University of York Coaching Scheme

Guidelines July 2014

Learning and Development
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Introduction to Coaching
This document outlines the principles and methodology underpinning the University’s approach to coaching.

Coaching is one of the most powerful developmental approaches available to individuals and organisations and is one of the many tools available to managers to help empower and develop their teams. However, there are many different models of coaching and there is frequently confusion about the relationship between mentoring and coaching. It is important to be clear about the University of York definition.

Coaching at the University of York is defined by the Institute of Leadership and Management as:

“the process of enabling individuals to acquire the knowledge, skills and techniques needed to perform effectively in their occupational role by motivating, inspiring, challenging, stimulating and guiding them. The coach must be able to recognise the needs of individuals being coached, develop coaching programmes appropriate to meet those needs, and help individuals achieve to their full potential.”

What is the difference between Coaching, Mentoring, Counselling and Mediation?
The University offers a variety of developmental support to employees. Quite often many of the skills and behaviours used are very similar although the purpose of the intervention is significantly different.

There are various definitions of all of these approaches. Rather than get into a debate about these definitions, what matters is that all those involved understand 'what is the purpose of the relationship' and are sure that the coach, mentor, counsellor or mediator has the appropriate mix of skills to support the goals, well-being and change that the individual is wanting.

What is the purpose of these various interventions at the University of York?

Coaching
Working with people in a coaching context is all about building a supportive and effective relationship to enable individuals or groups to make positive changes as part of either personal or professional development.

Whilst the University focus will be on professional rather than personal development, often we have to take a holistic view of a person to understand the context of their issues and understanding the important factors that will influence their mind set and motivation.
In coaching, the emphasis is on the future, on moving forward with skills development or personal goals and well-being.

**Mentoring**
The terminology of mentoring is often interchanged with coaching. At the University of York mentoring is an informal and supportive relationship where an experienced member of staff undertakes to assist a new member of staff to become fully competent in his/her role and to understand its context within the Department and the University.

Mentoring is a key element of the probation and career development support the University believes is important for new members of Academic staff.

**Counselling and Employee Assistance (CiC)**
Counsellors provide a service for people who are looking for support and treatment for a wide range of mental health and emotional issues, which can arise for any number of reasons. The University funds an independent, confidential counselling and employee assistance service which is available, free of charge, to all University employees plus spouses/partners and dependent family members. The service is available 24 hours a day, 7 days a week to offer information, support and counselling on a range of work and personal issues.

In addition to telephone counselling, face-to-face counselling and online resources, it provides:

- Cancer counselling
- Practical advice and information (debt advice, legal, financial and tax advice, information about family care and other every day matters)
- Management support

CiC can provide you with a referral for face-to-face counselling. If you and the telephone advisor decide that counselling may be helpful, you will be referred for a limited number of sessions (usually five) with a fully qualified counsellor. You will be matched with a counsellor most suited to your needs. Counselling usually takes place at the counsellor’s premises, close to your work or home, whichever is most convenient for you.

For more information visit: [https://www.york.ac.uk/admin/hr/employee_assistance/](https://www.york.ac.uk/admin/hr/employee_assistance/)

**Mediation**
Mediation is increasingly being seen as providing managers with an additional tool to deal with disputes between individuals in the workplace. Mediation seeks to provide an informal and
speedy solution to individual workplace conflict by offering a safe, confidential space for those involved to find their own answers with the support of a mediator.

The University also provides trained mediators to support other difficult conversations where colleagues feel this may be beneficial. This is not designed to replace day-to-day management conversations but can be used to support both parties if appropriate.

The University have recently trained a number of employees to be accredited mediators. For more information visit http://www.york.ac.uk/admin/hr/mediation/
Purposes of the Coaching Scheme and how they are applied

The Coaching Scheme is open to all staff and is one component of an integrated Leadership strategy to support and develop all people employed within the University of York.

Within these overall strategies, the Coaching Scheme aims to:

- Enable individuals and the University to develop, contributing to a culture of continuous development and learning
- Create personal growth opportunities
- Enable individuals to share knowledge, resources and institutional wisdom
- Encourage diversity, flexibility, creativity and innovative thinking within existing standards
- Contribute to meeting the development needs of talented people
- Contribute to increased employee retention and job satisfaction
- To help empower managers to manage their teams to achieve high performance
- To contribute to the development of a coaching culture within the university
- To improve and sustain the leadership capability within the University

When might Coaching be useful?

In Coaching the emphasis is on the future, on moving forward with skills development or personal goals and well-being. The Scheme will concentrate on developing learning within the context of the workplace.

Typical situations where coaching is particularly useful:

- For individuals new to their role or new to Higher Education
- To support change and development activities
- For individuals who may wish to develop more effective working relationships
- Post-training interventions
- Those who want or need to develop their performance or skills
The benefits of Coaching at the University of York

For individuals

- Improve knowledge and awareness
- Improve confidence and self-esteem
- Gain clarity and focus for their own development
- Influence a more positive mindset
- Increase motivation to take positive action
- Increase personal awareness and reflective practice to facilitate enhanced self-directed learning and self-regulation
- Increase own understanding of the University and its process and procedures
- Support change and personal development
- Career progression
- Increase job satisfaction
- An opportunity to receive safe and supportive feedback
- Developing new insights and methods of working
- Feeling valued that someone is dedicating their time and attention to them
- Gain a role model for their own leadership or personal development

For teams

- Increased motivation and enthusiasm
- New knowledge and thinking can be shared with others
- New ways of working could make for simpler more efficient process
- Networks can be shared and used to support team objectives
- They will feel valued as they see evidence the University values and develops its people in a supportive way

For the University

- Helps to recognise and share talent, knowledge and experience of our staff
- Increases staff retention
- Demonstration of people investment
- Encourages a nurturing transformational approach to people development
- Builds a learning culture
- Increase continuous evaluation and improvement of performance
- Improves communication and breaks down barriers
- Increases awareness of business needs and objectives
- Empowers staff to contribute effectively to organisational development
- Cost effective way to develop staff
- Improves customer service and satisfaction through more positive interactions with its staff
Principles of the Coaching Scheme

- All staff will have access to the scheme and will be encouraged and supported to undertake coaching activities where appropriate.
  - All applications need to be supported by a line manager

- The process will be triangulated between the coach/coachee and their line manager.
  - The coachee and their line manager will discuss expectations and desired outcomes prior to applying for the scheme
  - These outcomes will be recorded, shared and developed on with the coach
  - Formal evaluation against these outcomes will be conducted with feedback being sought from the coach, coachee and line manager

- Adequate time will be available, by agreement, within the working day for any eligible individual wishing to participate in the scheme. It is anticipated that sessions will last no longer than 60–90 mins and will take place every 4-8 weeks.
  - Coaching may also take place outside the working day, if this is preferred by the coach and coachee
  - There will be no limits on the time scale for coaching relationships, although it is not anticipated that they will last longer than a year

- Coaching relationships will be confidential and trustworthy.
  - The Coaching Scheme will have a Code of Confidentiality and Ethics
  - The Coaching scheme will operate independently of the Performance Review
  - The desired outcomes and any agreed actions will be shared by the coachee with their line manager
  - The Coaching Scheme will comply with the principles of the Data Protection Act

- The Coaching Scheme will be managed and monitored to National Standards by Learning and Development
  - All coaches will be accredited or working towards a minimum of the ILM Level 3 Certificate for Workplace Coaches
  - Learning and Development will match and continue to support individual coaching pairs as long as they are working together
Roles and responsibilities

Scheme Co-ordinator: Kate O’Sullivan, Director of Learning and Development

Responsible for:

- Agreeing resources needed for the scheme
- Supporting the Operational Co-ordinator when needed
- Overseeing an action plan for improvements to the scheme following the first year review

Operational Co-ordinator: Kate O’Sullivan, Director of Learning and Development

Supported by Susan Kane, Leadership and Management Development Advisor

is responsible for:

- Publicity and recruitment processes
- Matching coach and coaches
- Facilitation of related CPD training and supervision sessions
- Monitoring and reviewing the active coaching relationships

The Scheme Administrator: coaching@york.ac.uk

is responsible for:

- Sending through to the Operational Coordinator all requests for coaching as they are submitted
- Maintaining the databases of the coaching applications
- Maintaining the databases of the matches
- Maintaining a record of the coaches qualifications and CPD activity
- Providing statistical returns of numbers of active and inactive coaches
- The organisation of the coaching development workshops
- Sending out the documentation for the formal evaluation in the initial, mid and end stages of the coaching relations
- Circulating relevant information and updates on the scheme
- Informing the coach whom they have been matched with

The Coach

All coaches associated with the official coaching scheme are responsible for:

- Making the initial contact with their nominated coachees
- Maintaining a commitment to the coaching relationship
- Ensuring they are available and accessible to meet with their coachee
- Following the best practice principles of the University of York scheme
• Upholding the ethical code of practice for coaches and ensuring an appropriate contract for coaching is agreed at the outset, this will include and be in keeping with the confidential nature of the scheme.
• Ensuring they deal professionally with any identified relationship difficulties or conflicts of interest. Considering carefully the impact on themselves, the coachee, the organisation and the scheme, where appropriate seeking guidance from the Scheme Co-ordinator.
• Meeting with their assigned coaching supervision group once a term
• Attending a minimum of 2 CPD events facilitated with L&D each year
• Maintaining communication with the Scheme Co-ordinator and providing feedback connected with review and evaluation of the scheme

The Coachee
All coachees associated with the official coaching scheme will have responsibility for:

• Reading the initial briefings for coachees
• Setting the agenda and purpose of the coaching relationship based on the agreement with their line manager
• Maintaining a commitment to the process of the coaching relationship
• Taking the initiative in their own development and the translation of this back into the workplace
• Updating their line manager on the progress against the original outcomes identified and agreeing the support they may need in the workplace to apply their learning
• Keeping coaching appointments and ensuring that they are relevant and purposeful
• Ensuring they deal professionally with any identified relationship difficulties or conflicts of interest. Considering carefully the impact on themselves, the coach, the organisation and the scheme, where appropriate seeking guidance from the Operational Co-ordinator
• Maintaining communication with the Operational Co-ordinator and providing feedback connected with review and evaluation of the scheme

Line Managers
Line managers of coachees will be responsible for:

• Agreeing the relevance of the coaching scheme to individuals and supporting the application
• Ensuring coachees are supported in their participation of the scheme. Allowing them appropriate access to the required coaching meetings. This should be in keeping with the University guidelines (usually 60-90 mins once every 4-8 weeks) and where possible this time should be supported during normal working hours
• Respecting the confidential nature of the coaching relationship
Skills and behaviours of a Coach

The University of York has developed a workplace coach specification that highlights the key skills required to be an effective coach. These have been developed around guidance from the Association for Coaching competency framework and the European Mentoring and Coaching Council (EMCC) code of ethics. Whilst other skills will be used these provide a baseline for effective coaching within the University.

Workplace Coach Specification

- A good listener: prepared to be patient, attentive and understanding of others
- Able to be non-judgmental: not getting drawn in; offering your opinion or criticising even when you might have thought or behaved differently from the parties
- Open-minded: able to respond constructively to a wide variety of people, ideas and different ways of thinking
- Self Aware: sufficiently self aware so as to be able to effectively work with the coachee’s model of the world, not your own
- Personally Responsible: able to demonstrate continual personal development based upon self awareness
- Reflective: able to reflect on personal effectiveness as well as the improvement in the coachee and feeds this back as evidence of development
- Good at getting the best out of other people: a good communicator, able to encourage, prompt and be challenging when necessary
- Aware of issues associated with diversity and equality: having and showing understanding of prejudice and discrimination, harassment and bullying
- Able to maintain confidentiality: being prepared to work without disclosing details of cases, issues or behaviour before, during or after contact with employees, and able to resist pressure for inappropriate disclosure from individuals or groups within the University
- Professional: able to work in an organised way, keeping potential users of the service informed, and managing the small amount of administration which will be required
- Trust: able to build trust by involving others in deciding what needs to be done

The skills of a coach are set around the core areas of:

- Personal skills
- Communication
- Lifelong learning
- Personal organisation and commitment
**Figure 1 - The University Of York Coaching Scheme - Overview of the Coaching Process**

<table>
<thead>
<tr>
<th>Enquiries</th>
<th>Application</th>
<th>Matching Process</th>
<th>Initial Review</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching web page contains:</td>
<td>Complete application form</td>
<td>Within 4-6 wks of receipt the Co-ordinator will</td>
<td>Administrator to issue brief pro-forma post 3 months</td>
<td>End of Relationship</td>
</tr>
<tr>
<td>Guidance notes</td>
<td>Discuss and agree with line manager:</td>
<td>Identify potential coaches</td>
<td>for coach and coachee to complete</td>
<td>A formal online evaluation of progress against</td>
</tr>
<tr>
<td>Coachee briefing pack</td>
<td>Desired outcomes and record these on the application form</td>
<td>Contact coaches to check their availability</td>
<td>Confirm suitability of matching</td>
<td>the original outcomes with line manager, coachee</td>
</tr>
<tr>
<td>Application Form</td>
<td>Expectations of both parties</td>
<td>Issue their potential coach biographies to coachee</td>
<td>Progress</td>
<td>and coach</td>
</tr>
<tr>
<td>Any queries:</td>
<td>Frequency of sessions</td>
<td>Coachee will confirm with the Co-ordinator their chosen coach</td>
<td>Application in workplace</td>
<td>Identify any additional benefits from line manager or coachee</td>
</tr>
<tr>
<td>Email <a href="mailto:coaching@york.ac.uk">coaching@york.ac.uk</a></td>
<td>Support back in workplace</td>
<td>Administrator will inform Coach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ongoing Learning & Development support with enquiries, matching, co-ordination, review and evaluation of the scheme**
Overview of the Coaching Process

Referring to Figure 1 on page 11

Enquiries
The Coaching Scheme is open to all University staff who will benefit from it and the Scheme will actively seek to recruit a diverse range of coach and coaches.

Details of the scheme will be available on the Learning & Development website to enable individuals and line managers to consider whether this approach would be valuable.

Coachees will be able to apply to the scheme on a rolling basis. Applications will be processed within 4-6 weeks of receipt.

The criteria for the selection of coach and coachees are as follows:

- Their application meets the aims of the scheme
- They are supported by their line manager in their application to the scheme
- They agree to uphold the best practice guidelines for meeting and participation
- There is a suitable match available in the scheme

In addition to individuals requesting to be part of the scheme, there may be occasions in an employee life cycle that naturally lend themselves to coaching. This may result in individuals other than line managers suggesting this as a possible intervention eg:

- Induction
- Promotion
- Post-training event
- Return to work

Involvement of line manager
The role of the line manager is crucial in this relationship, both initially when identifying expected outcomes of the scheme with the individual, but also to enable any appropriate new learning to be applied in the workplace.

As a result the line manager is required to confirm support of the individual applying to the scheme and their role in this process, on the application form.
Matching process
Potential coachees will complete a standard application form, which is used as the basis for matching coaches and coachees.

Where possible line management support will be required to support all application. Where this is not possible advice should be sought from the Operational Co-ordinator.

As this is a rolling programme, applications will be considered within 4-6 wks of receipt at Learning and Development.

The application form will act as the main consideration in the matching process. Taking into account the individual development needs of the coachee against the skills and experience of the coach.

Matching will be made on the basis of the stated development needs of the coachee and the availability of a suitable coach. Suitable coaches will be approached to see if they are available for coaching before their information is provided to the coachee. Where possible up to 3 coaches will be identified and the final decision will be made by the coachee.

All proposed matches will be agreed with both parties on the outset and there will be opportunity to raise concerns over a match before commencing with a coaching relationship.

It is accepted that not all proposed relationships will be suitable and that it is possible that conflicts of interest may affect the potential success of coaching relationships. Where this is identified the scheme will attempt to make an alternative rematch for the coachee.

The Operational Co-ordinator will give feedback to individuals on their application, and will suggest alternative development options where individuals are not able to be matched though the scheme or other development options may be more appropriate to meet individual needs and expectations.

Initial Review
Within the initial 6-12 weeks of the relationship an initial review will take place. This will involve the coach, coachee and their line manager.

The coach and coachee will be required to complete a formal review sheet to comment on any progress against the original outcomes and comment on the suitability of their matching process. This can be done individually or during one of the coaching sessions.

The coachee will also be asked to discuss any impact the coaching is having with their line manager. This will be submitted to Learning and Development and all responses will be anonymised and collated.
Evaluation of the Coaching scheme

Coaching has benefits for the individuals involved and the University. It is therefore important to evaluate the effectiveness of this approach, elicit organisational learning and quality assure the coaching provision.

Individual coaching relationships will be evaluated regularly throughout three stages of the relationship

– Initial stages of the relationship, within 6-12 weeks of the matching and pairing process
– At the end of the relationship
– 6 months after the end of the relationship

The purpose of the evaluation is to ensure the relationships are forming well and that they are proving to be purposeful and successful.

In respect for the confidential nature of the scheme neither coach nor coachee will be expected to impart detailed information about the content of their relationship. They will however be required to give an overview of the main objectives, achievements and purpose of the scheme to assist the co-coordinator in proving the business benefits of the scheme.

The performance objectives of the Coaching Scheme will be to:

Achieve individual coachee objectives

This will be measured by:

- Comparing the initial learning needs identified on the individual learning plan with the outputs achieved. Feedback will be sought on the improvement from the coachee/coach and the coachee’s line manager.

To enable individuals within the University to share knowledge, resources and institutional wisdom

This will be measured by:

- Pre- and Post-scheme evaluation

To achieve an effective Coaching Scheme which adds value to the institution

This will be measured by:

- Pre- and Post-feedback from the individual line manager and the coachee