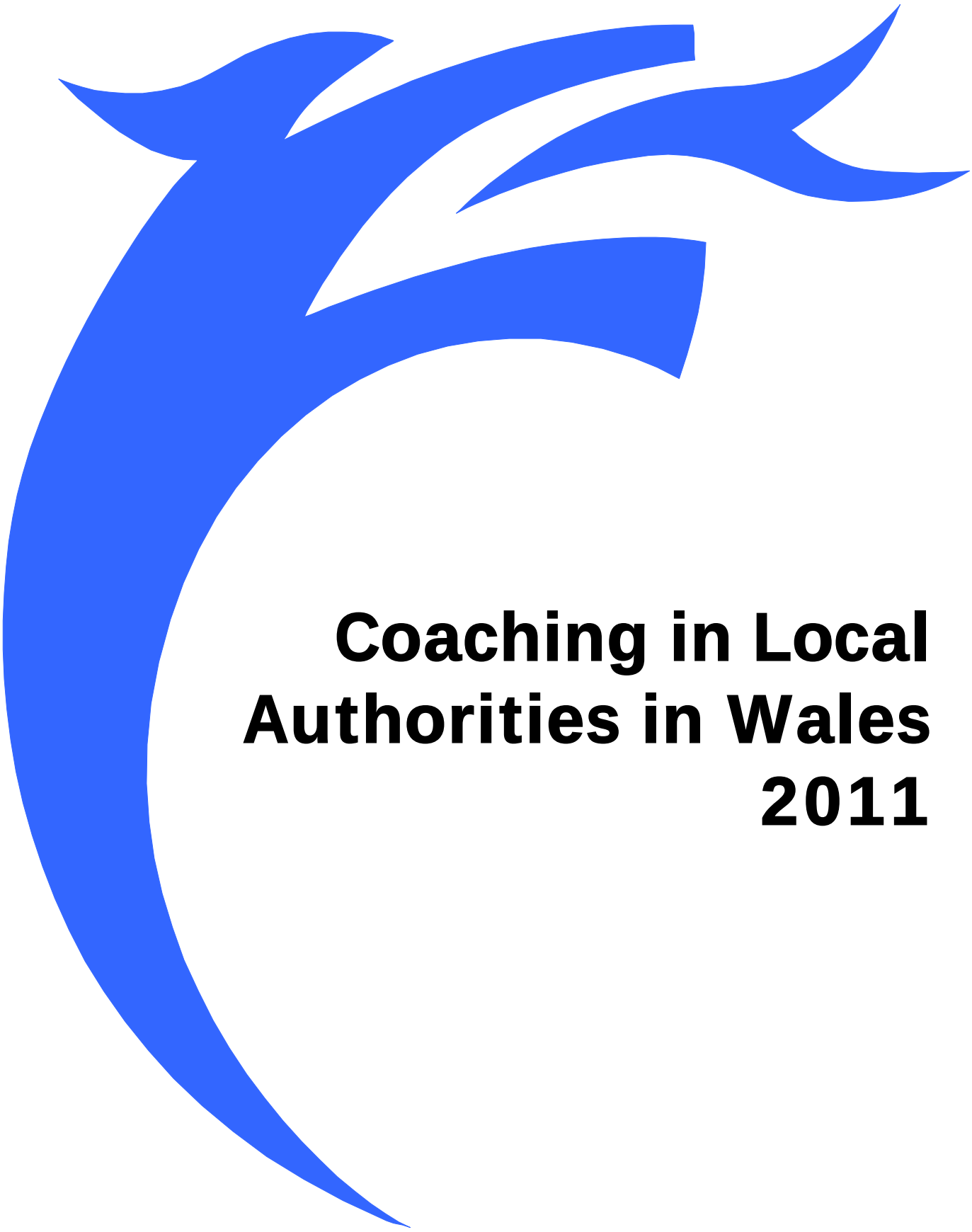




Coaching in Local Authorities in Wales 2011

Authorities across Wales are in different stages of developing approaches to coaching. This brief report sets out some of the common factors for success identified by authorities with whom the WLGA has worked either individually or collectively. It has been developed to fit within the National Coaching Strategy implemented by Public Service Management Wales (PSMW) who have been partners in this work. Its purpose is to help those authorities who are developing coaching approaches to consider **what** might be required in a successful coaching strategy and reflects practice and thinking about **how** local programmes might be implemented.

Some Definitions

What is coaching?

- A voluntary, confidential, one to one relationship in which an individual is supported by someone experienced and trained in coaching who helps them to learn, and unlock their potential and achieve personal goals
- It can operate outside the line management structure perhaps using skilled coaches from within or beyond the organisation, or line managers can adopt a coaching approach as part of their management and leadership style
- It is an interaction where the coach helps the coachee to achieve a mutually identified set of goals
- It can develop self awareness, skills, knowledge and change behaviour
- It can contribute to improved performance, motivation and work life balance

It is not

- Mentoring, which is a similar intervention with common skills but relies to a greater degree on the specific skills, knowledge and experience of the mentor
- Prescriptive or directive
- Psychotherapy or counselling

Benefits

Coaching is widely adopted as a powerful method of supporting people in their personal and professional development. It is particularly useful in a period of organisational change and development. It can improve self awareness and self development, flexibly address issues specific to the learner, develop the coach as well as the coachee, support the learning culture in the authority and support existing leadership development programmes. Successful coaching interventions can improve personal effectiveness; contribute to organisational development and therefore ultimately lead to improved, more efficient or innovative service delivery for citizens and communities.

Success Factors for Coaching Approaches in Local Authorities

The following are some of the common factors which are seen as important in ensuring that coaching makes a difference to both the individual and the organisation.

1. Know why you are introducing coaching or coaching approaches and be able to communicate this to stakeholders

2. Use coaching to deliver the organisational and people development strategies of the authority and the national agenda for change

- link coaching to the national Efficiency and Innovation agenda as a method of managing change
- link the outcomes that you identify for coaching with your organisational objectives
- link coaching outcomes to personal development perhaps as part of the personal development review or appraisal process
- use coaching as part of leadership and management development programmes

3. Make coaching part of the culture

- talk about coaching as a helpful tool for anyone in any position who wants to achieve something, develop skills or tap into their unused potential
- identify champions – managers and leaders who are interested and have natural skills in this area and develop their skills
- start with pockets of good practice and look to replicate this elsewhere in the organisation
- coach, wherever and whenever and with whoever you can

4. Secure understanding and commitment to coaching

- publicise and promote coaching through briefings and reports to senior managers and politicians as a positive developmental tool rather than an intervention for improvement
- provide direct experience of coaching to key players, for example taster sessions to help them understand the nature and value of coaching
- secure sponsorship, understanding and commitment from senior leaders and managers
- ensure understanding and commitment from everyone involved with regard to time and resources
- encourage managers to sponsor their team members undertaking one to one coaching and encourage these sponsors to contribute to the contracting monitoring and evaluation of the coaching arrangement (possibly through formal 3 way contracting)
- identify and secure sufficient resources and finance

5. Ensure quality control in coaching

- train one to one coaches to ILM or equivalent accredited standards
- provide one to one coaches with supervision either with qualified supervisors or through action learning arrangements such as those operating for the Welsh coaching collaborative
- ensure that coaches operate to the European Code of Practice
- ensure that participants can trust the process and their coach by maintaining appropriate confidentiality both during and after the relationship has ended
- provide one to one coaches with opportunities for Continuing Professional Development
- establish robust methods for recruiting external one to one coaches
- provide different levels of training for managers to use coaching with their reports and colleagues to grow the culture and encourage diverse styles of management
- provide coaches with opportunities to get together to discuss challenges, issues and successes and share mutual support and development both within the authority and across Wales

6. Establish processes for organising coaching

- devise systems and give specific responsibility to someone for allocating coaches to coachees both within and outside the authority
- establish clear procedures for undertaking coaching and use these to monitor effectiveness and ensure quality
- provide formal, standard documentation for each aspect of the relationship (see 8 below)

7. Monitor and promote outcomes

- establish clearly defined purposes for each formal coaching relationship with links to personal development goals and authority outcomes
- within these purposes allow room for individual exploration and learning to enable the development of goals as part of the journey
- measure success through the feedback of the coachee, coach and line managers
- establish a plan of action and safe reporting mechanism if things go wrong
- feedback the success of the coaching approach to senior management
- throughout the monitoring and evaluation process maintain appropriate confidentiality around specific information relating to the coachee

8. Useful Supporting Documents

The following is a checklist of documents which are helpful for the implementation of a coaching strategy in a local authority. Examples from local authorities in Wales are appended below and guidance from WLGA and PSMW linked where appropriate.

- A local authority strategy (Carmarthenshire example at appendix 1)
- A Coaching Contract for one to one coaching (PSMW Coaching Guide)
<http://wales.gov.uk/psmwsubsite/psmw/personaldev/coachmentor/coaching/publications/coachguide/?lang=en>

- A practical code of practice for coaches (see appendix 2)
- Guidance for participants (PSMW Coaching Guide)
- Evaluation sheets (PSMW Coaching Guide)
- Evaluation methodology (see appendix 3)
- Coaching Models to support coaches (PSMW Coaching Guide)
- European standards http://emccaccreditation.org/wp-content/uploads/downloads/EMCC_Code_of_Ethics.pdf

As authorities continue to develop strategies, this report will be updated to reflect emerging success factors.

With thanks to all the authorities with which whom the Association has worked with to develop coaching strategies and in particular to **Caerphilly County Borough Council, Carmarthenshire County Council and Gwynedd Council.**

APPENDICES

Appendix 1

Example of a Local Authority Coaching Strategy (Carmarthenshire)



A Strategy for Implementing Workplace Coaching in Carmarthenshire County Council

Updated September '09

- 1. Introduction**
 - 1.1 Aims of the strategy
- 2. What Is Coaching?**
 - 2.1 Definitions of coaching
 - 2.2 Benefits of coaching
- 3. Model of Coaching to be Implemented Within the Authority**
- 4. When is it Appropriate to use Coaching as a Development Tool?**
- 5. Developing an Internal Coaching Framework (Level 2)**
 - 5.1 Stakeholders within the Coaching Framework
 - 5.2 Roles within the Coaching Framework
 - 5.3 The Process
 - 5.4 Support For Workplace Coaches
- 6. Evaluation and Success Criteria**

Appendices;-

- 1 Timescales for Implementing Coaching Framework
- 2 Application for Workplace Coaching
- 3 Workplace Coaching Learning Agreement
- 4 Workplace Coaching Evaluation Form – Coach
- 5 Workplace Coaching Evaluation Form - Learner

1 Introduction

1.1 The Aims of the Coaching Strategy

- To set out the rationale for coaching within Carmarthenshire County Council.
- To offer a framework for implementing coaching within the organisation.
- To further develop a culture of supported work based learning to maximise individual potential and effective performance, leading to organisational effectiveness.

The strategy has been developed in consultation with managers within the Authority, via a questionnaire, followed up by a series of focus groups. Public Services Management Wales (PSMW) has added the national perspective, acting in an advisory role.

Future developments of the strategy will involve exploring the potential for working with other local public service organisations in a cross sector partnership.

2 What Is Coaching?

2.1 Definitions of Coaching

There are a range of definitions for coaching, however the organisation has agreed that the following definitions most closely define how coaching will be implemented.

- It is essentially a series of **structured conversations** where the coach helps the coachee to achieve a mutually identified set of **goals** to **improve performance** and/or develop;
- The process is to help the person determine what they want and encourage them to **agree to an action plan** to achieve this;
- The aim is that the coach does not automatically offer advice as the purpose of coaching is for the **individual** to be encouraged to **reach solutions for themselves**. By using appropriate listening, questioning and feedback skills, the coach helps the individual to gain insight about their situation;
- A **voluntary, confidential** one to one relationship in which an individual is supported by someone experienced and/or qualified in coaching who helps them to learn and unlock their potential;
- Its primary focus will be to **improve performance, motivation and work life balance**.

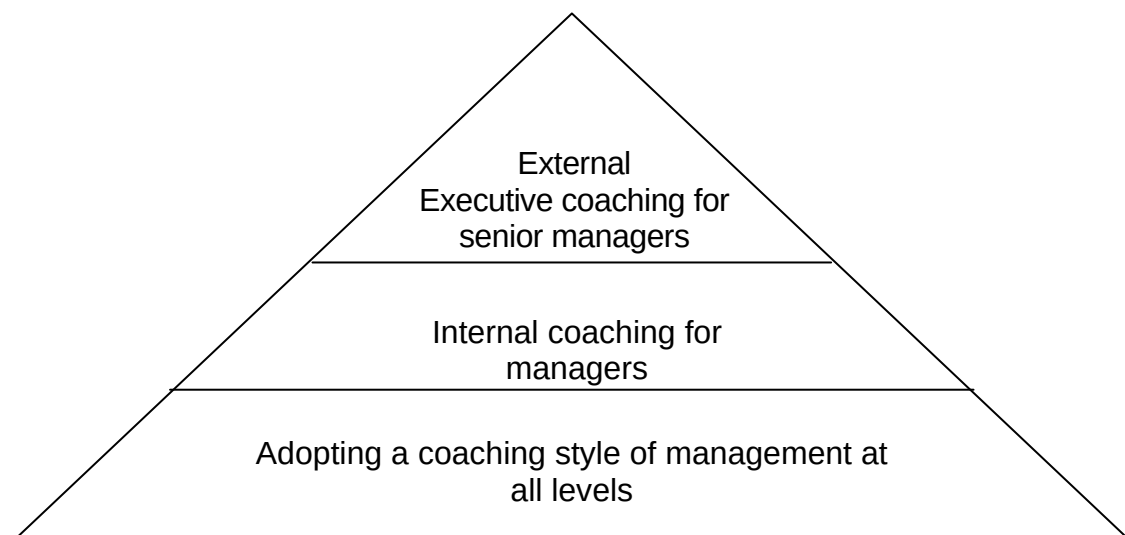
2.2 The Benefits of Coaching

Coaching has many distinctive characteristics, which enables it to meet particular learning needs more effectively than other learning interventions:

- It provides people with feedback on their strengths and areas for development.
- It can be used to facilitate changes in attitudes and behaviour that can translate into more effective performance at work.
- It enables people to refocus and take a critical look at their approaches and style at work.
- It helps people identify barriers that are preventing them from being more effective in their jobs.
- It encourages commitment to new performance goals.
- It provides people with someone to listen/talk to without judgement.
- It promotes individual self-awareness and self-management.
- It offers a flexible and tailored approach to development.
- It ensures that individuals take responsibility for performance and development.
- It is a challenging and demanding experience, but this can help to accelerate learning.

3 Model of Coaching to be Implemented Within The Authority

Coaching will be adopted in a staged process at 3 levels within the Authority as shown below.



Scope	Timeframe
<i>Level 1 - Executive Coaching</i> To provide support to senior managers in line with the PSMW Coaching Strategy, which offers: • An academy of coach/mentors - an opportunity for very senior leaders to be coach/mentored by prominent figures from the public or private sector across the world. • Executive coaching – an opportunity for senior leaders to be coached in generic leadership or specific areas of challenge by private sector coaches. (Guidance Material on Coaching & Mentoring; N D Crisp (section2; page 42))	Sept 2009
<i>Level 2 – Internal Coaching Framework</i> Corporate Learning & Development (CL&D) intend to create an internal coaching framework which will be available to all managers, and which is integrated into the organisation's Management Development Framework (available on the intranet). A pilot project is being undertaken in the Authority to ensure the effective implementation of an internal coaching framework. (The timetable for the pilot is shown in the flowchart in Appendix 1).	See Appendix 1
<i>Level 3 – Introducing a Coaching Style of Management</i> It has been identified that managers with strong coaching skills are able to help individuals improve their performance by building understanding about: • What effective performance looks like • How to achieve it • What skills are required to perform under different circumstances • What models of problem solving help and hinder performance • How to build competence for the future. Within the Carmarthenshire Manager Assessment Tool [CMAT] the organisation has made a commitment that all managers will develop a coaching style of management to build capacity and empower staff. Within the organisation 36% of managers identified that a coaching style of management was not used within their department. Corporate Learning & Development will deliver a programme for all managers, developing workplace coaching skills.	June '09

4 When Is It Appropriate To Use Coaching As A Development Tool?

Level 1 - Executive Coaching

The *Guidance Materials on Coaching & Mentoring by PSMW* quotes the Centre for Executive Options, a division of Drake Beam Morin, which recommends the use of an executive coach in different situations:

- 1 **Stretch assignments:** for example when an individual is faced with a sudden critical assignment with intense time and budget constraints, or promoted into a new position or back-filling a current opening, a coach can provide a valuable safety net and sounding board.
- 2 **High-potential executives:** a manager on the fast-track, who is being groomed for leadership positions, might need extra guidance to help him or her advance quickly.
- 3 **Uneven leadership skills:** When an executive's weakness in interpersonal relationships, decision making or managerial proficiency is causing low morale and internal conflict, a coach may be the best way to help that person recognise his or her problems and figure out how to turn them around.
- 4 **Specific performance problems:** For the leaders of units and divisions that are behind plan or unlikely to meet business targets, a coach can provide strategic business insight and support.
- 5 **Building teams:** Often used in periods of change, coaching helps and executive team quickly acquire new skills, particularly when time is of the essence.

Level 2 – Internal Coaching for Managers

It is important that coaching is used to meet an identified learning need. Coaching requires an investment of time and resources on behalf of the organisation, so it is important to consider other options before embarking on the coaching process.

'The enthusiasm for coaching at the moment means that there is a danger that it can be seen as a panacea for all kinds of development needs. However, coaching should only be used when it is genuinely seen as the best way of helping an individual learn and develop... It is therefore important to fully consider the merits of coaching alongside other types of development...' (The case for coaching, Jessica Jarvis)

The Case for Coaching goes on to identify when coaching can help most, as shown below:

- Sometimes an individual can be performing perfectly well, but could be **even more successful** with some assistance. In this situation, the coach is not helping the individual to 'fix' any particular problem, but instead will try to help motivate the individual to consider his or her future plans and the next steps in his or her job or career.

- Some individuals in the workplace are highly competent, technical experts. However they can have **poor interpersonal skills** that make them appear arrogant or stubborn to those they work with. Coaches can help managers to better 'read' interpersonal situations and be more effective in their interactions with colleagues.
- In some cases, managers may handle **conflict situations** in an aggressive and non-compromising way that antagonises their colleagues. This may be quite intimidating to peers and team members. Coaching can help these individuals to develop the skills of negotiation and compromise so that conflict is resolved more effectively.
- Some managers have difficulty supporting the development of their team members. Coaching can help managers develop junior colleagues more effectively by **learning some coaching skills** themselves.
- As managers move from management or front-line positions to more senior levels, they often need assistance in gaining a more **strategic perspective**. This involves making decisions based on the best interest of the organisation as a whole, rather than the specific area of business. Coaches can help managers to become more sensitive to the whole organisational concerns and understand opportunities and problems occurring across multiple business units.

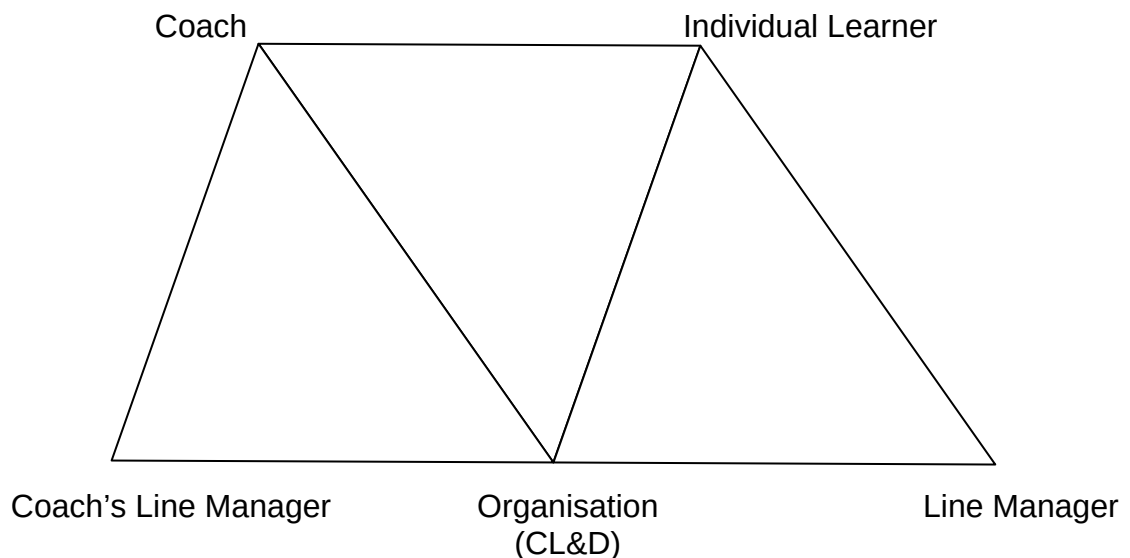
Level 3 – Adopting a Coaching Style of Management

It is anticipated that the vast majority of coaching may be undertaken between line manager & direct report. Encouraging and supporting the development of a coaching style of management would affect the greatest numbers of managers. Responses to the questionnaire showed that 54% of managers who responded 'always or frequently adopting this style' with their team, and a majority of respondents (77%) would like to develop these skills.

5 Developing an Internal Coaching Framework (Level 2)

5.1 Stakeholders within The Coaching Framework

The primary relationship in any coaching activity is between the coach and the individual; however there are other key stakeholders include the organisation, the individual's manager and the coach's line manager. All of these parties have an interest in the success of the coaching process and therefore an increased contribution to the organisation.



Adapted from the CIPD (2005) four cornered contact model

5.2 Roles within the Coaching Framework

Role of Line Manager

The learner's line manager has a role in identifying the specific development needs as part of the Helping People to Perform (HPP) process. They will also have a role in identifying the most appropriate learning method, one of which may be coaching.

The line manager will have a role in monitoring the outcomes from the coaching relationship, ensuring that it is meeting the needs of the learner effectively.

Role of Corporate Learning & Development (CL&D)

CL&D will develop and maintain a database of workplaces coaches within the organisation and support the administration associated with matching coaches to learners.

CL&D will train workplace coaches in line with the *ILM Level 5 Certificate in Coaching & Mentoring in Management*, and offer a support mechanism to trained coaches (detailed below).

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CL&D will also monitor and evaluate the implementation of the workplace coaching strategy.

Role of Individual (Learner)

An individual who has identified a learning need with their line manager which will be best met by workplace coaching will apply for such support using the standard corporate application process.

Once a coaching relationship has been established they will work with their coach to develop and achieve with the 'Workplace Coaching Learning Agreement' (Appendix 3), which includes guidance on confidentiality.

Individuals will also be required to keep their line manager informed of progress against their objectives (but not the details of discussions).

Role of Workplace Coach

Workplace coaches are managers who have been specifically trained to support the development of other people within the workplace to enhance their performance and to enable them to reach their potential. Their role will be vital to the success of the strategy.

By becoming a workplace coach – an individual will be committing to:

- Complete the ILM Level 5 Certificate in Coaching and Mentoring in Management
- Undertake to coach 4 people per annum, with a time commitment of up to 4 hours per month.

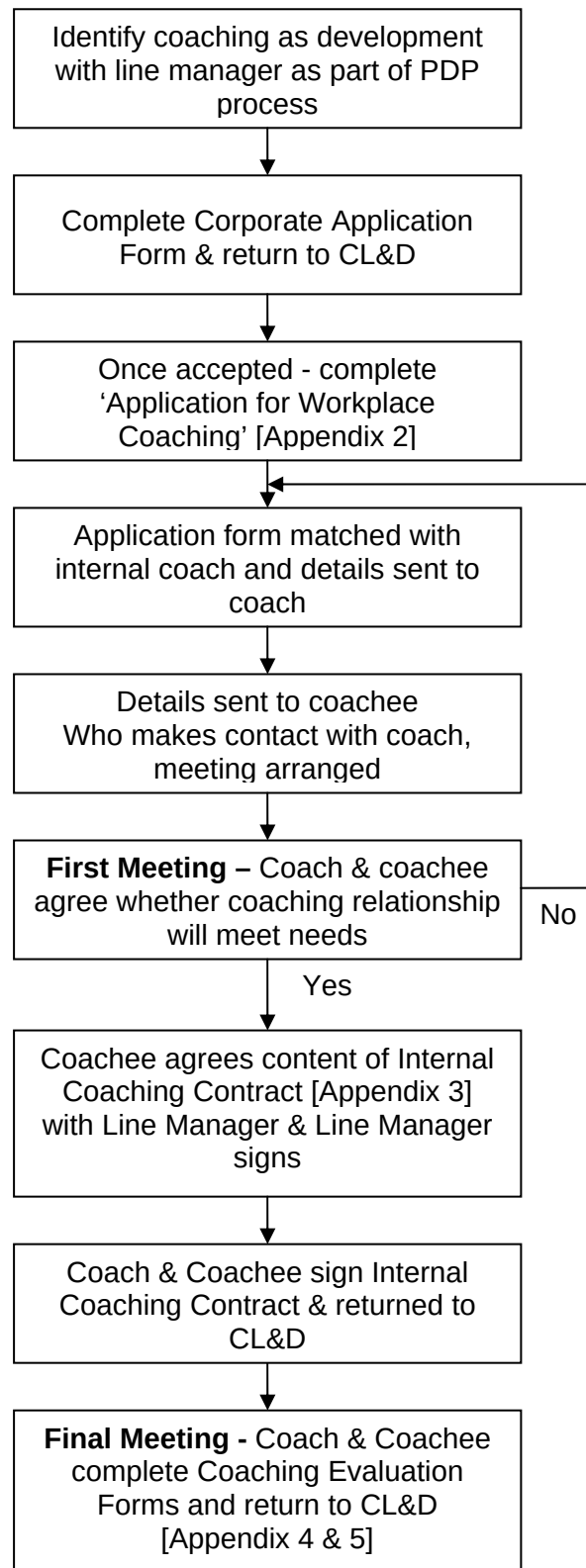
Role of Workplace Coach's Line Manager

Though the coach's line manager will not directly benefit from the workplace coaching, the process should increase the skills of the coach and provide them with a development opportunity, so increasing motivation.

They will however be required to provide support to the coach, allowing allocated time for coaching without increasing pressure on the individual and managing the workload within the team.

5.3 The Process

Coaching is open to all managers as one of the range of options to meet their learning & development needs identified as part of the HPP process (in particular development needs identified using the Carmarthenshire Manager Assessment Tool [CMAT]).



5.4 Support for Workplace Coaches

Supervision

Coaching supervision is '*a structured formal process for coaches, with the help of a coaching supervisor, to attend to improving the quality of their coaching, grow their coaching capacity and support themselves and their practice. Supervision should also be a source of organisational learning*' (Coaching Supervision: A Paper Prepared for the CIPD Coaching Conference')

The European Mentoring and Coaching Council (EMCC) states in its code of ethics "A coach/mentor must maintain a relationship with a suitably qualified supervisor, who will regularly assess their competence and support their development."

As part of the pilot, supervision will be delivered on a group basis via the Director of Coaching (PSMW). Individual supervision will be sourced from an external provider and/or ILM Level 5 Coaching & Mentoring provider.

Time

As stated previously – workplace coaches will need to commit to deliver up to 4 hours coaching per month. Obviously this will bring additional time commitments, including

- Planning
- Travel
- Reflection/evaluation
- Supervision.

The organisation will commit to give the individual the time they need to carry out these activities effectively. Coaches will need to agree individual commitment with their line manager.

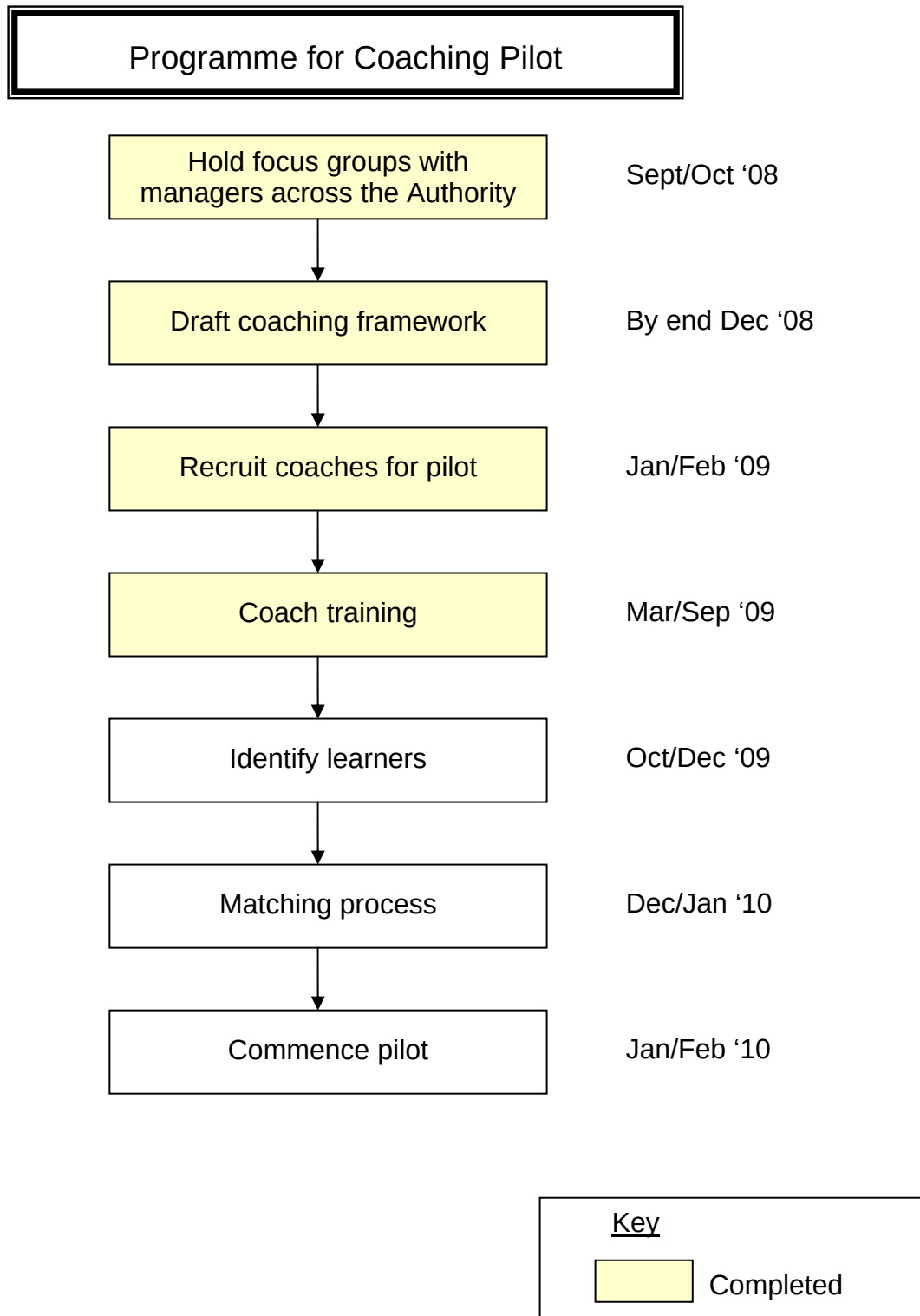
6 Evaluation and Success Criteria

Success will be evaluated on a number of levels

What will be evaluated?	How?	When?
Effectiveness of <i>ILM Level 5 Certificate in Coaching & Mentoring in Management</i> in preparing coaches to undertake the role effectively.	Questionnaire – coaches	@ mid-point & end of the pilot
Success of individuals in meeting their objectives	Workplace Coaching Evaluation Forms (coach & learner)	@ end of each coaching relationship
Effectiveness of coaching framework, including: • Matching process • Supervision • Timescales • Commitment by coach • Paperwork	Questionnaire – coaches & learners	@ end of the pilot
Impact on learner's performance	Focus groups – learner & learner's line manager	6 months after end of pilot

The above evaluative elements will feed into a final evaluation report. A successful pilot phase, with any refinements incorporated into the framework, will lead to the process being rolled out across the whole organisation.

Appendix 1 – Timescales for Implementing Coaching Strategy



Appendix 2 – Application for Workplace Coaching

Name:		Tel No:	
Job Title:		e-mail:	
Division:			
Department:		Preferred language of delivery:	
Main purpose, responsibilities of your job:			
What goals do you want to meet through the coaching relationship?			
How does this link to your personal development plan?			
Is there anything you would like to be considered when being allocated a coach?			

Signed:

		Date
Coachee*:		
Line Manager:		
*I can confirm that I have undertaken a self-assessment of my management behaviours using the Carmarthenshire Manager Assessment Tool [http://CMAT]		

Improving through Learning

Appendix 3 – Workplace Coaching Learning Agreement

Name of Coach	
Name of Coachee	
Name of Line Manager	

We agree that the prime purpose of this coaching relationship is to support **[coachee]** over the next **[timeframe]** to achieve the objectives identified overleaf.

We agree to the following:

- We have discussed the parameters of this programme and their practical implications for us.
- We have agreed to meet at intervals. We will time these meetings to coincide with specific stages 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 meetings.
- Our first meeting will be on
- We have agreed that is a suitable length of time for our meetings.
- Both parties will try to ensure that the meeting is not interrupted to give full attention to the interaction.
- Either party can request a termination of the contract if there is a breakdown in the coaching programme, inadequate commitment to the process or lack of progress being made.

Coaching is confidential. Exceptions to this would be in the event of : -

- A breach of the Professional Code of Conduct
- A breach of Carmarthenshire County Council policies & procedures
- A breach of Health & Safety Policies
- A person being at risk to themselves or others
- Illegal or unethical actions

I have read and agree with the ground rules for coach and coachee

Signed		Date
Coach:		
As the coachee, I will try to ensure that, to the best of my ability, I will meet the agreed actions identified at each session.		
Coachee:		
As the line manager, I will support the coachee to meet the agreed objectives.		
Line Manager:		

Improving through Learning

	Goals	Target Date
1		
2		
3		
4		
5		

(The number of objectives will vary depending on the development need)

Improving through Learning

Appendix 4 - Workplace Coaching Evaluation Form – Coach

Name of Coach		
Name of Coachee		
What was the identified learning need?		
Was coaching the right solution for this learning need?		
Did the learner achieve their objectives?		
How will this benefit the individual, team and the organisation?		
Did you learn anything you would like to share with other coaches?		
Signed:		Date
Coach:		

Improving through Learning

Appendix 5- Workplace Coaching Evaluation Form – Coachee

Name of Coach		
Name of Coachee		
Give a brief overview of your coaching experience?		
Was coaching the right solution for your learning need?		
Did you achieve your objectives?		
How has this benefitted you and your workplace?		
Would you recommend this coaching programme to others?		
Any other comments?		
Signed:		Date
Coachee:		

Improving through Learning

Appendix 5- Workplace Coaching Evaluation Form – Line Manager

Name of Coach		
Name of Coachee		
Give a brief overview of your coaching experience?		
Was coaching the right solution for the coachees learning need?		
Did they achieve their objectives?		
What difference has the coaching made to performance?		
Would you recommend this coaching programme to others?		
Any other comments?		
Signed:		Date
Line Manager:		

Improving through Learning

2. Code of Practice for Coaches

Throughout the relationship and after it has been concluded the coach will:

1. Competence

- undertake training in workplace coaching
- agree to work within their level of competence
- understand and agree to work within this code
- seek personal support when necessary from an appropriate 'Supervisor'

2. Context

- agree to understand and operate within the authority context where the relationship is taking place
- ensure that the expectations of the authority/manager as sponsor are understood and taken into account within the coaching relationship
- seek to meet the learning and development needs of coachee and sponsor

3. Boundaries

- agree to work within the boundaries of the coaching relationship. i.e. work/professional development/performance, not straying into areas where they are not qualified/experienced such as counselling or psychotherapy or into an inappropriate personal relationship
- be prepared to refer the coachee to other sources of information/expertise or professional assistance as appropriate

4. Confidentiality

- maintain the level of confidentiality agreed with the coachee both during and after the relationship has ended
- disclose information only when agreed with the coachee unless the coach believes that there is convincing evidence of serious danger to the coachee or others if the information is withheld

5. Integrity and professionalism

- act within appropriate law/policy/values of the organisation or profession e.g. equal opportunities, HR policies
- consider the learning and development needs of the coachee brought to the relationship as paramount
- seek to understand the needs and point of view of the coachee maintaining respect throughout the relationship
- not exploit or put their own interests before that of the coachee

adapted from EMCC code of ethics http://emccaccreditation.org/wp-content/uploads/downloads/EMCC_Code_of_Ethics.pdf

3. Evaluation methodology for formal one to one coaching arrangements

Formal evaluation of coaching relationships can be challenging.

There are genuine reasons why this might be the case often about maintaining confidentiality and having outcomes that are not easy to identify at the outset as sometimes goals become clear as part of the journey.

Compare the difference between a coachee seeking coaching to help work through a particular new or challenging project to that of a coachee looking for ways to engage more effectively with a line manager in order to be more personally effective or a coachee generally feeling the need for personal change in order to be more effective but not sure what that looks like.

Flexibility in defining and measuring outcomes is therefore helpful and clear boundaries need to be set to maintain confidentiality.

The table below is a simple approach based on the work of Dr Alison Carter and Keith Mattacks, from the Institute for Employment Studies.

Stakeholder	Requirement	What will achievement look like	To what degree achieved immediately following the intervention	To what degree evidenced after 6 months
Coachee expectation				
Coaches observation				
Line manager expectation				
Organisational requirement				

Adapted from A practical framework for Evaluating Coaching Programmes (Carter and Mattacks, IES)