

Qualification: CIPD Diploma in Applied Human Resources

Module Name:

Understanding Coaching and Mentoring in the Organisation

Word Count:

1120

Student Name: Duncan Hook

Student Number: 1920325

CIPD Membership Number: 5665008X

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:

A handwritten signature in black ink, appearing to read 'Duncan Hook', is written over a light grey rectangular background.

Date: 16/05/2021

On the Job Research

1. Coaching Culture within Pembrokeshire County Council

Having met with Julie Watkins, Learning and Development coordinator and Coaching Coordinator at Pembrokeshire County Council (PCC), I feel I have a good understanding of how coaching is integrated currently and where she and the L&D team want to take it in the future. The philosophy that L&D got buy in from was that by coaching senior leadership first, these leaders would see the benefit of time efficiency from having more autonomous staff, better relationships with their teams and better results and the culture would spread outwards from there. This was first introduced four years ago and although to begin with the coaching programme was providing coaching to individuals, the ultimate aim is to transform the whole organisation to have a coaching culture (Clutterbuck, et al., 2016). Therefore, anyone can make a difference by embracing and evangelising the coaching mind set.

Coaching Culture has been introduced as part of a wider initiative to change the culture of the organisation as a whole. L&D have worked collaboratively with Transformations to create a vision of a culture as pictured by Directors and the Chief Executive and then define the behaviours that underpin said culture. As a result, the 'Our Behaviour Standards' and 'Coaching Strategy' documents were produced and outlined the path to organisational change through 2020 and 2021. One major change was rather than coaching be an activity solely handled by L&D, an initiative in 2019 sought out 12 leaders from within the organisation who would take the 'ILM Level 5 Coaching and Mentoring qualification (Institute of Leadership & Management, 2021). The 12 individuals come from many different areas of the organisation with more coming from Social Care as they have been one of the services most receptive to this change.

Unfortunately, as with everything else, the pandemic and stay at home orders have slowed the progress of this project and so there has been a delay in realising the vision. However, Julie is positive about the way that the coaching training has supported those who had already received it and how they dealt with the situation. They found that the non-directive approach worked very well with remote working and helped them as leaders to have better connections with their teams and help them to achieve their goals without needing a manager there at all times. One Manager even went as far as to say that the coaching training had "saved them" by giving them the tools to handle remote managing smoothly (Winfield, et al., 2020). From June 2021, all 12 coaches will be qualified and available to start coaching leaders within the organisation extending the reach of the programme. Julie has also been training as a Coaching Supervisor enabling her to support coaches with feedback and in difficult coaching situations.

In terms of success, this is a mixed story as each directorate and service follows a very different structure. IT is an example of a service that have a flat management structure and here coaching and mentoring have been embraced upwards and downwards with leaders happy to give and receive feedback. Other areas with a more hierarchical structure are struggling to implement as Senior Leadership have not historically been as open to coaching from a manager on a lower Grade. This is where L&D want to tap into external coaches (Wales Coaching Network) as they are an outside influence although this is a challenge in the public sector as the budget is small. They have begun to liaise with Academi Wales who can provide coaches gratis and the hope going forward is that this will be embraced over time opening the door to the internal provision.

2. Review notes of Pembrokeshire County Council's 'Coaching Strategy' document

PCC's Coaching Strategy was introduced in 2019 as a plan for the next two years of transformation to set the groundwork for a coaching culture. This document was revised in early 2020 and again in 2021 and, as a result, appears to be aligned with current best practice. Notes follow with reference to my reading:

- Aims are outlined with an emphasis on development of leaders to cope with constant change and support their team better as a result (Weintraub & Hunt, 2015).
- Other aims are focussed on the wellbeing of staff and the better culture of working relationships coaching will provide (Hicks, et al., 2013).
- Benefits to the organisation are listed with improvements to employee engagement, better results and retention of staff attributed.
- It also outlines the benefits to the Coachee aligning them with the benefits outlined by the CIPD (Haden, 2020) namely the increased self awareness, positive attitude, independence and development towards future goals (Cronin, 2019).
- Coaching is explained as being focussed on the "process rather than content" and envisages coaches not seeing their grade and coaching anybody at any level .
- The document explains that Coaching is not mentoring where the Mentor is the expert (Snape, 2018) and neither is it Psychotherapy or Counselling (Miller, 2020).
- Three pathways to Internal Coaching are planned for: Line Manager coaching, Individuals allocated one of the ILM accredited coaches, Team coaching led by ILM accredited coach.
- External coaching resources include utilising the Wales Coaching Network, Executive coaches for Senior Leadership and Supervisors.

The strategy does not go into detail about confidentiality and the ethical standards surrounding coaching at PCC. The ILM accredited coaches will be trained in this but for the wider coaching culture (and for line managers) some standards should be set (Clutterbuck, et al., 2016, pp. 187-188).

3. My own development needs aligning with the CIPD Profession Map

In my current CPD plan one of my focuses has been on the 'Skilled Influencer' Behaviour and has been primarily based on developing soft skills by working with and advising a wide variety of colleagues from across the Council. I have been researching on the CIPD site the methods for writing persuasive reports and have been working on ways to introduce this into my influential conversations with managers. There is a move with a new Chief HR Officer and a new CEO to make HR at PCC more strategic and therefore, collecting and presenting key data should be of benefit to help the impact of HR. I have also been working with more tenured Peers to understand how they influence managers and leaders particularly with the agility needed to influence managers in the diverse range of service areas within the Council.

This behaviour has formed the basis of my plans made with my manager for development with Coaching and Mentoring work. With some areas of the authority more receptive than others to Coaching I plan to work with them initially to understand for myself the benefits they have felt and potentially work on building a data case for introducing the concept to other departments. I will continue to work with L&D to see how they have already been introducing the culture to new areas and will look to understand the methods they take to be influence and what they have found to be less effective. Our hope is to further develop my confidence in persuasive language while backing this up with supportive data.

References

Clutterbuck, D., Megginson, D. & Bajer, A., 2016. So, What is a Coaching Culture After All?. In: D. Clutterbuck, D. Megginson & A. Bajer, eds. *Building and Sustaining a Coaching Culture*. London: CIPD, pp. 3-18.

Cronin, N., 2019. *The Powerful Benefits Of Mentoring*. [Online]
Available at: <https://www.guided-ai.com/blog/mentoring-benefits>
[Accessed 2 May 2021].

Haden, S., 2020. *Coaching and Mentoring*. [Online]
Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet#6991>
[Accessed 12 April 2021].

Hicks, B., Carter, A. & Sinclair, A., 2013. *Impact of coaching on employee well-being, engagement and job satisfaction: research summary*, Brighton: IES.

Institute of Leadership & Management, 2021. *Coaching and Mentoring Qualifications*. [Online]
Available at: <https://www.i-l-m.com/learning-and-development/coaching-and-mentoring-qualifications>
[Accessed 4 May 2021].

Miller, K., 2020. *How Do Coaching, Mentoring, and Counseling Differ?*. [Online]
Available at: <https://positivepsychology.com/coaching-mentoring-counseling/>
[Accessed 1 May 2021].

Snape, J., 2018. The Coaching Mindset. *CIPD Coaching for Business Performance*, 12 September.

Weintraub, J. R. & Hunt, J. M., 2015. *4 Reasons Managers Should Spend More Time on Coaching*. [Online]
Available at: <https://hbr.org/2015/05/4-reasons-managers-should-spend-more-time-on-coaching>
[Accessed 28 April 2021].

Winfield, A., Greenburg, N. & Suff, R., 2020. *CIPD Podcast: Managing the well-being of remote workers*. [Online]
Available at: <https://www.cipd.co.uk/podcasts/well-being-remote-workers#gref>
[Accessed 23 April 2021].