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Critically examine a range of underpinning theories and differing perspectives in relation to mentoring and coaching and explore the issues that can arise from these.

Introduction

My role within NHS Digital Health and Care Wales (DHCW) is as a Senior Business Change Facilitator, within the Business Change Team (BCT). Along with colleagues in the BCT, I have been tasked to create a Level 7 Coaching and Mentoring Programme, to be delivered to staff throughout NHS Wales.

I have experience of coaching outside of the NHS as a Transformational Life Coach, however, I have never formally coached for an organisation. It is beneficial for me to study this module, as part of my role I am expected to deliver this course as a facilitator to staff in NHS Wales.

Digital Health and Care Wales

In 2019 the Minister for Health and Social Services at the time, Vaughan Gething, announced that the NHS Wales Informatics Service (NWIS) would transition from its current structure, as part of Velindre NHS Trust, to a new Special Health Authority, to be known as NHS Digital Health and Care Wales.

A Special Health Authority is a type of NHS body which provide services on behalf of the National Health Service. Unlike other types of trust, they operate nationally rather than serve a specific geographical area.

This new organisation has a bold and ambitious programme of integration and innovation that includes expansion of the digital patient record and the creation of a world-leading national data resource, improving the way data is collected, shared and used.

The new Special Health Authority signalled a change in emphasis focussed on delivery, innovation and support for individuals' health and well-being. A few of the key responsibilities are to mobilise digital transformation, ensuring high quality care; delivering high quality digital services; expanding access to the digital health care record so that patients have access to their personal information at their fingertips; cyber security and resilience.

Presently, the culture of the organisation is to fire fight, and is very reactionary. The aim of the programme is to give staff the skills to have a more considered, consistent approach to delivering outputs. DHCW are committed to the development of a coaching and mentoring programme for NHS Wales staff to have access to these skills, enabling them to achieve these goals.

To deliver the digital aims of Welsh Government and to ensure the very best digital solutions for the people of Wales, DHCW work collaboratively with health and care professionals, patients and public, industry and academia.

A motivated and highly skilled workforce is required to deliver the healthcare principles as described in A Healthier Wales (Welsh Government, 2022). Welsh Government's ambition is to bring health and social care services together, so that they are designed and delivered around the needs and preferences of individuals, with a much greater emphasis on keeping people healthy and well. They want a seamless whole system approach to health and social care, (Welsh Government 2022).

A Healthier Wales: Our Workforce Strategy for Health and Social Care (2020) sets out an approach to the creation of an NHS which has workplaces where staff experience compassionate, healthy and fair behaviours.

The implications of shared or collective leadership are clear: education and training in leadership skills also needs to be collective, this means all of those working in health care organisations, including those who do not consider themselves as leaders, should be included to create a collective leadership culture of compassion and collaboration.

The aim is to establish clear, measurable goals for coaching and mentoring, ensuring they align with both individual and organisational objectives while fostering trust-based relationships between coaches/mentors and employees. This creates a secure and supportive environment for open feedback and dialogue.

Employing assessment tools like SWOT analysis and feedback mechanisms encourages self-reflection among employees, helping them recognise their strengths, weaknesses, and development areas. Continuous support, guidance, and accountability will be provided throughout the coaching and mentoring journey, with progress closely monitored.

Furthermore, fostering a culture that prioritises learning and development involves integrating coaching and mentoring into organisational practices and norms, thereby nurturing continuous growth and improvement.

Personalised guidance and support through coaching and mentoring is instrumental in helping employees enhance their skills, tackle obstacles, and unlock their full potential. By offering tailored assistance, individuals can navigate challenges more effectively and work towards achieving their career goals.

Engaging employees is vital for organisational success and coaching and mentoring play a crucial role in fostering this engagement. These practices demonstrate a commitment to employees' growth and development, resulting in higher motivation, productivity, and commitment to the organisation's objectives.

Additionally, mentoring aids in transferring knowledge from experienced employees to newer members, ensuring the preservation of institutional knowledge and promoting a culture of continuous learning.

Challenges may arise in identifying strengths and areas for improvement, including biases, limited self-awareness, resistance to feedback, and constraints on time and resources. Overcoming these challenges requires a commitment to unbiased assessment practices, fostering self-awareness among employees, cultivating a culture that embraces feedback, and allocating sufficient resources to support coaching and mentoring initiatives.

It is possible, that coaching as a preferred method for achieving collective leadership, can provide an opportunity for staff to learn how to be adept at managing across boundaries and disciplines.

The deliberate and transparent sharing of leadership responsibilities among all individuals within the organisation is crucial for cultivating an ethical and collective leadership approach that nurtures the right culture for compassion in healthcare.

Currently, coaching and mentoring does not have a place within the organisation, the intention is to bridge that gap with the new coaching and mentoring programme giving staff access to a service that ordinarily they would have to pay privately for.

The outcome of the programme is for leaders within the organisation to have the skills to coach and/or mentor staff without the need to outsource coaches from the private sector. In the long term, this will be financially viable for DHCW.

Coaching is no longer seen as an atheoretical enterprise that relies only on common sense and an eclectic combination of tools. A number of theoretical approaches describe the various elements of developmental change in individuals that can be successfully adapted for coaching.

Organisational coaches operate in an increasingly complex environment where they regularly face ethical dilemmas. Because of the confidential nature of coaching, coaches may find themselves isolated with limited means to deal with ethical challenges (Ratlabala and Terblanche, 2022).

Their findings revealed that coaches typically bring two types of ethical challenges to supervision: three-way relationship and confidentiality and coach–organisation contracting. Supervisors employ several strategies to assist coaches with ethical dilemmas: they analyse the ethical dilemma using frameworks, observe supervisor–coach boundaries, remind coaches of contracting and encourage coaches' professional competence development.

The practical/managerial implications are that coaching supervision offers a space for reflective practice for coaches to understand and deal with their ethical dilemmas. Coaches are encouraged to actively seek and engage in ongoing supervision to safeguard themselves, their clients and the organisations they serve, against the potential harm of ethical dilemmas. This is where boundaries can become blurred, for example, when coaching can cross over into therapy, this can very easily happen by way of the client unburdening themselves of their personal issues.

At the beginning of a coaching programme, clear boundaries should be set within a coaching contract, organisational or otherwise, that both the coach and client agree to and sign. As a private coach I have a template I use for my clients, we go through the contract together before signing, so that the client fully understands the expectations of each session.

Cox, E. Bachkirova, T. and Clutterbuck, D. (2009) state that despite the expansion of coaching as a practice, the concept of coaching as a profession is still relatively novel. Since 2000, a variety of bodies have been established that link coaches together and provide access to focused developmental opportunities. They embrace a number of important functions, such as creating standards, which although not enforced are indicators of good practice for coaches and other stakeholders.

Various professional coaching bodies have established standards of ethical practice for their members, one such body is the European Mentoring and Coaching Council. EMCC Global <https://www.emccglobal.org/>

A code of ethics provides foundational guidelines in relation to what to expect from those within the profession (Gert, 1988). Ethical codes are standards of conduct that define the essentials of honourable behaviour within the particular field or organisation. Once joined, a member of a professional body agrees to abide by the organisation's code, and acknowledgement of the code creates a feeling of community and mutual obligation among the members toward each other and the overall profession (Khurana & Nohria, 2008). For example physicians, psychologists, counsellors,

lawyers, teachers and human resource professionals all follow a code of conduct and meet the standards established for their particular profession. Acknowledging the code demonstrates commitment to high standards of practice for those they serve.

In relation to coaching, de Jong considers sound ethics to be the essence and underpinning of good coaching (2006). Coaching pioneers such as Thomas Leonard and Laura Whitworth (Brennan, 2008) came from various professions including accounting, finance, psychology, law, management and education, and also saw the need for an ethical framework early on in the development of the field (Garlo & Prior, 2003). Looking at codes of ethics across various disciplines, the common themes are not to cause harm or injury to other, to have a duty of care by acting in ways that promote the welfare of other people, to know your limits, your competence and to always practice within your scope of knowledge, always respect the interests of the client and respect the law. (The Complete Handbook of Coaching p370)

Despite the expansion of coaching as a practice, the concept of coaching as a profession is still relatively novel. Since 2000, a variety of bodies have been established that link coaches together and provide access to focused developmental opportunities. They embrace a number of important functions, such as creating standards, which although not enforced are indicators of good practice for coaches and other stakeholders.

Positive Psychology Coaching (PPC) is a science-based method aimed at boosting well-being, leveraging strengths, enhancing performance, and attaining meaningful goals, Held (1999). Central to PPC is the conviction in science's ability to guide effective life transformations. This approach encourages coaches to perceive clients holistically, emphasising strengths, positive actions, and purpose.

Positive psychology has been criticised for adopting an exclusive focus on the individual, and thereby placing responsibility for happiness squarely at the individual level Held, (1999).

The psychodynamic approach reveals the hidden complexities beneath coaching interactions, shedding light on unconscious processes whilst shaping goal achievement. By emphasising boundaries, it fosters a safe environment for coachees to explore on a deeper level. While coaching offers flexibility, the psychodynamic approach underscores the value of structure in facilitating meaningful exploration. Practitioners learn to appreciate restraint and silence, inviting coachees to delve into introspection and discover transformative insights. However, it challenges coaches to expand their own understanding and undergo personal growth. Ultimately, this approach promotes emotional resilience and facilitates profound self-discovery for coachees. Lee, G. (2009). The Psychodynamic Approach to Coaching. In Cox, E., Bachkirova, T., & Clutterbuck, D. (Eds.), *The Complete Handbook of Coaching*. SAGE Publications Ltd..

However, the depth of the psychodynamic approach isn't always suitable for coaching. Many coachees seek short-term engagements focused on present and future goals rather than delving into unconscious patterns from the past. Questions like 'what do you want?' and 'how can you get it?' are often more relevant than delving into 'why' questions. Additionally, the psychodynamic approach can overly emphasise problems, potentially overlooking coachees' strengths. Coaches using this approach should be cautious not to pathologize coachees and instead focus on valuing strengths, appreciating achievements, and fostering a balanced and constructive coaching environment.

Transformational Coaching enables coachees to create fundamental shifts in their capacity through transforming their way of thinking, feeling and behaving in relation to others. It is the intention that this is achieved through focusing on the shift that needs to happen live in the room so that a

sustained change takes place, beyond the coaching session. Transformational Coaching sits at one end of a spectrum of coaching Hawkins & Smith, (2006).

One of the key elements of transformational coaching is the CLEAR model: Cox, E. Bachkirova, T. and Clutterbuck, D. (2009)

However, I'm not sure I would agree with this. The primary focus of the CLEAR model is to create employees that are committed to team plans and are happy to contribute to shared goals, rather than simply complying to managerial demands. Whereas Transformational Coaching is aimed at a change in coachees' behaviours or feelings, having very deep, meaningful shifts in their mindset/body. This is not a practice that could take place in a work environment. Emotions would be running high, possibly leading to an inability to return to the workplace immediately the coaching session ended.

I would suggest there are more similarities to the psychodynamic approach to coaching, than the CLEAR model.

Transformational Coaching, which is the practice I use within my private coaching business, uses the three principles of coaching Mind, Consciousness and Thought. (alicampbelltraining.com)

We are all capable of resetting to an intrinsic well being that we all have within us. Children can reset to being happy pretty quickly, for example after a fall or something that has upset them, because that's how we started in the first place!

As we grow over time we learn behaviour, and that the outside world can be our source of happiness and we start to display patterns of behaviour and say things like 'I'll be happy when....' 'I'll be happy when I get that promotion at work'.

The problem with that model is that it's only ever temporary, for example, how long is a new car a new car for? It doesn't take long for the newness to wear off.

The old approach to coaching involved replacing one behaviour with another, like associating smoking with a negative reaction. While this can work temporarily, the underlying positive intention remains, leading to potential issues like overeating or excessive drinking. Instead of simply replacing behaviours, it's essential to address the root cause and fulfil the positive intention behind them. These behaviours are learned, and by understanding their origins, true change can occur.

Imagine resetting to a time before problems existed, returning to a state of happiness and well-being. This approach ensures alignment with the individual's innate self, avoiding inner conflicts caused by mismatches with their worldview. Resetting to default settings eliminates the risk of introducing incompatible changes and frees the individual from inhibitions. Rather than focusing on replacements, the goal is simply to assist in returning to their authentic self.

<https://platform.alicampbelltraining.com/courses/take/life-coach-academy/lessons/15322038-the-principle-of-thought>

I began using this model of coaching in 2019 when I volunteered pro bono for WYSE, NGO, coaching young students who were working towards a more sustainable world. This was a fantastic opportunity to hone my coaching skills.

I became accredited as a Transformational Coach in 2021, leading me to create my own Transformational coaching business, offering a range of coaching services, aimed at those who have anxiety or fear to travel solo.

The two qualities that make a good coach:

1. **Compassion** - the ability to want to help see and witness some amazing changes.
2. **The ability to put your ego and personal agenda to one side** - it does not matter how great or successful you think you are, what matters is the result of the client.

<https://alicampbelltraining.com/>

True authentic change happens from within. The role of the coach is to be the catalyst. A coach cannot make anyone more successful, the power sits with the individual. It's their outcome, not the coach's. <https://alicampbelltraining.com/>

After speaking with many people about their solo travel fears, I noticed a common thread of fear and anxiety of travelling solo for the first time. This inspired me to create Wanderlust Diaries, a podcast aimed at demystifying and simplifying solo travel. Guests share their anxieties and how they conquered them, with the goal of helping listeners experience the excitement of solo travel and build confidence.

Using this platform to speak to and help like minded people, has given me the opportunity to become more confident as a coach.

Organisational Coaching

The top 4 organisational coaching models are:

1. GROW:
 - Also known as the G.R.O.W. Coaching Model.
2. STEPPA:
 - Also known as the S.T.E.P.P.A. Coaching Model.
3. OSKAR:
 - Also known as the O.S.K.A.R. Coaching Model, the OSCAR Coaching Model, and solution-focused coaching.
4. CLEAR:
 - Also known as the C.L.E.A.R. Coaching Model.

[Coaching Models: 4 of the Very Best Models All in One Place \(makingbusinessmatter.co.uk\)](https://makingbusinessmatter.co.uk)

1. GROW Model:

Goal: Define specific, measurable objectives.

Reality: Assess the current situation and resources.

Options: Explore various strategies and possibilities.

Will: Determine the actions needed and commit to them.

2. STEPPA Model:

Subject: Identify who is to be coached

Target: Identify the desired outcome

Emotions: Every decision involves emotions, embrace them

Perception: Viewing the goal from a broader view

Plan: Develop a plan to lead you closer to the goal

Pace: Setting limits and boundaries to achieve the goal

Action: Follow the plan, now, for the desired outcome

2. OSCAR Model:

Outcome: Clarify the desired results or goals.

Situation: Understand the current context and challenges.

Choices: Identify potential options and alternatives.

Actions: Develop specific steps and plans.

Review: Reflect on progress and adjust as needed.

3. CLEAR Model:

Contract: Establish coaching goals, roles, and expectations.

Listen: Actively listen and understand the coachee's perspective.

Explore: Encourage exploration of ideas, options, and possibilities.

Action: Develop action plans and strategies.

Review: Reflect on progress, learnings, and adjustments.

Conclusion

Coaching and mentoring are powerful tools for unlocking potential, driving performance, and fostering growth in the workplace. By effectively identifying strengths and areas for improvement, organizations can harness the full potential of their employees, leading to increased engagement, productivity, and organisational success.

However, addressing the challenges associated with bias, self-awareness, and resource constraints is essential for maximising the impact of coaching and mentoring initiatives. Through strategic implementation and a commitment to continuous improvement, organisations can create environments where employees thrive, innovate, and contribute to long-term success.

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