comments: e.g. reasons

3) My coach and I connected very well.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Comments: e.g. reasons

Coaching feedback form.

Lol

4) My coaching sessions resulted in clear actions and steps to move me forward.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Comments: e.g. reasons

5) My expectations for the coaching programme have been met

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Comments: e.g. reasons

6) The 3 things I would like to say about my coach are:

1)

2)

3)

7) My expectations for this coaching programme were:

8) The 3 top benefits I received from working with my coach are:

1)

2)

3)

9) I would refer this service to others.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐

Comments: why?

Any additional comments that you would like to contribute to help us promote the value of coaching in the workplace.

Here are a few prompts to help you write a great testimonial.

(I used to feel/experience/suffer from/have...But after working with you I have/know/can/no longer/feel...Thank you for...I would recommend anyone...)

Please enter your testimonial below:

May we use your testimonial (anonymised) to promote the value of coaching

Yes, I agree that you may use the information ☐

No, please do not use the information provided ☐

Thank you for your feedback



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Executive Institute for Enterprise
Training & Skills
Singapore Polytechnic Building



Coaching Skills for Managers

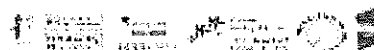


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Training & Skills
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Aim

To equip delegates with the knowledge, skills and confidence to use coaching within their team to maximise individual and team performance.





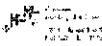
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Innovation
University of Birmingham



Learning Objectives

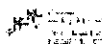
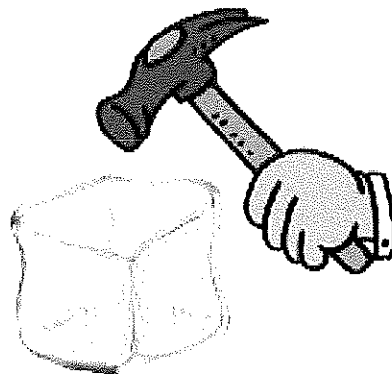
- Understand the benefits of using a coaching style of leadership
- Practice using the OSCAR Coaching Model



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Ice Breaker



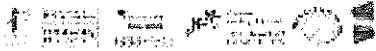


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Immunisation Training
Project 2022
University of Bristol

Activity

What is coaching and what does it involve?



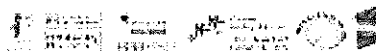
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Project 2022
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What is Workplace Coaching?

- The brilliant coach is one who brings out the brilliance of others.
- Coaching is the art of facilitating another person's learning and performance.
- Coaching is an ongoing process designed to help individuals gain greater competence and overcome barriers.

Worth Consulting Ltd



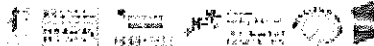


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improving the quality of
my work life
improving the quality of my work life

- Through coaching people are able to find their own solutions, develop their own skills and change their own behaviours and attitudes.
- Coaching is appropriate when the person has the ability and knowledge but performance is not maximised.

Coaching for performance: Sir John Whitmore



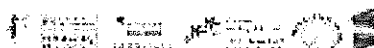
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improving the quality of
my work life
improving the quality of my work life

Why do we coach?

Effect on productivity

- Training 24% return on investment
- Coaching 84% return on investment



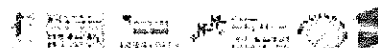


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Gender Inequality
Inequality Data
Gender Inequality Index (GII)

Training/Counselling/Mentoring

- Training is a structured process to provide an individual the knowledge and skills to perform tasks.
- Counselling is a skill that helps people who have lost the necessary inner resources to resolve their own issues.
- A mentor is an experienced and trusted advisor, who provides advice, guidance and support to act as a sounding board.

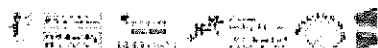


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Gender Inequality
Inequality Data
Gender Inequality Index (GII)

Different Coaching Approaches

- Ad hoc or corridor coaching
- Planned coaching with an aware and willing coachee
- Planned coaching with an unaware coachee
- Planned coaching to address a specific under performance issue



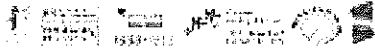


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Specialised help for people
living with
University Health Board

Effective Coaching

- Be patient, supportive and empathise
- Active listening techniques
- Opening questioning techniques
- Reflecting and recalling main points
- Remain detached and non judgemental
- Build rapport and trust
- Give and receive feedback
- Respect confidentiality

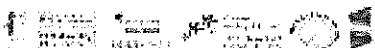


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Coaching Tips

- Timescales
- Preparation
- Environment
- Note taking
- Provide feedback
- Following up on actions

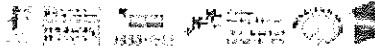
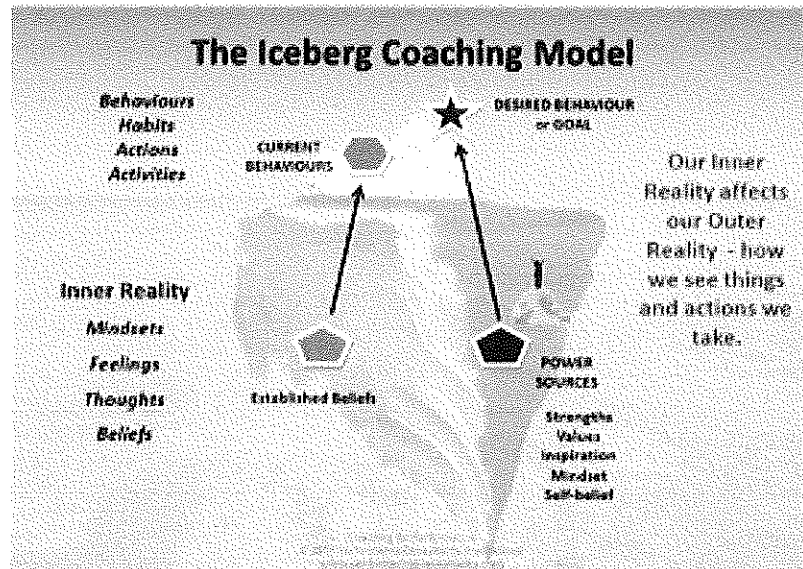




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Specialist in Adult Psychiatry
Psychiatry
Community Psychiatry

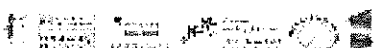
Personal Iceberg



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Specialist in Adult Psychiatry
Psychiatry
Community Psychiatry

What is active listening?

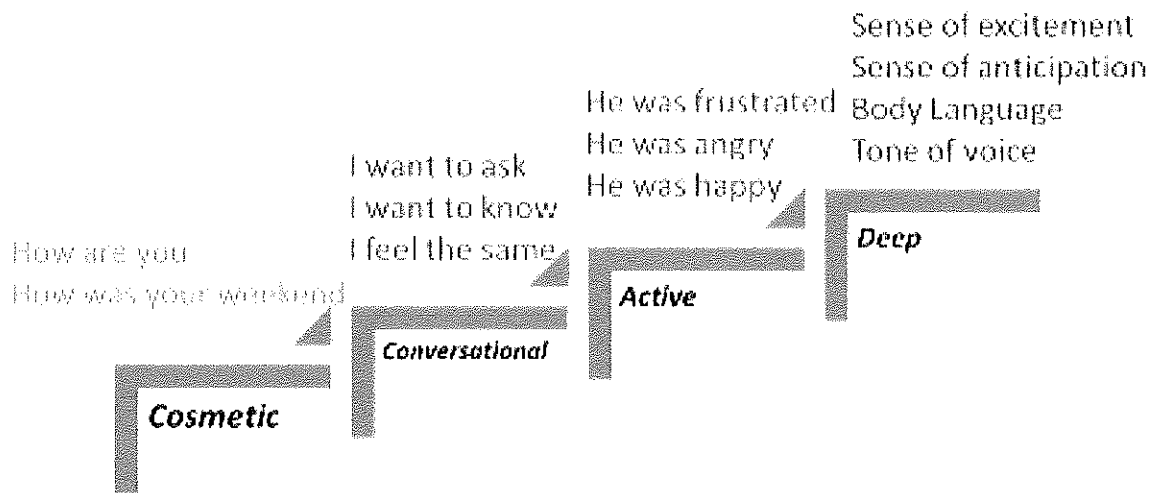




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Specialist Speech Therapy
NHS
South Yorkshire Health Trust

Listening



Coaching rules

- Be flexible
- Ask open questions
 - Use What, When, Who, How
 - Avoid using why
- Probe for detail
- Do not lead the person being coached
- Reflect back and take notes



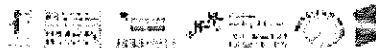


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Agentschap voor
Innovatie
en Innovatiebeleid

Top Ten Coaching Mistakes

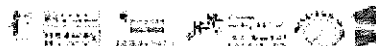
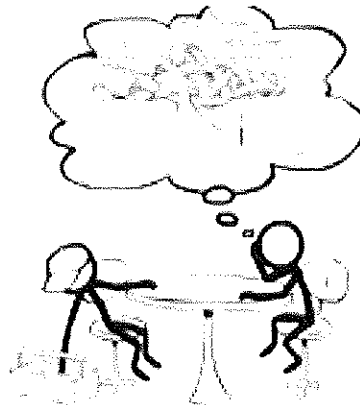
<https://youtu.be/MV0hAmtF1EA>



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Coaching Models





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The Grow Model

The **GROW** Model was made famous by Sir John Whitmore and is one of the most widely used and recognised coaching frameworks.

Goal

- What do you want to move forward on?
- What can we achieve in the time available?
- What do you want to take away from this session?

(This is where you set the goal for the session)

Reality

- What is happening now?
- What's actually happening?
- Describe the current situation

(This is where you get clarity around where the client is right now and its purpose is to raise the awareness of the coach and is for the benefit of the client not the coach)

- What could you do to move yourself forward?
- What are your options?
- How far towards your goal will that take you?

Options

(This is where you help the client generate as many alternative courses of action as possible. This is where you make the client feel safe and listened to so they can express all their thoughts without judgement). Your job then is to reflect back exactly what they've said and help them to explore the possibilities available to them).

Willingness/ Wrap Up

- What will you do next?
- How will you do it?
- When will you do it, with whom?
- On a scale of 1 to 10 how willing are you to take those actions?

(This is where you help the client clarify the way forward and develop some sort of action plan)

Source: Concepts of Coaching (2004)



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The GROW Model In Action

<https://www.youtube.com/watch?v=6f3X2PEsV-Q&feature=youtu.be>



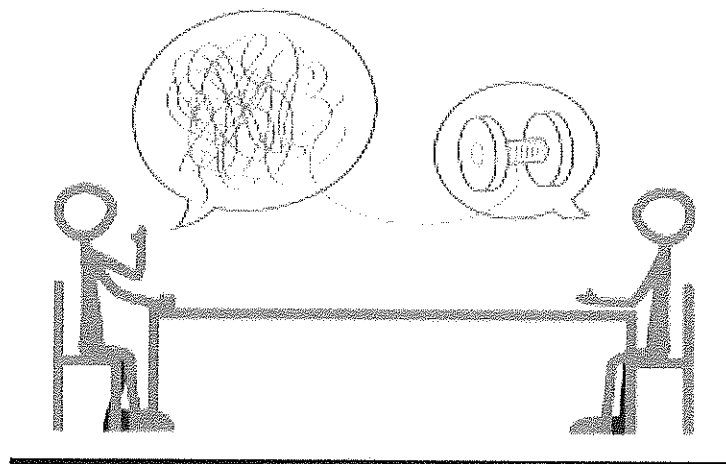
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The OSCAR Coaching Model

- Outcome
- Situation
- Choices and Consequences
- Actions
- Review

Coaching Activity & Feedback





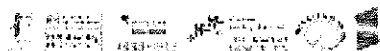
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Thanks for Listening

Any questions?





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10



Leadership, Education & Development

MANAGERS PASSPORT PROGRAMME

Module	Managing Yourself	Date	08.11.2019.
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Name (Optional)	~~XXXXXXXXXXXX~~	Role	SVT : Ceredigion Paed. Interim Service lead.
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Question1	Excellent	Good	Average	Poor	Very poor
Overall, how did you rate the MPP Managing Yourself module?		✓			

Question2 Please indicate using the scale below how you rate the individual sessions					
Topic	Excellent	Good	Average	Poor	Very poor
Coaching	✓	✓			
Building a Culture of Well-being & Resilience		✓			
Effective Communication		✓			
Presentation Skills	✓	✓			
Influencing	✓				

We would appreciate any specific comments in relation to the above topics i.e. balance of the delivery style, relevance to you/your role etc, overall presentation

A good mix of presentations, video clips, discussions, role play etc.

Question 3 Which part of this module has proved the most valuable to you and why?

Comment

Coaching - well by this as a way to encourage my team to come up with their own answers rather than coming to me. Thinking of the different types of influencing styles and their importance.

Question 4 Which part of this module has proved the least valuable to you and why?

Comment

Effective commⁿ - a good refresher, but no new info introduced in this section.

Question 5 Do you feel there are any improvements that could be made to this module of the programme?

Comment

Having handouts of the presentations as they are delivered can be helpful to make notes as I go.



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Leadership, Education & Development

MANAGERS PASSPORT PROGRAMME

Module	Managing Yourself	Date	8.11.2019
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Name (Optional)	~~XXXXXXXXXX~~	Role	Admin manager
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Question1	Excellent	Good	Average	Poor	Very poor
Overall, how did you rate the MPP Managing Yourself module?	✓				

Question2 Please indicate using the scale below how you rate the individual sessions					
Topic	Excellent	Good	Average	Poor	Very poor
Coaching	✓				
Building a Culture of Well-being & Resilience		✓			
Effective Communication	✓				
Presentation Skills	✓				
Influencing	✓				

We would appreciate any specific comments in relation to the above topics i.e. balance of the delivery style, relevance to you/your role etc, overall presentation

The delivery of the Well-being module was very heavy and slow, although the content was relevant. However, I liked the idea of the micro-breaks.

Potentially

Question 3 Which part of this module has proved the most valuable to you and why?

Comment
Coaching. It taught me how to get my staff to think for themselves by using the techniques in Amanda's session. Realisation that silence doesn't always mean 'awkward', it allows staff to think and resolve their own problems and come up with solutions.

Question 4 Which part of this module has proved the least valuable to you and why?

Comment
Presentation skills - at the moment I have no need to use presentation programmes, though it was interesting to see how to deliver a presentation to an audience.

Question 5 Do you feel there are any improvements that could be made to this module of the programme?

Comment



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Leadership, Education & Development

MANAGERS PASSPORT PROGRAMME

Module	Managing Yourself	Date	8.11.19
--------	-------------------	------	---------

Name (Optional)	~~XXXXXXXXXX~~	Role	Admin Mgr
--------------------	-----------------------	------	-----------

Question1	Excellent	Good	Average	Poor	Very poor
Overall, how did you rate the MPP Managing Yourself module?	✓				

Question2 Please indicate using the scale below how you rate the individual sessions					
Topic	Excellent	Good	Average	Poor	Very poor
Coaching		✓			
Building a Culture of Well-being & Resilience	✓				
Effective Communication	✓				
Presentation Skills	✓				
Influencing	✓				

We would appreciate any specific comments in relation to the above topics i.e. balance of the delivery style, relevance to you/your role etc, overall presentation

Found the interactive exercises very entertaining and insightful

Question 3 Which part of this module has proved the most valuable to you and why?

Comment

Communication, as this is the way forward for a great not just good team

Question 4 Which part of this module has proved the least valuable to you and why?

Comment

Coaching, I think the session was too short to understand it properly

Question 5 Do you feel there are any improvements that could be made to this module of the programme?

Comment

Not really, maybe change coaching and resilience around

From: Jackie Wright (Hywel Dda UHB - W&OD staff experience)
<Jackie.Wright@wales.nhs.uk>
Sent: 16 December 2019 10:22
To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>
Subject: FW: Managers Passport Plus Dates 2020/2021 - Managing People

Hi Amanda,

Yes, no problem. Please see revised plan.

Thanks

Jackie

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>
Sent: 13 December 2019 18:27
To: Jackie Wright (Hywel Dda UHB - W&OD staff experience)
<Jackie.Wright@wales.nhs.uk>
Subject: FW: Managers Passport Plus Dates 2020/2021 - Managing People

Hi Jackie

Can I please ask that I have more time allocated to coaching and mentoring please as the current two hour programme is not sufficient.

Could you change this to a half day?

Thanks

Amanda

Email to J. Wright
Suggesting improvements to
develop coaching and
mentoring in the organisation

From: Jackie Wright (Hywel Dda UHB - W&OD staff experience)

<Jackie.Wright@wales.nhs.uk>

Sent: 13 December 2019 15:33

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

<Amanda.Glanville@wales.nhs.uk>; Leony Charlotte Davies (Hywel Dda UHB - Health Intervention Coordinator) <leony.davies@wales.nhs.uk>; Vanessa Davies (Hywel Dda UHB - Occupational Health Adviser) <Vanessa.Davies2@wales.nhs.uk>

Cc: Robert Blake (Hywel Dda UHB - Senior Organisational Development Manager)
<Robert.Blake2@wales.nhs.uk>

Subject: RE: Managers Passport Plus Dates 2020/2021 - Managing People

Dear Colleague,

Hope you are well?

I've had dates & venues confirmed for the Managers Passport Plus – Managing People module for 2020-2021. Please view the programme below and the attached schedule which confirms your day & time slot. I will send a reminder & confirm the number of attendees nearer the time but I thought you'd want to get the dates in your diaries. Thank you so much for your continued support & commitment to the programme. Any queries please get in touch.

Date	MPP + Module Band 6-8c	Duration	Venue
2020	Programme 9		
19th, 20th March	Managing People	2 Days	Rm 3, Alun Block, HD
2020	Programme 10		
18th, 19th June	Managing People	2 Days	Rm 3, Alun Block, HD
2020	Programme 11		
24th, 25th September	Managing People	2 Days	Rm 3, Alun Block, HD

2020/2021	Programme 12		
10th, 11th December	Managing People	2 Days	Rm 3, Alun Block, HD

Hope you have a lovely Christmas

Best wishes

Jackie

Jackie Wright

Rheolwr Cefnogi Prosiect / OD Project Support Manager

Bwrdd Iechyd Hywel Dda / Hywel Dda Health Board

Canolfan Derwen / Hafan Derwen

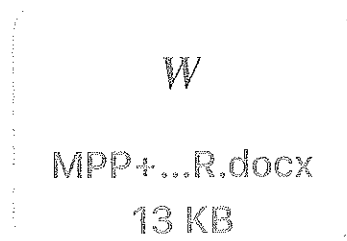
Rhif ffon / Tel: 01267 239701 Ext: 4701

Ffacs / Fax: 01267 239860

E-bost / E-mail: jackie.wright@wales.nhs.uk

Rhowch wybod i mi os hoffech gael gohebiaeth ebost yn Gymraeg

Please inform me if you would like to receive email correspondence in Welsh



MODULE MANAGING PEOPLE - Day 1 - Venue		SPEAKER/S	Day 1 Time Slot
Welcome and warm up		Facilitator	9.15am - 9.30am
Build culture of Health and Well Being		Leony Davies	9.30am - 10.30am
		Coffee	
Build culture of Health and Well Being		Leony Davies	10.45am - 12.30pm
		Lunch	
Coaching & Mentoring		Amanda Glanville	1.00pm - 3.00pm
		Coffee	
Coaching & Mentoring		Amanda Glanville	3.15pm - 4.30pm
MODULE MANAGING PEOPLE - Day 2 - Venue		SPEAKER/S	Day 2 Time Slot
Welcome and warm up		Facilitator	9.15am - 9.30am
Hubris		Rob Blake/Jackie Wright	9.30am - 11.00am
		Coffee	
Hubris		Rob Blake/Jackie Wright	11.15am - 12.45pm
		Lunch	
Psychological Safety		Rob Blake/Jackie Wright	1.15pm - 3.00pm
		Coffee	
Psychological Safety		Rob Blake/Jackie Wright	3.15pm - 4.30pm

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
 <Amanda.Glanville@wales.nhs.uk>
 Sent: 28 January 2020 11:52
 To: David Fretwell (Hywel Dda UHB - Volunteer Manager) David.Fretwell@wales.nhs.uk; Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager) Tracy.Walmsley@wales.nhs.uk
 Lesley Oldale (Hywel Dda UHB - Future Workforce Officer) lesley.oldale@wales.nhs.uk ; Tina Williams (Hywel Dda UHB - Future Workforce Officer (Work Experience)) Tina.Williams2@wales.nhs.uk
 Subject: Action Learning - Coaching

Hi All

Following on from our action learning set today, I just wanted to thank you all for your contribution. It was good to share best practice and I would be happy to receive any feedback in relation to the half-day session.

I have also attached a guide that I used when I started coaching that may help. As discussed, I will plan in some more dates and send it to you ASAP.

Thanks

Amanda

Amanda Glanville
 Senior Workforce Advisor
 Hywel Dda University Health Board / Bwrdd Iechyd Prifysgol Hywel Dda
 Hafan Derwen St Davids Park / Parc Dewi Sant
 Carmarthen / Caerfyrddin
 SA31 3BB

We're going PAYperless INTRANET BANNER.pngcid:11ae1403-1e43-411d-ac92-c80915aab562

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Mae croeso i chi ohebu yn Gymraeg neu Saesneg
 You are welcome to correspond in Welsh or English

Image result for dysgu cymraeg logo

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Os ydych yn credu eich bod wedi derbyn yr e-bost hwn trwy gamgymeriad, a wnewch chi dderbyn ein mddiheuriadau a peidiwch â datgelu, anfon ymlaen, printio na dosbarthu'r wybodaeth yn yr e-bost hwn na gwneud unrhyw beth gan ddibynnu ar ei gynnwys – gwaherddir hyn yn llwyr a gall fod yn anghyfreithlon. Rhowch wybod i'r anfonwr bod y neges wedi mynd ar grwydr cyn ei ddileu. Gall

Email to Coaches to support & obtain feedback

Coach

- Be clear what the coaching session is about
- Coaching is a support for her but it is not counselling
- What do I want as a result of the meeting
- My expectations
- Solution focussed – they have to have the motivation to reach the end point
- Ensure the ending is clear

Coachee

- Are they aware what is involved with coaching
- What do they want as a result of the coaching
- What do they see as a successful outcome
- Do they know why they are here
- Are they happy to be here
- Their expectations
- Reflect on what they can and can't control
- What kind of support they are looking for

To understand more about your potential coachee

It is about understanding more about them as a person - broadly speaking where they have come from, where they are now and where they want to go. It is about establishing their needs, wants, strengths, capabilities, resources, fears, motivations, challenges and barriers to moving forward.

To establish whether coaching is right for them

It is also about establishing what specifically what they want to achieve from coaching – aspirations, desires and goals and how they believe coaching will help them. A potential coachee should be an 'agent for change' ready to embrace coaching as a process for helping them to raise their self-awareness and make personal change. There is no point in starting a coaching relationship if the coachee isn't ready to move forward and you may establish early on that, although they may need help, coaching isn't what they need right now.

To understand whether you are the best coach for them

From my own experience it is important to have this pre coaching conversation with an open mind – yes hopefully you will be able to help them, but you also need to be open to the fact that you might not be the best person coach them in this instance. So avoid going in with your 'selling hat' on instead really listen and tune into what they want. If your instinct tells you that you that you will not be the best coach you can be to this person then don't be afraid to direct them to someone who can serve them better. Your reputation as an excellent coach will only be built if you help those you are best able to help and if you offer your services to who won't fully benefit your own reputation will be damaged.

Notes forwarded to Coaches to
provide Support

To establish and test rapport between you

It is also an opportunity to start to build and test the rapport you have with your potential coachee – great rapport lies at the heart of any effective coaching relationship and this process starts from the moment you communicate with them. If this isn't established easily at the outset then it is probably an indicator that you won't enjoy a productive and comfortable relationship moving forward.

Introduction

- Purpose and duration of the intake session
- Clarification of what coaching is / is not **Administration**
- Agreement of number of sessions scheduled and dates
- Payment terms
- Coaching contract/agreement
- What the service includes
- What notes will be written up/fed back
- Methods of communication
- Ground rules for missed or late sessions **The coaching session**
- Getting the most from your session – clearing inner space
- Structure of session
- Who will take notes
- What is needed for each session – pens/paper, diary **The coach –client relationship**
- What the client can expect from their coach
- What the client wants from their coach
- Openness and honesty
- Confidentiality
- Equality in the relationship
- Agenda belongs to the client
- Responsibility and accountability for achievement of actions **Assessment of where client is now**
- Wheel of Life
- Pre-coaching questionnaires
- Other assessments
- What is important to the client – values **Goals**
- What the client wants to achieve from coaching – long, medium, short term
- Priority areas **Wrap Up**
- Any questions/concerns
- Confirmation of next session – date/time

Effective Coaching Questions

The questions asked by the coach/manager generate AWARENESS and RESPONSIBILITY. To adopt an effective coaching style of leadership you must be able to ask effective questions. Here is a selection of questions:

Workshop Activity:

To help you get started we have provided examples of effective 'generic' questions for each segment of the OSCAR Model. In groups review the questions and discuss which ones you are most likely to use in your everyday leadership role.

Opening/Issue to be coached on:

- What would you like to talk about today?
- What would you like to cover today?
- How would you like me to be as your coach? (Challenging, supportive etc.).

Outcome:

Short term: (for this session)

- What would you like to walk away with from today's session?

Long Term:

- What is your long-term outcome around this issue?
- What would success look like/feel like to you?
- How will you know you've achieved it, what will be happening?
- What would 10 out of 10 look like?
- Which outcome or outcomes do you want to focus on?
- How important is it to you to achieve this outcome?
- What will it cost you if you don't?
- What impact will not achieving this outcome have on?
- What impact will achieving this outcome have on?
- Over what period of time do you want to achieve this outcome?

Situation:

- What is the current situation?
- What is happening right now?
- What do you see as the main issues right now?
- What impact is that having on you? (Your family, your performance etc.)?
- What impact is that having on others?
- Who is contributing to the problem?
- What are you doing that could be contributing to this problem/issue?

Document issued to Coaches to support OSCAR model.

Review:

- How will you review your progress?
- What will you do to check whether your actions are moving you towards your outcome?
- How will you measure your success?
- When will you and I get together to review your progress?
- What would you like to be able to tell me next time you see me?
- How will you celebrate your success?
- How will you maintain your momentum?
- What interim support do you need?

Additional Questions:

Debrief: How will you review the quality of your coaching questions, the way you ask them (your tone and body language) and how effectively you listen to the answers provided by the coachee?

**Ref: The OSCAR Coaching Model: Simplifying Workplace Coaching
(2009)**

Matching Your Style to the Needs of the Coachee Heron's Six Categories of Interventions

Style	When	Skills	Traps
Prescribing: Giving advice, recommendations.	• If expertise is asked for or required • When guidance is needed • If the person is unable to choose the direction for themselves • If there are legal, safety, ethical issues	• How to prescribe • Knowing when to prescribe • Giving clear instructions • Explaining WHY • Motivating	• Giving unwanted advice • Taking over, imposing solutions • Creating dependency • Hesitating when firmness is needed • Over-controlling
Confronting: Raising awareness, challenging assumptions.	• Looking at the possible consequences of their actions • Helping the person to re-examine their assumptions • Raising awareness of their own behaviour and others'	• Knowing when appropriate • Using direct questions • Giving constructive feedback • Challenging defensive excuses • Giving 'space' to reflect	• Confronting on a trivial issue • Creating win/lost outcomes • Punishing • Challenging too quickly • Judging
Informing: Giving information and knowledge	• Showing where to find extra help, information • Supplying facts and data • Explaining what has happened • Describing your own experiences	• Presenting information clearly • Checking for understanding • Inviting and handling questions • Judging how much to give • Knowing when to provide it	• Overloading • Using too much jargon • Not structuring the information • Not saying WHY it's important • Redirecting the conversation

Document issued to Coaches to
Support ~~Coaching~~ ~~Coaching~~.
Coaching.

Style	When	Skills	Traps
Cathartic: Releasing, expressing emotions that may block progress	• If the person seems afraid of risk or failure • If the person feels incompetent • If they are frustrated, demotivated, angry, upset • If they are excited, joyful, pleased etc	• Active listening • Leading & following • Probing • Showing empathy • Feeding back what you perceive • Creating a supportive climate	• Talking, not listening • Making it hard to express emotions • Spending too long • Going too deep • Sympathising too quickly • Denying or criticising their feelings
Supporting: Validating plans & actions & building self- confidence	• To build morale and self-confidence • To encourage action, change & risk-taking • To offer empathic understanding • Raising confidence by highlighting success	• Expressing appreciation • Showing your confidence • Sharing your mistakes • Encouraging SELF-respect	• Patronising • Giving "Yes, BUT" support • Overdoing it so it feels false • Held back by OWN inhibitions • Sending mixed signals
Catalytic: Exploring Promoting self- discovery, & self directed problem solving	• To learn & achieve a deeper level of understanding • To explore and consider options • To encourage the person to take responsibility • To promote "ownership" of learning, plans and outcomes	• Choosing the right questions • Reflecting and paraphrasing • Provoking curiosity • Remaining objective • Silence	• Too many or closed questions • Structuring too soon • PRESCRIBING, in other words • Following YOUR curiosity • Not clarifying objectives

Source: John Heron, Helping the Client (1990)



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Ein cyf/Our ref:	CR/AG	Hafan Derwen, Parc Dewi Sant, Heol Jobs Well, Caerfyrddin, Sir Gaerfyrddin SA31 3BB
Gofynnwch am/Please ask for:	Cheryl Raymond	
Rhif Ffôn /Telephone:	01267 239606	ADRAN GWEITHLU A DATBLYGU SEFYDLIADOL WORKFORCE & OD DEPARTMENT
Ffacs/Facsimile:	Cheryl.raymond@wales.nhs.uk	
E-bost/E-mail:		Hafan Derwen, Parc Dewi Sant, Jobs Well Road, Carmarthen, Carmarthenshire, SA31 3BB
Dyddiad/Date:	19/03/2020	

PERSONAL

To whom it may concern

Re: Amanda Glanville's involvement in Coaching and Mentoring

As the Senior Workforce Development Manager, Amanda has a significant involvement in coaching and mentoring, both as a coach/mentor and by supporting the coaches/mentors within the Health Board. Amanda has been carrying out formal coaching since she joined us, however I am aware that as a manager, she adopts a coaching management style within her team.

Since joining the Health Board in 2018, Amanda has always supported any initiative that would develop our workforce. This is evident in her delivery of the coaching module in the Managers Passport Program as well as other bespoke initiatives. Amanda discusses benefits and barriers to coaching, creating interactive sessions to aid engagement. Amanda always gets phenomenal feedback from her sessions and always reflects and suggest improvements. Amanda has also agreed that following sessions, there will be update days, where individuals will be brought back in to discuss how much of their training they have used.

I have witnessed Amanda carrying out informal corridor coaching to support other members of workforce as well as part of investigations due to performance issues. Amanda has been supporting with the development of our coaches as this is an area that Amanda had experience prior

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Corporate Offices, Ystwyth Building,
Hafan Derwen, St Davids Park, Job's Well Road,
Carmarthen, Carmarthenshire, SA31 3BB

Cadeirydd / Chair
Mrs Bernardine Rees OBE
Prif Weithredwr/Chief Executive
Mr Steve Moore

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to joining the organisation. Amanda sends regular email updates to the coaches within the organisation as well as completed an action learning set on the 28th of January 2020 to give the coaches the opportunity of sharing best practice and discussing any support needs. This was a very successful session and the feedback Amanda received was of a high standard. This also empowered the coaches, who stated that they had been finding the coaching they were doing was not recognised at times.

When it comes to coaching, Amanda is also very good at managing her own time and as a result, last week, Amanda explained that she would be unable to support an individual due to workload. Before explaining this, Amanda had already identified a coach to ensure that individuals were not disadvantaged.

Yours sincerely

Cheryl Raymond
Education and Development Manager

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Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job,
Caerfyrddin, Sir Gaerfyrddin, SA31 3BB

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Cadeirydd / Chair
Mrs Bernardine Rees OBE

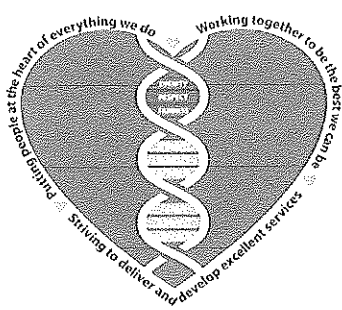
Prif Weithredwr/Chief Executive
Mr Steve Moore

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Coaching Log

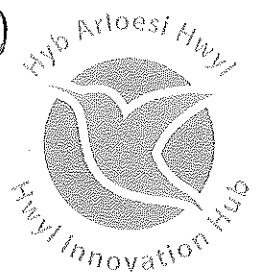
Name	Pre-Coach conversation	Coach	Session 1	Session 2	Session 3	Session 4	Comments
[REDACTED]	08/01/2019	Amanda Glanville	15/01/2019	29/01/2019	19/02/2019		Relating to conflict with manager. Resolution reached and actions closed following session 3
[REDACTED]	15/05/2019	Amanda Glanville	28/05/2019	25/06/2019	23/07/2019	27/08/2019	Career Progression. Will speak to various WF/OD Depts to understand roles
[REDACTED]	02/09/2019	Amanda Glanville	11/09/2019	25/09/2019	10/10/2019	07/11/2020	Performance issues. [REDACTED] has decided to leave the ward as this is [REDACTED]
[REDACTED]	2nd October 2019 - Claire Discussion with Emma - 16/10/2019. Emma happy with change	Amanda Glanville	23/10/2019	11/11/2019	12/12/2019	07/01/2020	Clare unable to take a coach due to work commitments. Amanda taking Emma on from Nov. Handed over to Amanda 14th Oct. Workload/time management



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Hywel Dda Coaching Baseline Survey

Introduction

You have identified that coaching may assist in helping you work through issues that you are currently dealing with in your work and/or personal life. The completion of this simple baseline survey will assist me as your coach in helping you to identify the issues that we need to work through together and will be used only in that context. The information collected will be treated absolutely confidentially and will be shared with no-one.

It is important that you complete your responses to these questions before you engage in the coaching process. Please answer the questions below in the space provided after each question and feel free to provide as little or as much information as you feel appropriate. If you complete the form electronically, you can expand the boxes to suit your answer. Once completed keep a copy and send your response to **(coach to insert email address)**

Biographical details

Your Name: [REDACTED]

Your department's name and address:

Currently seconded as Workforce Control Panel Administrator,
Substantively employed as E Roster Support Officer,
(Workforce and OD)

Your role title and what does it entail?

Workforce Control Panel (WCP) Administrator:

Coordinating panel meetings.

Collating, and researching panel requests.

Presenting all items at panel including changes such as acting ups,
secondments, re evaluation of pay bands, contract extensions etc.

Feeding back panel comments/queries/approvals/declined requests.

Liaising with managers and other departments such as medical staffing,
recruitment, payroll.

Baseline questionnaire given
prior to coaching

E Roster Support Officer:

Training and providing support to managers in using the rosters efficiently, managing new areas live to pay, engaging with turnaround.

How long have you been in this post? Commenced secondment August 2018 (8 months) and commenced with E Rostering December 2016? (I will check date)

Contact details: Email: [REDACTED]

Telephone: Office: 01825 [REDACTED]

Mobile: [REDACTED]

Question One

Describe (in outline) the main challenges you are facing in your role

Probably the main challenge I face currently is managing uncertainty around how my role will change (as panel is being reviewed), and whether I will be required to return to E Rostering team, and when this might be. We are also extremely busy, which I enjoy, but I am conscious, particularly as panel may be ending that I need to try to chase or complete resolutions on outstanding items, and ensure that it is ready to be handed over or left in a good state.

Question two

What prompted you to seek coaching?

Advised to seek coaching by my manager Lisa Gostling due to a conversation around career direction. We both agreed that I was having difficulty understanding what it is I really want to do, and I reported feeling a real lack of direction and uncertainty around this. I think also that I have been almost "clutching at straws" looking at short term solutions, when actually it would be far more beneficial for me to really focus and establish long terms goals/aims or plans.

Part of a current dilemma tied up with the above is whether to go ahead with a project apprenticeship course due to commence May, although there are also issues around capacity affecting this decision in addition to trying to decide what I really want to do.

I recently withdrew interest in a secondment outside of the directorate (although this is also still subject to approval) with Stuart Jones, as I am keen to find more long term/permanent changes.

Lisa has also recommended my speaking with other managers within the directorate such as Sally Owen, and I have arranged a meeting with Sally on 17th April.

I am unsure what roles may be available in the future, so I am aware I also need to maintain some flexibility and be realistic in the way I look at future roles or development.

Question three

Have you been able to identify the key issues you wish to focus on during your coaching sessions? If so, can you set them out briefly below?

To explore career direction, and be clear in my mind what I would like to aim for and why.

For me to decide best course of action regarding project management apprenticeship.

To consider ways to manage should I need to return to E Rostering department.

It would also be useful if deemed appropriate for me to consider ways to improve the way I work, how I could further develop.

Question four

What are the goals you hope to achieve by the end of coaching in relation to the areas you have outlined above? Include in this any goals you have in relation to all aspects of your life, not just work.

Decide a direction

Decide what to do about the apprenticeship

Plan worst case scenarios, and how to manage these.

Be available to my son and husband when at home (rather than spending as much time thinking about work/what might or might not happen)

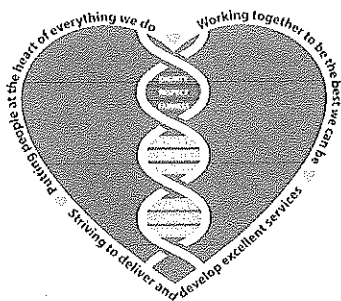
Become fitter, develop running

Finally, taking your life ***as a whole***, score how you feel about it, out of ten.

If 10 is the best it could be; I would score 8 today (although this can vary)

Now score out of ten, your ***work life*** alone.

Worklife I would score 6 or 7, but this can vary significantly.



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Coaching Feedback Form

Name: [REDACTED]

Date: [REDACTED]

We would be extremely grateful if you could take a few minutes to provide us with feedback on your coaching experience.

1) Overall, how would you rate your coaching experience on a scale from 1 – 5
(1 being the lowest and 5 being the highest)

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☒

2) I have benefited from working with my coach.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

Comments: e.g. reasons

I have achieved my aims, in particular gaining a sense of direction, clarity and understanding.

I have felt supported, and it has overall been a very valuable experience.

It has also provided me with tools and more understanding of the way that I work, and feel about my work, which I believe will also benefit me in the future.

3) My coach and I connected very well.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

Comments: e.g. reasons

I enjoyed the balance of support and challenge offered throughout this process.

I felt that my coach was genuine, honest, non judgemental, and really understood what I was aiming to achieve.

I also felt that while tools such as the performance wheel, career anchors and model were used as a framework for our sessions, the coaching was very much tailored to my individual needs. Therefore they were useful in providing a framework and enhancing the coaching, (rather than being used for the sake of it, or getting in the way).

Example of feedback from my coaching.

4) My coaching sessions resulted in clear actions and steps to move me forward.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

Comments: e.g. reasons

During each session a plan of action was agreed, which was all relevant, and achievable, and included plans to directly assist in developing a career focus, (such as arranging meetings with relevant managers). There were also actions to indirectly assist me in gaining more clarity, to help manage uncertainty, discomfort and improve resilience, such as re commencing mindfulness practice 3 times a week.

5) My expectations for the coaching programme have been met

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

Comments: e.g. reasons

All aims were addressed during coaching and there was significant improvement in all areas.

For example for my aim of deciding a direction (of future career), at the start of coaching I scored this as a 3 out of 10 (0 being no sense of direction, and 10 having complete direction), whereas after 3 coaching sessions this had increased to 9. Additionally; my aim of understanding why I want to do something increased from 3 at the start of coaching to 9 at the end.

I also felt extremely well supported and encouraged.

6) The 3 things I would like to say about my coach are:

- 1) My coach was genuine, honest, non judgement and approachable.
- 2) My coach made it clear from the very start of the process, when completing the baseline that there was no right or wrong, emphasizing this was an individual process, and reinforced this throughout. My coach was also insightful, and appeared to get a really good sense of who I am, but offered insights rather than stating things to be the case.
- 3) My coach was professional and warm at the same time.

7) My expectations for this coaching programme were:

To have an opportunity to try to consider future career direction, try to understand what it is that I would like to aim for in the future, and understand the rationale for this decision.

8) The 3 top benefits I received from working with my coach are:

- 1) I gained clarity on the nature of role I would like to aim for in the future, and clarity around what aspects to look out for, such as working with a small team, with strong work ethos, variety, and working and supporting people.
- 2) I gained better understanding of why I would like to work in this kind of role for example by recognizing that my main career anchor is a sense of service or dedication to a cause, and through comparing previous roles and what I liked and disliked from those.
- 3) Clear actions from our sessions helped me to focus and work on what helps me generally such as mindfulness.

9) I would refer this service to others.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

Comments: why?

Yes absolutely.

Coaching has helped me gain a lot of clarity and plan a way forward.

I could envision how it could be useful with a range of work related issues, to help gain more understanding and to explore options for moving forwards.

I think often, especially when staff are so busy, stopping to reflect in something like coaching feels counter intuitive, however I feel that the long term benefits in for example working more effectively would outweigh the time taken in the short term to pause and reflect.

Any additional comments that you would like to contribute to help us promote the value of coaching in the workplace.

Here are a few prompts to help you write a great testimonial.

(I used to feel/experience/suffer from/have...But after working with you I have/know/can/no longer/feel...Thank you for...I would recommend anyone...)

Please enter your testimonial below:

Before coaching I felt quite confused, and lost, I didn't know what career direction to aim for, and just found myself bouncing around from one thing to another. I felt like something was missing in my work, but I didn't know what it was. I was becoming quite frustrated.

After working with my coach, I have gained clarity, not only on what I want to do, but also a better sense of how I work and why I want to do it. This has been a huge sense of relief, and I feel like me again!

I have also felt extremely supported, which has meant a great deal.

I am very grateful for this opportunity, and would recommend coaching to anyone.

May we use your testimonial (anonymised) to promote the value of coaching

Yes, I agree that you may use the information ☒

No, please do not use the information provided ☐

Thank you for your feedback

Hi Lisa,

When we last met you kindly suggested that I undertake career coaching with Amanda Glanville, and meet with some managers within the Workforce and OD Directorate to try to get a better idea of what career direction I would like to work towards.

I just wanted to feedback to you briefly that I have had three sessions of career coaching and I have met with Trish Matthias-Lloyd, David Fretwell and Sally Owen. I chose these managers as I thought the work could be interesting, but also tried to look at a variety of areas within our Directorate.

My two main aims were to try to understand what it is I really want to do in the future long term, and why I want to do it, and the coaching and meetings have both been extremely beneficial in doing that and were a real pleasure, thank you so much for advising it.

The outcome of this is that I would very much like to work towards roles which have the following aspects; small teams, variety of work, (including for example things like: visiting different sites, meeting with individuals, training, supporting, admin, report writing or material development). I would also particularly love to work with people, for example supporting people in their development or roles, and having the opportunity to build relationships with individuals. These are the aspects which I have most enjoyed from previous roles, and working with people gives me a huge sense of satisfaction, and I feel best suits my skills, experience and personality. While I would not be looking to return to clinical practice I do feel that I have a lot I can offer the Health Board in a role where I could for example support and nurture volunteers, staff or staff development, should any appropriate opportunities arise in the future.

Thank you again for all your support throughout this process.

Kindest Regards

Letter from

Coachee to her line
manager.

Name: [REDACTED]

Date: [REDACTED]

Pre-meet regarding coaching opportunity

The purpose of coaching is to support, maintain and enhance my personal development and performance over an agreed period of time.

As the coachee, you need to ensure that you fully commit to the sessions and that to the best of your ability, meet any agreed objectives and action plan set out

Coaching puts the responsibility on you, that you need to prepare for them, actively participate and be open and honest

Generally the sessions are for 1-2 hours

Coaching is support but not counselling

Solution focussed – they have to have the motivation to reach the end point

- What would you like as a result of the coaching?

More confidence in general but being able to take that confidence into an interview situation

That I no longer feel held back but nerves

- What expectations do you have of the coaching?

The above

- What do you see as a successful outcome of receiving coaching?

That I feel I haven't let nerves get the better of me at interview, regardless of whether I am successful or not

- Please identify up to three goals you have for the coaching experience

- Reassurance – I can control my nerves
- Retaining Knowledge – I leave feeling like I haven't said enough and I have so much experience and knowledge but don't say it due to nerves
- Increased confidence

- **Any particular requests regarding your coach**

Strong and focussed

- **Please explain the issues on which you would like to be coached**
 - Help to calm my nerves for interview
 - I do prepare but forget what to say in interview (even forgetting the question sometimes)
 - I worry that the people interviewing me are thinking that I am the trouble maker from previous events within the team / HB
 - Career guidance -- I want to move on from where I am not
 - I'm abit out of touch with delivering presentations which is frustrating as I used to deliver them to large groups of people, in London at big events previously
 - I used to be a much more confident person in previous careers and I want to get back to that
 - I don't want to feel stuck

- **Any other comments**

Been in PA role in HB for 12-14 months

Took a career break to have children

Had post-natal depression

Previous posts were more challenging and rewarding

Pleased with how she has adapted to PA role having never done it before

Need to show myself that I can still do it like I used to

From: Heather Williams (Hywel Dda UHB - Operations Manager East)
<Heather.Williams4@wales.nhs.uk>



Sent: 10 February 2020 10:07

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>; Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager) <Tracy.Walmsley@wales.nhs.uk>; Tim Baines (Hywel Dda UHB - Estates and Facilities) <Tim.Baines@wales.nhs.uk>
Cc: Annmarie Thomas (Hywel Dda UHB -Programme Lead for Medical Workforce Utilisation) <Annmarie.Thomas@wales.nhs.uk>; Sally Owen (Hywel Dda UHB - Senior Workforce Manager: Recruitment) <Sally.Owen4@wales.nhs.uk>; Sharon Richards (Hywel Dda UHB - Principal Project Manager) <Sharon.Richards50@wales.nhs.uk>; Steve Morgan (Hywel Dda UHB - Assistant Director of Workforce and OD) <Steve.Morgan2@wales.nhs.uk>; Cheryl Raymond (Hywel Dda UHB - Staff Development) <Cheryl.Raymond@wales.nhs.uk>; Rob Elliott (Hywel Dda UHB - Director of Estates, Facilities and Capital Management) <Rob.Elliott@wales.nhs.uk>

Subject: RE: Facilities Coaching Training

Hi Amanda

I really appreciate Your support in relation to this. I can already see that there is some improvement in some of the teams and also I know you've been on the phone to quite a few people who have asked for you to support them in situations, which I appreciate you have done.

When you revisit this in 10 weeks, I would really appreciate to be included in the evaluation as you are able to work with 51 people over the three weeks. Many thanks.

Regards

Heather

From: Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager)

Sent: 18 January 2020 15:26

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor); Tim Baines (Hywel Dda UHB - Estates and Facilities); Heather Williams (Hywel Dda UHB - Operations Manager East)

Cc: Annmarie Thomas (Hywel Dda UHB -Programme Lead for Medical Workforce Utilisation); Sally Owen (Hywel Dda UHB - Senior Workforce Manager: Recruitment); Sharon Richards (Hywel Dda UHB - Principal Project Manager); Steve Morgan (Hywel Dda UHB - Assistant Director of Workforce and OD); Cheryl Raymond (Hywel Dda UHB - Staff Development); Rob Elliott (Hywel Dda UHB - Director of Estates, Facilities and Capital Management)

Hi Amanda

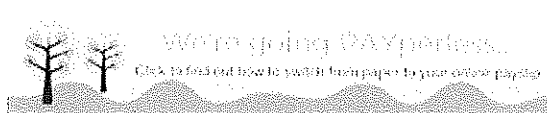
Just a quick one to say that I had some feedback today and it was all really positive. I really appreciate the support that you give in the facilities department and also hope that this will support some of the issues that they are currently facing.

I'm sure Tim and has I will come back to you with some feedback at some point to.

Many thanks

Tracy Walmsley

Senior Workforce Development Manager / Uwch reolwr datblygu gweithluHywel Dda University Health Board / Bwrdd Iechyd Prifysgol Hywel Dda
Hafan Derwen St Davids Park / Parc Dewi Sant
Carmarthen / Caerfyrddin
SA31 3BB



Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board

Bwrdd Iechyd Hywel Dda yw enw gweithredol Bwrdd Iechyd Prifysgol
Lleol Hywel Dda

Hywel Dda Health Board is the operational name of Hywel Dda University Local Health Board

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>

Sent: 13 January 2020 20:17

To: Tim Baines (Hywel Dda UHB - Estates and Facilities)
<Tim.Baines@wales.nhs.uk>; Heather Williams (Hywel Dda UHB - Operations Manager East) <Heather.Williams4@wales.nhs.uk>

Cc: Annmarie Thomas (Hywel Dda UHB -Programme Lead for Medical Workforce Utilisation) <Annmarie.Thomas@wales.nhs.uk>; Sally Owen (Hywel Dda UHB - Senior Workforce Manager: Recruitment)

<Sally.Owen4@wales.nhs.uk>; Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager) <Tracy.Walmsley@wales.nhs.uk>; Sharon Richards (Hywel Dda UHB - Principal Project Manager)

<Sharon.Richards50@wales.nhs.uk>; Steve Morgan (Hywel Dda UHB - Assistant Director of Workforce and OD) <Steve.Morgan2@wales.nhs.uk>; Cheryl Raymond (Hywel Dda UHB - Staff Development)

<Cheryl.Raymond@wales.nhs.uk>; Rob Elliott (Hywel Dda UHB - Director of Estates, Facilities and Capital Management) <Rob.Elliott@wales.nhs.uk>

Subject: RE: Facilities Coaching Training

Importance: High

Good Evening All

As you were all aware we completed our first session today. We only had one that did not attend, so a great turnout. Session went really well and feedback received has been very positive. Lots of interaction and lots of questions in relation to how this will work on the ground.

My plan is to get these people together in 10 weeks, carrying out an action learning set to understand the success of the sessions.

Many thanks

Amanda

From: Heather Williams (Hywel Dda UHB - Operations Manager East)

<Heather.Williams4@wales.nhs.uk>

Sent: 09 January 2020 10:07

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

<Amanda.Glanville@wales.nhs.uk>; Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager) <Tracy.Walmsley@wales.nhs.uk>; Tim Baines (Hywel Dda UHB - Estates and Facilities) <Tim.Baines@wales.nhs.uk>

Cc: Annmarie Thomas (Hywel Dda UHB -Programme Lead for Medical Workforce Utilisation) <Annmarie.Thomas@wales.nhs.uk>; Sally Owen (Hywel Dda UHB - Senior Workforce Manager: Recruitment)

<Sally.Owen4@wales.nhs.uk>; Sharon Richards (Hywel Dda UHB - Principal Project Manager) <Sharon.Richards50@wales.nhs.uk>; Steve Morgan (Hywel Dda UHB - Assistant Director of Workforce and OD)

<Steve.Morgan2@wales.nhs.uk>; Cheryl Raymond (Hywel Dda UHB - Staff Development) <Cheryl.Raymond@wales.nhs.uk>; Rob Elliott (Hywel Dda UHB - Director of Estates, Facilities and Capital Management)

<Rob.Elliott@wales.nhs.uk>

Subject: RE: Facilities Coaching Training

Hi Amanda

I appreciate your support, Tracy has shared your enthusiasm, identifying that this will have a significant impact. I have currently 14 booked on to every session for the next three weeks. Hope this is ok.

Regards

Heather

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

Sent: 08 January 2020 17:35

To: Tim Baines (Hywel Dda UHB - Estates and Facilities); Heather Williams (Hywel Dda UHB - Operations Manager East)

Cc: Annmarie Thomas (Hywel Dda UHB -Programme Lead for Medical Workforce Utilisation); Sally Owen (Hywel Dda UHB - Senior Workforce Manager: Recruitment); Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager); Sharon Richards (Hywel Dda UHB - Principal Project Manager)

Subject: Facilities Coaching Training

Hi Both

Thank you for meeting with me to discuss supporting line managers within your service and also for allowing how coaching will support the Domestic, Catering and Porter Supervisors.

As I explained, supporting them to develop a coaching culture has proven to improve team dynamics as well as improving staff retention due to staff being more engaged. I really believe that this will develop the confidence of supervisors too.

I am really looking forward to doing the first session next week.

Can I confirm as agreed, the sessions I will be running will be from 3-6pm on a Monday and a Wednesday

Thanks

Amanda

From: [REDACTED]
Sent: 08 March 2020 13:10
To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>
Subject: RE: advice please

Hi Amanda,

Thanks for your email, would you be able to offer advice on a few other members of staff when you arrive? I have a Band 6 and she is working to develop leadership and management skills. Thanks for pointing me in the right direction with the others.

Have a great day.

Thanks

[REDACTED]

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)
<Amanda.Glanville@wales.nhs.uk>
Sent: 06 March 2020 10:26
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: advice please

Hi [REDACTED]

It was great to speak to you and I am glad we could suggest training that we both felt was the right choice for your managers. Please find attached the courses for the "Developing a Coaching Culture Course". As agreed, I will call down Wednesday at 9am to see both

managers and we can chat through some interim measures.

Regards

Amanda

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

[<Amanda.Glanville@wales.nhs.uk>](mailto:Amanda.Glanville@wales.nhs.uk)

Sent: 06 March 2020 10:26

To: [REDACTED]

Cc: [REDACTED]

Subject: RE: advice please

Hi

Sorry, as I am responsible for the development and would like to discuss options, I would need to speak to you first. Coaching can really support a line managers ability to manage staff, would build their confidence and make the staff feel listened too. The ILM L3 Leadership and management is a generic qualification, which has other areas of focus than people management.

Let me know if you would like to meet or me give you a call.

Thanks

Amanda

From: [REDACTED]

Sent: 06 March 2020 10:08

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

[<Amanda.Glanville@wales.nhs.uk>](mailto:Amanda.Glanville@wales.nhs.uk)

Subject: advice please

Hi Amanda

Thanks for your email, but I think that the ILM Leadership and Management would be best.
Can you tell me how to get them signed up.

Thanks

Amanda

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

<Amanda.Glanville@wales.nhs.uk>

Sent: 06 March 2020 09:13

To: [REDACTED]

Cc: [REDACTED]

Subject: RE: advice please

Hi

Thanks for your email. It would be great to speak to you as you may want to consider other options too like a coaching course, such as developing a coaching culture, or perhaps giving them a mentor or role model first.

You can contact me on 01267 239706 all day today if you have got time to talk.

Thanks

Amanda

From: [REDACTED]

Sent: 05 March 2020 13:28

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor)

<Amanda.Glanville@wales.nhs.uk>

Subject: advice please

Hello Amanda

I would like to place a few of my staff on the ILM Level 3 as there are a few issues with their management style and they would benefit from a managers course. A Band 5 on ILM level 3 told me that they would have to do the management passport programme first, but this programme however states it is for band 6 upwards. Can you let me know how I book them on the ILM Level 3 leadership and management please.

Thanks



Coaching Action Plan

Action Point	Identified Outcome	Date Signed Off
Set up some coach training within facilities services to promote a coaching culture.	Pilot a coaching culture in Facilities, where there is high staff turnover and levels of grievances raised by employees. Evaluate the return on investment and gain feedback in relation to the culture and team dynamics. (Mid April)	10/02/2020 (51 facilities attended training over 6 sessions in 3 weeks)
Set up action learning workshops for all coaches to include sharing best practices and also promote CPD	Coaches would be more engaged and individuals would see this as a opportunity to access learning and development opportunities	28/01/2020
Identify all band six managers who have attended managers passport and offer refresher coaching courses to embed coaching practices into their culture.	Follow up with all those previously completed coaching training, reinforcing coaching culture as well as offering to become a workplace coach.	
Reduce the qualification requirements of the workplace coach, widening access to all services across the health board	Work coaches will increase as the resources in terms of time and financial cost of courses will reduce, making it accessible to more people	
Increase the current managers passport coaching training in time to allow greater understanding of coaching models	Delegates will feel happier to use coaching style management as a result of a deeper understanding	16/12/2019

Identify possible training courses to provide a working knowledge of coaching as well as an understanding of coaching models, how to apply the skills of coaching, the benefits of coaching.	Once this has been identified, a coaching Network can be set up containing more coaches, which will then provide coaching for all staff	06/03/2020
Implement a coach reflections log, allowing coaches to reflect on their performance, continuously improving the coaching provision and personal development	Greater personal development for the coach, which in turn will improve coaching within the organisation	08/03/2020
Complete the first line management course including the scheme of work which includes implementing a coaching culture and providing effective mentoring	As this will require less resources than the managers passport program, the first line managers training could be delivered more times a year, allowing greater participation. By widening access of the course to all levels, this will focus on the first stages by creating a coaching culture	

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From: Catherine Rees (Hywel Dda UHB - Senior Organisational Development Manager) <Catherine.rees6@wales.nhs.uk>

Sent: 03 May 2020 17:30

To: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor) <Amanda.Glanville@wales.nhs.uk>

Subject: FW: Promoting Workplace Coaches

Hi Amanda

Fantastic news!

I'm happy to leave this to you.

See you Friday.

Thanks

Catherine

Catherine Rees
Senior Organisation Development Manager
Development Manager
Hywel Dda University Health Board
Dda
Hafan Derwen, Parc Dewi Sant
Job's Well Road
Carmarthen SA31 3BB

(Ext: 4808

(External: [01267 239808](tel:01267239808)

Email: catherine.rees4@wales.nhs.uk
catherine.rees4@wales.nhs.uk

Catherine Rees
Senior Organisation

Bwrdd Iechyd Prifysgol Hywel

Hafan Derwen, Parc Dewi Sant
Heol Fynnon Job
Caerfyrddin SA31 3BB

(Ext: 4808

(Allanol: [01267 239808](tel:01267239808)

E-bost:



Click on the logo and visit Hywel Innovation Hub!

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* Be Inspired!

From: Amanda Glanville (Hywel Dda UHB - Senior Workforce Advisor) <Amanda.Glanville@wales.nhs.uk>

Sent: 03 March 2020 17:26

To: Catherine Rees (Hywel Dda UHB - Senior Organisational Development Manager) <Catherine.rees6@wales.nhs.uk>

Subject: Promoting Workplace Coaches

Hi Catherine

As agreed, we have funding for the two day training with Worth Consulting for the ILM Award Level 5. Please see email below to attach with the documentation.

Are you happy with this?

Thanks

Amanda

Dear Manager

The Workforce Development Team within Hywel Dda Health Board are running a suite of leadership programmes concentrated on developing the leaders of our future. The

programme (see attached) will not only promote, support and encourage continuous development and improvement, but also allows you to adopt a coaching management style and become a recognised workplace coach for Hywel Dda.

The intentions laid out in the Parliamentary Review clearly state that a health and care system that's always learning, listening and empowering is required, and that:

"A leader's job is to create a system where people can learn all the time through a system of continuous improvement. To drive up quality, leaders must have as a central part of their job, not just to manage or deliver care, but continuously to improve it every day. Leaders also need to build skills for improvement throughout the service"

The role of the leader is to increase value by addressing quality improvements for patient outcomes; service process and efficiency improvements; increasing innovation capacity and enhancing the effectiveness and costs in relation to pathways of care. In order to nurture a culture of compassion the health board requires our leaders, as the carriers of culture, to embody compassion in their leadership. There is a clear link between supportive leadership and the quality of care in the NHS.

Therefore, the aims of our suite of leadership programmes is to create a body of people capable of leading sustained improvements in services and systems. It is also to create and enhance a body of people who are equipped with leadership knowledge, skills and confidence to address complex challenges from both a service and personal perspective.

Many of our programmes include coaching opportunities for participants, as people need different and more individualised ways of supporting their needs. Coaching supports this need as it can help to build individual responsibility and commitment, self-

awareness and enable people to find answers themselves through active listening and genuine enquiry. It is also a way of supporting staff to both grow personally and develop new ways of working, resolve challenging issues, improve productivity and effectiveness, in-line with an individual's well-being and values. This in turn can build organisational resilience and flexibility to cope with the considerable pressures and changes that are impacting upon them.

In addition to providing coaching as part of our leadership development programmes, we are in the process of setting up an internal coaching network which will comprise of coaches and coach supervisors with the aim of providing a more comprehensive internal coaching service, such as:

- Coaching opportunities across the Health Board's 3 counties
- Staff can access coaching when required and in a timely manner
- Internal coaches will have a better understanding of the organisations culture and processes

We are looking for individuals who would like to be a workplace coach and be an advocate for creating a coaching culture. We will support you by funding the ILM L5 in coaching qualification.

The dates of delivery of the ILM 5 coaching course will be discussed and agreed with the successful contractor candidates. If you are interested please contact either myself (Amanda Glanville) or Catherine Rees for more information.

Kind regards

Amanda Glanville

Senior Workforce Development Manager / Uwch reolwr datblygu gweithlu

Coaching Skills for Managers, Leaders and Influencers

‘Maximising Individual and Team Performance’

Overview:

This three day workshop aims to equip the learners with the knowledge, skills and confidence to develop a sustainable coaching culture. The initial two day workshop will enable them to develop and ‘fine-tune’ their own coaching skills and give them the tools they need to use coaching to help drive change within their organisation. The follow up day will be a mixture of facilitated action learning and experiential learning that will enable participants to build on the skills learnt and to explore the impact of developing a coaching culture for them personally, their organisation/ department, the Health Board and the end user.

Participants will have the opportunity to explore the impact of change on themselves and others and to develop and practice the coaching skills that will enable them to develop and build a sustainable coaching culture that engages and nourishes all the stakeholders and develops wider community ownership.

Participants will get to practice new skills using easy, common sense approaches that provides them with the tools needed to maximise internal coaching capacity and develop a sustainable coaching culture within their own organisation/department. Through the use of accelerated learning techniques, workshop activities and skills rehearsals the workshop is designed to maximise skill development, and retention, in a supportive, stimulating and sometimes challenging environment.

We expect participants to walk away from this workshop recharged, re-energised and with the skill set needed to take them and their organisation/department forward.

Learning Outcomes:

On completion of the workshop, participants will be able to:

On completion of the workshop you will be able to:

- Understand coaching definitions and philosophies and their role in organisational life.
- Identify and apply the key skills of coaching.
- Use the OSCAR coaching model to enhance on-going performance and motivation.
- Understand the benefits of and apply a coaching style of leadership.
- Use coaching to develop and nourish themselves and others.
- Use coaching to maximise engagement and community ownership.
- Use coaching to help their team find their own solutions, develop their own skills and adapt their behaviours and attitudes to become more personally effective in dealing with organisational change.
- Use coaching to sustain on-going change and develop a continuous improvement and change culture.
- Take initial steps to develop a coaching culture throughout their organisation/department.

*Suggested Course For
Organisational Coaches.*

Agenda: Day One

9.00 to 9.30	Introductions/Welcome/Purpose of Programme
9.30 to 10.45	Coaching Overview - Coaching and mentoring definitions and philosophies. - Understanding belief cycles. - Benefits of adopting a coaching approach.
10.45 to 11.00	Break
11.00 to 12.30	Coaching Skills, Models and Techniques - Skills needed to be an effective coach. - The GROW Model. - The OSCAR Coaching Model. - Effective Coaching Questions. - Pleasure and Pain Theory of Motivation. - Coaching demonstration (live or video) and debrief.
12.30 to 1.15	Lunch
1.15 to 2.45	Co-supervised Coaching Practice and Debrief Coaching, being coached, observing and giving feedback. Peer feedback and self-reflection.
2.45 to 3.00	Break
3.00 to 4.45	Coaching for Performance - Different coaching approaches. - Using the Performance Wheel to raise awareness and maximise performance. - Real issues/discussions/Putting it into practice.
4.45 to 5.00	Review of Day One and Close

Agenda: Day Two

9.00 to 9.30	Review of Day One - Coaching video and/or discussion.
9.30 to 10.45	Building effective coaching relationships - Effective coaching questions to raise awareness and responsibility. - Enhancing listening skills - Giving Feedback. - Building rapport.
10.45 to 11.00	Break
11.00 to 12.30	Using a coaching style of management - The difference between coaching an aware and unaware coachee (video and discussion). - Understanding how coaching fits with other management styles. - Managing performance.
12.30 to 1.15	Lunch
1.15 to 2.45	Co-supervised Coaching Practice and Debrief Coaching, being coached, observing and giving feedback. Peer feedback and self-reflection.
2.45 to 3.00	Break
3.00 to 4.45	Using coaching to help people positively work through change - Using coaching to help people move through change. - Establishing a coaching culture. - Developing a safe and confidential environment. - Benefits of using formal and informal coaching for individuals, the team and the organisation. - Potential personal, operational and organisational barriers to using coaching and strategies to overcome them. - Challenges for the manager. - Next steps and action planning.
4.45 to 5.00	Review of Workshop and Close

Agenda: Day Three

9.00 to 9.30	Review of Previous module and impact of learning
9.30 to 11.00	Coaching in the Workplace: - The role of transactional analysis.. - Using coaching to enhance emotional intelligence. - Using coaching to enhance resourcefulness
10.45 to 11.00	Break
11.00 to 12.30	The Business Case for Coaching across Primary Care: - Benefits and Challenges. - Engaging stakeholders - Steps involved. - Evaluating the impact and measuring ROI. - Using OSCAR and a team coaching approach to move ourselves forward.
12.30 to 1.30	Lunch
1.30 to 3.00	Co-supervised Coaching Practice and Debrief Coaching, being coached, observing and giving feedback. Peer feedback and self-reflection
3.00 to 3.15	Break
3.15 to 4.45	Moving Forward: - The importance of CPD, Supervision and Networking - Developing a coaching network. - The importance of self-coaching – Silent OSCAR - Development plans for future development.
4.45 to 5.00	Review of programme and Close

Schedule A – Summary of Costs from Worth Consulting

Costs

The ILM Level 5 Certificate in Effective Coaching and Mentoring is delivered over 5 training days. The exact spacing of the training days are to be discussed and agreed. Experience suggests that the best sequence is 2 consecutive days, followed by 2 consecutive days a month later, followed by a single final day.

Daily rate = £995 + vat

5 days at £995 = **£4,975 + vat**

The ILM Registration, Assessment, Verification and Certification is priced per participant at £595. We are offering a discounted price for this contract of £495.

16 participants x £495 = **£7,920 + vat**

Workbooks are priced at £40 per participant. We are offering a discounted price for this contract of £20.

16 x £20 = **£320 + vat**

Mileage is charged at 45p per mile. We anticipate 420 miles = **£189 + vat**.
Accommodation and subsistence is charged at cost. We anticipate 5 overnight stays and 5 meals = **£350 + vat**.

Total price = £13,754 + vat

Coach Reflections

To be completed after each coaching session by yourself

Name of Coachee:	Date:
Overview of models used:	
Barriers faced:	
What I did well:	
What I could improve on:	
End of session feedback from coachee:	

Michelle

8/3/2020

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