

# Report

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Report to:	<b>Employee Issues Forum</b>
Date of Meeting:	<b>20 March 2018</b>
Report by:	<b>Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Employee Development - Coaching</b>
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## 1. Purpose of Report

1.1. The purpose of this report is to:-

- ◆ advise the forum of the benefits of coaching as a Learning and Development intervention for employees and of the intention to increase awareness of the provision within the Council

## 2. Recommendation(s)

2.1. The Forum is asked to approve the following recommendation(s):-

- ◆ that it be noted that the Council's Coaching provision forms a valuable strand of our Employee Development Strategy

## 3. Background

3.1. The Council has offered a small number of employees within the Council one to one coaching for several years. It is conducted by the Council's accredited internal coach within the Corporate Learning and Development team.

3.2. Additionally, the Council is part of the Scottish Coaching Collaborative (SCC), a public sector partnership delivering coaching and coaching training across the public sector. The Council's internal coach is the Council's representative in the SCC delivering coaching across the public sector. This reciprocal arrangement allows senior employees to receive coaching from an external coach at no cost.

## 4. Coaching - Benefits

4.1. Working with a coach will provide an employee valuable time and space to discuss leadership, management and organisational issues and work on the things that are important to the individual. Coaching gives an opportunity for constructive reflection with someone who will be open, honest and impartial.

4.2. By embarking on coaching, an employee will have the opportunity to:-

- ◆ gain fresh insight into their world of work from an impartial person
- ◆ gain a confidential adviser to sound out their ideas
- ◆ challenge their own accepted wisdom and mindset
- ◆ discuss problems with particular people or identify a shortfall in skills and how these might be resolved
- ◆ discuss alternative strategies and how they might be implemented
- ◆ draw upon their coach's experience
- ◆ find out about new networks and alternative sources of information

- ◆ critically evaluate their work/life balance and how to prioritise the demands upon them

## **5. How Coaching Works**

- 5.1. Coaching is a structured process where time is given to talk through ideas, issues and situations. Coaching sessions usually last between 1½ to 2 hours, including time to agree on action points for the next meeting.

A variety of coaching tools and techniques are available to help the individual establish and work through their learning goals. The style and structure of their coaching sessions will be determined by their preferred learning style, the signature style of the coach, what is appropriate for the topics they bring and the outcomes they require.

## **6. The Context for Coaching in the Council**

### **6.1. Constant Change and Demands**

Resources are faced with constant change and demands on resources and time and it is recognised that creating a culture of continuous improvement is essential if we are to meet the challenges we face. Continuous improvement means we have to be flexible, fluid and able to learn and adapt both collectively and individually. Coaching, as a targeted development intervention, provides focussed support for individuals adjusting to the demands of an ever-changing environment.

### **6.2. Individual Responsibility for Improvement**

A culture of improvement relies on a sense of personal responsibility for all involved and affected. For this to be achieved it can be safely assumed that learning holds a key to how someone accepts, responds and behaves within a change context. Coaching supports intellectual understanding and emotional commitment to change. It supports individuals to commit to the ethos of continuous improvement and strengthens activity in this area.

### **6.3. A Strategic Investment in Our Workforce of the Future**

Coaching offers an opportunity to support and challenge leadership and management development, rising stars, succession plans and therefore the confidence, capacity and capability of our future successors.

### **6.4. Individual Responsibility for Development**

There is an increasing need for individuals to take greater responsibility for their personal and professional development but if individuals are to take responsibility, they need support and advice. Coaching helps individuals identify development needs, plan development activities and support personal problem solving.

### **6.5. From Profession Specialist to Manager/Leader**

We need to invest in supporting individuals through the transition experience when taking up new and very different roles such as manager/leader. Newly promoted individuals often have to make large step-changes in skills, responsibilities and performance because of the higher and broader requirements of their new roles. Coaching has been proven to support people through challenging transitions and to reduce the negative impact on performance that can be experienced.

## **7. Coaching Training**

- 7.1. The Council's internal coach also provides training for managers looking to develop a coaching approach as part of their own development in leadership and management.

- 7.2. The coaching skills workshop provides an:-
- ◆ understanding of the purposes and principles of coaching;
  - ◆ appreciation of the core competencies and skills of coaching;
  - ◆ understanding of the models used to structure the coaching conversation;
  - ◆ ability to identify areas where you could apply coaching conversations or adopt a coaching approach to get a better outcome
  - ◆ understanding of how to apply a coaching style to engage and involve others in a change process

## 8. Different Types of Coaching

- 8.1. Individuals need different types of coaching at different times in their careers and in turn, this means that they need a different type of coach.

As a rule it is normal for 'coaches' with different levels of qualification and experience to undertake different types of coaching including:-

- ◆ Line manager as coach – skills and performance coaching
- ◆ Internal coach – performance and transition coaching
- ◆ External coach – transitional and transformational coaching

This Coaching Capability Framework confirms and determines the definitions above.

- 8.2. **Skills Coaching** – used to develop a specific skill the individual needs to do their job. For example, the coach may focus on specific tools and techniques to develop their negotiation strategy and methodology. This type of coaching is actually more like instruction as the focus is on showing someone how to do something rather than coaching them in finding the answer for themselves, which is the basis for the other types of coaching.
- 8.3. **Performance Coaching** – used to help someone deliver a specific performance goal within his or her job. For example, to increase productivity in a team, coaching may focus on identifying the key activities that need to take place for this to happen and the enablers and barriers to these. The coachee would usually commit to specific actions in between sessions and the coach would review their progress against these, namely working on anything that was getting in the way, such as time management, available resources or their confidence.
- 8.4. **Transition Coaching** – used when someone is required to make a significant change within his or her job. In cases where there is a requirement for a different level of performance from the coachee, the coach may work with them on identifying the key differences, what they need to develop to be able to deliver against these and the enablers and barriers to doing this.
- 8.5. **Transformational Coaching** - used when a key behavioural shift needs to take place. This type of coaching is usually in the area of personal growth such as building self-esteem or changing unproductive behaviours. This type of coaching is also used to support senior executives and managers to work effectively and productively at their level in the organisation.

## 9. Employee Implications

- 9.1. There are no implications for employees arising from the information presented in this report.

## **10. Financial Implications**

10.1. The production of a robust and resilient workforce plan with supporting people and learning and development strategies will demonstrate a clear link between the Council's Financial Strategy and its approach to learning and development.

## **11. Other Implications**

11.1. There are inherent risks to the Council in not ensuring that employees are developed and equipped to carry out their work.

## **12. Equality Impact Assessment and Consultation Arrangements**

12.1 This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

12.2 There was no requirement to undertake any consultation in terms of the information contained in this report.

12.3 Trade Union colleagues are aware of the Coaching strategy through the Lifelong Learning Advisers Group

**Paul Manning**

**Executive Director (Finance and Corporate Resources)**

16 February 2018

### **Link(s) to Council Values/Ambitions/Objectives**

- ◆ Accountable, effective, efficient and transparent
- ◆ Focused on people and their needs
- ◆ Excellent Employer

### **Previous References**

None

### **List of Background Papers**

None

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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