

## Coaching Skills Co-Design Themes

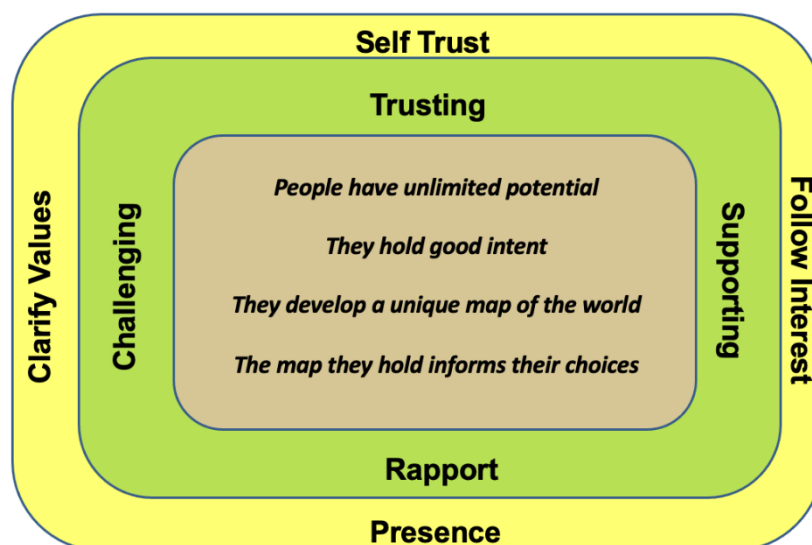
Coaching is “*The art of facilitating the performance, learning and development of another*”

(Downey 2003) Sometimes the interactions we experience don't develop our performance, learning and development. The pandemic has brought to the fore experiences of:

- Feeling overwhelmed without an end in sight.
- Reluctance to share / discuss the difficulties experienced for fear of overburdening others, showing vulnerability, opening our flood gates.
- The absence of opportunity and confidence to share experiences.
- A prevailing culture of fixing problems and people that might limit the potential in helping people to help themselves.
- Mind-sets that make difficult issues undiscussable (cultural, organisational, Professional and personal).

The elements of coaching invite us to connect with positive beliefs about people, characteristics of better conversations and their impact in terms of helping one another have presence in the here and now with perspective on ourselves and our situation. To follow our interests and curiosity. To clarify values (what matters to us). Developing trust or confidence in ourselves to act in accord with our values and interests.

### The Elements of Coaching



This description may appeal to some and for others it can seem at tension with their beliefs.

Examples include;

I have to solve my own issues, accessing help is a sign of failure.

It's in god's hands it's not for me to go against this.

I should respect and take the advice of my seniors.

I have to keep going to keep my head above water and don't have time or resource.

The conversations in co-design sessions modelled an important process of surfacing, appreciating and exploring beliefs. This created a sense of connection and potential in conversations and reflects the heart of coaching. Co-design sessions

also resonated with wider acknowledgement that we need greater diversity in coaching.

### **Six reasons diversity in coaching is vital People Management July 2020**

1. Diversity in coaching is about understanding the mindset of a coachee within a larger context of culture, religious belief, class and socioeconomic realities, not just the content of their coaching scenario or issue. It's the recognition that learning is happening at an individual level and in dynamic engagement with a wider system.
2. A homogenous group of coaches limits the capabilities of the coaching profession, containing it within the parameters of a smaller lens and a particular set of values. The coaching community should instead reflect the variety and diversity of employees.
3. The more diverse the talent pool of internal and external professional coaches, the more likelihood of providing a better match for all employees.
4. Increasing the diversity of coaches will also help dismantle barriers some employees face when seeking a coach – and contribute to a greater quality of coaching for all.
5. For some people, if they cannot find a coach that resembles them, their beliefs, their culture or other facets of their life, it may delay or prevent them from taking up an opportunity to be coached.
6. According to a recent study by Utopia, ethnic minority individuals feel they have to mask their true personalities at work. A lack of diversity among coaches means there is a real risk a coachee with an ethnic minority background may unconsciously edit which parts of their whole self they bring to the coaching relationship, and therefore unknowingly limit their overall experience.

## Organisational / System Readiness & Commitment

Organisational commitment, policies, structures and processes are important. Elements of coaching can be designed in at several important points.

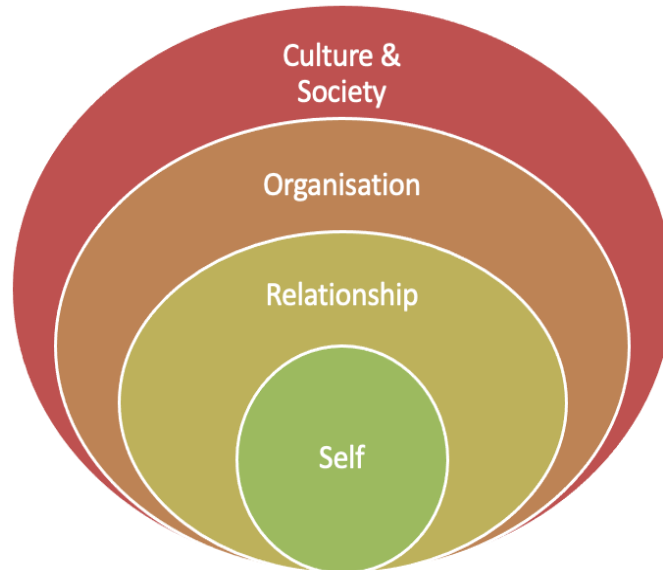
Element	Examples
Coaching is seen as a positive & developmental approach to help people learn, grow and succeed.	Raising awareness of the importance of working with strengths / assets & values to unlock the potential in people. Shifting perspectives of Coaching from indulgences for the elite or sometimes problem staff, to an appreciation of coaching as an enabler of inclusive cultures where people can fully contribute.
Executive leaders access coaching & promote its wider application.	Executives access ongoing coaching to support their wellbeing, performance & personal development. Executive feedback highlights the scarcity of quality thinking time accompanied by constructive support & challenge. Coaching is of proven value to aspirant & new directors as well as those navigating complex change.
Key leaders & stakeholders value the contribution of coaching to organisational & system goals.	Engaging & supporting organisational leaders in their strategic deployment of coaching principles & capability to address key priorities. This includes holding coaching principles in relationships between commissioners, system partners, regulators, colleagues and service users.
The organisation has a credible internal Coaching resource championing, practicing, modelling & advocating.	Internal Coaches model important & needed values & behaviours within a system. They champion & advocate Coaching approaches in everyday interactions. They build coaching into their day job and provide valuable coaching service within the system. Coaches reflect the diversity of their organisations.
Coaching is described in relevant organisational policies & processes.	Processes such as organisational performance management, induction and appraisal are redesigned using Coaching principles to create both learning & accountability. Models of care used are enhanced using coaching principles
Managers & all staff are trained & supported to use Coaching skills in their work.	Coaching skills (Including Team Coaching) offer those leading & influencing day to day delivery to raise ownership, learning & performance using coaching approaches as a systemic leadership style. Coaching skills are built into organisational training.
Engaging Clinical Supervisors	Engaging those responsible for clinical supervision to capture the system learning generated in supervision. ensuring the model of supervision used includes systemic and person centred principles.
Coaching values & approaches characterise relationships with clients & service users	Skills and awareness raising for staff in health coaching skills. Health Coach training to provide services to patients/ clients. Designing & redesigning services to reflect health coaching principles

Co-design conversations highlighted multiple opportunities / needs to develop coaching skills. This highlights the importance of identifying readiness and opportunity.

## The difference people can make

A coaching approach is fundamentally about increasing capability to create change that enables people to live fulfilling lives in alignment with their values. Wellbeing, inclusion and meaningful connections between people go hand in hand with coaching. Coaching enables people to change themselves, their relationships, their organisations and their culture and society.

# Coaching is System Change

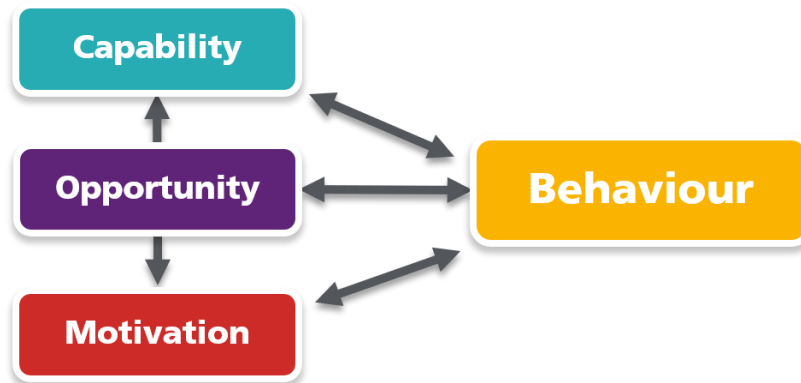


*"Yesterday I was clever, so I wanted to change the world.  
Today I am wiser, so I am changing myself"*  
Rumi

Co-design conversations explored the blocks and opportunities to engaging in coaching. Many of the blocks were internal reflecting themes of confidence, anxiety and entitlement. Reducing these raises engagement and the potential for change in relationships, organisations and culture suggested above. Co-design also highlighted people in the conversation had opportunities to create leverage at multiple levels. Some wished to support staff directly, others had interests to change processes and systems that would benefit staff and their service users.

## Blocks to inclusion

The COM B Model offers an interesting way to consider the blocks and enablers of change. In this case coaching.



**Capability** is the physical and psychological capability to engage in new behaviour.  
**Opportunity** includes Physical Opportunity: opportunities provided by the environment, such as time, location and resource • Social Opportunity: opportunities as a result of social factors, such as cultural norms and social cues  
**Motivation** includes, Reflective Motivation: reflective processes, such as making plans and evaluating things that have already happened • Automatic Motivation: automatic processes, such as our desires, impulses and inhibitions

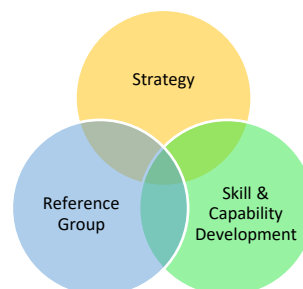
Despite over a decade of investment in coaching in the NHS and to a lesser extent in the wider care sector. We often meet people and groups who say they have never heard or considered coaching. We also listen to descriptions of glass ceilings and cultural norms that subtly exclude. We suggest using the COMB model to help identify and address blocks to coaching for seldom heard voices. The table below is purposefully incomplete to invite your contribution. We would value your perspectives.

### COM B model for your contribution

Element	Blocks	Bridges
<b>Capability</b>		
Physical		
Psychological		
<b>Opportunity</b>	.	
Physical	Capacity to protect time. Access to skills training.	
Social / Cultural	Coaching often associated with senior roles Religious beliefs Awareness of opportunity	
<b>Motivation</b>		
Reflective (plans intentions)		
Automatic (desires, impulses)		

## Options

Options presented here reflect an interdependency between ICS strategy, a representative reference group and interventions that raise skills and capability at differing system levels



### 1. System / Organisational Support - Developing a coaching culture / strategy

Hawkins and Smith suggested a framework for development of a coaching culture in organisations. A coaching culture is characterised by person centred values and inclusion. We have adapted the framework for use in the care sector (page 3) and can offer strategy workshops or specific support and advice in the wider development of cultures that enable growth.

### 2. A coaching reference group

Coaching networks exist at regional and city level. For this work we propose a reference group with a focus on:

- Developing a COMB baseline appreciation of the barriers to coaching that informs strategy (p. 5).
- Developing cultural sensitivity in coaching by elaborating principles for inclusion in skills and coach training.
- Development of culturally sensitive coaching models. An example of the Ershad model which is sensitive to Islamic beliefs is shown opposite.
- A reference group would inform wider hub wellbeing strategy and develop synergy and integration with local coaching networks.



### 3. Inspiring through shared experience

We have diversity in our coaching resource but not enough. We also have examples of diversity in our coaching clients although their stories have limited audiences. Video & written examples that tell a story of coaching and its benefits could be developed to balance the image of coaches and coaching and encourage wider engagement.

### 4. Skills training

There is always a need for skills training and our proposal is for virtual or face to face delivery over four half days with interim space for practice and reflection. Training will incorporate learning from the reference group to offer a

product that develops cultural sensitivity and skills to coach across cultures. We are aware that a number of organisations have coaching skills training products including Better Conversations (Leeds) and Manager as Coach (various). This product could be assimilated in existing products to avoid duplication and raise engagement.

We envisage two target groups for skills training

**For anyone** – open or closed programmes where there is no access to in-house provision.

**For trainers** – Sustainable skills development is facilitated by internal training capability. Our training products offer opportunity for those with skills, capacity and aligned values to develop as trainers alongside our delivery team.

#### **5. Targeted capability development**

Working with specific groups / services to support the capability development they identify. Examples could include,

Social prescribers working with diverse client groups.

Specific specialist services wishing to develop greater engagement and ownership in service users.

Supervisors and managers.