

Title:**Title****Presenter:****Recognise and Articulate Leadership in Learning and Teaching**
University of Kent**Session Learning Outcomes**

By the end of this session, delegates will be able to:

- identify a mentoring/coaching model to promote the articulation of leadership
- identify features of leadership in their practice or the practice of others
- identify potential applications of the GROW model for their practice and institution

Session Outline

In the workshop we will focus on our experience of working with colleagues to help them recognise and articulate their leadership in learning and teaching. We engage with individuals whose practice affects or has the potential to affect staff and students.

This workshop draws on the resources and experiences of an institutional case study and is an opportunity to explore the effectiveness of a coaching model (GROW) in supporting colleagues to explore ways to articulate their leadership in learning and teaching.



Hay (1995) describes mentoring as a 'developmental alliance'; a relationship between equals in which someone is helped to develop themselves. Mentoring is usually concerned with supporting new practitioners whilst they make a significant career transition or take on a new role (Cordingley et al, 2004). Coaching is normally used to support the process of reviewing established or emerging practice. It is focused on innovation, change or specific skills (Cordingley et al, 2004).

In September 2017, the University of Kent gained accreditation from the Higher Education Academy (HEA) to develop provision and assess Claims for Senior Fellowship (D3) of the HEA through a mentoring approach using a coaching technique. The Route for Recognition of Experienced Staff (RRES) supports participants to develop and enhance their professional practice, particularly educational leadership. The technique adopted with colleagues entailed a focused mentoring conversation on their 'leadership' based on the GROW (Goals, Reality, Options and Will) model (Whitmore, 2009).

Data from an evaluation of the HEA RRES will be presented and discussed, framing the participants' paired discussion regarding potential applications for their own practices and contexts. Our findings suggest that leadership is often under-acknowledged by staff, who tend to contextualise their work within the boundaries of their current role-associated responsibilities, without recognising the impact their practice has or has the potential to have on others.

Session Activities and Approximate Timings

We will use the GROW coaching tool with SEDA colleagues to help them recognise and articulate their leadership in learning and teaching.

It is surprisingly difficult to define 'coaching' precisely, and this term is used in rather different ways depending on the context. It is also difficult to distinguish definitively between coaching and mentoring. Both rely on the coach or mentor to facilitate the individual's learning and to help them to take responsibility for, and to manage, their own learning, and both need some foundation coaching skills – although mentoring requires additional skills to do with supporting the mentee through guiding, career counselling and networking (Clutterbuck, 2014).

Clutterbuck (2008) highlights the features that they seem to have in common; both:

- require, and draw upon, the helper's experience
- involve giving advice in some form
- coaching and mentoring are based on goals set by, or for, the mentee
- methods deal with significant transitions the mentee wishes to make
- deal with personal growth ambitions.

10 min – Introduction (presenters)

20 min – Participants will be asked to pair up with somebody and introduce themselves. The paired activity will use the GROW model to support staff to identify their educational leadership. Presenters will circulate to identify emerging themes for closing plenary summing-up.

Throughout the activity the presenters will circulate, facilitate and collect soundings.

The participants will consider:

Goal → How could you support your staff to meet increasing challenges in HE/FE and to recognise how their leadership may enable them to meet these challenges?

Reality. What are you experiencing? What have you already tried?

Options What are the obstacles in your way? What are your options?

Will What are/were your next steps, what could you do now based on this?

5 mins How did the exercise make you feel? What did you notice about yourself? Discuss!

10 min Feedback/lessons learnt. (group + presenters)

References

Key texts mentioned in the outline, please use the Harvard referencing system.

Carnell E, MacDonald J and Askew, S (2006) *Coaching and Mentoring in Higher Education*, London: Institute of Education

Clutterbuck, D. (2008) 'What's happening in coaching and mentoring? And what is the difference between them?', *Development and Learning in Organizations: An International Journal*, vol. 22, no. 4, pp. 8–10 [Online]. Available at <http://www.emeraldinsight.com/doi/pdfplus/10.1108/14777280810886364> (Accessed 3 May 2016).

Clutterbuck, D. (2014) *Everyone Needs a Mentor*, 4th edn, CIPD, London

Cordingley P, Bell M and Temperley J (2004) *Mentoring and coaching: consultancy for capacity building* (unpublished)

Dennison B and Kirk R (1990) *Do, Review, Learn, Apply: a simple guide to experiential learning*, Oxford: Blackwell

Douglas C (1997) *Formal Mentoring programmes in Organisations: an annotated bibliography* Greensboro, NC: Center for Creative Leadership

Hay J (1995) *Transformational Mentoring*, Maidenhead: McGraw-Hill

Hobson A (2003) *Mentoring and Coaching for New Leaders*, Nottingham: National College for School Leadership

Kay D and Hinds R (2005) *A Practical Guide to Mentoring*, Oxford

Pennington R.C (2004) *Developing Leaders for Today and the Future*, Sheffield: Higher Education Staff Development Agency

Rogers J (2004) *Coaching Skills: a handbook*, Milton Keynes: Open University Press

Whitmore, Sir John (2009) [1992]. *Coaching for performance: GROWing human potential and purpose: the principles and practice of coaching and leadership*. People skills for professionals (4th ed.). Boston: Nicholas Breale