



# **NHS England Coaching and Mentoring Guide for Patient and Public Voice Partners**

## Purpose of the Guide

This guide intends to provide an explanation of:

- What is meant by coaching and mentoring and what makes them different
- How a coaching offer to patient and public voice partners is being developed in NHS England
- The benefits of the relationship to both the coach, mentor, coachee and mentee
- How the relationship is established and sustained
- How to have coaching or mentoring conversations

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## Contents

What is Coaching? .....	2
What is Mentoring?.....	2
The Benefits of Coaching and Mentoring.....	2
Why offer Coaching and Mentoring in NHS England for Patient and Public Voice Partners?....	2
The NHS England Coaching and Mentoring Offer.....	3
How Coaching Differs from Mentoring.....	4
NHS England Coaches and Mentors.....	5
For Coaches and coachees .....	6
For Mentors and Mentees .....	7
The Coaching and Mentoring Relationship .....	8
The Process of Coaching and/or Mentoring .....	9

## What is Coaching?

There are many definitions of coaching, but the following provides a comprehensive view of what coaching is and can deliver.

*“Developing a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual’s private life. It usually lasts for a short period and focuses on specific skills and goals.”*

### **Chartered Institute of Personnel and Development**

Coaching is a cyclical process of enhancing the other persons’ awareness of ‘what is really going on’; guiding them to choose responsibility for the actions they will take to achieve their personal goals and helping them to evaluate the consequences. It is about helping individuals to have productive conversations that are action orientated so that the individual can learn from their own actions. It is less about telling people how to do something and more about enabling and building the capabilities they need to achieve their goals.

## What is Mentoring?

*“A mentor provides support by offering information, advice and assistance in a way that empowers the mentee”*

### **The mentoring manual, Julie Starr**

Mentoring is a dynamic, supportive relationship between two individuals which exists to develop the mentee either within their current role or for the future. Mentoring differs from coaching in that it takes a holistic view of the mentee, is an on-going relationship and the agenda is usually set by the mentee with the mentor providing support and guidance.

## The Benefits of Coaching and Mentoring

Benefits of both coaching and mentoring can include the following:

- More effective leadership
- Reduced sickness absence
- Increased productivity
- Improved outcomes
- People better equipped to manage change
- People feeling more motivated
- Greater role satisfaction
- Greater engagement
- Increased self-esteem and confidence

## Why offer Coaching and Mentoring in NHS England for Patient and Public Voice Partners?

NHS England’s purpose is to create the culture and conditions for health and care services and staff to deliver the highest standard of care and ensure that valuable public resources

are used effectively to get the best outcomes for individuals, communities and society for now and for future generations.

Key roles include:

- Allocating resources to Clinical Commissioning Groups and support them to commission services on behalf of their patients, according to evidence-based quality standards
- Directly commissioning primary care, military health, offender health and specialised services including high security psychiatric services
- Taking autonomous decisions about how best to allocate commissioning resources, remaining accountable for ensuring expenditure remains within limits set by the Secretary of State for Health
- Focusing on achieving equal access to health services, designed around the needs of the patient, for which it will be held to account by Ministers and Parliament
- Delivering improved patient outcomes.

As part of employee development to support staff to deliver the above, NHS England offers an employee coaching and mentoring scheme and holds a register of accredited coaches and trained mentors.

Putting patients at the heart of what we do is central to NHS England's values. Working together with patients and the public is a core part of the NHS Constitution and our business objectives. Involving patients and the public is a requirement of NHS England under section 13Q of the Health and Social Care Act 2012, but more than that, evidence shows that working together brings about better commissioning and higher quality services.

NHS England works directly with Patient and Public Voice (PPV) partners in a wide range of ways. We hold public events and workshops, we engage via surveys, online discussions, these are often one-off events or short task and finish approaches. We also undertake more structured work with our PPV partners. We recruit people to join our governance committees and program working groups; they often hold these roles for one to two years.

The NHS England Public Participation Team offers a suite of learning and development offer to PPV partners to support them in their roles. The offer includes a wide range of support and learning opportunities. The purpose of these resources is to help people to engage as effectively as possible with NHS England and support them in the challenges this may bring. This coaching and mentoring programme forms part of this offer. We know that coaching and mentoring can support our PPV partners to improve their effectiveness in their roles in the same way it supports our employees.

### **The NHS England Coaching and Mentoring Offer**

NHS England is keen to offer and develop formal coaching and mentoring to support PPV partners. The places available are aimed at people who are currently volunteering with NHS England, Clinical Commissioning Groups (CCGs) or are supporting transformation programmes in Sustainability and Transformation Partnerships (STPs) or Integrated Care Systems (ICSs) on a regular basis and wish to access support or develop their strategic and practical skills further. There will be one initial face to face meeting at an NHS venue and then the coaching or mentoring will be delivered by telephone. The coaches and mentors will be from the NHS England internal register. The coaches and mentors will

contact the coaches and mentees so that no costs are incurred by the coaches or mentees. Any costs incurred regarding the initial face to face meeting will be covered by the Public Participation Team via the normal expenses process.

The information in this guide will help you to identify whether coaching or mentoring is the most suitable form of development to meet your needs. There is often confusion between coaching and mentoring therefore the table below provides some clarity around this.

### How Coaching Differs from Mentoring

The following table provides an overview of the key differences between coaching and mentoring:

	Coaching	Mentoring
<b>Focus</b>	Narrow focus, structured. Has clearly defined goals, outcomes and measures	Broad perspective of the person, free form. Has broad context – less likely to have hard or defined measures
<b>Intention of Intervention</b>	The goal is to improve an individual's performance or enhance high performance	The goal is usually to support a person in their career and personal development or problem solve (which may have an impact on their performance at work)
<b>Content</b>	The agenda is typically set by the individual  Non-directive, coach resists urge to give advice	The agenda is usually set by the mentee with the mentor usually providing support and guidance to prepare them for future roles  Is directive, gives advice and guidance
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>• Coach doesn't require specialist knowledge or experience</li> <li>• Facilitates</li> <li>• Uses reflections and feedback without judgement or opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor has specific experience – has worn the t-shirt</li> <li>• Teaches and gives help, ideas, suggestions and advice based on own experience</li> <li>• Provides opinion and judgemental feedback</li> </ul>

## **NHS England Coaches and Mentors**

NHS England has a number of employees who are qualified coaches and trained mentors.

All coaches need to demonstrate that they are qualified to the Institute of Leadership and Management (ILM) Coaching Level 5, or equivalent, and meet European Mentoring and Coaching Council (EMCC) [Global Code of Ethics](#). They will need to attend an NHS England induction process which ensures that our coaching service reflects NHS England Values and Behaviours and meets internal governance standards.

All mentors need to have attended a one-day mentor development workshop delivered internally within NHS England and work within the EMCC Global Code of Ethics. Many have also graduated from NHS England's line management development programme.

All coaches and mentors are provided with access to supervision and on-going development opportunities.

The Director of Organisational Development is accountable for the coaching and mentoring service and has overall responsibility for maintaining its standard and availability.

## For Coaches and Coachees

### Expectations of coaches

Coaches often describe their role as providing a unique and privileged position. The role is often dependent on each individual's expertise and experience, their style and preferences for working.

A coach who is part of the NHS England Register will be expected to:

- Adhere to the standards and guidelines for practice outlined by the EMCC Code of Practice
- Maintain the coaching focus on the coachee's learning goals
- Contract effectively with their coachee and in line with best practice
- Prepare relevant action items for all coaching meetings
- Role-model effective leadership practices
- Apply adult learning principles during coaching
- Offer truthful and relevant feedback
- Create an environment that supports exploration and change
- Make appropriate referrals to other resources when they are not the best source for additional assistance
- Maintain a portfolio of professional development which captures supervision and CPD undertaken
- Participate actively in all meetings and CPD as agreed by the Coaching Community of NHS England
- Participate in organisational evaluation of the coaching service.

### Expectations of our coaches

- Commitment to the process of coaching, including completing the actions agreed with the coach

- Willingness to explore and be open minded about your learning and the contribution coaching can make, willing to be vulnerable and take risks
- Maintain an open attitude toward experimenting with new perspectives and behaviors
- Transfer learning gained through coaching to your work with NHS England
- Personal responsibility to provide feedback to the coach after each session and to contribute to longer term evaluation of the service
- Focus on your own growth within the context of your current and future roles
- To work in a way that is mutually respectful, abiding by and holding true to the contract
- Seek feedback from others about the results of your coaching

### What you can expect as a coachee

- The coach will meet NHS England agreed level of competency (ILM 5 or equivalent)
- The coach will develop a contract for learning with the coachee that will explain what can be expected in relation to confidentiality, development and action towards achievement of objectives
- Coaching will be delivered on a one to one basis
- The coach will focus purely on the client and will manage any internal distractions from ongoing work issues
- The coach will commit to meetings and will not cancel these because of job pressures
- The coach will work to the EMCC Global Code of Ethics and NHS England Information governance guidelines.

## For Mentors and Mentees

### Expectations of mentors

As a mentor you will play a key role in helping people achieve their potential.

Your role as a mentor is to:

- Help mentees manage their learning and career development;
- Challenge and support mentees to consider opportunities and challenges;
- Ask probing and stimulating questions to identify personal strengths and weaknesses;
- Help mentees believe in themselves and boost confidence;
- Talk about the big picture and provide guidance that mentees may otherwise not consider;
- Provide clarity and answer questions where requested;
- Share personal stories and learning;
- Act as a sounding board when mentees have major decisions to make and need to talk them through;
- Act as a gateway to other people and knowledge.
- Commit to meeting/talking to your mentee(s) on a regular basis
- Help your mentee(s) challenge their thinking and achieve their potential
- Share skills, knowledge, experiences and resources

- Serve as a role model
- Respect the mentoring contract and maintain confidentiality
- Follow The EMCC Global Code of Ethics

### Expectations of mentees

- Your role as a mentee is to use your time with your mentor to best effect. Be clear what you are seeking advice on, be prepared for discussions and stay connected.
- Be proactive
- Identify what you would like to achieve through mentoring
- Be specific about your needs and what you would like your mentor to provide
- Respect the mentoring contract
- Take the initiative in organising meetings and agreeing agendas
- Be receptive to feedback
- Accept responsibility for your development and progression
- Keep in touch with your mentor
- Contribute to the evaluation of the mentoring.

### What you can expect as a mentee

- As a mentee you will have access to a member of staff who is willing to give their time and share their expertise and/or knowledge to support your development.



## The Coaching and Mentoring Relationship

The quality of the coaching or mentoring relationship is a key element of success. The coach/mentor creates a safe environment in which the coachee/mentee can feel comfortable taking the risks necessary to learn and develop. Each coach/mentor will provide:

- Contact details
- Details of their areas of expertise and style of working

### Establishing the relationship

The coach/mentor and coachee/mentee will hold a face to face conversation to jointly agree they are happy to work together and form a contract of their expectations of working together, confidentiality, frequency of meetings, coaching goals and how these will be evaluated.

### Frequency of meetings

This will be agreed between the coach/mentor and coachee/mentee, but should be timed to provide the coachee/mentee sufficient space to complete the actions identified. The frequency of meetings will be agreed to the mutual learning and benefit of the coach and coachee. The meetings will begin in January 2019.

### Maintaining the relationship

The coaching/mentoring relationship will include 6 hours of coaching usually spread over four 1 ½ hour sessions with an additional initial 1-hour contracting meeting. Effective contracting is the foundation to maintaining a positive coaching/mentoring relationship, but there are factors which will also enhance or potentially damage it; these will usually occur where either the coach/mentor or the coachee/mentee has failed to deliver or meet expectations (as identified above).

### Ending the relationship

The coaching/mentoring relationship will be expected to finish after the four sessions are complete. Occasionally, the coaches/mentee meet their goals sooner and so may choose to end the relationship when the work is complete. However, there may be a situation where either the coach/mentor or coachee/mentee, on reflection, decides that the coaching/mentoring relationship is not as productive as it could be and so either party may seek to end the coaching/mentoring before the sessions are complete. Where this occurs, there is an expectation that either the coach/mentor or coachee/mentee will enter into an honest and supportive conversation that will allow the coach/mentor or coachee/mentee to maintain their dignity and respect.

### Evaluation of the Service

At the end of a coaching/mentoring relationship the Public Participation Team will evaluate the success of the coaching/mentoring pilot by using questionnaires. Information gained from this exercise will be used to develop and make improvements to the service.

## The Process of Coaching and/or Mentoring

- On receipt of application forms NHS England will check eligibility and also consider the information provided by the sponsor.
- People who meet the criteria will be required to attend a webinar to ensure they are clear about what they wish to gain from accessing a coach or mentor and after this confirm they wish to proceed and are clear about what they want to seek support with.
- We will allocate places and match people with coaches/mentors based on need and up to the numbers of places we have available per year.
- Ideally, we will match people who live in the same region but this may not be possible as we are making this offer nationally and our coaches/mentors and partners live in all parts of the country.
- We will operate a waiting list system as necessary.
- Once a coach/coachee or mentor/mentee are 'matched' both parties will be e-mailed and their contact details shared so that they can begin the communication process.
- It is good practice to start with an informal 'without prejudice' discussion where you can talk through what you are hoping to get from the coaching/mentoring relationship, and what your prospective coach/mentor thinks they can bring to the relationship. This is an opportunity to talk through the issues below. It is a chance to clarify and, perhaps, change what you are seeking.
- Be honest about what you are seeking from the relationship. Is it a particular perspective? Particular experience? Help with a particular development area you have already identified? Your coach/mentor needs to understand what you are seeking if they are to form an honest view on whether they feel able to help.
- In addition to being clear about what you do want to cover, it also helps to be clear about any territory you want to declare 'out of bounds'.
- Be realistic about the time commitment, recognising other pressures. Allow enough time between meetings to follow through any actions you may have identified. For the purpose of this pilot all coaches have committed to four 90-minute coaching sessions, however, you will need to agree when these will be. Be clear about who is to schedule your meetings.
- Be realistic - don't try to address too many issues at once. Remember, your coach/mentor is there to help you identify your goals and ways for you to address these.
- Agree who takes a note of the actions you have decided to pursue at each meeting – usually this would be the coachee/mentee.
- Make time at each meeting to discuss whether the coaching/mentoring relationship is still working?
- All coachees and coaches will be accountable to these ground rules.

- Unscheduled contact should be agreed by both the coach/mentor and coachee/mentee. How often can your coachee/mentee call? Is it OK for them to call you?
- Unscheduled contact should be agreed by both the coach/mentor and coachee/mentee. How often can your coachee/mentee call? Is it OK for them to call you?
- Remember, a coach/mentor is a facilitator, a supporter and a resource. Only the coachee/mentee can make change happen.
- What happens in between coaching/mentoring sessions is more important than what happens in coaching/mentoring sessions. Coachees/mentees are expected to uphold the commitments they make with regards to work in between sessions.
- Conversations are confidential (unless concerns are raised over safety or legality of actions by the coachee - in these circumstances the coach/mentor would discuss the issue in the first instance with their supervisor).
- When information needs to be conveyed to others, the coach/mentor will support the coachee/mentee in doing that, but will not be the direct communicator.