

PRACTICAL APPLICATIONS OF COACHING AND MENTORING IN DENTISTRY

JANINE BROOKS | HELEN CATON-HUGHES



WILEY Blackwell

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Practical Applications of Coaching and Mentoring in Dentistry

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This edition first published 2021

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John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Office

9600 Garsington Road, Oxford, OX4 2DQ, UK

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Library of Congress Cataloging-in-Publication Data

Names: Brooks, Janine, author. | Caton Hughes, Helen, author.

Title: Practical applications of coaching and mentoring in dentistry / Dr. Janine Brooks, Helen Caton-Hughes.

Description: First edition. | Hoboken, NJ : John Wiley & Sons, Inc., 2021. | Includes bibliographical references and index.

Identifiers: LCCN 2020045901 (print) | LCCN 2020045902 (ebook) | ISBN 9781119648260 (paperback) | ISBN 9781119648222 (adobe pdf) | ISBN 9781119648307 (epub)

Subjects: MESH: Mentoring | Dentists | United Kingdom

Classification: LCC RD37.2 (print) | LCC RD37.2 (ebook) | NLM WU 18 | DDC 617.0076-dc23

LC record available at <https://lccn.loc.gov/2020045901>

LC ebook record available at <https://lccn.loc.gov/2020045902>

Cover Design: Wiley

Cover Image: © (Top) Katja Kircher/Maskot/Getty Images;(Middle) Dean Mitchell/E+/Getty Images; (Down) Sturti/E+/Getty Images

Dedication

We would like to dedicate this book to all the hard working dental professionals who have successfully completed their post graduate qualifications in coaching and mentoring with Dental Coaching Academy. Their commitment to their profession, their own learning and development, and to coaching and mentoring has been an inspiration to us both, thank you.

About the Authors

Janine Brooks MBE, DMed Eth, MSc, FFGDP(UK), MCDH, DDPH(RCS), BDS, FAcadMEd, is CEO of Dentalia Coaching and Training Consultancy; Director of the Dental Coaching Academy; Co-founder of Dental Mentors UK; a private Coach and Mentor (Remediation, Career and Personal Development), Educational Associate and Registration Assessment Panelist for the General Dental Council; Trustee of the Dentists' Health Support Trust; Coach for the Professional Support Unit, Thames Valley; Expert Witness; Lead Clinical Tutor at the University of Bristol (BUOLD programme) and Honorary Fellow, Society of British Dental Nurses.

Janine enjoys a portfolio career working across a number of roles and organisations. Themes running through her work include education, mentoring and coaching. She launched my own coaching and training consultancy, Dentalia, in July 2011, providing coaching and mentoring to dental professionals and a broad range of education and training topics. She writes extensively and has published several books, plus a number of articles and papers over the years.

Helen and Janine along with their partner Bob launched a Post Graduate Certificate and a Post Graduate Award in Leadership Coaching and Mentoring in 2016. Over 60 dental professionals have successfully completed their qualifications to date.

Janine qualified from University of Birmingham dental school in 1983 and spent 19 years working as a Community Dentist in Herefordshire and Warwickshire before taking on national roles. Her main interests lie in bio ethics, professionalism, leadership in dentistry and mentoring.

Helen Caton-Hughes, MA, DipM, PCC, is an author, coach and founder of the Forton Group of companies. She combines her interest in health and wellbeing with leadership development and coaching. Her books include 'The Fertility Plan' and 'No Cape Required: empowering abundant leadership' (co-written with Bob Hughes).

Independent quality standards and a clear evidence base matter to her and Helen is an assessor for the International Coach Federation and a coach supervisor and mentor.

As a leadership, career and business coach, Helen works across the spectrum of health management, business development and marketing, with leaders from the private, public and humanitarian sectors and with their teams. Her clients include the UN, financial services and the UK National Health Service and leaders in fast growing technology companies, humanitarian organisations and logistics.

As a pioneer in digital business, Helen has built her own organisation based on flexible working patterns, digital technologies and self-paced remote learning. Equally at home in the classroom, Helen enjoys encouraging her students to discover their strengths, build their confidence and grow their careers as a result.

Helen's research includes youth volunteering, care home quality and the impacts of coaching on organisations. It's important to her that research findings get turned into actionable steps and, as a result, she designs training courses, including Post-Graduate programmes in leadership, coaching and mentoring, team-coaching and training in coach-mentoring and supervision. Helen also led the team that achieved the first International Coach Federation accredited programme to focus on leadership coaching.

Strongly committed to diversity, Helen works internationally, and inspired the development of abundant leadership, building on peoples' diverse strengths and talents, as well as their culture and values.

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Foreword

When asked by the authors whether I would write a foreword to this book I felt hugely privileged. Having been trained in mentoring and coaching by them several years ago, their knowledge and passion for mentoring and coaching in dentistry should be written down to aid those of us who are always still learning.

The power of mentoring and coaching is still not fully used in dentistry. As I progress further though my career I see more and more the impact of what it can achieve. Whether in a formal setting, or supportive conversations within teams, it can really alter how individuals and teams progress and perform, ultimately leading to improved patient care.

This book and the methods it suggests are grounded in solid theory, and techniques and methods well tested and proven. The case studies within it show how mentoring and coaching can work in the real and often challenging world of dentistry.

It can be so easy to focus on clinical improvement within our development, yet there are so many other areas of our professional lives in which we can improve and work on. This can often get missed, yet a good mentor or coach will draw this out, ultimately leading to a more rounded and balanced career and, with that, a better work life balance and sense of wellbeing.

It is also important to recognise the joy and pleasure of being a mentor or coach, and watching people develop. Personally, that is one of the main reasons I worked for my qualification. I have been rewarded time and time again for

the work required to achieve it, by seeing how you can support those who wish to engage.

Our careers can often take unexpected twists and turns, due to so many different factors, mine certainly has. Yet if you have someone to turn to who will mentor or coach you, depending on your need at the time, you find opportunities in the directions you can take and skills you may not have even known you had.

Enjoy this book and what it teaches you, and remember it is just the start of a bigger, and hugely rewarding journey.

Dr. Catherine Rutland
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August 2020

Acknowledgements

We would like to acknowledge the kind participation and contributions of colleagues who generously shared the projects they have developed. Their projects have been included to help the profession to benefit from their experiences of introducing and using mentoring within dentistry.

Thank you to all our Case Study contributors: Dr. Barkat Ahmed, Dr. Jane Davies-Slowik MBE, Dr. Stephen Denny, Dr. Frederick Fernando, Dr. Keith George, Dr. Sarah Jackson, Dr. Sumair Khan, Dr. Claudia Peace, Dr. Ewa Rozwadowska, Dr. Catherine Rutland, Dr. Ahmad El-Toudmeri, Dr. Jin Vaghela, Dr. Shilpa Chitnis.

We would also like to thank our husbands, John Brooks and Bob Hughes for their unfailing support and encouragement, not to mention proof reading expertise.

1

Introduction

This book principally concerns itself with practical applications of mentoring within the profession of dentistry in the United Kingdom (UK). Whilst the book is written to showcase case studies within dentistry in the UK it is important to acknowledge that the skills of both dental professionals and mentors are not dissimilar throughout the world. If you are working outside the UK whether in dentistry or different field you will find much that you can take away from the book and the case studies. It is also important to acknowledge that whilst the case studies relate to dentists, their application is equally valid for all dental professionals.

The inspiration for the book came from students who have completed our post graduate certificate and award qualifications in mentoring and coaching. They are hard-working dental professionals with a passion for both dentistry and mentoring and we are indebted to their contributions. Future students will be directed to this publication as a course book, however it is not limited to being a course text.

We provide a number of case studies for projects which showcase how mentoring is being utilised in positive ways to enhance individuals and the services those individuals provide. The aim is to demonstrate how mentoring programmes can be implemented and the benefits they can bring. We invite you to submit your own case study examples to our website at www.dentalcoachingacademy.co.uk.

Whilst mentoring is a practical intervention it is underpinned by sound theory and the acquisition of mentoring skills. We have included chapters that describe mentoring and coaching as the two interventions share a number of skill areas, yet are quite different in purpose and application. We have also included a chapter on mentoring and coaching tools and models with particular attention to a model that we have successfully used in our training programmes. The discussion chapter will review topics that the case studies have introduced and other aspects that we hope will provoke further thought.

Please note: for readers outside the UK or those who are not dental professionals, organisations within the UK that relate to dentistry may read like alphabet soup. We refer you to the glossary for a brief explanation of the organisations and terminology used. Please also note that, unless we make specific distinctions, we use terms like 'coach' and 'mentor' interchangeably, as we hold no attachment to the terms in their general usage. If you want to 'coach' someone, that's great; if you prefer to 'mentor' them, that's fine too. Both are possible as dental professionals supporting others' growth and development in general terms; or when we are acting as managers and leaders and drawing on coaching and mentoring skills generally. Where we make distinctions is when these skills are applied in professional settings and a precise tool, or approach is required by the context.

Mentoring is increasingly being seen by organisations generally, and the dental profession in particular, as a way of helping and supporting the development of people (employees, staff, contractors, patients) to achieve their goals. The word mentor has come to mean trusted adviser, friend, teacher, and wise person. The term 'coach' has been more commonly associated with someone supporting personal and professional performance, goal achievement, and drive. We aim to broaden both these terms to encompass enhanced self-awareness, development, personalised learning, and excellence in practise.

In dentistry we are still at the beginning of appreciating the potential and benefits of mentoring. In our experience more and more dental professionals are undertaking training to become mentors, such that these skills are applied more intentionally and more professionally. As will become evident as you read through the book, great mentors combine skill, expertise, and experience with the skills of mentoring in the service of another individual, the mentee. The practical skills, expertise, and experience that others wish to learn and emulate will not be covered by the book, they are taken as present. What the book does cover are the skills of translating that expertise and experience into a worthwhile, productive conversation, and relationship that promotes growth and development of another individual, the mentee.

History

Mentoring has slowly been gaining a position within dentistry since the Millennium with more and more dental professionals becoming familiar with the term and the concept of mentoring. It is also good to see this recognition from the statutory regulator for dental professionals.

Activities such as coaching and mentoring, where individuals are supported by other members of the dental profession, also have an important role to play here, and are valuable ways of enhancing the skills and approach of all involved.

Shifting the Balance: a better, fairer system of dental regulation
(GDC [2017](#)).

Vernon Holt did much to champion mentoring within the dental profession and his series of articles written between 2008 and 2010 are referenced frequently through the literature. Holt produced his thesis in 2013 and it contains a rich mine for those wishing to know more about mentoring in dentistry.

I suggest that a culture proactively supportive of practitioners at all stages of their careers using routine mentoring could do more than any amount of audit of techniques, protocols or choosing of 'the latest' materials, to enhance the quality of care delivered. Furthermore, because the dentist has a leadership role in the practising environment, the quality of performance of the dentist in the team can have a profound effect on the morale and culture of the team of which he or she is a part. This in turn will influence the quality of patient care indirectly as well as the direct effect through his/her own clinical performance

(Holt [2013](#), p. 24).

It is from the 1980s that we start to see the emergence of a body of literature about mentoring in American business management (Colley [2002](#)). Influential articles, particularly Roche's report, Much Ado about Mentoring ([1979](#)), claimed to have discovered mentoring as an informal but important part of a businessman's career. Mentoring in Britain then began to be seen as an American import, which had to be adapted to British culture. Clutterbuck was instrumental in the 1980s in bringing the idea of mentoring to Britain from the United States. He is regarded as the 'grandfather' of mentoring in the UK.