

b.SAFE ‘Coaching for Safety’ Programme

*Accredited at Institute of Leadership and Management (ILM)
Level 5 Certificate in Coaching and Mentoring*

An ILM accredited coaching and mentoring programme tailored specifically for QHSE professionals such as safety engineers, safety managers and safety coaches.

“BTW, we attended the Beehive Coaching and Mentoring Certificate in Manchester. In a nutshell..... it was fantastic. Excellent venue, interesting and experienced cohort and superb delivery from the course directors who maintained a healthy balance of theory and lots of practise. We applied ourselves the whole time we were there, the time flew by, I was engaged throughout to the point of being absolutely knackered - three very encouraging signs!”

Paul Dundee, Project Lead, Magnox Ltd

Aim, to - deliver an accredited coaching and mentoring programme specifically designed for QHSE professionals, combining key principles and tools from the fields of Human Performance, Lean Process Improvement and safety culture with an understanding of organisational behaviour and non-directive coaching and mentoring skills

Objectives, to:

- ⑥ *Introduce the concepts of coaching and mentoring and their role in management, performance improvement and safety culture*
- ⑥ *Develop the knowledge, skills and attitude required for participants to use non-directive coaching and mentoring in their roles*
- ⑥ *Introduce coaching conversation structures such as 'coaching on the go', OSCAR etc and their relevance to safety & process improvement*
- ⑥ *Relate coaching and mentoring to key safety culture models such as The Bradley Curve*
- ⑥ *Demonstrate how coaching and mentoring can be used with Human Performance Tools and behaviour modification models to reduce the chance of error and accidents*
- ⑥ *Enable participants to gain an internationally recognised coaching and mentoring accreditation in the specific context of QHSE*

Learning outcomes - participants will be able to:

- ⑥ *Explain the difference between coaching and mentoring and other management/people development approaches*
- ⑥ *Explain what a coaching culture is and the organisational and individual benefits*
- ⑥ *Describe how coaching and mentoring can contribute to safety culture and performance/process improvement*
- ⑥ *Undertake coaching and mentoring with confidence in their roles in a variety of situations Use non-directive coaching as a way of dealing with conflict and addressing safety issues with colleagues, clients and contractors*
- ⑥ *Use different coaching and mentoring approaches specifically to reduce error, change behaviour and improve quality and performance*

Introduction

Beehive is an organisational development consultancy, specialising in behaviour change. An Institute of Leadership and Management (ILM) Approved Centre, we have been delivering ILM Level 3, 5 and 7 accredited coaching and mentoring certificate and diploma programmes independently and for Bangor University since 2011. ILM is an internationally recognised quality standard.

Safety Culture

For the last five years Beehive has been immersed in the world of safety, Human Performance and safety culture in safety critical sectors such as the power industry. Having completed research into safety culture with Bangor University's Psychology Department, we recognised the potential contribution of non-directive coaching to safety culture in the areas of collaborative problem solving, task observation, error investigation, operating experience feedback, process improvement and error avoidance.



**Caution -
coaches at work!**

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We approached ILM in 2016 with a proposal for an ILM coaching and mentoring programme that combined:

- ⑥ The rigour of the ILM coaching and mentoring accreditation process with
- ⑥ A specific focus on safety culture and process improvement

We wanted to maintain the integrity of the level 5 accreditation with its focus on skills development and organisational context, but replacing the usual organisational models with those from behavioural modification, safety culture and human performance to make the programme context specific. After consultation Beehive was given permission to design and market the programme.

We are the only organisation offering this particular combination of accreditation, skills development and context-specific content.

Programmes structure

The programme is five days in length, comprising three taught modules with guided learning and practical workplace activities in between. Accreditation is achieved through the submission of assignments and the completion of 12 hrs of documented workplace coaching or mentoring.

- 1) **Induction** - Phone call from facilitator and reflective questionnaire.
- 2) **Guided learning** - Resource list for research and guided learning between modules including independent research, reading, practise of techniques, completion of individual exercises to increase self-awareness, and reflection and maintenance of the learning log.
- 3) **Input Modules** - See below
- 4) **Coaching practise and supervision** - The ILM requirement for level 5 certificate is for 12 hrs of coaching practise.
- 5) **Assignment submission** - The submission date for assignments is six months after the end of the modules.

Module one - Coaching Basics

<p>Day one - Introduction to coaching and mentoring</p>	<ul style="list-style-type: none"> ⓑ What coaching and mentoring are and aren't activity. Introduction to the Bradley Curve model of safety culture. Positioning coaching on the Bradley Curve. ⓑ Coaching demonstration, discussion - what knowledge, skills and attitudes are required for non-directive coaching? How does coaching relate to performance improvement? ⓑ Coaching mindset - Dweck's 'growth' and 'fixed' mindset approach ⓑ First key skill - listening exercises and activities ⓑ Second key skill - non- directive questioning - questioning practical - Tennis balls ⓑ Structuring a coaching conversation - 'Coaching on the go' model - 'Three Whats' model of coaching, review and reflection ⓑ 'Post task review' of day one using the Three Whats in coaching trios
<p>Day two - Key skills for coaching and mentoring</p>	<ul style="list-style-type: none"> ⓑ Third key skill - contracting using the Three Cornered contract - practise ⓑ Fourth key skill - giving and receiving feedback and dealing with conflict - practise ⓑ Fifth key skill - rapport and relationship building - practise ⓑ Second coaching model - OSCAR using the Beehive Coaching Compass - practise in trios and feedback ⓑ 'Pre task review' for workplace activity - planning to use the skills in the workplace. Identifying opportunities for coaching

Workplace activity: Use coaching skills informally in the workplace, and reflect on the impact on safety and performance. Learning log updates

Module Two - Running coaching sessions

<p>Day three - Running coaching sessions</p>	<ul style="list-style-type: none"> ⓑ Communication model - Berne's Ego States (PAC) model - application to real time situations activity ⓑ Running a coaching session - how to plan, undertake and document coaching conversations ⓑ Coaching observations on site - feedback. ⓑ Introduction to the assignments and practical requirements
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Workplace activity: Identify two coaches for one-to-ones and have first coaching sessions and document. Plan and undertake at least four 'coaching on the go' safety coaching interventions and document. Read ahead in the manual - Human Performance Tools, ABC model, Drift model, GEMs Model

Module Three - Coaching for safety

<p>Day four - Coaching for safety</p>	<ul style="list-style-type: none"> ⓑ Origins and Evolution of Human Performance - open reporting and operating experience ⓑ Introduction to error - reducing the incidence of and impact of error ⓑ Beehive coaching compass - team coaching and collaborative problem solving ⓑ Beehive's 'Management Leadership Continuum' model - the importance of both management and leadership to safety and how coaching supports both ⓑ Coaching during organisational change - the Transition Curve - activity ⓑ Coaching practise and on site observation
<p>Day - five - Ethics, supervision</p>	<ul style="list-style-type: none"> ⓑ The importance of ethics in the context of both safety and coaching - Ethical Guidelines, reporting procedures and solving ethical dilemmas - case studies ⓑ SCARFE model - how power effects both coaching and safety ⓑ Methods for evaluating coaching and mentoring - making a business case for coaching and mentoring ⓑ Introduction to coaching supervision ⓑ Assignment support - difference between reflective practice and critical review, producing development plans etc

Workplace activity: complete coaching practise, write assignments and submit for feedback, final submission.

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