

Mentoring workbook

For executives and senior leaders





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Welcome and purpose

Welcome to the NHS Mentoring workbook for executives and senior leaders. This guide is designed to support executive and senior leaders in developing a reflective and impactful mentoring practice.

The NHS North West Leadership Academy mentoring offer

The NHS NWLA empowers people in the North West to secure better health, care and wellbeing outcomes through leadership. The mentoring offer is part of an overall strategy which positions mentoring as one of a number of avenues to develop leadership capability at all levels within and across organisations in the North West.

Why mentoring is important

Developing individual, collective and systems leadership through mentoring is a strategic imperative for NHS executives in a time of unprecedented transformation across health and care systems. You'll be aware that, as executive and senior leaders, you are not only shaping organisational culture but influencing system-wide change. Mentoring provides a powerful mechanism to strengthen leadership capability at scale and to embed inclusive, compassionate leadership practices.

Mentoring at the executive level:

- Recognises and amplifies diverse talent across professions and geographies, ensuring future leaders reflect the communities we serve.
- Creates direct pathways for development where the work happens, enabling leaders to learn in context rather than in isolation.
- Builds collective leadership capacity and systems leadership capability, equipping leaders to navigate complexity, foster collaboration across integrated care systems, and lead innovation beyond organisational boundaries.
- Connects beyond organisational silos, offering mentees a panoramic view of the 'bigger picture', critical for strategic decision-making and system stewardship.
- Provides protected space for reflection and challenge, acting as an external sounding board for future executives and senior leaders who rarely have time for deep thinking. This "time-out" supports resilience, ethical clarity, and adaptive leadership in high-stakes environments.



What is mentoring?

Mentoring means different things to different people, and as an executive or senior leader, your perspective will have been shaped by years of experience, organisational culture and the leadership journey you've taken. We are all likely to carry assumptions about mentoring based on what we've seen, heard or personally experienced. If you are a clinician for example, mentoring may have particular connotations within your professional practice. Some of these assumptions are conscious while others operate beneath the surface.

You may find it useful to consider:

- *What mentoring have you received on your leadership pathway, both formal and informal?*
- *Which qualities of effective mentorship have made the greatest impact on you?*

Reflect on the mentorship which influenced your thinking, opened doors or challenged you to grow or take courageous decision. What did your mentors do that mattered most? Perhaps it was their ability to listen deeply, their willingness to share hard-earned wisdom, or the trust they created in the relationship?

Some definitions

The European Mentoring and coaching Council (EMCC)	<i>Mentoring is "a developmental process, which may in some forms involve a transfer of skill or knowledge from a more experienced person to a less experienced, through learning, dialogue and role modelling. In other forms may be a partnership for mutual learning between peers or across differences such as age, race or discipline."</i>
(Connor and Pokora, 2007)	<i>"coaching and Mentoring are learning relationships, which help people to take charge of their own development, to release their potential and to achieve results they value."</i>



(Parsloe, 2000)	<i>“The purpose of mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be”.</i>
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Mentoring is not about having all the answers. It’s about holding a space for someone else to do their best thinking. This requires self-awareness, emotional regulation, and a commitment to being fully present. Consider how your mindset influences the quality of listening, questioning, and connection in your mentoring conversations.

Comparing mentoring, coaching and counselling

	Mentoring	coaching	Counselling
Agenda	The agenda is set by the mentee.	The agenda is set by the coachee.	The agenda is typically set by the individual but in agreement/ consultation with the organisation.
Focus	Forward focus. Often takes a broader view of the person.	Forward focus. Generally focused on specific development areas or issues.	Can look to the past to help people understand the root causes of longstanding problems/issues (may address psychosocial as well as performance issues).
Experience	Mentor is traditionally more experienced and qualified than the client in a certain area.	Coaching is generally not performed on the basis that the coach needs to have direct experience of their clients formal occupational role, unless the coaching is specific and skills focused.	Counsellors are qualified professionals in the specific field.
Sharing	Mentors can pass on knowledge, experience and open doors to otherwise out of reach opportunities	Mentor is traditionally more experienced and qualified than the client in a certain area.	Counsellors are guided by their professional boundaries and the focus is on the client
Duration	Often a long term, ongoing relationship with duration determined by need.	Generally short- term, often with a set duration.	Duration determined by need and breadth of issues to be addressed.



Frequency	Meetings take place as and when the mentee needs.	Generally, meetings are scheduled on a regular basis.	Generally, schedule is determined in agreement with counsellor and client Formality is guided by the approach taken.
Formality	Traditionally mentoring tends to be more informal in structure.	coaching is often considered more structured in nature.	Duration determined by need and breadth of issues to be addressed.

Models of Mentoring

There are multiple models of mentoring, each with distinct characteristics. Structured mentoring is goal-oriented and often hierarchical. Developmental mentoring is more fluid and responsive to the mentee’s evolving needs. Reciprocal mentoring (also known as reverse mentoring) challenges traditional power dynamics by inviting learning across generations, roles, and lived experiences.

executives may engage in internal mentoring, where shared organisational context offers familiarity and ease. External mentoring, however, brings fresh perspectives and broader networks. Both have benefits and risks. Internal mentoring may reinforce existing norms; external mentoring may lack contextual nuance. Reflect on which model best suits your current mentoring relationships.

Structured (Traditional) Mentoring

- **Nature:** Formal, goal-driven, and often hierarchical.
- **Focus:** Career progression, skill acquisition, and organisational objectives.
- **Role of Mentor:** Provides guidance, advice, and opens doors to opportunities.
- **Strengths:** Clear expectations, measurable outcomes, and strong alignment with organisational priorities.
- **Considerations for executives:** Useful for succession planning and developing talent pipelines, but can risk reinforcing existing power structures if not approached inclusively.

Developmental Mentoring

- **Nature:** Flexible, reflective, and mentee-led.
- **Focus:** Personal growth, leadership capability, and adaptive thinking.
- **Role of Mentor:** Acts as a sounding board, asks powerful questions, and encourages independent problem-solving.
- **Strengths:** Builds resilience, critical thinking, and self-awareness key for navigating complexity.



- **Considerations for executives:** Ideal for fostering system leadership and preparing future leaders for ambiguity and change.

Reciprocal (Reverse) mentoring

- **Nature:** *Mutual learning relationship, often across differences (e.g., age, ethnicity, role).*
- **Focus:** *Broadening perspectives, challenging assumptions, and promoting inclusion.*
- **Role of Mentor/mentee:** *Both parties share expertise and learn from each other.*
- **Strengths:** *Enhances cultural competence, innovation, and diversity of thought.*
- **Considerations for executives:** *Powerful for addressing blind spots, understanding emerging trends, and modelling inclusive leadership.*

You may wish to consider:

- **What model of mentoring would be most appropriate for your mentees?**
- **Which model feels most comfortable for you and which might you be less likely to adopt and why?**

Mentoring in complex systems

As an executive or senior leader working in the NHS, you will understand the realities of working within complex adaptive systems, where relationships, interdependencies, and emergent patterns shape the way we think, behave and lead. Mentoring in this context is about enabling systemic insight, helping leaders see beyond their immediate challenge to wider system dynamics at play. This can mean holding space for exploration, encouraging pattern recognition and encouraging awareness of the ripple effects decisions can have across organisations, communities and wider systems.

Mentoring can also strengthen system leadership by modelling collaborative, inclusive thinking. Through your questions and presence, you can help mentees navigate ambiguity, work across boundaries, and embrace diversity of perspective.



In doing so, you are developing individual capability and contributing to the collective leadership capacity that the NHS needs to thrive in complexity.

You may wish to consider:

- *How can you use mentoring conversations to help your mentee see the system beyond their immediate organisational context?*
- *In what ways does your mentoring practice reinforce the principles of system leadership e.g. such as emergence, co-evolution, connectivity, nested Systems, iteration and working across boundaries?*

Mentoring presence

Your psychological state as a mentor is your most powerful instrument. Doug Silsbee and Bill O'Brien (REF) suggest that the success of any intervention depends on the interior condition of the intervenor, in other words, our internal 'state'. As an executive, how you show up sets the tone for the mentoring relationship as a whole and for each session.

Consider: What are you carrying?

Before each mentoring session, take time to notice what you're carrying with you. These could be emotions, thoughts, hopes, or distractions. As you acknowledge what is, consciously choose what you would like to take into the mentoring space with you and what you'd prefer to leave outside.

Creating a 'Thinking Environment' (Nancy Kline)

Nancy Kline's Thinking Environment offers ten components that foster independent thinking:

Attention, equality, ease, appreciation, encouragement, feelings, information, Diversity, incisive questions, and place.



These elements create a space where the mentee feels valued, heard, and empowered to generate their own insights.

executives often operate in fast-paced, high-pressure environments. Mentoring offers a rare opportunity to slow down and create a thinking space. By embodying the Thinking Environment, you enable your mentee to access deeper levels of reflection and creativity. Consider which components you naturally offer and which require more intentional practice.

You may wish to consider:

- ***Which of Nancy Kline’s ten components do you naturally embody in your mentoring conversations, and how do these influence the quality of thinking for your mentee? (Consider examples from your recent mentoring sessions—where did your attention, equality, or appreciation make a difference?)***
- ***In the context of your executive role, which components require more intentional practice to create a true Thinking Environment, and what practical steps could you take to strengthen them? (For instance, how might you introduce more ease or consider place?)***

Power, identity and inclusion

Mentoring at the senior and executive level requires a deliberate awareness of power, privilege, and identity. The Social GRRRAACCEESSS Framework, developed by John Burnham and Alison Roper-Hall (2012), offers a practical prompt to consider multiple aspects of social difference:

Gender, geography, race, religion, age, ability, appearance, class, culture, and sexuality.

Burnham and Roper-Hall acknowledge that the list is not exhaustive and offer the framework as a tool rather than a theory to help leaders hold these dimensions in mind during mentoring conversations.



You may wish to consider:

- *Which aspects of your identity are most visible in mentoring, and how does this shape your practice?*
- *How does your positional power affect the mentoring dynamic?*
- *To what extent can you create conditions where diverse voices are heard and valued.*

Paying attention to power

Power dynamics are always present in mentoring relationships, and at the executive level, these can be amplified. Your positional authority, reputation, and influence may unconsciously shape how a mentee thinks, speaks, and makes decisions. If advice is offered too early in a session, it can unintentionally close down exploration and create dependency rather than autonomy. The mentee may feel compelled to follow your suggestion rather than develop their own thinking.

You may wish to consider the following approach:

Share stories, not instructions: Use personal anecdotes to illustrate how you approached similar challenges, without implying your way is the only way.

Offer options, not answers: Present a range of perspectives or strategies that could be considered, inviting the mentee to consider them and either select one that's appropriate for them or use them as a basis for finding their own, unique solution.

Ask before offering: "Would it be helpful if I shared how I handled something similar?" This keeps the mentee in control of the conversation and addresses the power dynamics outlined above.



Stay curious: Follow up with questions like, “What resonates with you from that example?” or “How might that apply in your context?”

This approach encourages reflection, builds confidence, and supports the mentee in developing their own leadership voice.

Further questions to consider:

- *How might your positional power influence the mentee’s willingness to challenge assumptions?*
- *What strategies can you use to share experience without limiting the mentee’s autonomy?*

Phases of the mentoring relationship

Chemistry and contracting

The foundation of any mentoring relationship is trust and alignment. Begin with a chemistry meeting to check whether the connection feels right for both you and the mentee. If it doesn’t, it’s better to walk away than force a fit. Once you agree to proceed, contract effectively (see section on contracting) to clarify expectations, boundaries, confidentiality, and purpose.

Create space for downloading

At the start of each session, it may be useful to give the mentee time to “download” what’s on their mind. This helps clear mental clutter and opens the way for deeper, more focused thinking. Listen attentively without rushing to solutions.



Establish the goal or theme

Agree on the goal or theme for the session. When working in complexity, it may be that this emerges over the course of the session and the mentee doesn't arrive with clarity at the start. That's OK. Goals may be strategic, relational, or about personal insight rather than immediate action.

Explore reality and perspectives

Invite the mentee to examine their current reality in depth. Encourage them to look into unexplored corners and adopt different perspectives. This broadens their view and surfaces hidden assumptions.

Ask incisive questions

Use incisive questions to help the mentee focus their thinking and challenge limiting beliefs. Systemic questions like "what assumptions might be holding this problem place?" or "what would change if you looked at this from another angle?" can unlock new insights.

Generate options and next steps

Support the mentee to identify options which may be outside their existing thinking before defining next steps.

Evaluate

Regular feedback helps you stay aligned with your mentee's needs and goals. Invite verbal feedback during sessions by asking questions like, "What's working well for you?" or "Is there anything you'd like to change?". Periodically, request written feedback to reflect on your style, approach, and the outcomes achieved. Evaluation supports continuous learning and strengthens the mentoring relationship.

Contracting with depth

Contracting is the psychological and ethical foundation for mentoring. A robust contract includes purpose, boundaries, roles and responsibilities, confidentiality, feedback mechanisms, review points, and an agreed process for ending. It also explores expectations, values, and power dynamics. This is especially important at the executive level, where roles and responsibilities are complex and where agreeing expectations around this can make a real difference to the effectiveness of mentoring overall.

Effective contracting creates psychological safety and mutual accountability. It allows both mentor and mentee to express needs, clarify assumptions, and co-create a working alliance.



As a senior leader, model transparency and inclusivity in your contracting conversations. Revisit the contract regularly to ensure it remains relevant and supportive. We have included an example of a mentoring contract in [Appendix 1](#).

Listening

[Otto Scharmer's four levels of listening](#): Downloading, factual, empathic, and generative, invite us to move beyond habitual responses and connect with emerging possibilities. Generative listening allows the mentor to hear what is unsaid, notice patterns, and support the mentee in accessing their future potential.

Nancy Kline writes about generative listening. This aligns with the deepest level of listening described by Otto Scharmer. When you listen without interruption, judgment, or agenda, you create a space where the mentee feels fully respected and safe to think. This kind of attention signals that their ideas matter and encourages them to access insights that might otherwise remain hidden. In a fast-paced leadership environment, slowing down to give this level of attention is a deliberate act of leadership and a catalyst for transformative thinking. It requires intention, curiosity, and consciously choosing to be present, curious and open.

You may wish to consider:

- *When was the last time you were listened to exceptionally well? What was the impact of this?*
- *In your current leadership context, what practical steps could you take to bring generative listening into your mentoring conversations?*



Questioning

Powerful questions are most often open and reflective. They hold the system in mind and are in service of your mentee's thinking. They're not about finding out more so you can diagnose and fix a particular problem!

John Whittington distinguishes between coaching and mentoring that is 'helpful' and 'useful'; stepping in to offer options or a way forward which solves problems (helpful) vs. providing incisive questions which invite the mentee to explore alternative perspectives (useful). The former is perhaps 'within' the issue, and the second 'outside'.

Here are some examples of questions which may be useful in mentoring:

- What assumptions are you making about this situation?
- What would you need to believe in order to reach the desired outcome?
- How would this look if you were to take a different perspective?
- What is holding this issue in place within the wider system?
- Where is the energy in this system right now, and what does that tell you?
- What do you want to have happen?
- What's the bigger story unfolding here, wider than your immediate challenge?
- To what or whom are you being loyal here?
- What voices or perspectives are missing from this conversation?

You might wish to consider:

- ***When I offer solutions or guidance to my mentee, am I stepping into their experience to resolve the issue, or am I creating space for them to step outside and see it differently?***
- ***How might I shift from providing answers to asking questions that challenge assumptions and open up new ways of thinking for my mentee?***



Internal and external mentoring

The benefits of mentoring within your own organisation include having an understanding of a shared context, easier logistics and alignment with organisational goals. However, it may also reinforce existing norms and limit challenge. External mentoring brings fresh perspectives, broader networks, and psychological distance, but may lack contextual understanding and continuity.

As a senior leader, consider the purpose of each mentoring relationship. Are you supporting talent development within your organisation, or offering strategic insight across systems? Be mindful of confidentiality, boundaries and the potential for bias. Both internal and external mentoring can be powerful when approached with clarity and intention.

Self-care for mentors

Mentoring can be deeply rewarding and at the same time, can be emotionally and psychologically demanding. Holding space for another's development, especially in times of uncertainty or challenge, requires presence, empathy, and resilience. It's important for mentors to recognise their own needs and boundaries and to practice self-care, whatever that means for you.

You may wish to consider:

- *How do I currently recognise and respond to my own emotional and psychological needs while mentoring others, especially during challenging moments?*
- *In what ways can I strengthen my boundaries and self-care practices to ensure I remain present and resilient for those I mentor?*



The importance of supervision

coaching and mentoring supervision provides a vital space for reflection, learning and support. It allows mentors to explore the dynamics within their mentoring practice, gain perspective on challenging situations and ensure they are working ethically and effectively. Supervision is not about oversight in this context, it's a developmental partnership that enhances self-awareness, deepens practice and helps mentors stay grounded and resourced. In complex leadership environments, supervision is a key pillar of professional integrity and growth.

You may wish to consider:

In what ways can supervision support my growth as a mentor? How can I invite supervision into my mentoring practice?

Your commitments and next steps

As a senior executive, you know you are shaping the future of the NHS. Your presence, mindset, and practice matter. Take time to reflect on what you've learned from this workbook and what you will do differently. Consider how you will continue to show up with compassion, curiosity, and courage.



1

Register as a mentor on the coaching & mentoring hub and select a mentor development programme (mdp)

Once you have selected a MDP your place will be confirmed via Eventbrite. Two weeks prior to the MDP, you will receive a joining email and a mentor scheme booklet. Please read the booklet prior to the MDP, as some parts of it are mandatory and there are exercises to complete. Please note your registration will not be authorised until you have attended all the MDP sessions.

2

Attend a mentor development programme

There are two options to attend a MDP in person or virtually. Please arrive on time and have access to the mentor scheme booklet and outcomes of the exercises. Please let us know as soon as possible if, for any reason, you are unable to attend the virtual MDP. This is very important as places are highly sought after, and if a place becomes available, we are able to offer it to someone on our waiting list.

3

Await approval and receive log in details

Once you have attended all the MDP sessions, your registration will be authorised by the coaching and mentoring (CAM) Team. You will also receive a welcome email from the CAM team and an automated communication from the Coaching and Mentoring Hub with your login details, you should log in asap and update your profile.

4

Update your profile

Completing a profile statement can be extremely helpful in determining what you can offer a mentee. This is the most important part of the process and will help mentees understand your skills, experience and qualities. Your profile should include a short biography, key skills and outcomes of the exercises stated in the mentor booklet. (Your contact details will not be shared with mentees until you accept an invitation.) A well-written profile will increase your chances of finding a strong match, creating a valuable and mutually beneficial mentoring relationship.

5

Accept/decline mentee invitation

Please log on to the coaching and mentoring hub on a regular basis and proactively monitor your relationships.



Appendices

Appendix 1: Contracting example

Name of mentee:

Name of mentor:

About mentoring

The European Mentoring and coaching Council (EMCC) describes mentoring as: “a developmental process, which may in some forms involve a transfer of skill or knowledge from a more experienced person to a less experienced, through learning, dialogue and role modelling. In other forms may be a partnership for mutual learning between peers or across differences such as age, race or discipline.”

As your Mentor, I will help you explore possibilities, increase your awareness and uncover answers you value. We'll work together using various methods and tools for exploring ideas, issues and options to inform your future choices and actions.

Our agreed communication preferences are: Email/phone/Zoom

My role as the Mentor

- I have a developmental approach to Mentoring. That means:
- As well as working towards individual goals, mentoring may have organisational and wider goals.

Your role as the mentee

You will:

- Commit to the mentoring process with a desire for something to become different, coming to the sessions ready and willing to pursue goals with curiosity, openness, and an ability to experiment and work with the uncomfortable.
- Bring a growth mind-set that believes there is no such thing as failure, only feedback and results and sees every experience as an opportunity to learn.
- Know when you are fit and well to take part in mentoring and take responsibility for informing my mentor of any health or wellbeing issues that may impact on our mentoring relationship.
- Provide my mentor with feedback when things work or are not working for you.



Confidentiality and trust

- We will undertake our work in a safe, supportive and confidential environment; the mentoring relationship is one based on trust. You can expect me to engage in direct and personal conversations and be honest and straightforward with you.
- I may take notes during sessions for the purposes of meeting your needs and evidencing progress. I will store and dispose of any records created during coaching in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements, including GDPR.
- As the mentee you are free to share the content of your sessions with whomever you choose; you may want to do this by providing contextual information to make this useful for yourself and others.
- In the unlikely event that I have cause for concern about your well being or concern that you are at risk to yourself or others, or where there is a confession of criminal wrongdoing, or 18 breach of law or contract, I will have a discussion with you and notify you of my intention to act as long as I consider this safe to do so. I may contact your nominated representative, signpost you to other services, notify the police or other authorities or choose to cease our sessions together.

Working together

Feedback

Feedback supports me in meeting your needs and becoming a better mentor. I will ask you for feedback regularly, both verbally and in writing. Thank you for agreeing to be honest about my coaching and provide information that enables me to best meet your needs and achieve your potential.

Our focus

In our first conversation, we discussed how mentoring will provide you with time to reflect. In our conversation, we discussed:

Topics/goals

We will focus our conversation on the following topic and goals:



Practicalities

We will do our best to ensure that each session is not interrupted to give full attention to the interaction. We will treat each other respectfully, listen carefully and check understanding, provide and receive feedback constructively, explore alternative ways of thinking and behaving and take responsibility for resultant actions. We will both take time to reflect on the session and write down these reflections if appropriate.

We will meet for [insert initial timeframe, regularity and duration of meetings]. We will meet [insert format e.g MS Teams]. If either of us needs to re-arrange a mentoring session, we will meet again at the next mutually convenient date. The person who cancelled has the responsibility to rearrange the meeting. If there are changes in circumstances, we will discuss and develop a new agreement.

Either of us can request a termination of this agreement at any time, for example, if there is a breakdown in the mentoring relationship or the mentoring ceases to meet your needs. I have read and agree with these ground rules for mentor and mentee.

I have read and agree with these ground rules for mentor and mentee.

Signed mentee:

Date:

Signed mentor:

Date:



Appendix 2: Useful tools

Tools to support communication	
Unconditional positive regard	Unconditional positive regard, a concept developed by the psychologist Carl Rogers, is the basic acceptance and support of a person regardless of what the person says or does. It supports the ability to be objective, non-judgmental and facilitative of another's preferences for progress that might not be aligned to our own.
Advanced understanding	Linking the mentee's verbal and non-verbal communication to surface what is implied or hinted. Demonstrating an understanding of the mentee beyond their own level of understanding.
Self-disclosure	The mentor reveals things about themselves to demonstrate parallels of experience, feeling, attitude and help the mentee feel more comfortable in sharing.
Confrontation	Willingness by the mentor to address discrepancies in the mentee's statements and where these might lead, what the mentee says and self-perception.
Immediacy alternatives	Willingness to directly confront personal development, the actual interaction between the mentor and the mentee. Being able to identify and develop choices and options for any given situation, not having one way of responding.
Tools to support mutual understanding	
<u>The Johari Window</u>	The Johari Window model is a simple and useful tool for illustrating and improving self-awareness and mutual understanding between individuals in a group.
<u>Learning Style Questionnaire</u>	Honey and Mumford's Learning Style questionnaire enables an understanding of learning style preferences alongside those of others.
<u>Frameworks for understanding personality</u>	Tools such as the Myers Briggs Type Indicator (MBTI) enables understanding of personal personality preferences alongside those of others.
Tools to support goal setting	
<u>SMART</u>	SMART is a model for structuring goal setting.
Tools to support change	
<u>PDSA cycles</u>	Use plan, do, study, act (PDSA) cycles to test an idea by trialing a change on a small scale and assess its impact, building upon the learning from previous cycles in a structured way before wholesale implementation.
<u>The Change Model Guide</u>	A comprehensive guide including tools.
<u>Leading Large Scale Change</u>	A comprehensive guide for large scale change



Tools to support exploration	
Mind maps or brain dumps	Tools are available online or just grab a pen and paper!
What is vs what if	Exploration of current roles, responsibilities, priorities, likes, dislikes versus where.
Lifeline activity	This is a simple but powerful technique for increasing self-awareness patterns, values, approach, outlook...
<u>Harvard Implicit Association Tests</u>	Help you reflect on any automatic associations you may hold.
<u>Identity tree</u>	Helps you reflect on your identity.
<u>SWOT analyses</u>	SCOD analysis or personal SWOT (SCOD stand for strengths, weaknesses, opportunities and development Needs) in addition to listing items under each heading you can assign weightings or ratings to the various factors to give the relative balance of positive and negative factors.
<u>PESTLE analysis</u>	Pestle analysis applied to an individual rather than an organisation or project.
<u>Competence analysis</u>	Competence analysis e.g. through the use of 360 degrees feedback techniques.
<u>Healthcare Leadership Model</u>	The Healthcare Leadership Model is applicable to everyone working in healthcare and helps individuals highlight areas of strength and development.
<u>System Leadership Behaviour Cards</u>	Explore system leadership behaviours in a mentoring session with the NHS NWLA System Leadership Cards.
Tools to support action planning	
<u>Develop your action plan</u>	Comprehensive guide.
<u>Cynefin Framework</u>	Decision making model.



Appendix 3: Reference list

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Contact the North West NHS Leadership Academy

If you would like to speak to a member of the NHS NWLA Mentoring team please use the contact details provided below.

Email: nwla.coachingandmentoring@nhs.net

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 [NHS North West Leadership Academy](https://www.linkedin.com/company/nhs-north-west-leadership-academy)