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**CMI Level 7 Certificate in
Leadership Coaching & Mentoring**
November 2023
Leadership Coaching and Mentoring Skills
Unit 7020

Welcome Back!



- Agenda and Timings
- Recap, what did we cover last time
- Days 1 and 2 reflections
- Skills practice and impact
- Professional registrations – CMI and AC
- Co-coaching Sets
- What's next?



Attitudinal Foundations



ATTITUDINAL FOUNDATION	DESCRIPTION
NON-JUDGING	Impartial witnessing, observing without evaluation and categorisation.
PATIENCE	Allowing things to unfold in our own time, patience with ourselves and others.
BEGINNER'S MIND	Seeing things as if for the first time, being receptive to new possibilities.
TRUST	Trusting both oneself and the process.
NON-STRIVING	Non goal orientated, remaining unattached to the outcome or achievement.
ACCEPTANCE	Open to seeing and acknowledging things as they are. It does not mean approval.
LETTING BE (rather than letting go)	Non attachment and the ability to put aside the tendency to elevate some aspects of our experience and to reject others.



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Group Contract

- Confidentiality
- Non judgement
- Respect
- Individuality
- Honour uniqueness
- Open minded
- Vulnerability
- Say it out loud, not hiding
- Support, have each others back
- Listening
- Empathising
- Being, feeling heard
- Self development, growth
- Honesty
- Trust



Unit 7020



This unit is about developing skills and practices that support coaching and mentoring activities across the organisation.

Learning Outcomes

1. Understand how coaching and mentoring programmes support business objectives
2. Understand the implementation of coaching and mentoring to achieve organisational objectives
3. Be able to devise an implementation plan
4. Be able to evaluate the impact of the coaching and mentoring plan
5. Understand how to develop skills as a leader in coaching and mentoring



Fundamental Coaching Skills

Starr (2015)



Hot and Cold Questions

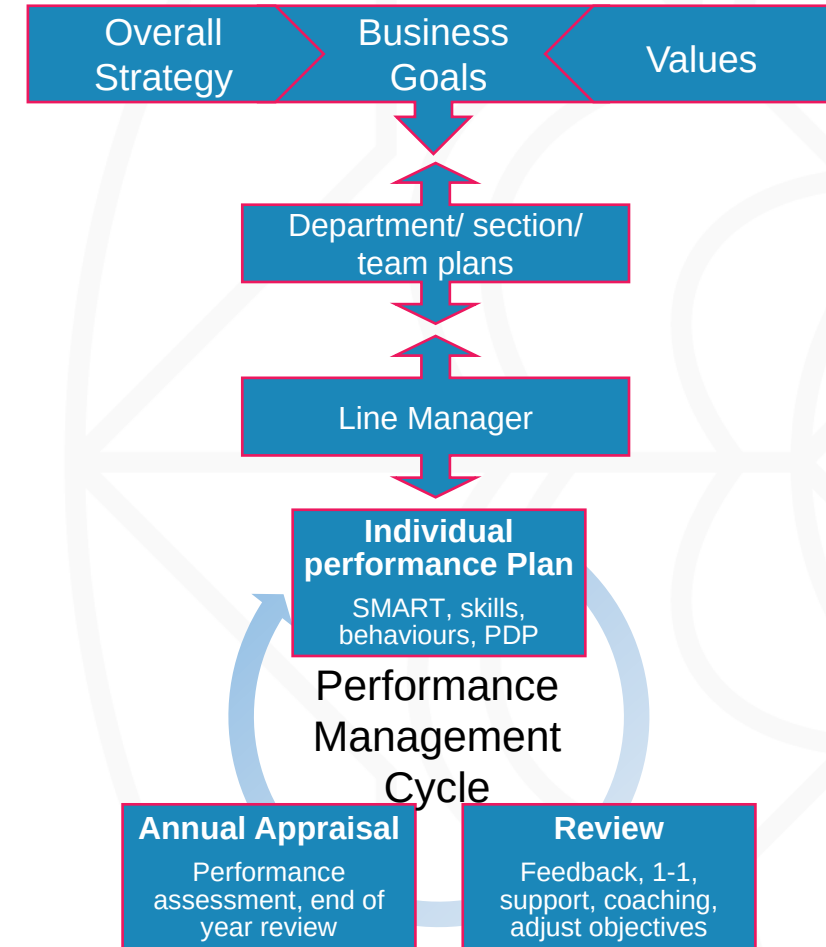


1. Volunteer explains their challenge / opportunity in context and what they'd like to gain from the session.
2. Group ask any clarification questions.
3. Group start round of questions, volunteer to make a note of each question. Continue until questions are exhausted – remember in coaching, our questions are aimed to unlock new thinking.
4. When questions are exhausted, volunteer to review the list and pick the 'hottest' ones to answer.
5. Volunteer to answer questions and explain what action they will take on the back of this.
6. Volunteer to feedback on 'hot' and 'cold' questions – what made a question 'hot' and what made another 'cold'?

Coaching Skills Practice: Effective Questions

The aim is to help your coachee gain as much insight into their personal challenge / opportunity as possible in just 15 mins. Reflect back using clean language and give feedback on 'hottest' questions.

Golden Thread



Boundaries of Practice in Coaching



- What might be an 'alarm bell' to a coach/mentor?
- How would you best support a coachee who may benefit from therapy/counselling?
- How can we be sure that coaches/mentors engaged in/with our organisations are adhering to best practice and not operating outside of the boundaries of practice?

Best Practice: Coaching in Organisations



Group 1 Activity –

- Share your thoughts about the Code – what are some of the key themes coaches need to be mindful of when entering into a coaching relationship?
- Draw up a short (one page) Code of Ethics for coaching colleagues in an organisation. Any particular areas you may need to emphasise?
- Present your Code of Ethics back to the group.

Group 2 Activity –

- Share your thoughts about the Coaching Competencies – how can you establish and maintain professional standards of coaching in the organisation?
- Draw up a short (one page) Guidelines and Protocols document for maintaining standards of coaching in an organisation. What might you need to consider?
- Present your Guidelines and Protocols back to the group.

Ethical Dilemmas – Things to Consider...



1. Boundaries – when to coach, when not to coach
2. Dual relationships – for example, ring-fencing coaching from performance management, whilst still being able to use a coach approach to performance management conversations
3. Confidentiality – keeping their stuff between the two of you
4. Conflicts of interest – your duty of care towards them vs your obligations to the wider organisation

Task: Break into 2 groups, brainstorm all the ethical issues you might need to consider as managers, coaching colleagues in CTNW, and write a typical ethical dilemma for the other group to address.

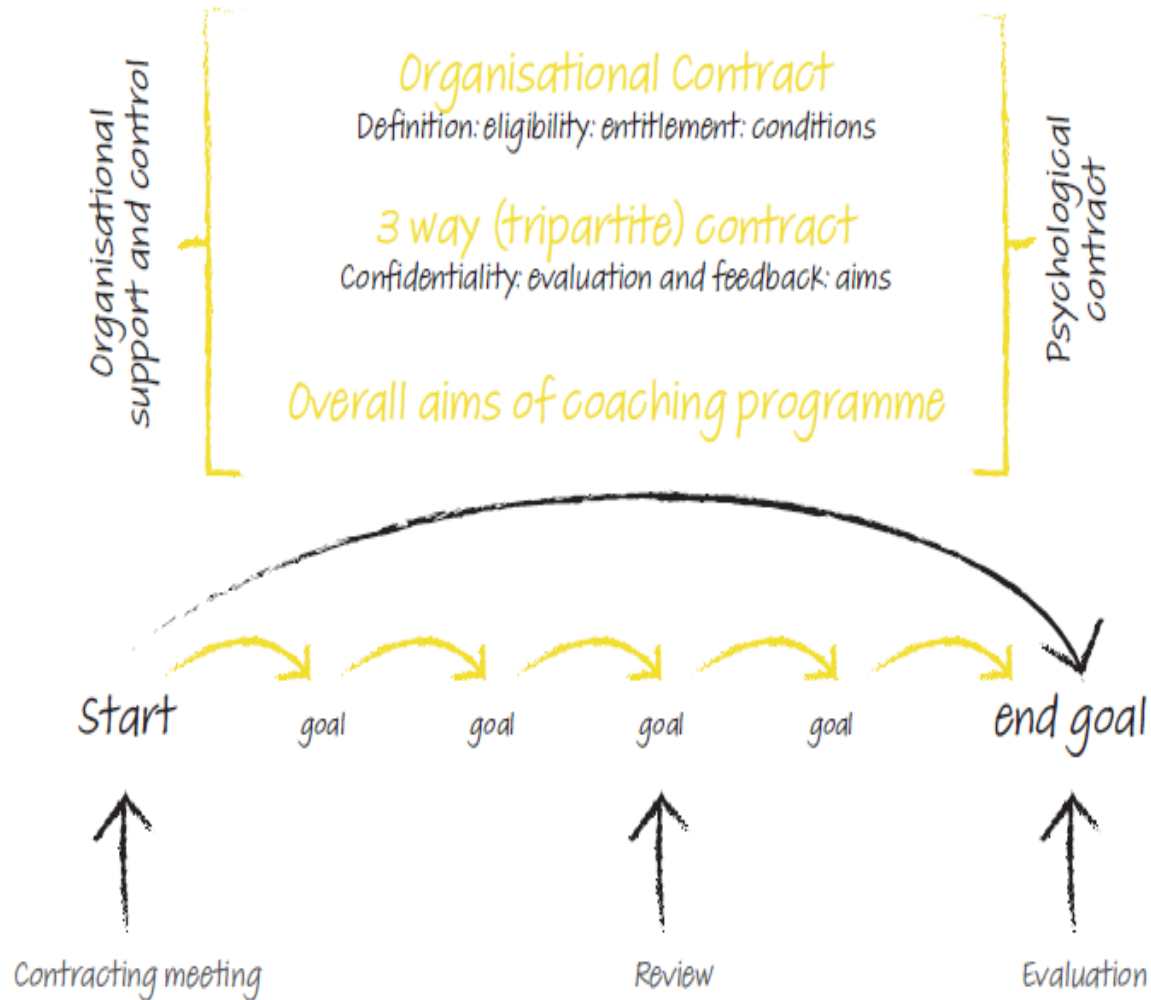
Breakout Activity – Ethics in Coaching

Write an ethical dilemma for the
other team.

Swap.

Feedback to the ethical panel.

Levels of The Coaching Contract



Consider how issues of **ethics and best practice** can be embedded at 'Organisational Support and Control' Level, and built into the following:

1. Organisational contract
2. Tripartite meeting/contract
3. Contracting with coachee
4. Review points
5. Evaluation

Mentoring Vs Coaching



Mentoring	Coaching
Puts in information	Pulls out solutions
Informs	Increases self-awareness
Advises	Challenges through questions
Shares experience – stories, learnings	Finds own solutions / way forward
Recommends	Non-directive
Guides	Encourages reflection
Explains	Supports and encourages

Mentoring Vs Coaching



Group Activity

- Thinking about coaching and mentoring - what are the key skills/attributes you are looking for and what projects would you consider utilising them in and why?
- What are the expected benefits to the individual and the organisation of engaging with coaching/mentoring?
- How would you evaluate this – utilising Kirkpatrick/Philips Model?



Organic Practice Model: Bird & Gornall



Coaching Principles – Mosaic Approach



1. People are creative, resourceful and whole by nature
2. People are not problems to solve, they can solve their own problems
3. We are equals in the coaching partnership
4. Insight over information
5. The coachee is responsible for the results they are creating
6. The coachee is capable of much better results than they are currently experiencing
7. The coachee holds the answer
8. My coaching relationships are built upon trust, openness and honesty
9. Not knowing is a vast source of intelligence
10. Noticing - everything is data
11. Acknowledging and accepting 'what is' is important
12. Everything and everyone has a place – like it or not

Coaching Presence



‘A way of being with coachees (mindful, empathetic, warm, calm, zestful, fun, and courageous) that facilitates growth and change through connection and relationship’.

Kauffman and Moore

“the ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.” ICF

The ICF indicates that a professional coach:

- a. Is present and flexible during the coaching process, dancing in the moment
- b. Accesses own intuition and trusts one’s inner knowing – “goes with the gut”
- c. Is open to not knowing and takes risks
- d. Sees many ways to work with the client, and chooses in the moment what is most effective
- e. Uses humor effectively to create lightness and energy
- f. Confidently shifts perspectives and experiments with new possibilities for own action
- g. Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered by or enmeshed in clients’ emotions

Coaching Presence: Abravanel



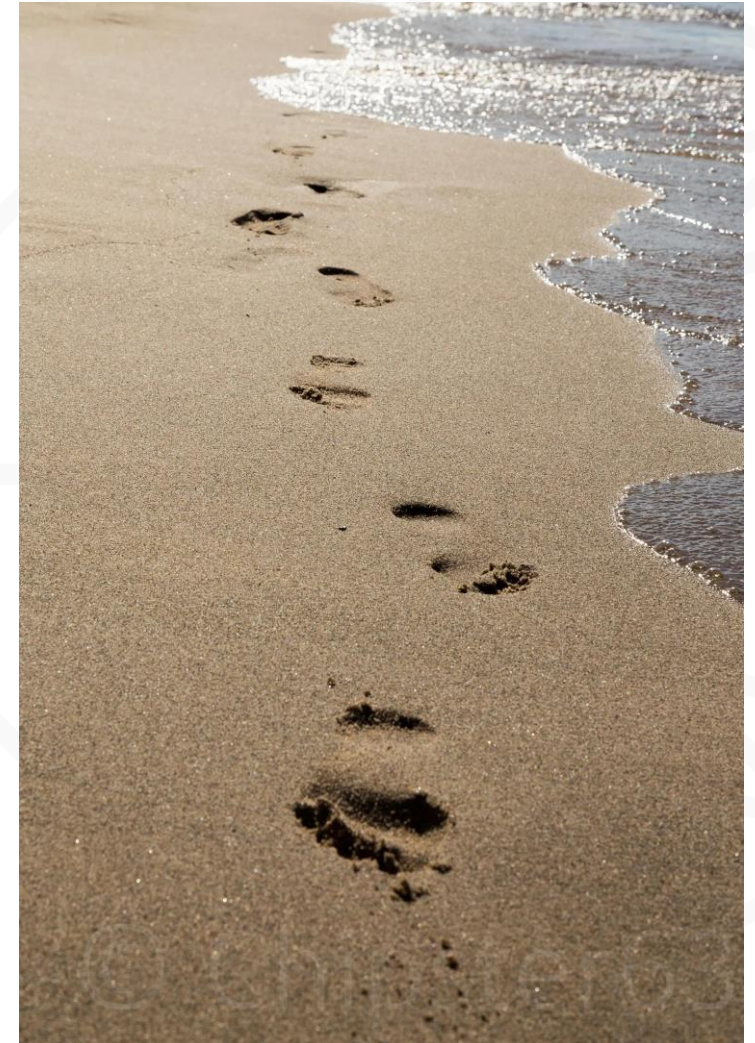
Based on the personal interview data, six themes emerged that portray coaching presence during a coaching session:

1. Mindful Self-Awareness
2. Authentic Connection (empathetic connection – core conditions)
3. Deep Attunement (L2 and L3 listening)
4. Embodied Engagement (inner zone of awareness, somatic presence)
5. Holding Outcomes (robust container, allowing for but non-attachment to emergent outcomes)
6. Structural Alignment (management of the physical or virtual space, skillful communication)

Next Steps



1. First co-coaching meeting – details to follow
2. Develop a realistic implementation plan for coaching and mentoring in the organisation. Consider - Contracting, Boundaries, Ethics, Feasibility, best practice.
3. Practice, practice, practice.
4. Complete coaching hours practice and update all coaching and study logs.
5. Complete a co-coaching session between now and Christmas.





...we'd love to continue the conversation.

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